

P. Anger Management

Advanced

Knows how to identify alternative responses/outcomes to manage triggers (other than anger)	AM-15, AM-16, AM-17
Knows how to be assertive in conversations by using "I statements"	AM-18, AM-19
Understands what the effect of self-talk (negative vs. positive) has on anger	AM-20
Knows how to identify verbal and non-verbal ways to deal with conflict	AM-21, AM-22
Knows how to use appropriate verbal and non-verbal ways to respond to conflict	AM-23, AM-24 (or clients can identify specific triggers and role play those situations as a group)

The full Strategies for Anger Management can be purchased here:

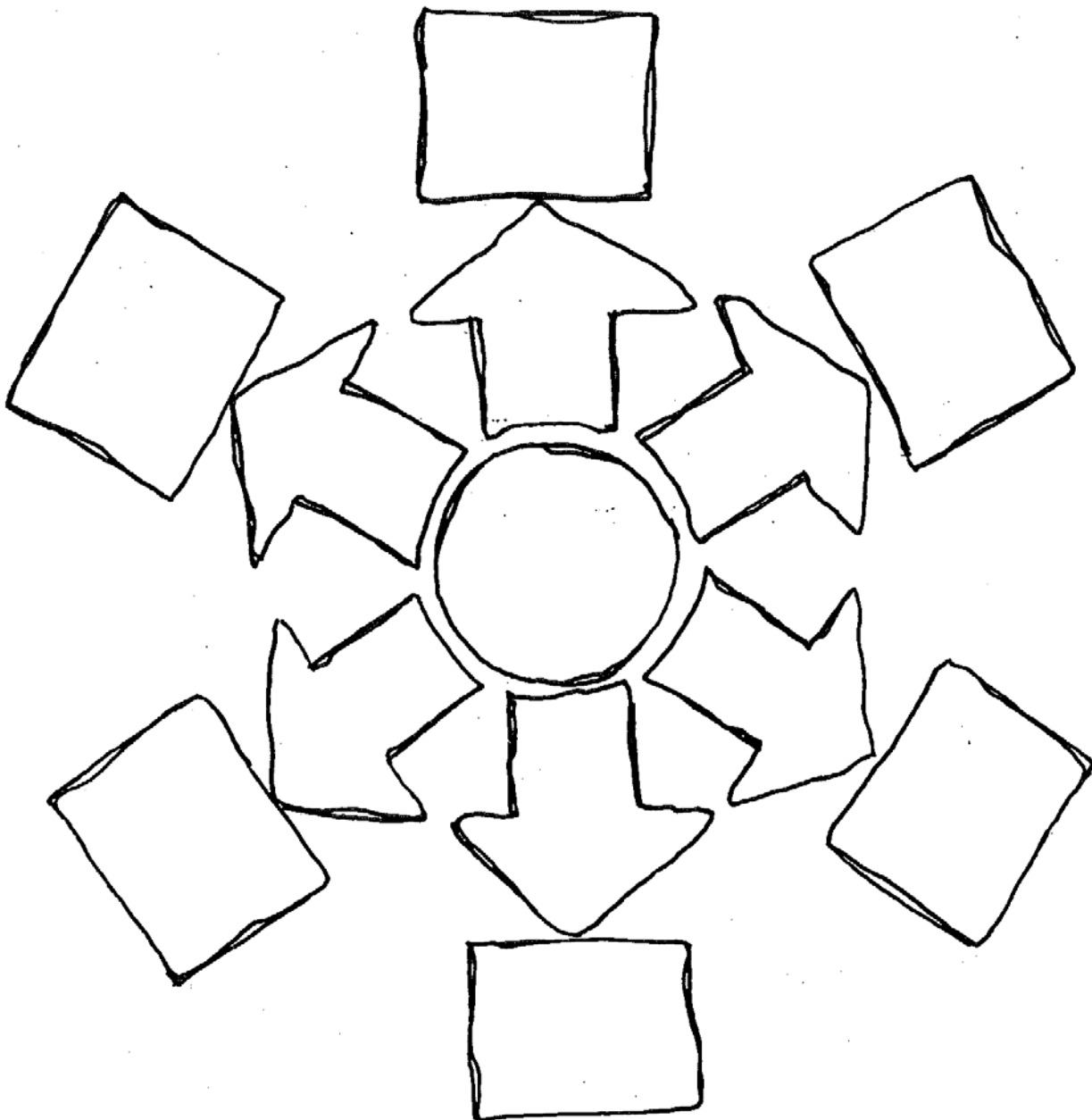
<http://www.couragetochange.com/Strategies-for-Anger-Management-Reproducible-Workbook-for-Teens-and-Adults/>

Anger Management AM-15



Choices

1. In the circle, briefly describe a conflict.
2. In each arrow, write a different possible response to the conflict.
3. In each square, write what you think would be a likely consequence of that response.





Story Board

Think about a conflict that you wish you had handled differently. Use the story board below to draw what happened.

How the conflict began

The outcome

Now use the second story board to create change. Draw what you would like to have done differently and how that might have changed the outcome.

How the conflict began

The outcome

Positive Problem Solving

Let's Brainstorm!



I. Identify the problem: (specific) _____

II. Be creative and list options and possible solutions.

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

III. the boxes for those that sound reasonable to you.

IV. Write in the three "best" and why you chose them.

1 _____

2 _____

3 _____

V. Review steps I, II, III, and IV once again and now decide on your plan.



Communicating with "I" Statements

The "I" statement is a way of communicating how another person's actions affect you without escalating conflict. Rather than making judgments about the other person, you are telling them how their actions affect how

you feel and why. Then, you can tell them what you want or need to happen in the future, and, if necessary, what you will do in response. There are three, maybe four steps to the "I" Statement process:

STEP 1: "I feel . . ."
 Make an honest statement about how you are feeling.
 for example: "I feel very frustrated right now . . ."

STEP 2: "because . . ."
 Tell the person what action or behavior of theirs has triggered your feelings.
 for example: "because you did not pick me up when you said you would and I ended up missing the movie."

STEP 3: "I want or need . . ."
 Tell the person specifically what you want or need from them now or in the future when similar situations arise.
 for example: "I need you to be on time from now on. If you have to change plans, I would like you to call me."

STEP 4: "I will . . ."
 This step is optional. Hopefully the other person will give you what you need after Step 3. However, if the problem continues, tell the other person what you are prepared to do in response. (But don't make threats you aren't going to follow through on.)
 for example: "If you're late without calling again, I will not go out with you anymore."

NOW YOU TRY! Turn the following "You" statements into "I" statements using the four steps.

"You always make us get low grades on our projects. I do all the work and you never do your half. This time get your part done or else!"

I feel _____ because _____
 I want (or need) _____. (I will _____.)

"You are totally untrustworthy for telling my secret!"

I feel _____ because _____
 I want (or need) _____. (I will _____.)

"You're so loud all the time - why don't you just shut up!"

I feel _____ because _____
 I want (or need) _____. (I will _____.)



"I feel..."



... two very powerful words when used together to assert yourself. Personal power is lost when "you make me feel" is verbalized or implied. Taking ownership of your feelings allows you to make your needs known without violating the rights of others.

Make a list of common situations in which you give up control by blaming others for your feelings. Then try out the situation using this suggested approach beginning with "I feel". Recognize how accepting responsibility for your feelings will change your perception.

"You make me (feel)..."	"I feel..."	"Since I'm in control of my feelings, my choices are..."
<i>You make me feel uncomfortable at parties when you drink.</i>	<i>I feel uncomfortable at parties when you drink.</i>	<i>I can go and be miserable/turn my attention to others/leave the party/not go to the next one.</i>
<i>You make me angry when you don't listen.</i>	<i>I feel angry when you don't listen.</i>	<i>I can continue "as is" with resentment/ask you to set a specific time to talk/ask you to give some response (nod, eye contact, "okay").</i>



Self-Talk

What is Self-Talk?

Self-talk is that "little voice inside your head." It is what you tell yourself about yourself, or about a situation. Self-talk can be positive, like when you tell yourself "I can do this" to help you get through something you're nervous about. Or, it can be negative, like when you tell yourself "I'm so stupid" and beat yourself up about a mistake you've made.

What does Self-Talk have to do with anger management?

A lot. Self-Talk has a huge influence on your feelings and can make you feel better or worse about any given situation. If your self-talk tends to be negative, you probably spend a lot more time feeling angry (at yourself or at others) than someone whose self-talk tends to be positive.

Example:

Situation: John is in a movie theatre on his way back to his seat from the concession stand. Someone bumps into him and knocks half of his super-sized bucket of popcorn onto the floor. The guy who bumped into him just kept walking.

Negative self-talk: "That jerk probably bumped into me on purpose. He's trying to make me look like a fool. Embarrassing me in front of all these other people, they are probably all thinking I'm a punk if I don't do something about it. I can't let him disrespect me like that."

Positive self-talk: "The guy is probably oblivious — doesn't even realize what he just did. Either that, or he's got some serious issues going on. Everyone who saw this is probably thinking what a jerk he is. I'm not going to let it ruin my night. Anyway, he just cut my calorie intake for the night in half."

Pick a recent situation in which your anger escalated. Describe it briefly below:



Self-Talk

(continued)

Describe your self-talk before, during and after the situation you described on the previous page:

BEFORE:	DURING:	AFTER:
Self-talk about myself: _____ _____	Self-talk about myself: _____ _____	Self-talk about myself: _____ _____
Self-talk about the person I was angry with: _____ _____ _____	Self-talk about the person I was angry with: _____ _____ _____	Self-talk about the person I was angry with: _____ _____ _____
Other self-talk (about other people involved, family, the world in general, etc.): _____ _____ _____ _____	Other self-talk (about other people involved, family, the world in general, etc.): _____ _____ _____ _____	Other self-talk (about other people involved, family, the world in general, etc.): _____ _____ _____ _____

Now, go back to the above description of your self-talk and circle every example in which your self-talk was negative. For any of the examples of negative self-talk you circled, re-write the self-talk to be more positive and constructive.

How do you think the situation might turn out differently if you could go back and do it again, using your positive self-talk?

Interacting & Coping with DIFFICULT PEOPLE

There can be difficult people to deal with in our daily lives. It may be helpful to learn some new skills and coping strategies to deal more effectively with these difficult individuals.

It can be hard to deal with someone who is:

CRITICAL	Abrasive	Behavior out of proportion to problem	Aggressive
Blaming	Demanding	Manipulative	CONTROLLING

Can you think of someone in your life who has been especially difficult lately?

Briefly describe a recent incident: _____

What happens to me when I am around this person? How do I feel? How do I act?

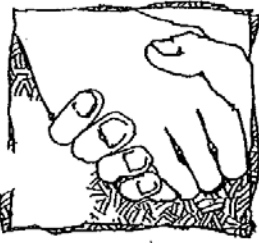
What have I tried in the past to cope with this person?

Verbal	Non-Verbal	Did it work?
(For Example)		
<ul style="list-style-type: none"> ▪ Blamed and yelled ▪ Gossiped 	<ul style="list-style-type: none"> ▪ I sat, s/he stood ▪ Gave "dirty" looks 	
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>
_____	_____	Yes <input type="checkbox"/> No <input type="checkbox"/>

POSSIBLE NEW COPING STRATEGIES

- | | | |
|---|--|--|
| <input type="checkbox"/> Choose my battles | <input type="checkbox"/> Practice assertiveness | <input type="checkbox"/> Limit contact |
| <input type="checkbox"/> Take care of myself | <input type="checkbox"/> Detach with kindness | <input type="checkbox"/> Accept reality |
| <input type="checkbox"/> Eliminate excuses | <input type="checkbox"/> Don't ignore behaviors | <input type="checkbox"/> Have patience |
| <input type="checkbox"/> Avoid "stirring" things up | <input type="checkbox"/> Avoid grudges | <input type="checkbox"/> Use body language |
| <input type="checkbox"/> Avoid interrupting | <input type="checkbox"/> No put-downs | <input type="checkbox"/> No game playing |
| <input type="checkbox"/> Be clear | <input type="checkbox"/> See the other viewpoint | <input type="checkbox"/> Give the other person a "way out" |
| <input type="checkbox"/> Avoid retaliating | | |

Many difficult people don't like who they are, won't face it, then judge and blame others for their problems. Nurturing your own positive self-image provides the tools to deal with difficult people in responsible ways.



Do's and Don'ts of Dealing with Conflict

DO

- Take a step back and a deep breath before you go any further. Continue to take slow, deep breaths as you communicate with the other person.
- Check your voice level. Speak softly.
- Check the pace of your speech. Talk slowly and articulate your words to be sure you can be understood.
- Make eye contact. Look the other person directly in the eye.
- Sit or stand at eye level with the other person so that neither of you is above or below the other.
- Check your body language. Try to appear non-threatening, yet open to communication. Uncross arms and legs, unclench your hands, use a relaxed posture, and make sure both parties have plenty of 'personal space.'
- Take the time to think about what the other person is saying before responding.
- Acknowledge the other person's position. Recognize that he or she has needs. Use statements like "I understand what you're saying..." or "Thank you for being honest about the way you feel."
- Use words like 'maybe,' 'what if,' 'I feel,' 'I think,' 'I wonder.'
- Use 'I' Messages. Tell the person how you feel and what you need.
- Repeat and clarify messages. For example, say things like "I think what you're saying is..." or "Could you explain that to me again..."
- Focus on the present — stick to the situation that's causing the problem now.

- _____
- _____
- _____

DON'T

- Jump into an argument when you're too heated to communicate calmly or rationally.
- Shout or raise your voice.
- Talk too fast. You want to be able to think about what you're saying before you say it, and you want the other person to be able to understand you.
- Continuously look down or away from the other person; this is non-assertive behavior.
- Hover above or sit below the other person. This sends a message of inequality.
- Point your finger, ball your fists, get in the other person's face, or use body language that's in any way intimidating or threatening.
- Interrupt or react defensively to what you think the other person means without taking the time to really hear them out and clarify their meaning.
- Blame the other person for everything without recognizing their feelings or position.
- Use words like 'always' or 'never.'
- Use 'you' messages, telling the other person what's wrong with them instead of what bothers you about the situation.
- Make assumptions or interpretations or draw conclusions about what the other person is saying.
- Bring up all of the problems you've had with the other person in the past, or 'throw the past in the other person's face.'

- _____
- _____
- _____



Weekly Anger Log

Use the Weekly Anger Log to track every time you get angry this week. Fill in each of the fields described below:

1. *Date, Time and Place:* This will help you see if there's a pattern of your anger escalating at any particular time of day or any specific location.
2. *Subject of my anger:* Who or what was your anger directed at?
3. *Anger-related behavior:* What behaviors or actions did you take at the height of your anger?
4. *Anger Level:* Rate the level of escalation of your angry behavior, on a scale of one to ten, ten being the most violent explosion you've ever had and one being totally calm, cool and collected.
5. *Triggering event(s):* What happened that triggered your anger — this could be an outside event, something happening to you, or some internal conflict.
6. *Anger cues:* What were your early 'cues' — your thoughts, feelings and behaviors — that could have cued you in to the fact that your anger was beginning to escalate?
7. *Underlying emotions:* What emotions were surrounding the triggering event, that might have been at the root of your anger?
8. *What I did right:* What about the situation do you feel you handled well?
9. *What I could have done better:* What about the situation would you do differently next time?
10. *Abusive behavior:* Using the following definition of abuse, did you behave abusively to anyone during this incident? "Abuse is any attempt to gain power or control over another person using physical, emotional, verbal, sexual or financial tactics"

1. Date: _____ Time: _____ Place: _____

2. Subject of my anger: _____

3. Anger-related behavior: _____

4. On a scale of 1-10, my anger level was: _____
 Cool, calm and collected **1** **2** **3** **4** **5** **6** **7** **8** **9** **10** Violent explosion

5. Triggering event(s): _____

6. Anger cues: Thought _____
 Feelings _____
 Actions _____

7. Underlying emotions: _____

8. What I did right: _____

9. What I could have done better: _____

10. Did I behave abusively toward another person during this incident? ___ Yes ___ No

ROLE-PLAYS
ANGER MANAGEMENT
Topics 4 and 5

These are a few examples of situations that people encounter at work that make them angry. There are examples of coping statements (Topic 4) and assertive statements (Topic 5) that can be used during the role-play. When you are working on Topic 5 it is a good idea to review Topic 4 and have the students make some coping statements prior to making the assertive message. THIS INFORMATION IS ONLY A GUIDE. USE THE STUDENT'S EXPERIENCE AND LEARNING STYLE FOR THE ANGER MANAGEMENT TRAINING.

ROLE-PLAY 1

A common situation that gets people upset is when a boss gives unrealistic or confusing instructions. Students should keep in mind that this can be resolved, but they have to stay calm while addressing the boss with a legitimate concern. The following is a description of how to set up the role-play.

Set up

The scene is a worksite. One person will play the boss and the other person will play the employee. The boss is going to tell the person to do a job (i.e., mop). The employee goes to mop. The boss should then come back and tell the worker to go do another job (i.e., wash the windows) in a tone of voice that suggests he is annoyed with the worker.

Sample dialog

Worker: "Hey Boss."

Boss: "Hey George, go mop in department 5."

Worker: "Sure thing Boss."

A few minutes later boss approaches George mopping in department 5.

Boss: "George, how come you're not cleaning the windows in the entry-way?"

Worker: "I thought you wanted me to mop."

Boss: "I don't care what you think, just clean the windows!"

For Topic 4, this is a good spot to work on the coping statements to keep calm.

For Topic 5, the worker can approach the boss and assertively talk to her.

Self-Instruction/talk examples

"OK, easy does it."

"Be calm."

"Relax."

"She has changed her mind."

"She forgot about the first job."

"Talk to her and find out what she wants."

"Don't worry about making her look bad, she will be glad that you were able to address both jobs."

Assertive statement

"Boss, I am confused by your instructions. I thought you wanted me to this other job first. Which job would you like me to do first?"

ROLE-PLAY 2

When people make mistakes on the job, they can get chewed out by the boss. This does not mean the boss should be abusive or humiliate them in front of co-workers. Although it is not right for a boss to be abusive to an employee, it does happen. Students should keep in mind that this can be resolved, but they have to stay calm while addressing the boss with a legitimate concern. The following is a description of how to set up the role-play.

Set up

The scene is a worksite. One person will play the boss and the other person will play the employee. The employee is going to make a mistake (i.e., drop a box). The boss is going to come over and yell at the person. The other students in the class can serve as the other co-workers.

Sample dialog

Worker drops a box.

Worker: "Oh shoot, I really did it this time."

Boss: "Elaine, what the heck are you doing over there?"

Worker: "I am so sorry. I accidentally dropped this TV."

Boss: "You are so clumsy, my 95-year-old grandma could do a better job moving these boxes than you. I am going to have to write you up for this. Why can't you be like Newman?"

Boss points to another student.

For Topic 4, this is a good spot to work on the coping statements to keep calm.

For Topic 5, the worker can approach the boss and assertively talk to him.

Self-Instruction/talk examples

"Chill."

"Relax."

"I did make a mistake."

"The boss didn't have to yell at me, but it won't help to yell back."

"Fix the problem and talk to him later about the yelling."

Assertive statement

"Boss, can I talk to you for a minute? I understand I made a mistake this morning, but I really got upset when you yelled at me. I would appreciate it if you would call me into your office next time I do something wrong and talk to me about my mistake."

ROLE-PLAY 3

There are going to be times when students think they are not being treated the same as other workers. Depending on how long they have worked at a job and how the boss goes about training employees, there may be times when it looks like they may be getting treated unfairly. Students should keep in mind that they can address their boss with their concerns, but they have to stay calm while addressing the boss with a legitimate concern. The following is a description of how to set up the role-play.

Set up

The scene is a worksite. One person will play the boss and the other person will play the employee. The boss is going to ask the worker to clean the bathroom for the tenth day in a row.

Sample dialog

The worker just got out of orientation 10 days ago. She has had to clean the bathroom every day since she started working. She has noticed that no other employee has been instructed to do it.

Boss: "Susan, I want you to stop what you are doing at 4:15 again today, so you can clean the bathroom."

For Topic 4, this is a good spot to work on the coping statements to keep calm.

For Topic 5, the worker can approach the boss and assertively talk to him.

Self-Instruction/talk examples

"Be calm."

"Talk to my boss after I relax."

"Take a few deep breaths."

"There must be reason why he keeps asking me to do it. I'll ask him."

"Don't yell. If this is what my job is, I have to accept it."

"If I don't like my job, I can quit, but I have to do it the right way."

Assertive statement

"Boss, I am getting upset when I have to do that same job. It seems like I am the only one who does it. Can you tell me why you keep assigning that job to me? What can I do to get other jobs assigned to me?"

ROLE-PLAY 4

People are not going to get along with everyone they work with. It is important that they try to resolve these conflicts so they can work more effectively. If they bottle it up inside or blow up at the co-worker, it reflects badly on them. The following is a description of how to set up the role-play.

Set up

The scene is a worksite at lunch-time. Three people will play workers. Two workers will be sitting down eating their lunch and talking about their weekend. One of the employees

will ask the other if he heard some gossip about the third employee. As this employee is talking, the third employee walks up to their table and overhears the conversation.

Sample dialog

Jerry and Elaine are talking at lunch.

Jerry: "Did you have a good weekend?"

Elaine: "Yeah, how about you?"

Jerry: "It was pretty good except my neighbor kept dropping in unannounced."

Elaine: "Did you hear about George?"

Jerry: "No."

Elaine: "He has been coming in to work late a lot and I think the boss is going to fire him."

While Elaine is saying this, Jerry is putting his finger to his mouth to shush her while George walks up from behind.

For Topic 4, this is a good spot to work on the coping statements to keep calm.

For Topic 5, the worker can approach the worker and assertively talk to her.

Self-instruction/talk examples

"Relax."

"Stay calm."

"Don't talk to this person until I calm down."

"Don't worry about what he said, it's not true."

"I'll be the better person and talk to her face-to-face."

Assertive Statement

"I am angry about what you have been saying. I do not want you spreading rumors about me. The boss is not firing me, and if you want to know what is going on, come talk to me."

Come up with more role-plays based on the students' experiences. Have the students assist with discussing the appropriate ways to handle the situation, coming up with the role-play, providing examples of different coping statements, and assertive statements. Have fun and act them out.