

# Rage Management

Rage Phase	Description	Suggestions
1) Triggering	Events that set in motion episodes of rage that heighten the self-protective responses of students.	<ul style="list-style-type: none"> <li>• Understand that the rage is not intentional or personal toward you.</li> <li>• <b>STAY CALM</b> and use a quiet tone of voice.</li> <li>• Use non-threatening body language.</li> <li>• Use empathetic verbal support.</li> </ul>
2) Escalation	<ul style="list-style-type: none"> <li>• <u>Mild Escalations</u>: Student may begin to get angry or exhibit verbal or physical responses.</li> <li>• <u>Rapid Escalations</u>: Violent temper, aggressive comments, students may throw objects or furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the safety of other students.</li> <li>• If the student threatens you, walk away.</li> <li>• Direct the student to a safe place.</li> <li>• Do not address the student's inappropriate language or behaviors because they are unable to process what you are saying.</li> </ul>
3) Rage or Meltdown	The student is fully caught up in his or her rage.	<ul style="list-style-type: none"> <li>• Do not restrain the student unless there is immediate threat to physical safety.</li> <li>• Do not question or try to talk the student out of the rage.</li> <li>• Allow the student space.</li> <li>• Do not try to make the student understand instructions.</li> </ul>
4) Post-Rage or Post-Meltdown	Student may not remember the trigger, which can lead the student confused and embarrassed. He or she may need sleep.	<ul style="list-style-type: none"> <li>• Reassure the student that he or she is all right.</li> <li>• Help him or her plan what to do the next time a rage occurs.</li> <li>• When the student is ready, help him or her put language to the event.</li> <li>• Take note of the triggers that precipitated the rage.</li> </ul>