

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

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SESSION 10: (JOINT) HOW CAN WE DEAL WITH ANGER IN THE RELATIONSHIP? (Day 5, Afternoon, 2 hrs)

OBJECTIVES:

1. Participants will identify their anger cues and triggers.
2. Participants will demonstrate using relaxation, imagery, and reminders to control anger responses.
3. Participants will demonstrate applying special assertiveness techniques to anger arousing situations.
4. Participants will identify guidelines for verbal fighting among intimates.
5. Participants will increase their skills constructive arguing.

RATIONALE:

The main purposes of this session are to enable youths and caregivers/parents to avoid aggressive responses to situations that arouse anger and to increase skills in verbal fighting among intimates. In short, the goal is to keep youths out of trouble and to increase intimacy between youths and caregivers. Anger has its own pattern of feelings, thoughts, action tendencies, actions and emotionally driven goals.

The first objective is to control impulsive responses. It is assumed that recognizing anger and identifying personal anger triggers is essential. Control comes through keeping impulsive responses in check and in cooling down. Relaxation, imagery, and using reminders is taught.

The second objective is to deal with the situation. Special assertiveness techniques such as broken record, empathic assertion, escalating assertion, and fogging are reviewed and practiced. Problem solving is reviewed as well because it helps the youth cope with how to respond and fix the situation.

The third approach focuses on increasing intimacy between youths and caregivers through constructive verbal fighting. Bach's work (1969) The Intimate Enemy provides a basis for learning how to fight (verbally) fairly and to increase success in resolving issues. Another very helpful reference, which was used for this session, is Feindler, E. L. & Ecton, R. B. (1986) Adolescent anger control: Cognitive-Behavioral techniques. New York: Pergamon Press.

SUMMARY OF EXERCISES:

1. Introduce the session's objectives and the participants. Review the achievements made on last week's goals. (20 minutes)
2. Have the participants identify their personal anger cues and triggers. Then model and practice ways to control initial impulsivity: relaxation, imagery, and reminders. (20 minutes)
3. Demonstrate broken record, empathic assertion, escalating assertion, and fogging. (20 minutes)
4. Present guidelines and model successful verbal fighting between intimates. (20 minutes)
5. Practice verbal fighting between caregiver/parent and youth. (20 minutes)
6. Set new goals and give group appreciation. (20 minutes)

MATERIALS:

Lottery tickets
Lottery prize (one prize)
"Thanks"
Newsprint and marking pens
Goal Setting Chart
Goal Summary Sheet
Goal Cards
Chart of Feeling Thermometer
Pencils
Increasing Your Personal Power
My Anger Cues and Triggers
The Verbal Fight
Anger Record

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Happened Between Sessions?
(20 minutes)

[The purposes of this exercise are to create a positive atmosphere, to increase a sense of self-efficacy, and to reinforce successes in transferring learning from the sessions to real life. Introductions of topics and participants, recollection of successfully moving through a difficult situation and goal review are used.]

Welcome back.

The purpose of this session is to teach you how to have successful arguments or verbal fights at home.

Another purpose of this session is to help you avoid doing something you will regret by acting impulsively or aggressively when you feel anger.

We will start with introducing ourselves.

Please tell us your first name and complete this sentence, "I have the right to....."

For example, a guy might say, "My name is Shorty, and I have the right to chose my own friends."

I'll start.

My name is _____, and I have the right to _____.

■HAVE EACH PERSON GIVE HER/HIS FIRST NAME AND
COMPLETE THE SENTENCE, "I HAVE THE RIGHT TO...."

That was very good.

Let's do a lottery next. This morning we will have one prize.

■GIVE OUT LOTTERY TICKETS. HAVE ALL PARTICIPANTS
WRITE NAME ON THEM. COLLECT THEM, MIX THEM, AND
DRAW A WINNER. GIVE OUT THE PRIZE.

Before we hear about what you did on your between session task, I want you to have your "Thanks" for the day.

That way you can let people know when you like what they did on their goals.

Remember, "Thanks" tell a person that you liked what the person said or did, his or her style, appearance, presence, and any other contributions to the group.

■PASS OUT TWENTY "THANKS" TO EACH PERSON.

Now we will go around and hear how you did on the goals you set at the end of the last session.

■HOLD UP THE GOAL SETTING CHART.

As we go around, please keep in mind the qualities of a good goal.

Now we will find out how you did.

■HAVE EACH PERSON OR FAMILIES DESCRIBE ANY SUCCESS IN REACHING THE GOAL. REFER TO THE GOAL SUMMARY SHEET. HAVE THE GROUP BRAINSTORM WAYS TO OVERCOME OBSTACLES TO SUCCESS. GIVE OUT "THANKS."

It sounds like you made progress on meeting goals.

Very good!

As I mentioned earlier, today is about handling anger.

Anger has its own pattern.

You **feel** the blood rushing through your body and like you are going to explode.

You **think** of how unfair things are and how you would like someone to get beat up.

You think of **taking actions** like hitting someone or yelling at them.

You **act** saying something mean to them and pushing them.

You **want** someone to get hurt and you want to get back at them.

You are motivated to see them pay the price for what they did.

On the one hand if you bury your anger, you will end up getting sick and won't have the chance to solve the problem.

On the other hand if you lash out or do something self-destructive, you end up making big trouble for yourself.

Our emphasis today is on finding a better way than being aggressive and out of control.

Another purpose is to build a good youth/caregiver relationship through dealing with anger.

We also recognize that anger is frequent and natural in close relationships.

Being angry toward a person you care about in your life and working it out lets you get to know them better and to grow more intimate.

It is important to know how to engage in controversy and verbal combat.

Exercise 2: How Do I Use Self-Control When Angry?
(20 minutes)

[The purposes of this session are to develop strategies for self-control and to improve self-control skills. Explanation of the goals of the session, identifying personal cues and triggers, and practicing relaxation, imagery, and reminders are the approaches employed.]

This session is really about having more personal power.

This hand-out tells you what I am talking about.

■HAND OUT "BUILD YOUR PERSONAL POWER." (ADAPTED FROM FEINDLER AND ECTON.)

BUILD YOUR PERSONAL POWER

THE GOAL IS TO BUILD YOUR

SELF-CONTROL

HOW WELL AND HOW FAST YOU CAN CONTROL YOUR ANGER AND THEN EXPRESS IT IN HELPFUL, POSITIVE WAYS.

SELF-CONFIDENCE

HOW STRONGLY YOU BELIEVE THAT YOU CAN CONTROL YOUR ANGER.

SELF-RESPECT

BEING ABLE TO DEPEND ON YOURSELF TO CONTROL YOUR ANGER NOW AND IN THE FUTURE.

SELF-HONESTY

CONTROLLING YOUR ANGER IN A WAY THAT HONESTLY SERVES NOT ONLY YOUR BEST INTERESTS BUT ALSO OTHERS WHO CARE ABOUT YOU.

SELF-CRITICISM

YOUR ABILITY TO STOP AND LOOK AT WHAT YOU NEED TO DO TO CONTROL YOUR ANGER.

SELF-RELAXATION

YOUR ABILITY TO STAY CALM WHEN PEOPLE OR THINGS COME DOWN HARD ON YOU.

SELF-RIGHTS

YOUR ABILITY TO STAND UP FOR YOURSELF IN A DIRECT, OPEN, AND HONEST WAY DURING SITUATIONS WHERE SOMEONE IS ANNOYING OR HASSLING YOU.

SELF-INSTRUCTION

YOUR ABILITY TO INSTRUCT YOURSELF QUIETLY TO CALM DOWN AND THEN TO EXPRESS YOUR ANGER IN A POSITIVE MANNER.

SELF-PROBLEM SOLVING

YOUR ABILITY TO CHOOSE THE BEST WAY TO CONTROL YOUR ANGER IN A SPECIFIC SITUATION.

(THE END)

We do not want the person or object or event that stimulated your anger to control you!

Don't let them have the power to control you.

Let's start developing self-control by finding out how you know you are angry and what triggers your anger.

■ HAND OUT "MY ANGER CUES AND TRIGGERS."

MY ANGER CUES AND TRIGGERS

INSTRUCTIONS: THERE ARE MANY CUES THAT YOU ARE ANGRY: BODILY FEELINGS (LIKE HOT ALL OVER); THOUGHTS, WHAT YOU WOULD LIKE TO DO TO SOMEONE; WHAT YOU DO AND SAY; WHAT YOU WANT TO HAPPEN TO SOMEONE. LIST BELOW THE CUES THAT

TELL YOU THAT YOU ARE ANGRY.

INSTRUCTIONS: FIRST, LIST THE TRIGGERS OR SITUATIONS THAT MAKE YOU ANGRY (LIKE WHEN SOMEONE TAKES SOMETHING OF YOURS WITHOUT ASKING). SECOND, PICK OUT THE TWO THAT MAKE YOU THE ANGRIEST.

(THE END)

Take a couple of minutes to list the cues that tell you that you are angry and the triggers that set your anger off.

■ANSWER ANY QUESTIONS ABOUT THE TASK AND QUESTIONNAIRE. ALLOW THREE MINUTES FOR FILLING OUT THE QUESTIONNAIRE.

What are some of the situations that make you the angriest?

■ENCOURAGE RESPONSES AND MAKE TWO LISTS ON NEWSPRINT, ONE FOR YOUTHS AND ONE FOR CAREGIVERS. MAKE SURE BOTH CAREGIVERS AND YOUTHS RESPOND.

Here are some things you can do to exercise your self-control.

Relax.

In an anger situation you have to do a quick relaxation.

You have seen pro-basketball players walk up to foul line, stop, concentrate, take a few deep breaths and then shoot.

Here are some examples of quick approaches to relaxation.

Breathe in a couple of times.

Shrug your shoulders, hold it, and then let the tension out.

Yawn and stretch.

Say a favorite word that is calming like "Peace," or "Mary, Mother of God," or "Smile."

Let's do a kind of role play.

I will be the bad guy.

I'm going to try and make you angry.

I'll yell at you or do something nasty.

After I do it, you try a quick relaxation.

Ready?

■ACT OUT THE "BAD" GUY ROLE. SHOUT REALISTICALLY THE WORDS BELOW.

Pay attention, you dummies!

■WAIT WHILE THE PARTICIPANTS RELAX.

■EXPLORE THE PARTICIPANTS' REACTIONS.

"WHAT HAPPENED WHEN I SHOUTED AT YOU?"

"WHAT DID YOU DO?"

"HOW WELL DID THAT WORK FOR YOU?"

Another approach to self-control is to count backwards from twenty.

I will be the bad guy again.

I want you to look at me.

I will try to irritate you.

After I do it, you look away and count backwards from 20.

■ACT OUT THE "BAD" GUY ROLE. GIVE THE GROUP HOSTILE HAND SIGNAL (LIKE THE FINGER) AND SAY THE WORDS BELOW.

Up yours!

■THEN WAIT WHILE THE GROUP COUNTS BACKWARDS FROM 20.

■EXPLORE THE GROUP'S REACTIONS.

"WHAT HAPPENED WHEN I SHOT YOU THE FINGER AND SAID 'UP YOURS?'"

"WHAT DID YOU DO?"

"HOW WELL DID THAT WORK FOR YOU?"

Having a calming image that you can see in your mind is also helpful.

The anger comes, and you bring up the image.

Some examples of images are a floating cloud, a snowflake, a boat drifting on a lake, and block of ice.

What image could you see in your mind that would help you with self-control?

■WAIT A MINUTE WHILE THE GROUP VISUALIZES AND THEN ENCOURAGE SHARING IMAGES.

Those are some good images.

A final technique for controlling an angry situation is to use reminders.

Reminders are advice you give yourself after you first feel strong anger.

Examples of reminders are as follows:

Slow down.

Take it easy.

Be cool.

Chill out.

Forget it.

Take a couple of deep breaths.

It will go away.

Think of what you might say.

Put a reminder in your own words.

I'll say something to provoke you, and you give yourself a reminder.

■ACT VERY ANNOYED AND SAY THE WORDS BELOW. THEN
LET THE YOUTHS SAY REMINDERS TO THEMSELVES.

**Because you are not paying attention I want you to stand and face the wall for five minutes.
Go on get up. Don't just sit there!**

Did you use some good reminders?

■OBTAIN FEEDBACK.

We have gone over relaxation, counting backwards, images and reminders as ways to get control of yourself in an anger situation.

Are there ways to get self-control over anger that you have used which we haven't touched upon?

■ENCOURAGE SHARING OF TECHNIQUES. LIST ADDITIONAL
ONES ON NEWS PRINT.

Next we will practice some specific techniques for handling the situation after you have taken control of the feeling of anger.

Exercise 3: How Can I Handle an Anger Situation?
(20 minutes)

[The purposes of this exercise are to introduce the participants to four techniques - broken record, empathic assertion, escalating assertion, and fogging - to increase skills in these techniques, to deal with lingering anger, and to deal with hard to express anger. Modeling and role playing are used.]

Let's say that you controlled the initial anger in a situation.

Now what?

Here are four techniques that can be used in anger-provoking situations.

The first one is called "broken record" which means that you keep repeating in a calm, non-emotional voice what you want.

"Please give me the \$5 that you owe me."

You repeat the request in the same calm fashion until you get the money back.

We'll try it.

■TURN TO ONE OF THE CAREGIVERS AND INSTRUCT HIM OR HER.

I want you to use the broken record technique.

Just keep repeating the same thing.

You bought a sweater and when you got home you found that it had a hole in it.

You have the receipt from the store.

You brought it back to the store, and asked me - the clerk - to give you a new sweater.

I'll react, and you use the broken record approach.

Here's my response: "I can't help you."

■AFTER EACH OF THE CAREGIVER'S REQUESTS MAKE A BARRIER STATEMENT:

"YOU DIDN'T BUY THIS SWEATER HERE."

"THE SWEATER DIDN'T HAVE A HOLE WHEN YOU BOUGHT IT."

"ONLY THE MANAGER CAN APPROVE AN EXCHANGE."

"YOU ARE BECOMING A PAIN."

"WILL YOU STOP ALREADY?"

■THEN GIVE IN AND EXCHANGE THE SWEATER.

That was very good.

■GIVE THE CAREGIVER A "THANKS."

The second technique is called "Friendly Standing Up."

This is good to use with people who have authority and who are angry at you.

To do friendly standing up you listen carefully and express the other person's point of view.

"I know you are annoyed with me because I didn't do the dishes.

It is my responsibility, and I plan to do them later.

I just wanted to finish my homework first."

No matter what the authority figure says be sympathetic.

"Yes, you want to help me and think that punishment will straighten me out."

We'll try friendly standing up.

■PICK OUT ANOTHER YOUTH AND ROLE PLAY FRIENDLY
STANDING UP WITH HIM OR HER.

I want you to use friendly standing up on me.

I am your caregiver or parent.

You just came into the apartment - late at night - and your parent or caregiver is waiting there.

■SHOUT AT THE TEENAGER! MAKE HIM OR HER ANGRY LIKE
YOU ARE.

"It's three in the morning!

Where in the hell have you been?

I am sick and tired of your disobeying me!"

■TO THE YOUTH'S REMARKS RESPOND WITH SAYINGS LIKE:

"I'M NOT GOING TO PUT UP WITH THIS."

"YOU ARE GOING TO BE GROUNDED."

"YOU WILL WORRY ME TO DEATH."

■AT SOME POINT ADMIT THAT YOU WERE SCARED THAT
SOMETHING HAD HAPPENED AND THAT YOU ARE RELIEVED THE
TEENAGER IS HOME SAFE AND SOUND.

Thank you for trying out friendly standing up.

■GIVE OUT "THANKS" TO THE TEENAGER.

The next one is called "Increasing Standing Up."

Here you start out low, trying to get what you want and then gradually increase it if needed.

"Can you keep the noise down?"

Nothing happens.

"I asked you to keep the noise down. I'm trying to sleep."

Nothing happens.

"Stop singing, playing the radio loud and dancing around now! I want it quiet."

Nothing happens.

"If you don't stop all noise now, I am calling the superintendent."

Have you got the idea?

■SELECT A GIRL TO ROLE PLAY THIS ONE.

I want you to try increasing standing up.

Start with low demands and then build up if I don't do what you want.

In this case I am your boyfriend.

We have had sex before without a condom, but you decided that was dumb.

You asked me to wear a condom, and I didn't do it.

It seems like you are the one who always has to give in.

Tonight I want sex, and you want me to use a condom.

I'll start.

"Let's make love - without a condom."

■AFTER HER RESPONSES SAY NEGATIVE THINGS SUCH AS:

"I DON'T LIKE CONDOMS."

"YOU CAN BEG ME ON YOUR KNEES AND I WON'T WEAR ONE."

"THERE'S NO REASON WHY I NEED TO WEAR A CONDOM."

"DON'T KEEP ASKING ME."

■COACH IF NEEDED. MAKE SURE SHE TURNS UP THE PRESSURE, MAYBE EVEN LEAVING HIM AT LEAST FOR THAT NIGHT.

That was great!

■GIVE "THANKS" TO THE GIRL.

The last approach is called "Fogging," and it is used to confuse someone who is verbally attacking you.

It cuts off the attack.

In fogging you agree with the person attacking you.

The attacker says, "You really are a slob."

You say, "You're right. I'm a slob."

By acting like you agree doesn't mean it's the truth.

You are turning the attack into a joke.

I need someone to try out fogging.

■SELECT A CAREGIVER TO PRACTICE FOGGING.

I'll be the youth who has come to live with you.

Whatever I say you agree with.

Make it so it's no fun to pick on you.

Here we go.

"You are so dumb and old fashioned. Wake up to the twentieth century."

■AFTER EACH OF THE CAREGIVER'S RESPONSES, MAKE ANOTHER STATEMENT SUCH AS THOSE BELOW.

"YOU ARE TOO WEAK TO ORDER ME AROUND."

"MAYBE YOU SHOULD GO TO AN OLD FOLKS HOME."

"WHAT ARE YOU GOING TO DO IF I DISOBEY YOU? YOU ARE TOO FEEBLE TO STOP ME."

■COACH AS NEEDED AND FINALLY GIVE UP. SAY SOMETHING LIKE:

"THERE IS NO SENSE TALKING TO YOU. YOU MUST BE DEAF. I GUESS I'LL

GO TALK TO SOMEONE WHO IS ALIVE."

That was a good example of Fogging.

■GIVE OUT "THANKS" TO THE CAREGIVER.

Before we move on to two other situations, do you have questions about broken record, friendly assertion, increasing assertion, and fogging?

■ANSWER QUESTIONS AND CLARIFY.

What if you had been angry for some time?

Let's say you were a teenager and it was toward the end of your mother's life, and, as she got sicker, she asked you to do many, many tasks to help out.

You felt angry and resentful.

What are some ideas of what to do?

■ENCOURAGE SHARING.

You might want to take an assertive stance.

Make "I" statements.

Say how you feel: "I feel overwhelmed."

State that you understand what her needs are: "I realize that there are lots of things to do and you cannot keep up with them."

State clearly what you want: "I wish we could sit down together and try to work something out."

Tell the other person how you would feel if they did what you wanted: "I would feel much less

pressured and happier if we could find a solution together."

What about if you felt angry and just couldn't tell the other person?

Let's say you feel angry because taking care of your mother takes so much time that you have no time for yourself.

But you know if you talk to her she will feel guilty and upset.

What can you do?

■ ENCOURAGE SHARING OF IDEAS.

Don't keep the anger in.

Talk to someone.

Tell them how you feel.

Even talking to a stranger is better than not sharing your anger.

Next we will practice putting it all together.

We will try to take control of the situation.

One way to do that is through what is called talking out loud.

Exercise 4: How Can I Have a Fair Verbal Fight?
(20 minutes)

[The purpose of this exercise is to increase the capacity for successful youth/caregiver arguments. Presenting a model for verbally fighting fairly and then trying it out is the approach taken.]

Verbal fights occur between people who care for each other and are close.

These arguments are not bad.

As a matter of fact, successful verbal fights let the two people know more about each other, resolve important issues, build trust, and keep tension and anger under control.

But there are some ground rules.

The first ground rule is to fight fair.

No hitting below the belt.

An angry youth should not say to his grandmother who weighs 250 pounds "You are so fat you got grease coming out of your ears."

That's hitting below the belt.

Don't drop a whole lot of complaints on someone at the same time.

You should have been bringing out your irritation at the time it happened.

What are some other ground rules for verbal fighting fairly?

■ENCOURAGE THE GROUP TO BUILD A LIST. IF THE IDEAS LISTED BELOW ARE NOT BROUGHT UP, INTRODUCE THEM. SOME KEY IDEAS ARE AS FOLLOWS:

1. DON'T HAVE A FIGHT OVER SOMETHING TRIVIAL.

2. DON'T DRAG OUT THE PAST.
3. DON'T ATTACK THE PERSON.
4. NO NAME CALLING.
5. DON'T EXAGGERATE.
6. DON'T TRY TO DEMOLISH THE OTHER PERSON. (YOU MAY STILL HAVE TO LIVE WITH THEM.)
7. DON'T PUSH THE OTHER PERSON UP AGAINST THE WALL.

That's a good list of rules for fair arguments.

The main idea is do not hit below the belt.

Another guideline is to schedule the verbal fight.

Set a time and place for the discussion to take place.

Pay attention to this scene and tell me if this is an example of a successful fight.

■THE FACILITATORS ACT OUT THE SCENE. TELL THE GROUP WHICH CHARACTER IS PLAYED BY WHOM.

DIDN'T SAY NOTHING

CAREGIVER: You come over here right this minute.

YOUTH: Why?

CAREGIVER: Cause I told you so. I heard what you said a minute ago.

YOUTH: I didn't say anything.

CAREGIVER: I told you to put the trash out, and under your breath you said, "Screw you."

YOUTH: I did not! I wouldn't say that to you.

CAREGIVER: You didn't think I heard you, but I did.

YOUTH: You're crazy! You're hearing things.

CAREGIVER: Don't talk back to me.

YOUTH: What do you want from me?

CAREGIVER: Some respect.

YOUTH: Well, you are always on my case.

CAREGIVER: Like what?

YOUTH: You don't have to tell me to take the trash out. I took it out everyday this week. No one has to remind me. I'm not a little kid. And if I miss a day, the world isn't going to fall apart.

CAREGIVER: OK. I'll keep my mouth shut, but, if you are mad at me, come out and say something. Don't mumble under your breath

YOUTH: I don't think it will work. If I say something about you that I don't like, you act all evil. You get all hurt. But I'll try and we'll see what happens.

THE END

What did you see that you liked and what would you have done differently?

■ENCOURAGE RESPONSES AND CRITICISM. DISCUSS WHAT MAKES FOR A SUCCESSFUL EXPRESSION OF ANGER.

It is important that you become experts in verbal fights.

Now I want to do a role play to show you what to look for in a successful fight.

Who will play the caregiver and who will play the teenager?

■SELECT THE VOLUNTEERS.

Before giving instructions, here is a list of what to look for.

■HAND OUT THE "VERBAL FIGHT" AND EXPLAIN IT.

THE VERBAL FIGHT

1. REALISTIC: How real was the fight? Did it seem like game-playing?
2. INJURY: Did they hurt each other? Was it clean (above the belt) or dirty (below the belt)?
3. INVOLVEMENT: Were they serious and active or withdrawn and passive?
4. RESPONSIBILITY: Did they take responsibility for the fight and own up or act like somebody else pushed them into it?
5. HUMOR: If there was humor, was it fun or sarcasm and ridicule?
6. EXPRESSION: Is the anger open and the meaning obvious or is it hidden?
7. COMMUNICATION: Is there a lot of communication, clarity and feedback to the other person or is it one-way and no feedback?
8. DIRECT: Is the focus on the here and now, the present, the current actions or bringing up the past?
9. SPECIFIC: Are they responding to each other's observable behavior or to their general analysis of what is going on?

■GIVE AN ASSIGNMENT TO THE OBSERVERS OF WHAT TO LOOK FOR. EACH PERSON HAS ONE QUALITY TO ATTEND TO. ASK IF HE OR SHE UNDERSTANDS THE CONCEPT. IF NOT, EXPLAIN THE CONCEPT.

Here are the instructions to the role players.

(TO THE CAREGIVER) - The youth living with you promised to be home at 11 p.m. and it is now 1 a.m. You are really angry.

You have to get up early in the morning, but you still stayed up to greet the youth who has just

come in the door.

(TO THE YOUTH) - You were supposed to be home three hours ago.

You find your caregiver waiting up for you.

■SET TWO CHAIRS IN THE MIDDLE OF THE ROOM.

Go ahead and do the role play.

■ALLOW 4 MINUTES TO DO THE ROLE PLAY.

That was great.

■GIVE "THANKS" TO THE ROLE PLAYERS.

First, let me ask the role players for some feedback.

How did you feel, what one thing did you like, and what would you have done differently?

■OBTAIN FEEDBACK FROM ROLE PLAYERS.

Now for the observers.

You paid attention to a characteristic of the verbal fight.

What one thing did you like and what one think would you have done differently?

■OBTAIN FEEDBACK FROM THE OBSERVERS.

I hope by now you have some sense of how to have a constructive argument with a person close to you.

While you are leveling with each other and talking about feeling angry, you will also need to put some problem solving into effect.

Remember, the main steps in problem solving are as follows:

1. define the problem: The teacher keeps picking on me.
2. set the goal: Not get upset by the teacher.
3. list alternative ways of solving the problem: In this case you learned many ways to handle angry feelings.
4. evaluate the alternatives and select one: Now you think about which one works best for a given angry situation.
5. do it: Feel free to experiment in an angry situation.
6. review it: If the one you picked worked, great! If it didn't, you can try another way next time.

Now we want to take a few minutes and give everyone a chance to practice having a verbal fight.

Exercise 5: How Can I Improve Having a Verbal Fight?
(20 minutes)

[The purpose of this exercise is to increase the participants skill in having a verbal fight with a person with whom they are intimate. Role playing and feedback is the process used.]

In order for you to practice, I will divide you into groups of three.

Two of you will have a verbal fight, while the third person observes what went on and gives feedback at the end.

■DIVIDE THE GROUP INTO TRIADS.

Decide who will be the caregiver, the youth and the observer.

Here are your instructions.

(TO THE YOUTH) - The adult with whom you now live doesn't like your friends and keeps saying negative things about them.

It makes you mad.

Your friends stuck by you when your mother was sick and after she died.

They may be into drugs and stuff, but they have always been great to you.

(TO THE CAREGIVER) - The youth you are taking care of has friends who are into drugs, seem disrespectful of adults, and present a bad influence.

You keep trying to point out their faults, but your youth seems to ignore your comments.

(TO THE OBSERVER) - Use the handout on fighting fairly to help you in watching what happens between the two people.

When they are finished, give them feedback.

Any questions?

■ANSWER QUESTIONS.

Go ahead and do the role play.

■ALLOW FIVE MINUTES FOR THE ROLE PLAY. STOP THE TRIADS AND HAVE THE OBSERVER GIVE FEEDBACK.

OK, it is time to stop.

The observer should give feedback.

■AFTER THREE MINUTES OF FEEDBACK, STOP AND HAVE THEM SWITCH ROLES.

This time the observer becomes the caregiver; the youth plays the observer, and the caregiver is the youth.

Here are your instructions.

(TO THE CAREGIVER) - You told the youth living with you that other kids could not come to the apartment when you were not there.

You just came home from work and find empty beer cans and chip bags all over the place.

You want to talk about it right now, and the youth agreed to discuss it.

(TO THE YOUTH) - You had a little party after school.

There was only two beer cans and three empty bags of chips lying around.

Nothing bad happened.

You need some place where your friends can come.

(TO THE OBSERVER) - Use the form on verbal fighting to help you observe what happens, and then give feedback.

Go ahead and do the role play.

■ALLOW FIVE MINUTES FOR THE ROLE PLAY. STOP THE TRIADS AND HAVE THE OBSERVER GIVE FEEDBACK.

OK, it is time to stop.

The observer should give feedback.

■AFTER THREE MINUTES OF FEEDBACK, STOP.

That was great.

What were your reactions to the practice and what did you learn?

■ENCOURAGE RESPONSES.

We are near the end of this morning's session and need to start thinking about the goals we want to accomplish between sessions.

Exercise 6: What Are My Goals For Next Week?
(20 minutes)

[The purposes of this exercise are to reinforce transferring skills learned in the sessions to real life experiences, to increase self esteem, and to build group cohesion. Goal setting and group appreciation are used.]

Dealing with anger is important and I want you to consider a goal to achieve between sessions that has to deal with anger.

Have you any ideas about your goal for the next week?

The goal you choose should be one that you are committed to achieving.

Setting goals to complete in your daily life helps, in the real world, makes the sessions more meaningful.

Remember that there are four qualities of a good goal.

■SHOW THE GOAL SETTING CHART.

A good goal is realistic, clear, not too much or too little, and easy to see if completed.

Today we worked on anger-provoking situations, handling them, and verbally fighting between caregiver and youth.

If I were setting a goal related to dealing with when I feel angry, I might keep a record of the times I feel angry during the week.

This record would tell me how I reacted in anger situations.

Here is an example of an anger record.

■HAND OUT AN EXAMPLE OF AN ANGER RECORD. (ADAPTED FROM FEINDLER AND ECTON.)

ANGER RECORD

Date _____ Morning ___ Afternoon ___ Evening ___

Where were you? _____

What happened?

Somebody teased me. _____
Somebody took something of mine. _____
Somebody told me to do something. _____
Somebody was doing something I didn't like. _____
Somebody started fighting with me. _____
I did something wrong. _____
Somebody called me a name. _____
Somebody wouldn't do what I wanted. _____
Other _____

Who was that somebody?

Friend ___ parent ___ caregiver ___ teacher ___ another adult ___
sibling ___ casual acquaintance ___ other _____

What did you do?

hit back ___	told parent/caregiver ___
ran away ___	walked away calmly ___
yelled ___	talked it out ___
cried ___	told friend ___
broke something ___	ignored ___
cursed ___	relaxed to calm down ___
tried to solve the problem ___	thought about the consequences ___
argued ___	threatened _____
	other _____

How did you handle yourself?

1 2 3 4 5
poorly not so well okay good great

How angry were you?

1 2 3 4 5
burning mad really angry moderately
angry mildly
angry not angry
at all

(THE END)

As you can see, the anger record asks you to note what happened, where, when, why and with whom.

What did you do?

How angry were you and how well did you handle it?

That's an example of what I might do during the next week.

Can you think of an example of a goal about working on anger?

■SEE IF PARTICIPANTS CAN GENERATE THEIR OWN LISTS.
PROMPT AS NEEDED. GIVE OUT "THANKS."

Here are some other examples of goals about handling anger.

1. Keep a diary of the triggers that set off anger.
2. Practice talking aloud twice a week.
3. Practice relaxation for five minutes four days during the week.
4. Where you live place two reminders on staying calm and doing something constructive.
5. Use broken record or friendly assertion or increasing assertion or fogging once during the week.
6. Schedule a verbal fight with your caregiver.

Take a few minutes and decide on what your goal is going to be.

■ALLOW THREE MINUTES FOR SELECTING A GOAL.

Now let's hear what goals you chose.

■HAVE EACH PERSON STATE HER OR HIS GOAL. GIVE OUT "THANKS." REVISE GOALS AS NEEDED.

Now that your goal is clear, please write it down on your goal card.

■GIVE OUT NEW GOAL CARDS IF THEY ARE NEEDED. KEEP A RECORD OF THE GOALS ON THE GOAL SUMMARY SHEET.

Those are very good goals.

At the beginning of the next morning session we will check out what happened in achieving your goals.

Let's end today's session with showing our appreciation to each other.

Get up, go around, and let people know you liked what they said or did, their style, their presence, or whatever good quality you can find.

Give out "Thanks" if you have any left.

■ENCOURAGE SHOWING APPRECIATION. MODEL IT THROUGH WORDS, GESTURES, "THANKS," SMILES AND SO ON. MAKE SURE NO ONE IS LEFT OUT AND THAT EVERYONE IS APPRECIATED.

I look forward to seeing you next time.

THE END OF SESSION 10 ON DEALING WITH ANGER.

BUILD YOUR PERSONAL POWER

THE GOAL IS TO BUILD YOUR

SELF-CONTROL

HOW WELL AND HOW FAST YOU CAN CONTROL YOUR ANGER AND THEN EXPRESS IT IN HELPFUL, POSITIVE WAYS.

SELF-CONFIDENCE

HOW STRONGLY YOU BELIEVE THAT YOU CAN CONTROL YOUR ANGER.

SELF-RESPECT

BEING ABLE TO DEPEND ON YOURSELF TO CONTROL YOUR ANGER NOW AND IN THE FUTURE.

SELF-HONESTY

CONTROLLING YOUR ANGER IN A WAY THAT HONESTLY SERVES NOT ONLY YOUR BEST INTERESTS BUT ALSO OTHERS WHO CARE ABOUT YOU.

SELF-CRITICISM

YOUR ABILITY TO STOP AND LOOK AT WHAT YOU NEED TO DO TO CONTROL YOUR ANGER.

SELF-RELAXATION

YOUR ABILITY TO STAY CALM WHEN PEOPLE OR THINGS COME DOWN HARD ON YOU.

SELF-RIGHTS

YOUR ABILITY TO STAND UP FOR YOURSELF IN A DIRECT, OPEN, AND HONEST WAY DURING SITUATIONS WHERE SOMEONE IS ANNOYING OR HASSLING YOU.

SELF-INSTRUCTION

YOUR ABILITY TO INSTRUCT YOURSELF QUIETLY TO CALM DOWN AND THEN TO EXPRESS YOUR ANGER IN A POSITIVE MANNER.

SELF-PROBLEM SOLVING

YOUR ABILITY TO CHOOSE THE BEST WAY TO CONTROL YOUR ANGER IN A SPECIFIC SITUATION.

MY ANGER CUES AND TRIGGERS

INSTRUCTIONS: THERE ARE MANY CUES THAT YOU ARE ANGRY: BODILY FEELINGS (LIKE HOT ALL OVER); THOUGHTS, WHAT YOU WOULD LIKE TO DO TO SOMEONE; WHAT YOU DO AND SAY; WHAT YOU WANT TO HAPPEN TO SOMEONE. LIST BELOW THE CUES THAT TELL YOU THAT YOU ARE ANGRY.

INSTRUCTIONS: FIRST, LIST THE TRIGGERS OR SITUATIONS THAT MAKE YOU ANGRY (LIKE WHEN SOMEONE TAKES SOMETHING OF YOURS WITHOUT ASKING). SECOND, PICK OUT THE TWO THAT MAKE YOU THE ANGRIEST.

THE VERBAL FIGHT

1. REALISTIC: How real was the fight? Did it seem like game-playing?
2. INJURY: Did they hurt each other? Was it clean (above the belt) or dirty (below the belt)?
3. INVOLVEMENT: Were they serious and active or withdrawn and passive?
4. RESPONSIBILITY: Did they take responsibility for the fight and own up or act like somebody else pushed them into it?
5. HUMOR: If there was humor, was it fun or sarcasm and ridicule?
6. EXPRESSION: Is the anger open and the meaning obvious or is it hidden?
7. COMMUNICATION: Is there a lot of communication, clarity and feedback to the other person or is it one-way and no feedback?
8. DIRECT: Is the focus on the here and now, the present, the current actions or bringing up the past?
9. SPECIFIC: Are they responding to each other's observable behavior or to their general analysis of what is going on?

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Other _____	_____

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