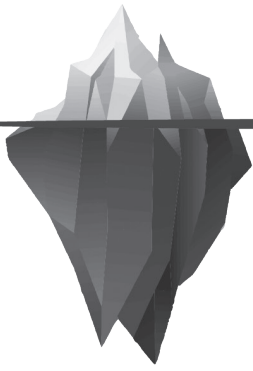


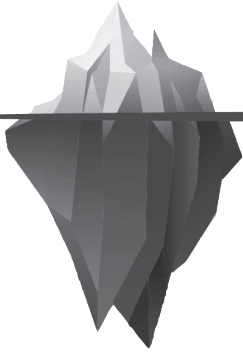
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SELF-REGULATION & DISTRESS TOLERANCE

STRATEGY 5

MY MAD TRACKER

Overview

Many children who have anger management difficulties do not realize two important concepts regarding this often overwhelming feeling. First, there are different amounts of that feeling with different names and second, that even the smallest effort can lead to a reduction in angry type experiences and feelings.

Materials Needed

Reproducible, *My Mad Tracker*, crayons

Procedures

Have an initial conversation with the student about anger and what they know about it. Make sure in that discussion that you help them understand that there are different amounts and that an angry emotion you feel at one moment will not stay the same amount. Also let them know that when someone puts even a little effort into making different choices when they are mad, change can come and they might not even notice it so learning how to track that change can be very encouraging for a student who wants to make different choices.

Have the student look at the reproducible and explain it to them. When they feel frustrated or angry in a certain situation, they are to put a tally mark in the appropriate traffic light category of red, yellow or green depending on the intensity of the feeling (i.e. if they feel their anger level is at a 4, they would put a tally mark in the yellow traffic light circle). It might be helpful for the student to color the traffic light the respective colors if you are not using the digital color print out. At the end of the day/week, they are to add up all the marks and put a total in the corresponding square at the bottom.

Important Considerations

- Child must have a basic understanding of what anger is (this can be done in prior sessions) as well as rudimentary understanding of copings skills and how and when to use them.
- It might be helpful to chart the student's numbers over time using easily accessible software such as in Microsoft Word.
- For students who experience many episodes of anger per day using this as a daily tracker is helpful. For students where the episodes are more spread out it can be useful as a weekly tracker.

Follow Up

Speak with the student before they get started and see if they can predict how many tallies they might have over a period of time. Then compare that to what they actually record and generate discussion around the findings. If there was a difference, why was that? If there was an increase in mad feelings, how might that be connected to outside stressors and can they identify those stressors?



Extension Activity

Have the child engage in an activity that typically produces a quick or large angry type feeling (i.e. competitive games or video games, very difficult academic tasks or puzzles) and have them track the angry feelings this leads to. Process with them what you and they notice about this experience.

Best Used With

Children who have anger outbursts with frequency or demonstrate low frustration tolerance to social dynamics or academic difficulties

Recommended Environment

Classroom

MY MAD TRACKER

How Many?

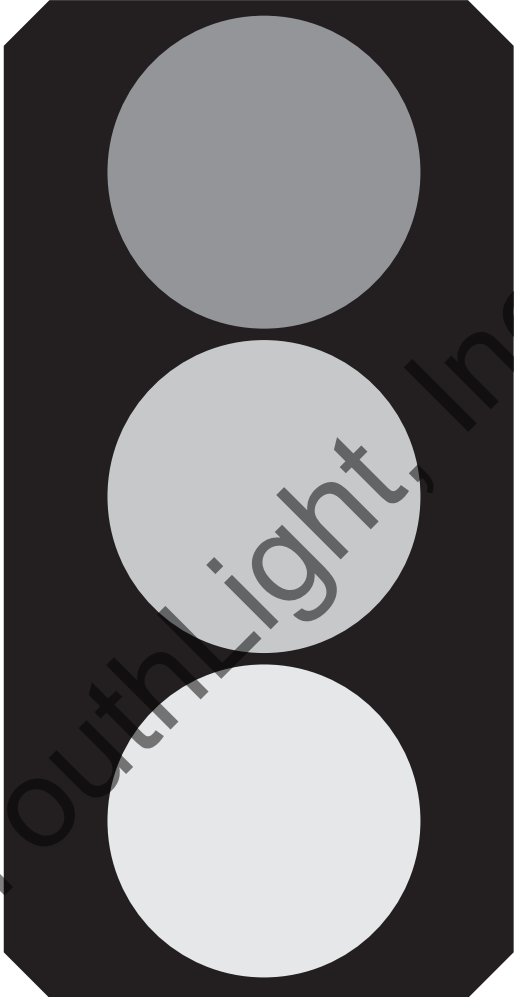
Feeling Name

← Angry

← Mad/Frustrated

← Annoyed/Irritated

©



How Much?

10
9
8
7
6
5
4
3
2
1
0

Daily or Weekly Tracker

Day _____ Week _____

Day / Week 1 Total

Day / Week 2 Total

Day / Week 3 Total