



n Analysis of incidents of anger and aggressive behaviour



- Let's look at your disruptive/angry behaviour in some detail – we may need to check this with your carer.
- This diagram indicates the way it works for a lot of children and young people. We call it a 'functional analysis'. On the left are the *antecedents* – the *trigger* may be name-calling or someone being angry with you. Then there are the *thoughts* that are evoked – 'How dare you talk to me like that!'
- Then there are the *feelings* that are evoked: humiliation, anger, upset – any of these. If you have been hurt yourself, those same feelings may be evoked.
- Then there is the *behaviour* that follows: hitting out, shouting, getting really angry.
- Then there are the *consequences* – someone gets hurt, you get into trouble, you get punished.
- Could we fill in the top boxes with what has happened, thinking of the incident you described.
- At the bottom – could we think of different sets of thoughts, feelings and behaviour, and consequences which might end positively, instead of the negative pattern which repeats itself as people want revenge – want their own back.
- Let's see if there is a pattern for what gets you angry and upset.

