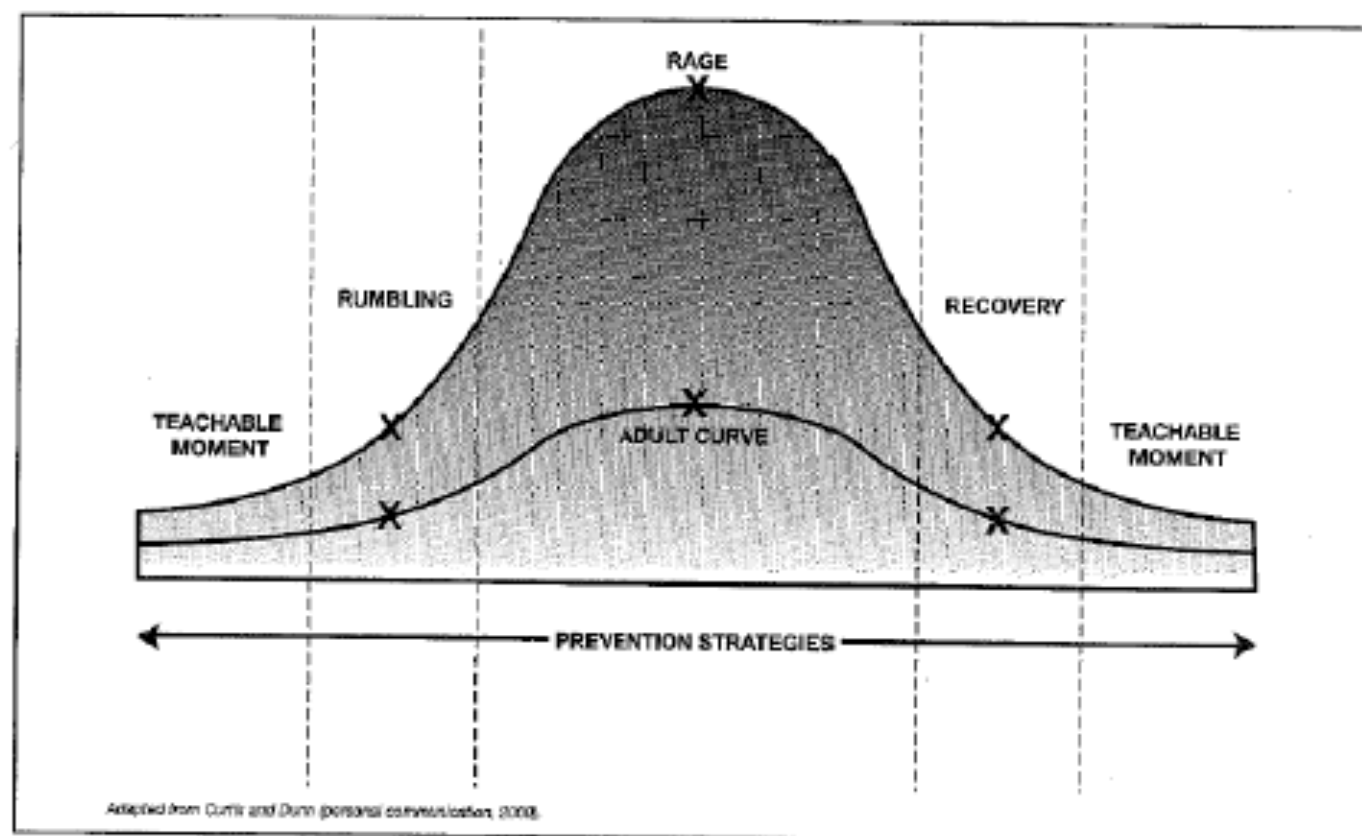


Rage Cycle

By Bev Mylin (adapted from the works of Brenda Smith Myles)



Adult Behaviors That Can Escalate a Crisis

- Raising voice or yelling
- Making assumptions
- Preaching
- Backing the student into a corner
- Saying, "I'm the boss here"
- Pleading or bribing
- Insisting on having the last word
- Bringing up unrelated events
- Using tense body language
- Generalizing by making remarks such as, "You kids are all the same"
- Using sarcasm
- Attacking the student's character
- Making unsubstantiated accusations
- Nagging
- Holding a grudge
- Acting superior
- Throwing a temper tantrum
- Using unwarranted physical force
- Mimicking the child or youth
- Drawing unrelated persons into the conflict
- Making comparisons with siblings, other students, etc.
- Insisting that the adult is right
- Having a double standard, "Do what I say, not what I do"
- Commanding, demanding, dominating
- Rewarding the student for unacceptable behavior
- Using degrading, insulting, humiliating or embarrassing putdowns

Typical Rumbling Stage Behaviors by Children and Youth

- Fidgeting
- Swearing
- Making Noises
- Ripping paper
- Grimacing
- Refusing to cooperate
- Rapid movements
- Tears
- Tensing muscles
- Name calling
- Increasing /decreasing voice volume
- Verbal threats
- Tapping foot

Rumbling Stage Interventions

- Antiseptic bouncing
- Proximity control
- Signal interference
- Touch control
- Defusing tension through humor
- Support from routine
- Interest boosting
- Redirecting
- Cool zone
- Acknowledging student difficulties
- Just walk and don't talk

Effective Adult Behaviors During the Rumbling Stage

1. Remain calm
2. Use a quiet voice
3. Take deep breaths
4. Prevent power struggle
5. Re-evaluate student goals
6. Be flexible – the child cannot

Typical Rage Stage Behaviors by Children and Youth

1. Disinhibited
2. Acting impulsively
3. Emotional
4. Explosive
5. Destroying property
6. Self-injurious
7. Screaming
8. Biting
9. Hitting
10. Kicking
11. Internalizing behavior

Rage Stage Interventions

1. Protect the student
2. Protect the environment
3. Protect others
4. Don't discipline
5. Remove the audience
6. Be nonconfrontational
7. Plan a "graceful" exit strategy
8. Follow a plan
9. Obtain assistance
10. Prompt to a cool zone, as appropriate
11. Use few words
12. Prevent a power struggle
13. Re-evaluate the student's goals
14. Be flexible – the child cannot
15. Set a time

Effective Adult Behaviors During the Rumbling Stage

1. Control "flight or fight" tendency
2. Remember that less is more
3. Remain calm and quiet
4. Do not take behaviors personally
5. Disengage emotionally
6. Be conscious of your nonverbal cues
7. Take deep breaths

Typical Recover Behaviors

- Sleeping
- Denial of rage behaviors
- Withdrawal into fantasy
- Apologizing

Note: Consider the child to be fragile. She can re-enter the cycle easily at this stage.

Recovery Stage Interventions

1. Allow to sleep, if necessary
2. Support use of relaxation techniques
3. Do not refer to the rage behavior
4. Support with structure
5. Consider the child "fragile"
6. Plan instructional interventions to provide alternatives to tantrums, rage, meltdowns, and shut-downs
7. Determine appropriate options for the child:
 - Redirect to successful activity or special interest
 - Provide space
 - Ensure that interventions are presented at or below the child's functioning level
8. Check to see if student is ready to learn
9. Do not make excessive demands

Effective Adult Behaviors During the Recovery Stage

1. Remain calm and quiet
2. Take time for yourself to regroup