

W-30

ANGER MANAGEMENT SEMINAR

*Dr. David R. Leaman
724 Leshar Ave.
Waynesboro, PA 17268*

I. Definition of Anger

A. Anger is:

B. Roots of anger:

C. Emotional purpose of anger:

D. Personal situation of anger:

II. Recognition and Ownership of Anger

A. Sensations—“Where in my body do I notice anger?”

B. Evaluate anger on 10 point scale

1. Reactive Brain versus Reasonable Brain

2. Recognize critical point of ‘8’ before irrational action

C. Triggers – “What specific stimulus ignited my anger?”

1. Verbal

2. Nonverbal

D. Cognitions – Self Talk

1. “What negative statements am I telling myself?”

2. “What did I really expect from others in that situation?”

E. Feelings – “What deeper emotion is beneath my anger?”

F. Behaviors –

1. *“What actions did I exhibit?”*

2. *“What were the consequences of my actions?”*

III. Management of Anger

A. Feel – Think process Challenge it

B. Admit escalation of anger (1 to 10)

C. “Time Out” for yourself (before ‘8’)

1. Allow at least 20 minutes when possible
2. Tension stress reduction exercises release physical tension to reduce adrenaline
3. Breathe deeply and use coping thoughts
4. Talk to God or a caring person about your feelings

D. Own your destructive behavior

1. Identify your typical style

suppress
withdraw

explode
intimidate

2. Write down the harm your anger has caused to others.

- *“How has my anger affected each family member and people at work or in the community?”*
- *“How has my anger affected my health or endangered me?”*

3. Ponder the principle:

“I never have a right to hurt anyone unless it is in physical self defense.”

“When I hurt someone inappropriately, it destroys our relationship and it also hurts me.”

IV. Mature Expression of Anger

A. Clarify the goals of verbalizing anger

1. To solve a problem and improve the relationship

2. Are you using anger to manipulate or demand your own way?

B. Healthy V-E-N-T

Voice firm
Eye contact
Neutral words
Tough posture

C. Verbalize feelings and intention

Use "I" Message

"When... (identify the behavior or situation)

I feel... because... (deeper emotion)

What I really want is..."

D. Practice: Visualize and Rehearse ...repeat with Deep Breathing

E. Apologize and ask forgiveness for wrong actions

RECOGNITION OF MY ANGER

<u>Situation</u> (Possible Triggers)	<u>Rating</u> (1-10)	<u>Negative Cognition</u> (Self Talk)	<u>Emotional Pain</u> (Root)	<u>Behavior</u>	<u>Outcomes</u>

Dr. David R. Leaman
724 Leshar Ave.
Waynesboro, PA 17268

**NEGATIVE THOUGHTS
THAT ESCALATE ANGER**

1. **“You make me feel so bad!”...or...“You make me so mad!”**
2. **“You did this on purpose, just to provoke or hurt me!”**
3. **“It’s not fair. You are not going to get away with this!”**
4. **“You are wrong and I’ll prove it!”**
5. **“You should be punished or taught a lesson!”**
6. **“This is bull crap. The only thing you care about is yourself!”**
7. **“You stupid jerk. You are such a _____!”**
8. **“You always _____.” or
“You never _____.”**
9. **“No one is going to treat me that way!”**
10. **“There you go again! You are not gonna do this to me again!”**
11. _____
12. _____

*Dr. David R. Leaman
724 Lesher Avenue
Waynesboro, PA 17268
(717)762-0314*

HELPFUL COPING THOUGHTS

1. **Just as long as I keep my cool, I'm in control.**
2. **I can't change him/her with anger. I can change my response.**
3. **I can find a way to say what I want without being loud or mean.**
4. **Stay calm; make no judgments and do not blame.**
5. **I'll stay rational – my anger does not solve anything.**
6. **It's just not worth getting so angry.**
7. **I can handle this. I am responsible for my behavior.**
8. **I can't expect people to act the way I want them to.**
9. **I don't have to take this so seriously.**
10. **I have a plan to handle this.**
11. _____
12. _____

Action:

Write down the three general coping thoughts that most appeal to you:

- 1.
- 2.
- 3.

Memorize the three coping thoughts you've selected.

*Dr. David R. Leaman
724 Leshner Avenue
Waynesboro, PA. 17268*

I MESSAGES-BY DEFINITION:

*An "I" message is simply a statement from me to you that lets you know just how I feel.
It may also tell you why I feel that way.*

*The statement generally starts simply
with "I..." followed by a clear, straight-
forward feeling message.*

*"ex. "When I want to talk, and you walk
away, I feel hurt and rejected."

Components of an "I" Message are:

1. factual, non-blaming description of specific behavior:

"When you are late for dinner..."

2. an honest, non-blaming sharing of resulting feelings:

*"...I am scared you might have had an accident.
And, I am also hurt that you didn't call me."*

3. a straightforward, honest description of my real demands:

*"...what I want you to do is to call me when you know
you'll be late."*

"I" Messages...

- are positive communication and nourish honest feelings.
- help to bring solutions through communication vs. "You" messages that are destructive, explosive and can lead to anger and fighting.
- do not personally attack or criticize like a "You" message does.
- are clear, concise and honest...an accurate awareness of your present feelings.
- are essential to sharing intimately.

Example:

Here is an example of how an "I Message" is less accusatory than some of the usual ways we tend to communicate. Notice how clear and straightforward the message is when sent in the "I" message form.

Usual Way

*"You're always slamming the door
and waking the baby. You have no
consideration for others."*

I Message

*"I am very tired and need some time to myself
while the baby is sleeping. I would like you to
close the door quietly so she doesn't wake up."*

Anger Management

"I Am in Control"

Power Thought

- ___ 1. Recognize body temperature and use "Yellow Light"
- ___ 2. Cut off negative self-talk
- ___ 3. Trigger happy: identify trigger
- ___ 4. Identify root of anger
- ___ 5. Reasonable expectation
- ___ 6. Visualize success
- ___ 7. Respect: No harm
- ___ 8. Let go of resentment

Power Action

- ___ 1. Exhale, then deep breaths
- ___ 2. Time out and power release
- ___ 3. Healthy positive self-talk
- ___ 4. Quiet, relaxation technique
- ___ 5. Tell someone your root feeling
- ___ 6. STEN
- ___ 7. "I" Message
- ___ 8. Apologize for mistreating someone



Forgive and be Free

Student Name: _____

Dr. David R. Leaman
131 West Fifth at Park Street
Waynesboro, PA 17268

Pennsylvania license #PS 002731L Maryland license #01393
Telephone: (717) 762-7719 Fax: (717) 762-1652

MEASUREMENTS OF ANGER

- 1. Adolescent Anger Rating Scale (AARS)**, Burney, DeAnna M. (2005).
Odessa, FL: Psychological Assessment Resources
www.parinc.com or 1-800-331-8378

This Scale measures the intensity and frequency of anger expression in teens. The AARS can assist in identifying at risk adolescents and correlates with behaviors identified in the DSM-IV

- 2. Anger Disorder Scale (ADS)**, D. Giuseppe, R., Tafrate, R.C. (2004).
Toronto: Multi-Health Systems
www.mhs.com or 1-800-456-3003

This instrument is an assessment of clinically dysfunctional anger. It examines internal experience and expressive patterns along five domains including: provocations, arousal, cognitive, motives and behaviors. It is designed to provide clinical information for developing treatment plans in anger management.

- 3. Buss-Durkee Inventory**, Buss, A.H. & Durkee, A. (1957).
(An inventory for assessing different kinds of hostility. *Journal of Consulting Psychology*, 21, 343-349.)

This instrument is an early attempt to assess anger and provides a global measure of hostile feelings or tendencies to act aggressively. There are eight subscales which evaluate the type and frequency of hostile behaviors, plus attitudinal components of aggression. The Buss-Durkee Inventory has 75 items including covert and overt hostility factors.

- 4. Children's Inventory of Anger (CHIA)**, Nelson, W.M., Finch, A.J. (2005).
Los Angeles, CA: Western Psychological Services
www.wpspublish.com or 310-478-2061

The inventory assesses the kinds of particular situations that provoke anger in children. It also produces data on the intensity of anger response. It is designed for children ages 6-16 and provides the child's perspective on his or her own anger.

The Western Psychological Services also markets some anger control games and workbooks for children.

5. Novaco Anger Inventory, Novaco, R. (1975). *Anger Control: The Development and Evaluation of an Experimental Treatment*.
Lexington, MA: Lexington Books.

This is a self report instrument designed to discriminate aggressive from non-aggressive individuals. Items on the Scale describe potentially irritating situations and subjects rate the degree of anger aroused by each.

6. Revised-Anger Expression Inventory. Deffenbacher, J.L., Oetting, E.R.,
Lynch, R.S., Morris, C.D. (1996).

The expression of anger and its consequences.
Behaviour Research & Therapy, 34, 575-590.

This instrument assesses three major components of anger. The first component is (Anger-In) which involves the expression of anger directed inwardly. The second includes the extent to which a person attempts to control angry expression (Anger Control). The third component is (Anger-Out) which assesses how much anger is expressed toward others or external objects.

7. State-Trait Anger Expression Inventory (STAXI). Spielberger, C.D. (1996).

State-Trait Anger Expression Inventory Professional Manual.
Odessa, FL: Psychological Assessment Resources.
www.parinc.com or 1-800-331-8378

This tool is based on state-trait personality theory. State anger refers to a transitory emotional-physiological condition that occurs in response to an immediate situation. It includes the affective component and the physiological arousal.. On the other hand, trait anger refers to a stable personality dimension of anger proneness. High trait anger individuals experience more frequent and intense state anger. This instrument is probably the most well known and frequently used measurement of anger.

The revised edition of STAXI-2 added two additional Scales: Anger In and Anger Out.