Alaska School Psychologist Association

Fall Conference 2018
October 25th and 26th

Anger Management Interventions

Jerry Wilde, Ph.D.
jwilde@iue.edu
765-973-8554
<table>
<thead>
<tr>
<th>Date</th>
<th>Change From 1993-2015</th>
<th>Change From 2013-2016</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Trends in the Prevalence of Suicide-Related Behavior

**National YRBS: 1991–2016**

The National Youth Risk Behavior Survey (YRBS) monitors priority health risk behaviors that contribute to the leading causes of death, disability, and social problems among youth and adults in the United States. The National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention conducts every two years during the spring semester and provides data representative of national YRBS is conducted every two years during the spring semester and provides data representative of students in public and private schools throughout the United States.

9-12th grade students in public and private schools throughout the United States.
<table>
<thead>
<tr>
<th>Quote</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Men are not disturbed by things, but by the views they take of them.&quot;</td>
<td>Epictetus</td>
</tr>
<tr>
<td>&quot;If thou art pained by an external thing, it is not this thing that pains thee, but thy own judgment about it. And it is in thy power to wipe out this judgment now.&quot;</td>
<td>Marcus Aurelius</td>
</tr>
<tr>
<td>&quot;There is nothing either good or bad but thinking makes it so.&quot;</td>
<td>William Shakespeare</td>
</tr>
<tr>
<td>&quot;As a man thinketh in his heart, so is he.&quot;</td>
<td>Proverbs 23:7</td>
</tr>
<tr>
<td>&quot;I saw all things I feared, and which feared me, had nothing good or bad in them save in so far as the mind was affected by them.&quot;</td>
<td>Spinoza</td>
</tr>
<tr>
<td>&quot;We become what we think about all day long.&quot;</td>
<td>Ralph Waldo Emerson</td>
</tr>
<tr>
<td>&quot;People are about as happy as they make their mind up to be.&quot;</td>
<td>Abraham Lincoln</td>
</tr>
<tr>
<td>&quot;Change your thoughts and change your world.&quot;</td>
<td>Norman Vincent Peale</td>
</tr>
<tr>
<td>&quot;Great men are they who see that spirit is stronger than material force, that thoughts rule the world.&quot;</td>
<td>Ralph Waldo Emerson</td>
</tr>
<tr>
<td>&quot;The mind is its own place, and in itself can make heaven of Hell, a hell of Heaven.&quot;</td>
<td>Milton</td>
</tr>
<tr>
<td>&quot;The highest possible stage in a moral culture is when we recognize that we ought to control our thoughts.&quot;</td>
<td>Charles Darwin</td>
</tr>
<tr>
<td>&quot;I have been proud of nothing I have done in anger.&quot;</td>
<td>Desmond Tutu</td>
</tr>
<tr>
<td>&quot;All violent feelings produce in us a falseness in all our impressions of external things, which I would generally characterize as the 'Pathetic Fallacy.'&quot;</td>
<td>John Ruskin</td>
</tr>
</tbody>
</table>
Identifying Problem Thoughts and Beliefs

Core Irrational Concepts:

1. *Should statements*, reflecting the belief that there are universal musts

2. *Awfulizing statements*, reflecting the belief that there are objectively terrible, catastrophic things in the world

3. *Need statements*, reflecting the belief that the student must have things, or that events must occur, in order to be happy

4. *Human worth, statements*, reflecting the belief that human beings can be rated as human beings

Core Irrational Beliefs:

1. I must be loved and approved by every significant person in my life.

2. I am not worthwhile unless I am thoroughly competent, adequate, intelligent, and achieving at least most of the time in at least one major area.

3. Things must go the way I would like them to go because I need what I want; and life proves awful, terrible, and horrible when I do not get what I prefer.

4. People (the world) must treat everyone in a fair and just manner; if they don't, they deserve anger and punishment.

5. Life should be entirely pleasant and enjoyable and thus any frustration, discomfort, and pain would be unbearable.

6. It is the past, and all its bad experiences, which continually ruin the present and which can never really be overcome.

7. Emotional disturbance comes almost completely from external sources and pressure, and I have little ability to control my feelings.

8. There is magic in the world, so even if I do everything necessary for an event to occur, it should not occur; some events will occur even if I do not accomplish the prerequisites for them to occur.

9. I must be able to control the attitudes, affections, and behavior of other people.

10. When dangers exist in my world, I must continually preoccupy myself with and upset myself about them; in that way, I will have the power to control or change them.
"Demandingness"

A majority of emotional disturbance is due to "demandingness"

- "Hardening of the ought-to-bes"
- "The tyranny of the shoulds"

Mental health is largely related to acceptance.

Happiness is the degree to which your expectations match your reality.

Anger is the direct result of demanding *something* be different than it happens to be.

"Where there's smoke, there's fire."
"Where there is all unmet demand, there is anger."

Listen for the "hot words" that indicate demands such as:

**Should...Must...Have to...Ought to...etc.**
Do's and Don'ts with an Angry Student

DON'T place your hands on the student
DON'T raise your voice
DON'T threaten consequences
DON'T try to reason with the student (until later)

DO use humor to quiet the child
DO try to distract the child
DO use the student's name
DO try to remove the audience
Managing Oppositional Behaviors

Behaviors that INCREASE Power Struggles

1) Having the interaction in front of an “audience”
2) Attempting to convince the student “I’m right, you’re wrong”
3) Threatening consequence during the interaction
4) Using bribes
5) Reacting without thinking
6) Displaying anger or sarcasm

Behaviors that DECREASE Power Struggles

1) Using simple directives
2) Having predetermined consequences
3) Having clear expectations prior to the problem
4) Letting the student have the last word
The Problem with Praise

- Oppositional students will resist anything they perceive to be “controlling”
- Praise is often viewed as manipulation by students
- If viewed as manipulation, students will reject praise as an attempt by the teacher to manipulate and control their behavior

Interventions

1) The whispered praise
2) A positive note to be discovered later
3) The “covert” reinforcement – brief, non-verbal, minimal attention

Deflecting Responsibility

Make attempts to displace responsibility away from you.

1) “The schedule says it’s time to…”
2) “Sorry but that’s the rules. I don’t make them but I do have to follow them.”
3) “According to the clock it’s time to…”
4) “I’d love to but the principal would be really mad at me. You wouldn’t want me to get fired, would you?”
1) The Positive Power of the Peer Group
2) The Mystery Student
3) Contracting
4) Card on Desk/Visual Reminder
5) Paperheart
Motivational Techniques for Students with Anger Problems

1) Stories/analogies regarding the importance of practice

2) Making Promises...
   a) “You can stay miserable…”
   b) “You’ll probably feel better…”
   c) “I’m not sure you’ve suffered enough…”

3) Tape and worksheet

4) The use of “almost curses”

5) Stepping into their world

6) Giving away control

Questions to Raise Motivation

Have you ever gotten into trouble because you got angry and blew up?

Do you ever have hassles with your folks that get out of hand because you get angry?

Have you ever acted like an idiot because of your anger?

How is anger helping you get what you want out of life?
Anger Disputations and Interventions

Cognitive
1) Where's the proof?
2) "He has no right to..."
3) Distraction

Emotive
1) Rational-Emotive Imagery
2) Pragmatic Disputation
3) Forceful Dialogue
4) Rational-Role Reversal
5) Rational Story Telling

Behavioral
1) Reinforcement/Contracting
Rational-Emotive Imagery by the Numbers

Step 1  Client describes incident

Step 2  Counselor uses relaxation techniques with client and again describes the incident

Step 3  Counselor encourages client to recapture original anger

Step 4  Client keeps imagining incident but instead of being enraged, tries to calm down

Step 5  When client signals he or she is calmer, counselor asks, "What did you say to yourself to calm yourself down?"

Step 6  Client's response is recorded and he or she is encouraged to practice, practice, practice!
The Cognitive Triad of Depression
(Aaron Beck's Model)

1. Negative View of Self
2. Negative View of World
3. Negative View of Future

**Martin E. P. Seligman refers to the cognitive triad as being:**

1. Personal (self)
2. Pervasive (world)
3. Permanent (future)

In Seligman's view, depression is the result of clients believing nothing they can do will make a difference. They believe they are powerless to change their circumstances.
Anger Management Groups
Initial Considerations

1) Size Matters
2) Chemistry
3) Asking for Referrals
4) The Use of Confederates (a.k.a. "repeaters")

Handling Problem Behavior in Group

1) The speaking ball
2) Divide and conquer
3) Time out
4) Letting the group "work"
The Anger Survey

Name__________________________
Date___________________________

Directions: Circle the number which best reflects how strongly you agree or disagree with each statement below.

1. I get angry when things don't go as planned.
   1  2  3  4  5  6

2. Other people make me angry.
   1  2  3  4  5  6

3. Life should be fair.
   1  2  3  4  5  6

4. When I don't do well I get very angry with myself.
   1  2  3  4  5  6

5. Things have to be my way or I get angry.
   1  2  3  4  5  6

6. The world has to be a better place to live.
   1  2  3  4  5  6

7. My family can make me get angry.
   1  2  3  4  5  6

8. There are a lot of things that ought to be better than they are right now.
   1  2  3  4  5  6

9. I can't control my temper.
   1  2  3  4  5  6

10. I get mad when people don't act like I think they should.
    1  2  3  4  5  6

TOTAL______________________
Getting to Know your
ANGER

Anger is a normal human emotion. Everyone gets angry. The important question is “What do you do with your anger?” The trick is managing your anger effectively so that it will move you in POSITIVE, not negative, directions. The first step in ANGER MANAGEMENT is to get to know your anger.

DO YOU...

Physical
☐ Grit your teeth?
☐ Get a headache?
☐ Feel your heart pounding?
☐ Get dizzy?
☐ Get red-faced?

Emotional
☐ Feel a fear of losing control?
☐ Get depressed?
☐ Feel guilty?
☐ Become anxious?
☐ Feel like lashing out?

Behavioral
☐ Scream?
☐ Cry?
☐ Get sarcastic?
☐ Smash and break things?
☐ Become abusive?
☐ Withdraw?

Thoughts
Write down any thoughts you have just prior to getting angry and also when you are angry.
Where's the Proof?

Directions: In the blank space in front of each belief, write the letter "T" if the belief is true and an "F" if the belief is false.

1. I don't like it when I do poorly but it's not the worst thing in the world.

2. Life has to be fair all the time.

3. If people don't like me I can still like myself.

4. I can't stand losing at something important.

5. I wish things were easier in school but they don't have to be.

6. Other people make me feel bad.

7. If I make a mistake once I will probably always make that mistake.

8. Because math is hard for me it proves I'm a stupid person.

9. If someone thinks I'm a nerd, I'm a nerd.

10. No matter what you say or do to me, I'm still a worthwhile person.

11. When things don't go the way I want, it's the worst thing ever.

12. I have to be right 100% of the time.

13. Things should go my way most of the time.

14. For the most part, I can control how I feel.

Answer key:
True- 1, 3, 5, 10, 14
False - 2, 4, 6, 7, 8, 9, 11, 12, 13
Rational vs. Irrational Beliefs

Name________________________

Directions: Next to each statement write RB if the belief is rational and IB if the belief is irrational.

1. ____ I wish I could have a new stereo.

2. ____ If a don't do as well as I would have liked on a math test, it doesn't mean I'm a stupid person.

3. ____ My parents never let me go anywhere.

4. ____ I don't like some subjects as much as others but I can stand them anyway.

5. ____ If I don't get asked to the prom, I'll die.

6. ____ If I wear these old shoes, everyone will make fun of me.

7. ____ I wish things would be easier but they don't have to be.

8. ____ I would prefer it if my parents would let me stay out later.

9. ____ If a teacher gets mad at me I don't have to get down on myself.

10. ____ If I didn't get on the honor role I couldn't show my face around here.

11. ____ Even if I look like a fool it doesn't mean I am a fool.

12. ____ People ought to treat me with the respect I deserve.
Triggers and Cues

Name

OUTSIDE TRIGGERS:
What types of outside situations are you likely to get angry about?

1. 

2. 

3. 

4. 

INSIDE TRIGGERS:
What types of thoughts are likely to make you angry?

1. 

2. 

3. 

4. 

CUES:
What things happen in your body just before you get angry?

1. 

2. 

3. 

4. 
Anger Incident Worksheet

Name ______________________

Date ______________________

Directions: Complete the worksheet with as much accuracy as is possible. Pretend you are recording this event as if you were a video camera with sound. A video camera couldn't show someone being “mean” to you but it could show someone calling you names.

1) When did you make yourself angry?

2) Where were you when you made yourself angry?

3) Who else was present?

4) As specifically as possible, describe what happened?

5) What did you say to yourself to make yourself angry? (HINT: Listen to your self-talk and see if you can hear any SHOULDs, MUSTs, or HAVE TO, etc.)

6) How could you change what you said to yourself to change your feelings? (HINT: Try changing your demanding SHOULDs, etc. to preferences like “I WISH..., IT WOULD BE NICE..., I’D LIKE...”)
Changing the Irrational

Name_____________________

DIRECTIONS: Underneath each irrational statement write a new, rational belief.

1. Life has to treat me the way I want to be treated.

________________________________________________________________________

2. I can't take it when things don't go my way.

________________________________________________________________________

3. He doesn't have the right to say that to me.

________________________________________________________________________

4. You have to help me because it is hard to do alone.

________________________________________________________________________

5. Things never go my way.

________________________________________________________________________

6. My classmates have to take my advice.

________________________________________________________________________

7. My grades had better be good or I'll be a complete loser.

________________________________________________________________________

8. It would be terrible, awful and horrible if I didn't get my way.