GRADES 3-8 · VISUAL SUPPORTS COLLECTION

EDITABLE

Anger Management



29 PAGES | 6 CALM CHOICES | 8 CUE CARDS | COLOR + INK-SAVER

BRIGHT PATH SPED

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HOW THE TAGS ON EACH PAGE WORK

The tag in each page's top corner: **Practice** for the student to fill, **Cards** to cut, **Tracker** and **Log** the data, **Example** the sample, **Notes** to send out, **Reference** to read.

☆ START HERE Start Here — Three Steps

1

Print the worksheets and the cards

Print the worksheets (pages 6–14): what sets me off, what my body does, an anger meter, 6 Calm Choices, two reflection pages, a plan and a check-in.

Print the cue cards (page 16, or ink-saver on page 17) and cut them apart: 4 across, 2 rows.

2

Work it, then pick a card

Start with triggers, body signals and the meter (pages 6–8), then Calm Choices (pages 9–10). Do the reflection pages (pages 11–12) later, once things are calm.

On My Calm-Down Plan (page 13) the student makes a plan; on My Calm Check-In (page 14) they color a circle each time they make a calm choice.

3

Log it, roll it up, send it home

One row on the log (page 22) for each time the student picks a card: when, the card, and whether the student used it.

Total the week on the roll-up (page 23). Send the family page (page 25) home; the hand-off page (page 26) goes to any other adult.

WHAT THIS FILE IS

A fillable PDF: 9 pictured triggers, 9 pictured body signals, a 4-level anger meter, 6 Calm Choice moments, two reflection pages, a plan page, a check-in, 8 cue cards in color and ink-saver, 8 blank cards and the data pages behind them, with type-in fields on the name lines, writing lines, log, roll-up, family and hand-off pages. It works offline with no account.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a counseling program, a behavior plan or a clinical procedure. It follows no named method and promises no outcome; it gives a student, in pictures and short lines, things to try, and counts what happened.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
I want the student to name what sets them off	Pages 6–8
I want a worksheet where the student picks a choice	Pages 9–10
I want the student to think back on what happened	Pages 11–12
I need the answers to the choices	Answer key, page 21
The student wants a card of their own	Blank cards, page 18
A paraprofessional or another room takes over	Hand-off, page 26
A family conference or a check-in	Roll-up, page 23; filled example, page 24

IF SOMETHING DOES NOT WORK

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

PRACTICE

What Sets Me Off?

My name _____ **Today** _____

Circle what bothers me.



Loud noise



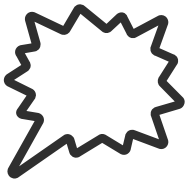
Being told no



Waiting a long time



Losing a game



Mean words



Plans change



Someone takes my things



Hard work



Being left out

Something else that bothers me

_____

PRACTICE

My Anger Meter

My name _____

Today _____

Write what my body feels and what I can do at each level.



Cool

My body feels _____

I can _____



Warm

My body feels _____

I can _____



Hot

My body feels _____

I can _____



Boiling over

My body feels _____

I can _____

PRACTICE

Calm Choices: Classroom

My name _____ **Today** _____

Stop. Think. Circle the calm choice.

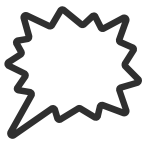
1  **A classmate laughs at my answer.**

-  Say something mean back
-  Take a slow breath and keep working
-  Crumple my paper

2  **The teacher says it is time to stop my game.**

-  Stomp and refuse
-  Throw the game
-  Say “OK” and put it away

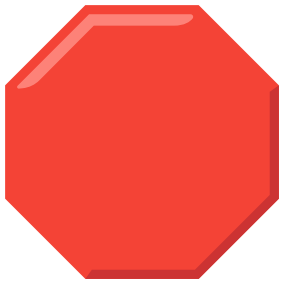
3  **I got a grade I did not want.**

-  Tear up the test
-  Ask the teacher if we can talk later
-  Tell everyone it is unfair

CARDS

Cue Cards (Color)

Cut the cards. Read one out loud.



stop

I can stop and think.



candle breath

I can blow out the candle.



count to ten

I can count to ten.



drink water

I can take a drink.



calm spot

I can go to my calm spot.



draw it

I can draw what happened.



read a book

I can read for a minute.



ask for a break

I can ask for a break.

LOG

Cue Card Log

STUDENT

WEEK OF

WORKSHEETS OR CARDS IN USE

#	DATE	WHEN (YOUR WORDS)	CARD PICKED	USED IT? (Y / N)	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

ONE ROW A CARD

Write when it was in the same short words each time, and the card word the student picked.

USED IT

Y if the student used the card, N if not. Count the Y rows on the roll-up (page 23).

TRACKER

Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CARDS PICKED	USED IT (Y ROWS)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF CARDS THE STUDENT USED · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

From the log (page 22): cards picked is the number of rows that week; used it is the number of Y rows. Used it divided by cards picked, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Devon is invented, and so is every mark on this page. One week on the log (page 22), then three weeks on the roll-up (page 23).

The log, week of 10/5 (5 rows)

#	DATE	WHEN	CARD PICKED	USED IT?	INITIALS
1	10/5	hallway	count to ten	Y	DM
2	10/6	math	candle breath	Y	DM
3	10/7	lunch	ask for a break	N	DM
4	10/8	recess	stop	Y	DM
5	10/9	reading	drink water	N	DM

The roll-up, three weeks

#	WEEK OF	CARDS PICKED	USED IT (Y ROWS)	PERCENT	NOTES
1	10/5	5	3	60%	–
2	10/12	5	4	80%	–
3	10/19	4	4	100%	–

READING THE NUMBERS

Week one: 5 cards picked, 3 used, 60 percent. Then 4 of 5 (80 percent) and 4 of 4 (100 percent). In all, 11 of 14 cards. Each percent is that row's own count divided by its moments.

A LINE THIS SHEET COULD WRITE

"With the worksheets and cue cards in place, Devon used the card 11 of 14 times over 3 weeks; cards picked: stop 2, candle breath 3, count to ten 3, drink water 1, calm spot 1, draw it 1, ask for a break 3."

Cards picked, all three weeks

CUE CARD	TIMES PICKED
stop	2
candle breath	3
count to ten	3
drink water	1
calm spot	1
draw it	1
ask for a break	3

WHERE THE NUMBERS COME FROM

Every roll-up row is counted from that week's log rows. The 14 rows across the three weeks are the 14 cards picked; the Y rows are the 11.

WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student. A real filled-in copy is a student record: initials only on anything that leaves your hands.