

ANGER SELF-MANAGEMENT TRAINING For People with Traumatic Brain Injury

Treatment Manual

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IMPORTANT

Please read this before you use the ASMT manual!

This manual was developed and refined over several years by a team of neuropsychologists and psychologists in the US. A small pilot project provided initial evidence of feasibility¹ and a 3-center randomized controlled trial provided some evidence of efficacy,² with stronger effects on some measures of anger than others. We strongly recommend that you read the empirical reports on this treatment before you use it clinically, so that you will be in a better position to gauge its appropriateness for individual clients.

We are distributing this manual free of charge and without restriction. We do ask that you comply with the following requests:

- This manual is not to be copied, reproduced, published, quoted, or used in like fashion without express permission of the authors as granted via contact with the primary author, Tessa Hart, PhD, at thart@einstein.edu.
- To cite this manual, please use the citation of the primary outcome paper of the clinical trial.²

Notes on the clinical use of the manual:

1. We strongly recommend that this manual be used by people who are licensed/certified and experienced in the treatment of individuals with emotional health problems, i.e., Clinical Psychologists/ Neuropsychologists or Clinical Social Workers.
2. The contents and exercises in this manual are designed to be used within the supportive context of a therapeutic relationship as defined and regulated by local professional licensing agencies and entities. No information contained in the manual should be considered to be a statement of medical or mental health advice and all effects and outcomes regarding its use remain the responsibility of the provider.
3. In the research on the treatment manual, we stipulated that study therapists have at least several years of clinical experience in administering counseling-type treatments to individuals with moderate/ severe TBI. Knowledge and experience with the cognitive, emotional, and other effects of TBI are necessary for effective use of the manual and associated materials. Please do not attempt to use the manual unless you have adequate experience in TBI treatment.
4. In Session 1, there is mention of information that the therapist should have on hand to use in this first session (basic demographic information about the client; information about the type and chronicity of TBI; results of pre-testing using measures of anger). There is also mention of the fact that the client feels his/ her anger is worse than it was prior to the TBI (which was an inclusion criterion for the study). This portion of Session 1 may be adapted as necessary; for example, if working with a client you know well, the wording may be modified or items may be skipped. If the client is new to you, we do recommend that you pull this

information from his or her records to assist with rapport building during the first session. Regarding the measures of anger, we used selected subtests of the State-Trait Anger Expression Inventory,³ particularly the Trait Anger and Anger Expression-Out subscales, and the Brief Anger-Aggression Questionnaire.⁴ Particularly for a client who may have initial difficulty discussing his/ her anger, it may be helpful to have questionnaire results available to encourage discussion and to demonstrate to the client that his or her responses have been reviewed.

5. The manual includes reminders to start and stop taping. This was for the clinical trial in which every session was recorded for fidelity assessment. If you are not recording the sessions, simply ignore this.
6. If a significant other (SO) is to be included in treatment, the manual indicates how to involve the SO in portions of sessions 1, 4, and 8, and how to perform a telephone assessment of the client's progress from the point of view of the SO between Sessions 6 and 7. The participation of an SO is optional, however.
7. In session 3, we suggest the use of a clip from a commercially available movie ("The Burning Bed," 1984). The other "prop" that you will need is a hand mirror for session 6. All other materials and visual aids may be printed from this file.

We hope that you find the ASMT manual useful and would be happy to hear from you about any suggestions and impressions.

Citations

1. Hart T, Vaccaro M, Hays C, Maiuro R. Anger self-management training for people with traumatic brain injury: A preliminary investigation. *Journal of Head Trauma Rehabilitation*. 2012;27:113-122.
2. Hart T, Brockway JA, Maiuro RD, Vaccaro MJ, Fann JR, Mellick D, Harrison-Felix C, Barber J, Temkin N. Anger self-management training for chronic moderate to severe traumatic brain injury: Results of a randomized controlled trial. *Journal of Head Trauma Rehabilitation*, in press (2017).
3. Spielberger C. *State-Trait Anger Expression Inventory - Revised*. Lutz, FL: Psychological Assessment Resources, Inc.; 2000.
4. Maiuro R, Vitaliano P, Cahn T. A brief measure for the assessment of anger and aggression. *Journal of Interpersonal Violence*. 1987;2(2):166-178.

ANGER SELF-MANAGEMENT TRAINING For People with Traumatic Brain Injury

Treatment Manual

This manual is designed as a working text that can be used in session with participants. The therapist should have a fresh copy of the manual to use with each participant so that individual notes may be written into the manual during therapy sessions.

Bold type indicates suggested wording to use with the participant (abbreviated P). This text should be used as a guideline. It is not intended to be a word-for-word script. Bold text is printed in **large font** to make the manual easy to read or paraphrase when working with the P.

Italic type indicates notes or asides to the therapist. *Although this material is placed where it is needed during the sessions, it is not meant to be read during the session and should be studied thoroughly ahead of time.*

Abbreviations:

P	Participant with TBI
SO	Significant other
T	Therapist
ASMT	Anger Self-Management Training

Guide to friendly icons:



The roving pencil  indicates points where therapist should take notes.



The flustered brain  marks a suggestion or explanation relevant to using the material with the person with TBI.



The handy eye  denotes where the therapist should use a Visual Aid.



The flying timepiece  is placed where it might be time to take a break.

Session 1: Introduction to the Treatment Program

Session Outline:

First: Greet P and SO (if present)

**1.1 Client-centered interview/ induction to change process
(with P)**

1.2 Anger and TBI (with P and SO)

1.3 +'s and -'s: The Balance Sheet

**Last: Outside Practice of Self-Monitoring and Calming
Strategies**

Materials:

- Participant Information Sheet
- STAXI-2 and BAAQ responses
- Brain Picture
- Balance Sheet
- Anger Log Session 1 (3 copies)
- Calming Strategies handout

Introduction *(in waiting area)*

Greet Participant (P) and Significant Other (SO) in the waiting area, make introductions, and thank them for coming. Tell them you would like to start with P alone, to gather some initial information. Ask SO to wait, and tell him/ her you will come back in about 15 minutes, at which time the 3 of you will talk together to go over more information about the program as a whole.

1.1 Client-Centered Interview & Induction to Change Process *(in Treatment Room—with P)*



Participant Information Sheet

*T should begin with a brief orientation to the treatment sequence. Explain that you will be **reading from the manual** and **taking notes** to keep track of work done and progress made **and to help you remember important information**. Emphasize that the manual is a work-book for you to make sure you cover everything.*

Review the fact that the sessions will be **taped for quality control purposes**. Inform P that all tapes and notes are strictly confidential unless there is a mention of harm to self or someone else. **Begin taping.**

Let me tell you what we will be doing today.

I'd like to start with us getting to know each other a bit. I already have some information about you from the questions you answered before. Thank you for completing those questionnaires. I will be asking you some more questions.

As you know, this program is designed to improve how people deal with anger. It's based on the idea that:

- **Answering questions about yourself helps you to understand more about your anger.**
- **Understanding your anger is how you will begin to change it.**
- **This understanding will help give you the power to change how you handle your anger and react to things.**
- **And so, answering questions about yourself is the first step to change.**

Since I will be asking you some questions about yourself, I want to tell you something about myself too. *Give P some non-personal information such as your degree and specialty, your professional affiliation, how long you have been working with people with brain injury, and the fact that you have a special interest in helping people with TBI deal with anger problems. Mention that anger issues are very common and that it can be fun and rewarding working with people to overcome them. Answer any (non-personal) questions.*

I will ask you a few questions about anger and how you think it is affecting you. But I am also interested in getting to know some other things about you.



I want you to feel free to stop me anytime you have a question, or if I have been talking too fast, or have been unclear about something. Do you think you can do that? *Therapist should watch S's facial expression and body language throughout the introductory session, and stop frequently to ask if s/he has questions, to gauge comprehension.*

Client-Centered Interview



The Client-Centered interview should be relatively structured. Structure provides clarity and organization for the client to offset possible deficits (e.g., fluency problems, tangential thinking or speech, performance anxiety) that could be made worse by open-ended forms of inquiry about their injury. Let the P elaborate in any way he/she wishes but be prepared to redirect using phrases such as “getting back to the question about anger...”

Start by asking the client to verify demographics and gradually “funnel” the interview to obtain more pertinent and personal information. For example:

It says here that you are ____ years old and you live (by yourself) (with your ____). It says you went to school up to the ____ grade and that you used to work as a ____ Is that correct?

Are you working now?

(if no) How are you mainly spending your time? What is a typical day like for you?



What kinds of things do you like to do for fun?



Tell me about friends. Who do you visit or like to spend time with?



It is quite common for people with chronic brain injury to report that they have no friends, no “real” friends, or no friends “left,” which is often distressing and embarrassing. It is important to take this information in stride, perhaps by saying “I hear a lot of that.” It may also be appropriate to say “This program might actually help in that department.”

Tell me about family. Who is in your family? Who lives nearby? How do you get along with them?



About ____ (months) (years) ago, according to this, you had a traumatic brain injury, which we call TBI, as a result of _____. This kind of injury can cause big changes in a person's life. Is that true for you?

What would you say are the biggest changes now, as compared to before your TBI?



Probe for 2 or 3 changes. Answers to this question will give you a good feel for the P's self-awareness, level of insight, guardedness, and psychological-mindedness. You may hear many different responses describing changes at different levels, ranging from "I have a scar on my head" or "I'm living with my mom now", to "My life is at a standstill" or "I don't know who I am anymore." You also want to listen for whether the person mentions all negative changes, or a combination of positive and negative changes.

*If the P does not come up with changes or finds them hard to articulate, provide more structure by asking about areas of function: "**Have you noticed any physical changes in yourself? ...changes in your memory?**" etc. Another strategy if changes are not acknowledged is to ask "**What about someone who knows you well and who knew you before? How would they say you are different?**"*

One change I'm already aware of is that you feel your anger or irritability is worse than it was before your injury. I want to hear more about that. First can you tell me, does the word anger fit for you? Are you comfortable with calling it that? *If P is okay with the word, say "Good... this means you understand that anger is normal and that is important. You're ahead of the game." If P does not feel comfortable with the word anger, note alternate terms s/he prefers. Spend a few minutes letting P know that when you use the word anger you mean it to be a synonym for his/ her other words for it. In the remainder of the session, make a point of using anger and the other terms interchangeably. Convey that the word anger means a normal emotion that everyone has. Make a note about P's comfort level/ terminology in space below:*



For the questions below, you need not go into depth as this will come later in the program. The idea is to get a few initial descriptions of the P's anger and to gauge his/ her comfort level in discussing it with you.

Tell me a bit about feeling angry or irritated:

- **What do you find yourself getting irritable or angry about?**



- **What do you do when you are irritated or angry? That is, how do you act or express it?**



- **How is your anger/ irritability different now, as compared to before your injury?** *(T may probe to get a sense as to whether the main changes are in the types of triggers, the threshold for getting angry, how anger is expressed, how extreme it is, etc.)*



Calming Strategies

Now tell me about how you deal with anger or make it better.

Everyone has at least one way they calm down or deal with being angry. Some people think of it as cooling off, coping, chilling down, etc. What do you do to calm down or make the situation better when you are angry? *Probe as necessary to get at least 2 strategies even if they do not appear constructive or the P disparages them. Reinforce the P's efforts by saying "Good, it looks like you are already making an effort to change the way you respond to anger. That will work in our favor."*



So, let us briefly review what we have just done, we have been

- **talking about what makes you angry,**
- **finding out how you express it, and**
- **finding out how you can calm yourself down or make the situation better.**

We have been talking about your anger to get a clearer picture of it. Having a clearer picture of a situation is known to help a person prepare for changing it. So, just by talking about it we have started the process of change. Do you have any questions or comments so far? How do you feel about talking about these things?



Now, I want to go over some general information about anger and how it is affected by TBI. (SKIP the next section if there is no SO). For this part I'd like to invite your (SO) to come in and join us. Is there anything about having _____ (SO) come in for the rest of the session that you would like to talk about before I go and get him/her?



Invite the P to take a short break or stretch his/ her legs while you get the SO.

1.2 Anger and TBI (with SO, if available)

If the SO is present, first explain the audiotaping of the sessions and the note taking. Then explain briefly the main role of the SO in the program:

As you know, the majority of the time in the program will be geared toward the person with traumatic brain injury, or TBI. But it can also be very helpful to have a family member or friend participate in part of this program. Why is that?

- It's helpful to get the perspective of someone who knows you well,
- and wants you to do well (is supportive of you).
- We will also be asking you to do some practice outside of the therapy sessions. Your ____ can help by giving reminders for this Outside Practice, and helping you keep appointments. Later on he/ she could also help remind you to use the new skills and strategies you learn here.
- This help is most helpful when you (P) ask for it, and when you (SO) give it in a positive way that both of you can agree on. We will talk more about this as we go along.

Now with all of us together, let's talk about anger in general and why it is a common problem after TBI. First of all,

What is anger?

By anger we mean a range of emotions all the way from being slightly annoyed to a feeling of intense rage. Or it can be somewhere in between.

Everyone gets angry. Anger is a normal, adaptive response to pain or feeling threatened. Because anger is normal, our intention is not to "take it away" but to give _____ better skills for managing it and dealing with everyday frustration and conflict. Does that sound like a reasonable plan, or relevant goal for you? *Record both the P's and SO's response(s). They may be positive, negative, or ambivalent.*



Anger and TBI

Anger is a very common complaint that people with TBI & their families bring up. Why is that? It turns out there are lots of reasons.

TBI makes anger worse in ways that we call "Brain Reasons" and in ways we call "Life Reasons." They're both important. Let's look at the Brain Reasons first.



Brain Picture

A TBI often injures the parts of the brain toward the front, behind the eyes and around the sides here (*point to frontal & temporal poles*). There are 3 reasons why an injury to this part of the brain makes anger worse.

- These parts of the brain help control moods, emotions and impulses. When they are injured, it can be harder to think before you act or speak—harder to keep from showing anger and harder to control the other effects of anger on our behavior.
- These parts of the brain also help us do our problem-solving. When they are injured,
 - you might give up more quickly in a problem situation,
 - you might get stuck in a rut and react in only one way, even if it would be better for you to “flex” and handle things a different way,
 - you might just have more trouble sorting out what to do first and what would work best in a given situation.
- These parts of the brain also help us with self-awareness and self-monitoring. An injury here may make it
 - harder for you even to know when you are angry,
 - harder for you to see what you look like when you’re angry,
 - therefore, less aware of the impact of your behavior on other people.



1.3 +’s and –’s: The Balance Sheet

T holds the Balance sheet, blank except for the headings, on a clip board so that both P and SO can see it. T points out the sections of the Balance Sheet and writes on it during the following discussion.

This is called a Balance Sheet. You (P) are going to see a lot more of this during this program.

The Balance Sheet has negatives and positives on it. Negatives are things that make anger worse and Positives are things that make anger better.

We just talked about Brain reasons why anger is a problem. We can put those in the Negative side under Brain Reasons. *T writes: emotional control is harder; problem solving is harder; self-monitoring/ self-awareness is harder.*

There are other Brain reasons why people have more trouble with anger after TBI. Tell me if any of these ring a bell for you. *T lists the following one by one and writes in the ones that are endorsed either by P or by SO (unless P disagrees). The list is just a guide for discussion. Use the words that P picks up on or uses to describe the problem. It is not necessary for P to express a link between these Brain Reasons and anger. Endorsing the problem is enough.*

- **Confusion**—not being sure what is going on sometimes—can lead to frustration & anger
- **Concentration**—difficulty paying attention or following conversation —leads to becoming frustrated more easily
- **Fatigue**—little things bother you more, less tolerance, feeling mentally drained or exhausted
- **Memory problems**—can get frustrated if you lose things, repeat yourself, forget what people say
- **Cognitive or sensory overload**—more aggravated by light, noise, crowds—feel overwhelmed
- **What other Brain reasons might apply for you?**

Now look down here and you will see another space on the Negative side for what we call Life Reasons.

Life reasons are negative changes, hassles, stressors, and worries that get worse after a TBI-- things that may make life more aggravating than it was before. These things don't have to do with the way your brain is functioning (those are the Brain reasons), but Life reasons do happen more often to people with a TBI than people without a TBI. I will read you some examples and you can tell me which ones to put in for you. *T writes in summaries of Life reasons endorsed by P or SO (with agreement from P). Use P's words on the Balance Sheet.*

- **Changes in living situation**—having to move, or live with different people
- **Loss of important relationships**—e.g. friends—feel lonely or left out/ left behind
- **Less independence**—can't come and go, do what you want—people tell you what to do or what not to do
- **Changes in work situation**—lost your job or have more trouble finding one
- **Less income, not enough money, worries about money**
- **Medical or physical problems like pain, stiffness, feeling slowed down, changes in appearance**
- **Changes in mood**—feeling down, stuck, can't get back into life
- **Worries about the future**—when will I get better? When will this change?
- **Any other Life Reasons I should put down for you?**

T does a little processing of the (-) column, perhaps acknowledging that the P has plenty of reasons for anger being a problem. T repeats that these reasons are in the (-) column because they contribute to anger or make it worse. Note any comments from the P or SO below.



What can we do about these Negatives? Can they change? Becoming more aware of them can help. Some of them can change with time as part of the recovery process. However, others may be longer lasting or even permanent. (T allows for discussion here in a supportive, clarifying role).

Now, let's look at.....The Positive Side



Balance Sheet

Whatever the negatives, the good news is that there is also a + column.

The things we place in the + column are things that balance or counteract the – column. They are things that can make anger better or make it easier to handle.

It is true that the more –'s you have, the worse the problem can seem. However, it is important to remember that even for the –'s you can't change, you can balance them by adding more +'s than you have. We will be doing exactly that in this program.

Let's look at the +'s that can help balance or counteract the –'s.

Just like there are two kinds of –'s (Brain and Life), there are two kinds of +'s. We will call them Personal Skills and Interpersonal Skills and Supports.

- **The Personal Skill +'s are the things that you do for yourself, or that you can learn to do for yourself.**
- **The Interpersonal Skill and Support +'s are things you can do with or get from others, or the people who support you.**

Personal Skill +'s might be the ways that you adjust or cope with your anger, we call these “coping skills” or “strategies.” For example:

You mentioned earlier that you _____ (*Mention things P indicated were ways in which s/he copes with anger or frustration*). **So these things are already in your + column.** T writes in under Personal Skill + Column.

As another example, point to Brain and Life lists and use a Brain or Life reason that has been endorsed by the P, and describe a **simple** example of an everyday coping strategy that could offset the negative effects. (Use a Brain Reason for this example if possible.) You need not write this strategy in the + column.

This program will work on helping you add more skills like these to this + column.

Interpersonal Skills and Supports +'s are the positive “social supports” that are available from family, friends, and others around you. For example,

- positive relationships with family, friends, intimates, co-workers;
- and your ability to get help, comfort, and understanding from these people.

Just like Personal Skill +'s, Interpersonal Skills and Support +'s balance the equation to offset the –'s.

(If SO available) For example, _____ (SO), who came with you today. **In what ways is s/he helpful?** Write into the Balance Sheet under +Interpersonal Skills and Social Supports.

Turn to SO and ask if there is a good or preferred way that P can ask for help. Ask specifically what P should “do more of” that s/he already does to get help from the SO. Also, ask SO what other ways s/he can or does s/he provide help. Write into the chart under + Interpersonal Skills and Supports.

Who else do you consider to be positive social supports in your life? In what ways do they provide you with positive social support? Write into the Balance Sheet under + Interpersonal Skills and Supports.

Do some brief summarizing of the chart in a hopeful and optimistic tone that emphasizes that although the P has problems, there are ways to offset these problems.

This program will focus on the + column. We will help you to learn Positive skills, both Personal Skills and Interpersonal Skills for you to

get better help from others, your Social Supports. The advantages of this approach are that:

- As we've discussed, adding to, improving, and strengthening the + side will offset the – side.
- It is a positive approach that focuses on what is under your own control, what you can change. Our experience has shown that a focus on the + side can really help people after TBI.
- The –'s are real, and we can't ignore them. But we don't need to dwell on them, either. We'll focus on the +'s which are the things you can learn how to change.

Outside Practice

Research has shown that these types of programs work best for people who do some form of "Outside Practice." By Outside Practice, we mean trying out some of the skills learned in the session in the outside world, in between sessions.

There are two things that I would like you to do between now and next session that we will call Outside Practice.

- One involves practicing what we call "Self-Monitoring"
- the other has to do with practicing some "Calming Strategies."

These things are not difficult, but they will help you continue the process of change that you've already started today.



Offer a break here, as this is about the 1 hour point.

Self-Monitoring with an Anger Log

Self-Monitoring means keeping tabs on something about your own thoughts or behavior, in this case, your anger. Self-Monitoring is a + Personal Skill that will go in your + column. We will talk more about Self-Monitoring next time we get together. For now I just want you to practice it by filling out this sheet, called an Anger Log, twice during the next week and bring them with you next time. You should fill in a page for at least two times that you feel angry, even if you are only a little angry. You can keep your logs in this folder and bring them in to your next session and we'll look at them together.



Anger Log—Session 1 and Folder

Briefly show components of Log and explain what each of them means. When you get to the section, (“Did you use a Calming Strategy?”):

Calming Strategies

You told me earlier in the session about some of the things you have done in the past to deal with your anger, calm down or cool off are

_____ (refer to strategies listed on Balance Sheet).



Calming Strategies

Here is a list of some other “Calming Strategies” that other people have found useful to help them deal with anger. For Outside Practice I would like you to do two things with this list:

- I would like you to try out one or two of these strategies during the next week;
- I would like you to put which of these strategies you have used, if any, when you had the anger episodes that you have recorded in your Anger Logs.
- You can also put another Calming Strategy if you use a different one of your own.



Problem-solve as necessary how P will remember to (1) find and use the log pages, (2) replace the log pages into the folder, (3) bring the folder to the next session. Ask P how s/he typically remembers to do things and keeps track of belongings; to the extent possible, make suggestions that integrate the current assignment into that system rather than creating a new one. If SO is present, include him/ her in the problem solving about getting the assignment done and the materials back for the next session.

Session Summary

We have talked about a lot of things today. There are just a few important things to remember:

- Thinking and talking about your anger, and getting a clearer picture of it is the start of the change process. Just by doing this today, you have started the process of change.

- TBI causes anger problems by what we call Brain reasons and what we call Life reasons. These are negatives, but they can be balanced by positives.
- The positives are things you can do for yourself—we call those Personal Skills—and help you can get from other people—we call those Interpersonal Skills and Social Supports. This program will increase your positives to balance out the negatives.
- This program will work best if you start doing outside practice during this first week before we meet again. Practice doing Self-Monitoring using these Anger Logs. (*Place 3 Anger Logs in folder.*) Practice Calming Strategies from this list or ones of your own. The more you practice, the more change you will see.

Next Appointment

Make sure P and SO know when the next appointment is and how to change the appointment if necessary. Answer any questions.



Appointment Card

Session 2: Self-Monitoring and Self-Awareness of Anger

Session Outline:

First: Review of last session/ Outside Practice

2.1 Self-Monitoring

2.2 Anger Cues in Body, Behavior and Thinking

2.3 Practice with the Anger Log Session 2

2.4 Small a's and Large A's: The Feelings Checklist

2.5 Negative Consequences of Anger

Last: Assign Outside Practice (2 Logs, 1 Feelings Checklist)

Materials:

- Anger Logs from Session 1
- Balance Sheet
- Anger Logs for Session 2 (5 copies)
- Feelings Checklists (4 copies)
- Feelings Checklist Scoring Sheet

Review of Last Session/ Outside Practice



This will be your 1st opportunity to assess P's recall of material covered from 1 session to the next. Acknowledge to P that since a lot was covered and you want to get a feel for how much has been remembered, you will be asking him/ her to tell you some of it back. In this and subsequent reviews of material, your tone should convey that the purpose is not to "quiz" or put him/ her on the spot but just a part of the assessment of how best to gear the material for him/ her.

In the sections below where you are to take notes on P's responses, also supply information for him/ her as needed. Try to avoid probing for more recall or getting bogged down in asking P if s/he remembers this or that. If P recalls little or nothing, say something like, "Not to worry, I have it all down" and summarize the relevant sections. Note whether P indicates any recognition of the material as you do so. If P gives partial recall say, "Excellent, that's right and also, _____..." if they have omitted a key portion. You cannot and need not repeat everything from the last session, but keep an eye out for ways throughout the current session to insert it, prefaced by a phrase such as "if you recall last time we talked about... .."

In our first meeting we talked about how your life has changed since your injury.

We also talked about TBI and anger, and the “plusses and minuses” that go with it for people in general and for you specifically. Let’s look at that again- the Balance Sheet. *(Take P’s folder or ask P to remove Balance Sheet from folder. If P has forgotten to bring either the folder or the Balance Sheet, produce a copy of the previous week’s Balance Sheet. **Be sure to include problem-solving at the end of the session as to how to remember to bring materials.**)*



Balance Sheet

Briefly review the P’s -’s first and review how they are related to TBI; then the +’s; it is not necessary to mention every (-).

Tell me what you remember about how this program is related to these -’s and +’s. What will we be trying to do with these? *(Any answer that suggests adding to the + column; supply information if P is unable to recall.)*



Outside Practice Review (Anger Log Session 1)

T must be prepared with extra Logs and a Calming Strategies sheet in case P has not returned the folder.

Last time we talked about a technique called Self-Monitoring which is a Positive Personal Skill that will go in your + column. I gave you 2 sheets called Anger Logs and asked you to practice self-monitoring with the logs for outside practice.

And, part of that practice was to pick a Calming Strategy either from this list (take list from folder) or another one that you wanted to try and to write it into the logs. *Ask P if he/ she had a chance to fill out the Anger Logs during the past week.*



This is your 1st opportunity to assess P’s follow through with an Outside Practice assignment. It is very important that in this and all of the following sessions, for

T to avoid a disappointed or critical reaction to finding out that P has not followed through. If P has not done any of the practice,

- *indicate that outside practice helps the program to work and therefore you would like to find ways to help P accomplish this—so as to get the most possible out of the program*
- *if P is receptive, do some probing and problem solving around the causes of non-completion of practice and potential solutions: e.g., if it is a memory issue, could P write self a note, ask for a reminder from SO, etc. If the problem is not being sure what to write, reassure P that 1 or words to remind him/ herself of the anger episode is sufficient for Self-Monitoring to work and that cosmetic or grammatical things don't count.*

*If P has done any of the practice, reinforce P for following through and reiterate that greater change will happen with practice. **Make sure you review every Log the P has completed.***

If no Logs have been completed, T should ask P to give an example of a situation during the past week (or previously if there was no such situation in the past week) in which s/he felt upset or angry. Fill in the Log using P's words in view of P, checking periodically to ensure you are capturing the right information. Do this as a demonstration of the Log saying for example, "OK it happened on Weds. or Thurs. morning—so you would check morning here and here you would write in Weds. or Thurs."

*If P is not able to recall an incident from the previous week, complete a log based on a **typical anger incident**. Use the information from Session 1 to prompt a discussion. Clients will have characteristic episodes or incidents that can be used as examples in all sessions, as needed.*

Processing the Anger Logs. *In this and future sessions, the Anger Logs supply useful information for T to process with P. As you review the Log information with P, note and verbalize as appropriate, any patterns or commonalities in the situations that trigger anger and the means of de-escalating the situation. Comparison of "what made you angry" and "what helped" across sessions is helpful for stress inoculation and emergent self-awareness (increasing recognition of the situations that will trigger anger, and increasing ability to plan the use of effective coping skills ahead of time). Note characteristic episodes/incidents that you can use in future sessions for examples as needed.*

Processing the Calming Strategies. *Even if P has completed Logs, s/he may or may not have completed the space for a Calming strategy. If a strategy is filled in, ask how it worked and, as appropriate, ask P to explore the reasons it is an effective strategy. If a strategy was not used or if P reported that one did not work, explore the possible barriers to the effective use of the strategy and do some brief problem-solving about how to remove barriers OR try other strategies in future. Ask "What else could you try?"*

and review the list of Calming Strategies with P. As appropriate, write “Could have tried _____” in the space on the Log.

2.1 Self-Monitoring

Last time I said we would talk more about a technique called **Self-Monitoring**. Using a Log like this, like we just did, is just one example of **Self-Monitoring**. This is a strategy you can use and practice anytime. It goes in your + column because it is a **Positive Personal skill** you can use to change the way you handle anger.



Balance Sheet

Write “Self-monitoring” into the + column under Personal Skill +’s. The T should write this and further material into the sheets (rather than the P), using wording suggested by P as appropriate.



Make sure you are printing legibly when you write into the P’s Balance Sheet. Leave a space between items for visual clarity. You do not want the P to struggle with reading the content of his/ her Balance Sheet.

Self-Monitoring is the process of learning for yourself more about your anger. Why is it a plus? Because the quicker you recognize that you are becoming angry, the easier it is to change what you do about it. Changing what you do about it is one form of self-management. So it is important to become more aware of your anger, what triggers it and what it feels like to you.

In Self-Monitoring you will learn and practice recording and keeping track of your anger using Anger Logs similar to the one you have already seen.

Engage the P in a brief discussion of the advantages of self-monitoring by logging behavior. You may use Q-and-A to elicit the main points or, if necessary, provide the information to P. It may be helpful to use the familiar examples of tracking # of cigarettes smoked per day or weighing oneself to help reduce smoking/ lose weight.

Some of the advantages of Self-Monitoring are:

- Helps you learn about patterns-- certain situations or people that are more difficult-- as you have already begun to do with the first Log
- Gives you an accurate view of the behavior—you can look at it later and don't have to rely only on your memory
- Teaches you to pick up on your own behavior before you hear about it from other people
- Helps you be more objective about the behavior—get a perspective where you can step back and look at it



Anger Log Session 2

Here is another Anger Log. This one is 2 pages instead of one (*show log*), because it has some extra information that is very helpful for Self-Monitoring.

We have talked about Self-Monitoring being about becoming more aware of anger. In fact, it is sometimes hard even to tell when you are angry. You can become more aware of when you're angry by knowing that anger causes signals, or what we call cues.

2.2 Anger Cues in Body, Behavior and Thinking

We often think of anger as being caused by someone or something. But, anger also causes its own reactions. Anger causes cues or signals that let you and other people know that you are angry. These cues can also help you change how you express your anger, so we want to learn more about them.

Anger can create cues in your body, in your behavior and in the way you think.



Using lists such as anger cues in Body, Behavior and Thinking from the Anger Log provides structure for the P with TBI. Seeing a list means that he/ she does not have to retrieve information but can recognize and endorse it. The list also serves as a reminder that these are "normal" signals of anger experienced by all people.



Anger Log (How My Body Felt)

The body gives cues that one is experiencing anger. *Explain that the Body Cues come from anger being a normal reaction to threat, which prepares us to run away from the threat or to fight against it. Do you find that you feel any of these cues when you are angry? Show Anger Log and read slowly through list of bodily cues. Check off the cues that P endorses and write in any others.*



Anger Log, p. 2 (What I Did—my behavior)

We also have characteristic cues of anger in our behavior. We act differently when we are angry, with the result that others know we are angry.

What do you do when you are angry, that other people can see?

As before, read through the list slowly. Check off the behavioral cues that P endorses and write in any others. T keeps this completed Log rather than giving it back to P. The Log should be put aside before going on to next section.

Thinking

Anger also changes how we think and what we think about.



“Thinking about thinking” is very abstract. The person with TBI may be able to identify the physical and behavioral effects of anger readily, but may have difficulty relating to the concepts in this section. When offering the following points, stop periodically to ask P if s/he relates to what you are saying or can think of examples of anger effects on thinking.

When we are angry, we don’t think very well. When we are angry,

- **We become *single minded*, focusing intently on what we believe is provoking us.**
- **Unfortunately, this may result in “tunnel vision” where we can’t think about or listen to another point of view. We can get very focused on only thinking about**

- how wrong the other person is
- how they don't respect us
- how unfairly we are being treated
- how hurt we are by the situation
- etc.
- Sometimes anger makes us keep thinking the same thoughts over and over.
- Sometimes we find we can't think at all.

So-- anger makes it harder for us to do what we can call *planning* or *problem solving* where you can take a step back, figure out what the problem is, plan what will make the situation better, and then do it. As appropriate, remind P that TBI makes planning and problem solving harder anyway, so the effects of anger with TBI create a "double whammy" on one's ability to think.

A big part of this program will be showing you how you can counteract this effect of anger and become a better *thinker* even when you are angry.

But now I want to talk more about these lists of anger cues that we just looked at (*hold up a fresh Anger Log*) and what they can be used for.

2.3 Practice with the Anger Log

I would like you to practice filling in this 2-page version of the Anger Log during this next week. You should fill one in for at least 2 times that you feel angry, even if you are only a little angry. You can keep them in your folder and bring them in to your next session and we'll look at them together.



Anger Log Session 2

Let's do one now for practice. Suppose that... *use an example that P has already mentioned. Fill in the log for that example or a hypothetical situation, with input/dictation from P. Write "Example" at the top.*

I am going to leave this example here to remind you how to use the log. *Place the example and 3 blank Logs into the folder.*

2.4 Small a's and Large A's (the Feelings Checklist)



Feelings Checklist

Here is another Self-Monitoring technique that I want to show you. Look at this list. It's called the Feelings Checklist and it has a lot of words on describing different kinds of feelings—anger and also other feelings.

What I'd like for you to do is to look at this list while you are thinking again about _____ (the situation used for the practice Anger Log) and circle all the different feelings you had in connection with that episode—before, during or after. Help P to select and circle items on the Feelings Checklist. Add other feelings to the list as necessary.



Go through the Checklist with P, reading each word aloud and helping as necessary with comprehension. If P seems overwhelmed by the number of words, you may ask him/ her for each one, "Did you feel any of that one before, during or after the time when _____?" Particularly if P has a lower level of education or vocabulary limitations, be alert to signs of confusion and explain the meanings of any words that P does not know.



(Give P a 5-10 minute break while you score the Feelings Checklist. You will be processing only the a's and A's with P when s/he returns. Write "a" and "A" next to the appropriate words; this will help as a visual and memory aid.)

Processing the Feelings Checklist. Three **scores** and two **indices** are computed using the answer key provided. **The scores are:**

a = mild levels of anger;

A = high levels of anger and rage;

O = other feelings, i.e., feelings other than anger such as fear, worry, or confusion.

The two indices (ratios) are:

a:A

O: (a+A).

Put P's scores here:



a _____ A _____ O _____
a:A _____ O:(a+A) _____

Guide to interpreting scores and ratio of a's/ A's:

- *Very few a's or A's: P is likely to deny or minimize feelings of even low level anger. T should emphasize normalcy of feeling anger, then increase awareness of a's.*
- *No a's but some A's: P is out of touch with his/her emotions until they become intense. T should emphasize increased awareness of a's, then focus on use of a's as signals.*
- *No A's: P may be denying problematic expression of anger. T may need to review reasons why P elected to come into treatment program.*
- *Lots of A's: P needs to learn and understand the negative consequences of A's.*
- *a's \leq A's: P does have some appreciation of lower levels of anger, but is not using a's as a cue. T should emphasize using a's as a signal.*
- *a's $>$ A's: P has good appreciation of lower levels of anger which should be reinforced.*
- *T may also comment on relationship of Large A's to P's rating of how well he/she handled his/her anger, and the consequences of his/her anger.*

Now, let's look at the list and see what you were feeling before, during or after you got angry that time.

Small a's: You circled these feelings, _____, which we will call "small a's". You've circled _____ of them. They are "small a's" because they represent lower levels of anger. They are not generally a problem by themselves, unless we accumulate or express a lot of them. In fact, they can help us. If we become aware of them, read them accurately, and use them properly, they can be signals that tell us that something is not OK. Small a's can motivate us to let someone know that something is not OK, and to take action to do something about it.

Note: If P has not circled any small a's, modify the discussion to refer to small a's in general, pointing them out on the Feelings Checklist.

Large A's: You have also circled the following feelings, _____, which we call "Large A's." They are "Large A's" because they represent high levels of anger or rage. When Large A's occur they are almost always a problem. You've circled _____ of them. *Note: If P has not circled any large A's, modify the discussion to refer to Large A's in general, pointing them out on the Feelings Checklist. Or, if P has earlier disclosed a past event in which large A's got him/ her in trouble, you may refer to this as appropriate.*

Why are Large A's (or a collection of small a's) a problem? We know that anger is normal, and there is nothing wrong with anger itself. What can get us in trouble, or lead to negative consequences, is the

way we express it. Expressing anger with a chronic collection of a lot of small a's, or with Large A's, can lead to the negative consequences of anger. Let's talk about those.

2.5 Negative Consequences of Anger

What are some of the negative consequences that expressing a lot of anger, or expressing anger intensely, can lead to? *In discussion with P, elicit "major" long-term negative consequences such as: drive friends & family away, get fired, become isolated, be punished/ get into legal trouble; impair health, relationships, work, life goals. As appropriate, elicit "ownership" of consequences by asking **Have any of these happened to you? ...How has your anger (negatively) affected you?** Encourage links between P's anger and states s/he has already acknowledged such as unemployment, isolation. T may decide here to do some mild confrontation or questioning if P denies a consequence that has already been discussed. However, the goal of the discussion is not to harp on negatives, but to allow P to externalize and gain perspective on the consequences of anger, as well as to reinforce the reasons why P is/ needs to be in treatment.*



Now, let's review the point of doing all this. What is the main reason for learning how to self-monitor your anger cues and how intense your feelings are? The reason is that learning more about anger cues and feelings can help you prevent or avoid the *negative consequences of anger*.

Self-monitoring lets you know more quickly that you are getting angry by tuning you in faster to your anger cues. Self-monitoring of your feelings lets you know when you are a little bit angry—the small a's—and gives you a signal that something is not right. Knowing that something is not right and you are getting angry, gives you a chance to prevent getting so angry that you bring negative consequences on yourself.

We will talk about this more next time. For now, I just want to review a few points we have covered today:

- Anger gives you cues in your body, your behavior and your thinking. You can learn how to monitor these cues to learn more quickly that you are getting angry.

- There are also different levels of angry feelings, some milder that we call small a's and others more intense that we call large A's. The small a's can signal anger before it turns into a large A. Even mild feelings of irritation or discomfort can be an important signal that something is not right.
- When you learn to monitor that these feelings are happening, you learn to take action to prevent yourself from getting too angry to think straight or solve the real problem.
- And you can also prevent the negative consequences of anger that comes from large A's, and get a better outcome or solution to whatever is bothering you.

We'll talk about all this more next time. For now, here is what I want you to do for Outside Practice:

- The 2 Anger Logs that we talked about before;
- along with one of the Logs, fill out a Feelings Checklist for the same situation; (*Place 3 Anger Logs and 3 Feeling Checklists in P's folder.*)
- bring everything back in your folder next time.

Answer any questions.



Appointment Card

Ensure that P has a card listing the next appointment.

Session 3: Other Feelings as Signals and Communication Aids

Session Outline:

First: Review of last session/ Outside practice

3.1 Anger as a Second Feeling

3.2 More about a's and A's; Introduction to O's

3.3 Video clips: Practice identifying a's, A's and O's

3.4 Interaction Exercise: Using O's

Last: Review of concepts; Assign outside practice

Materials:

- Balance Sheet
- Anger Logs/Feelings Checklists from Session 2
- Feelings Checklist Scoring Sheet
- Feelings Checklist - Sorted
- Video: "The Burning Bed"
- Anger Log Session 3 (3 copies)
- Feelings Checklists (3 copies)

Review of Last Session/ Outside Practice

Briefly review/ elicit discussion of the following key points. Use space below for notes about P's recollection.

- *Value and purpose of Self-Monitoring*
- *Monitoring anger cues in Body, Behavior, Thinking*
- *Detecting/ monitoring mild and extreme levels of anger (small a/ Large A)*
- *Negative consequences of anger and how self-monitoring can help avoid them*



Review the Logs brought in by P first, before discussing the Feelings Checklists. Process the Logs as before, eliciting or pointing out patterns or commonalities in the situations that led to anger, the reasoning around anger (What I Thought), the body cues, the behavioral responses/ consequences. Review how the P felt he/ she handled the situation and the use of calming strategies, if any (reinforce this; if none were used, do some problem-solving about what might have been tried.)

If P has not completed any Logs or a Feelings Checklist, explore and problem-solve around barriers to doing them. Do 1 or 2 logs and a Feelings Checklist to go with one of them retrospectively, from P's memory of incidents during the week in which s/he has been angry or irritable. If P cannot recall an incident, use a characteristic episode/incident based on discussions in previous sessions. Show the P how to complete the logs and Feelings Checklist

3.1 Anger as a Second Feeling



Feelings Checklist

Ask P for the Feelings Checklist that was assigned last session. If none have been completed, ask P to indicate which of the Logged episodes was most intense and help P complete a Checklist retrospectively on that episode.

We will come back to what you checked off on the list in a moment. You have probably noticed that in addition to the small a and Large A words on this list, there are a lot of other feelings that may or may not have anything to do with anger. In fact, it turns out that there are a lot of so-called Other Feelings, we will call them O's, that are not small a's or Large A's, but they do go along with anger.

Remember that anger is a natural, adaptive response to pain or feeling threatened. It is the ancient emotion that prepares us for fight or flight. Anger has always helped us to survive various kinds of threats.

When we get angry from being threatened, it may or may not be because of a physical threat. It could be a personal threat such as

- an insult,
- disrespect, or
- rejection.
- Or it could be someone is trying to take advantage, lying to us or cheating us.
- Or we may feel threatened when someone else seems to be controlling us—telling us what we can and cannot do.

Not only does it not have to be a physical threat, it doesn't even have to be happening now. We also become angry when we

remember situations in which we have been angry before. Or by having thoughts of expecting to be treated poorly in the future. For example, expecting that you will be ignored if you start a conversation with someone.

So, we can see that anger is a normal emotion that comes from feeling threatened and there are lots of different kinds of threats.

- both physical and emotional;
- threats from the past, present and future.

What I want you to consider now is that the anger we experience when there is a threat to us, is often a second feeling.

By second feeling, we mean that anger often occurs along with another emotion or in a mixture of emotions. For example, in a given situation we might feel one or more of these emotions:

- afraid,
- attacked,
- offended,
- vulnerable,
- ashamed,
- disrespected,
- confused,
- overwhelmed,
- trapped, or
- pressured.

If any of these Other feelings is intense enough, we experience anger as a second feeling or as part of the mixed emotions that we have. Anger kicks in as part of our “fight or flight” reaction to threat or uncertainty.

Listen to this list again. These are examples of Other feelings that, if we feel them intensely enough, can bring anger along with them as a Second Feeling or can be mixed up with anger.

Re-read list.

Even though anger is normal and everyone experiences it, this idea of anger as a Second Feeling is new to most people. So I

can make sure you understand it, can you tell me your own words what it means that anger is a Second Feeling that happens along with some Other feeling (or feelings)? *Re-explain and discuss as necessary to make sure P gets this point.*



3.2 More About a's and A's; Intro to O's

*Have handy the Feelings Checklist that was done in Session 2 and the one done as part of Outside Practice or earlier in the current session. **The Checklists will need to be scored for the next part of the session.***

First review the meaning of the a's/ A's and why they lead to negative consequences.

Last time we talked about the negative consequences of anger expressed with Large A's, or with an accumulation of lots of small a's, and how they can lead to things like _____. (1 or 2 consequences endorsed by P) These negative consequences are not only because of the effects that A's have on ourselves, but also on other people.

The large A's are a problem because they mean anger has turned into "aggression." And then it is likely that the other person will:

- become uncomfortable and leave you or avoid you
- tune you out, not listen to you
- become angry in return
- become aggressive in return

As we've already seen, the negative consequences for you are that you will:

- get in trouble and be punished, or get into job or legal problems
- not be able to think and act rationally and can make bad choices
- not be able to think clearly to make good choices

Small a's are less of an immediate problem although they can also build up and make people want to avoid you.



The Checklists will need to be scored (perhaps give P a stretch break here) for the next part of the session.

a:A ratio: You have _____ small a's in comparison to _____ large A's. The goal here is for you to learn to recognize your small a's, and use them as red flags, warning signs, or cues to prevent them from accumulating or developing into large A's. You want to learn to have more small a's than Large A's.

You can use small a's, such as _____ as a signal that something is not OK, learn to do something about it, and prevent your anger from building up to Large A's such as _____. Doing this can help prevent negative outcomes.

But how do we do this? You may recall we said that the quicker you recognize you are becoming angry, the easier it is to do something about it. Recognizing small a's, for example, I am feeling _____, (*a small a endorsed by P*), is the first step.

The next step is to ask yourself this question every time you experience a small a, "**What else** am I feeling besides, or in addition to, anger or _____ (*insert small a here*)?"

To answer this question we need to review your Feelings Checklist and see what O's—the feelings other than anger, other than either the small a's or the large A's—you experienced. We will call these feelings "O's because they are "other feelings," or feelings other than anger.

So the answer to the Question: "What else am I feeling besides or in addition to anger?" will be, in this case, the O's you have checked. Please read them out to me. *Have P read them from the Checklists. If the number of O's is LOW [$O < (a+A)$]: P is likely to overuse anger as form of expression and as a means of trying to get what they want/need. This may be due to one or more of the following:*

- *discomfort with acknowledging and expressing vulnerability- related feelings, for which they compensate by using anger. Treatment should emphasize that*

it is normal and okay to have vulnerability-related feelings, and should allow for desensitization to using these feelings through practice.

- *limited emotional vocabulary beyond the emotion of anger (alexithymia). Treatment should emphasize becoming aware of feelings other than anger, and practice in using them.*
- *dysfunctional use of power and control tactics. Treatment should emphasize the power of asserting one's feelings through the use of O's and increasing their personal efficacy through the use of O's which elicit cooperation and support.*

Note to T: *Both in this discussion and throughout the sessions dealing with O's, it is important to understand and to convey that the use of O's over A's is not meant to prevent anger, or to take P's anger away from him/ her. (This could be a very threatening idea because many P's feel they need their anger to survive.) The point is to be able to switch from anger vocabulary to Other Feeling vocabulary.*

You had _____ Other Feelings. What are some other O's that you could have checked in this situation? Take a look at this Feelings Checklist that sorts out the large A's, the small a's and the O's.



Feelings Checklist-- Sorted

Hand P the Feelings Checklist-Sorted to help him/ her select other candidate O's. Have a brief discussion about the O's and which ones may be characteristic "partners" of angry feelings for P.



We'll talk more about what O's are useful for. First let's practice seeing if we can identify them.

3.3 Video Clip: Practice Identifying a's, A's and O's



Video: Burning Bed (15:05 to 16:24)

I am going to play you a scene that shows a man returning from an unsuccessful job search. He has had some setbacks in his life and has been unemployed. He returns home to face his family after looking for a job, and ends up getting into a bad argument with his wife.

I want you to watch the man carefully for clues as to how he may be feeling.

Play the scene for P and then give P a Feelings Checklist-- Sorted.



Feelings Checklist

I am going to play the scene for you again. But this time, I would like you to use the Feelings Checklist to help identify the feelings, cues, and actions that you see while watching the man and his interactions. *Play the scene and then process the a's and A's in that order with P.*

What small a's or behaviors that suggest small a's did you see? Imagine that you are in his shoes and ask yourself "What are the small a's that could signal me that something is wrong?"

examples: angry, upset, resentful, put off, cranky



What symptoms, cues, or actions of high levels of anger, or Large A's did you see? *Prompt as necessary, e.g., What about the way he talked to his wife? What did you see there? Help the P interpret specific behaviors with reference to the adjectives on the Checklist, e.g.:*

- *Raised voice, yelling, runs after his wife, pushes in the door = explosive, violent, out of control*
- *grabs his wife, tears his wife's clothing, punches the wall = rage, violent*



Now I am going to play the scene again. This time, put yourself in his shoes and ask "What else—what Other Feelings, or O's—

am I feeling in addition to, or besides, anger?” You can use the checklist to identify the Other Feelings. *Replay scene and ask P for O’s.*

Possible answers are uncomfortable, frustrated, pressured, sad, worried, anxious, disappointed, insecure, depressed.



Reinforce P’s correct responses. If P is unable to identify other feelings, replay the film, stopping at points where the man is displaying anger, irritability and aggression and ask P to look at the Feelings Checklist and think about which of those feelings the man might be feeling. If P is unable to identify other feelings, provide appropriate responses from the list above.

The man in the video segment had a poor interaction with his family. That is because he spoke and acted with his anger. If he did notice small a’s earlier, he did not use them as signals or ask the question, “What else am I feeling besides anger?”

What is the point of asking that question? The point is that if you recognize the O’s, the Other Feelings, you can use them to *speak for you* instead of speaking with Large A’s, which drive other people away.

- **Speaking with O’s rather than Large A’s is more likely to get you what you want and need.**
- **We call that giving voice to your O’s.**
- **In this case, the man could have given voice to his O’s by saying “I am feeling really frustrated/ discouraged” (*or substitute an O supplied by P*) when his father speaks to him.**
- **There is an important “rule to live by” when you are giving voice to your O’s and that is that whatever you say starts with I because you are talking about your own O’s. When expressing your O’s you will always say something like “I am discouraged” or “I am feeling frustrated” or “I’m overwhelmed.”**

This man did not give voice to his O’s. By his behavior, he pushed his family farther away from him and made it less likely that they would be sympathetic towards him.

Our goal here is to help you to learn to use your anger when it is still a small a, a signal that something is wrong. It is also important that you identify what other feelings (your O's) you are experiencing besides anger.

- **You can then use those O's in communicating with others.**
- **By using your O's, you are more likely to get a positive, cooperative, or helpful response from those around you.**
- **Using your O's, that is, communicating with others about the other feelings you have in addition to anger, is what gives you power to get what you need.**

Now let's practice seeing what difference it might make if we give voice to the O's instead of the Large A's.

3.4 Interaction Exercises: Using O's

*In the following 2 interaction exercises, the main point is to demonstrate the difference in responses to communication using Large A's and communication using O's. In both exercises, T takes the role of P in the situation P used for completing an Anger Log/ Feelings Checklist. In the first exercise, T uses P's description of his/her behavior and Large A's endorsed on the Feelings Checklist. In the second exercise, T uses P's endorsed O's to respond to the described situation. At the end of each exercise, T asks P to describe how it felt to be on the receiving end of the communication. **Before proceeding with the exercise, tell P that if s/he feels uncomfortable at any point to use the "time" signal (T with hands) as used in sports so you will know to stop.***

Let's go back and look at the situation you described earlier. T briefly recaps what P said about the situation discussed in conjunction with the Anger Log/ Feelings Checklist. You said/ did what? Show me or tell me, using as best you can remember, the same words and tone of voice and loudness.

Now, let's imagine that you are _____ (the other person in the interaction). Okay, so you said/ did _____ (whatever P said/did, in a slightly exaggerated approximation of P's tone/ decibel level of voice).

What was that like, being on the receiving end of that interaction? *The important point to make here is that being on the receiving*

end of anger does not result in feeling sympathetic to the angry person, does not make it likely you will want to respond positively. Probe for the two most common responses to anger:

- fear or discomfort with the desire to escape or avoid (“Flight”); or
- anger in return and a desire to counterattack (“Fight”).



Let’s do the same interaction again. Again, let’s imagine that you are _____ (the other person in the interaction). I will play you. Only this time, I will use O’s, instead of Large A’s to tell you what I’m thinking. *T plays P in the situation, using O’s, but not overdoing it. If P endorsed few or no O’s, T may use some that P did not originally endorse.*

What was that like, being on the receiving end of that interaction? *The important point to make here is that being on the receiving end of communication using O’s makes it more likely you will want to respond positively. Probe for:*

- Feeling sympathetic to speaker (or at least not feeling angry in return)
- Desire to help (or at least not having the inclination to avoid the talker or get back at him/her).



Do you see why it might be important to identify your “O’s” or other feeling besides anger? Why, what does it get you?



Reinforce P’s thinking and then elaborate:

Yes. If you identify and express feelings other than anger, you are more likely to have a better outcome:

- The other person will be less likely to feel discomfort, or want to leave or avoid you.
- Other people are more likely to listen to you and want to help you

- Other people are less likely to become angry or aggressive in return
- O's won't get you in trouble or punished, or get you into job or legal problems
- O's allow you to think and act rationally and not make bad choices
- By using O's you will be more able to think clearly and act rationally to make good choices
- You will be talking assertively rather than aggressively

OK, now it's your turn to try one. Let's take this example *(one of the Log incidents brought in or discussed retrospectively by P. Recap the example for P).*

How could you have expressed O's in this situation? *Do some discussion and brief role playing of alternative ways P could have handled the situation. Provide feedback and repeat exercise as necessary using successive approximations. Make sure to shape P's statements if necessary so that they start with "I." The main point here is to allow P to understand the impact of expressing O's, vs. a's and A's, on the other person.*



Review of Concepts/ Assign Outside Practice

We've talked about a lot of things today and I just want to review to make sure you understand the main points.

One of the Positive Personal and Interpersonal skills that we have discussed is learning to use our anger cues to help us identify other feelings, O's. Using O's can help us communicate more effectively. We can identify O's by asking ourselves a question whenever anger cues or anger feelings are present. Do you remember what this question is? *Reinforce P's effort or approximation and if necessary give them the preferred answer: "What else am I feeling in addition to, or besides, anger?"*



And why is it important to do this? What does it do for you? *Gets a positive outcome because others sympathize rather than resist/ run; allows you to think clearly*

And what's the "rule to live by" when you are giving voice to or expressing your O's? *Begin the statement with "I."*



Balance Sheet

Identifying and giving voice to O's is a skill that goes on the + side in 2 different places. It is a Personal skill because it allows you to communicate better. But it is also an Interpersonal skill/ Support + because it helps you get what you want from other people. It gets you more support and assistance from other people *(write in Use Your O's in on the + side of the sheet in both places and replace in P's folder)*

Assign Outside Practice



Anger Log Session 3/ Feelings Checklist

This week I want you to practice using your anger as a cue to look for other feelings. To do this, do 2 Logs. Instead of doing only 1 Checklist, do them for both of the Logs. *Point out also to P that the Log now has a space to note whether/ how well the P gave voice to O's. Place 3 Anger Logs and 3 Feelings Checklists in the participant's folder.*

Answer any questions.



Appointment Card

Ensure that P has a card listing the next appointment.

Session 4: Introduction of “Time-Out” (TO) Technique to Prepare for Planning and Problem-Solving

Session Outline:

First: Greet P and SO (if present); Review of last session/ Outside Practice (with P only)

4.1 Introduction to Time Out (with P and SO)

- 4.1.1 S: Read your signals**
- 4.1.2 T: Decide to take Time Out**
- 4.1.3 O: Tell Others**
- 4.1.4 P: Plan**
- 4.1.5 Return**

4.2 Rehearsal of Time Out and STOP-Return

4.3 Skill Practice for Time Out

Last: Assign Outside Practice

Materials:

- **Balance Sheet**
- **Anger Logs from Session 3**
- **Feelings Checklist from Session 3**
- **STOP-Return Handout**
- **Anger Logs for Session 4 (3 copies)**
- **Feelings Checklists for Session 4 (3 copies)**

If SO is available, greet both P and SO in the waiting area. Thank SO for coming and let him/ her know you will begin by reviewing privately with the P how the week has gone for the P which is how every session is begun. Tell SO that you will pick him/ her up to join the session later.

Review last session/ Outside Practice

Do a brief review of the key points from previous session, emphasizing the identification and use of Other Feelings and how this can avoid negative consequences of anger. Briefly review a's, A's and O's to ensure that P recalls this terminology. Review the question to ask oneself whenever a's or feelings of discomfort are identified: “What else am I feeling in addition to, or besides, anger?” Also review the “rule” that expressing O's always begins with I.

Review the P's entries in the Anger Log from the previous week. If P has not completed the Logs, complete 2 or 3 Logs and accompanying Feelings Checklists from P's memory of incidents during the week in which s/he has been

angry or irritable. If P cannot recall an incident, use a characteristic episode/incident based on discussions in previous sessions. **Next review Feelings Checklists and use of O's logged on Anger Logs.** Write in pencil a, A and O next to words endorsed by P on the Checklists to facilitate the discussion.



This is an important practice review, because it is your 1st assessment of P's ability to remember and make independent use of the central concept of how to use a and O to avoid the negative consequences of A.

- Does P identify O's associated with anger-triggering situations from the past week? If yes, reinforce that and see if s/he has also expressed O's to others involved in the situations.
 - If no, revisit the concept of Other Feelings and focus your review of the Logs on the self-identification and acknowledgement of O's.
 - You may also suggest and model simple ways that O's could be expressed to others.
- Has P not only identified but expressed any O's in anger-triggering situations? If yes, reinforce this and process the positive results that were achieved.
 - If no, empathize with P that this is a difficult task that becomes easier with practice, and provide more modeling and practice during the review of the previous week's Logs.
 - Also ask P to describe obstacles to expression of O's and suggest or elicit from P ways to overcome these in the future.
- During the Log review, call P's attention to common themes in (1) what O's are identified that underlie P's anger, and (2) the consequences of expressing or not expressing them.

When the review has been completed, remind P that you will now be bringing SO into the session so that you can talk about a new skill that P will be learning and practicing, preferably with the knowledge and help of SO. Clarify any issues that the P does not want discussed in the presence of the SO.

4.1 Introduction to Time Out (with P and SO, if available)

The following review is for the benefit of the SO who has not attended since Session 1. If there is no SO, SKIP or truncate the review and go to the section on Time Out.

Ask P for his/ her Balance Sheet or produce a copy.



Balance Sheet

If you recall last time you (SO) were here, we talked about this sheet, the Balance Sheet, which lists the negatives and positives related to anger. We talked about why anger is often worse after TBI. We talked about how there are Brain reasons and Life reasons why people with brain injury have problems with anger and irritability. *Mention a few (-)'s endorsed by P as you show the Balance Sheet.*

We also said there are positive things that can offset the negatives. Some of these positives are skills that you (P) can use yourself—these are the Positive Personal Skills (*show and mention some examples endorsed by P*). And there are also positives from other people, like you (SO)—we call those Positive Interpersonal Skills and Social Supports. (*show and mention some examples endorsed by P.*)

And we talked about that the whole purpose of this program is to add more weight to the “plus” column. Even though we can’t change some of the “minuses,” we can balance them out with more plusses.

You (P) have already added some plusses, for example learning Self-Monitoring of anger cues and anger situations. This is a Positive Personal Skill. Another one is what we have called Using your O’s. This means learning how to recognize and express the O’s or other feelings that go along with anger.

Today we will talk about another very important skill you can learn for your “plus” column. This is a skill that can be used anytime, anywhere to set the stage for good planning and problem solving when you are detecting anger signals—anger cues in your body, behavior or thinking, or mild feelings of anger that we call small a’s.

This skill is called Time Out.

First, I would like to ask if you have heard the phrase, Time Out, and if so what does it mean to you?



Depending on the P's and SO's age, personal experiences and sophistication, you may hear that they associate Time Out with the image of a punished child sitting in a corner or similar connotation. You may need to process this to assure P that your meaning of the phrase does not have anything to do with punishment or with childish behavior. Conversely, if the P mentions a sports Time Out connotation, this can be useful in explaining the concept later on (see below).

What do we mean by Time Out? Time Out is a technique that anyone can use, any time, to help them deal with anger. There are several plusses to Time Out:

- **it is a positive process. It does not mean avoiding the situation.**
- **It means reading your anger signals, and stopping the process that usually follows those signals,**
- **so that you have time to cool down,**
- **time to think through the problem in a rational way,**
- **so you can come back and resolve it or solve the problem with the other person.**
- **So, it works best if people around you know about it and allow you the time out which is why we are including _____ (SO) in this session.**

There are several steps that you should learn in order to master the Time Out. I am going to explain each of these in detail but I want you to hear them now in the order they always go in.

I'm also going to give you a cheat sheet in a minute with these steps written down, but let me tell you about them first.

There's a phrase you can use to help you remember the steps. The phrase is STOP-Return. You always return at the end. Each of the letters in STOP reminds you what to do:

S is for Signals—the first step is to self-monitor and read your signals. This means a signal that something is not right—you might feel cues in your body, or a small *a*, or you might feel uncomfortable or overwhelmed, or some other unpleasant feeling.

T is for Time Out—once you read your signals, you decide to use the Time Out.

O means Others, other people—always tell others involved that you are taking a time out and when you will return.

P is for Plan—use the Time Out to calm down so you can think better and plan on how best to deal with the situation.

Return—This is always the last step. You always return to the person and the situation to deal with it.



This may be a good time to offer a stretch break to P and SO.

Because this is such an important skill and not as easy as it sounds, I want to go over each step again. Here is a handout that gives the order of the steps. *(Give the handout to both P and SO. Encourage them to take notes on it if desired.)*



STOP-Return Handout



To achieve repetition, begin your 2nd explanation of each step with the same words: “The 5 steps spell STOP-Return. The ___ is for _____.”

4.1.1: S. The 5 steps spell STOP-Return. The S is for Signals—reading your signals.

Step 1 is to read your anger cues or other signals so you know there is a problem coming. This is part of self-monitoring. We have been working with your logs so you can practice spotting

the cues before they become a problem. Or another way to look at it is catching the small a's before they turn into large A's or catching a problem by sensing O's.

Tell _____ (SO) about a couple of cues or signals we've found that seem to be good ways for you, or for other people, to spot that you are getting angry.

4.1.2: T. Let's go to the next step. The 5 steps spell STOP-Return. The T is for Time Out—deciding to take a Time Out.

Step 2 is to decide to take a time out. A time out allows you to interrupt the process of "reacting" so you can get more time to "respond."

What do we mean by this? What's the difference between reacting and responding? *(Encourage P, then SO to talk about this. Reinforce good approximations.)*

Here is a way to think about the difference between reacting and responding. When you go to the doctor and he or she hits your knees with that little hammer, your leg jerks or twitches or your foot jumps a little. That is a reflex reaction. It goes through the spinal cord but not the brain, where you think. It is always the same every time with no variation, and no thought given to it. You've heard it said about people who say and do the same predictable thing, that it is a "knee-jerk reaction."

Unlike this kind of reaction, a response is planned, considered, and thought about. Responding means you see the problem, you understand it, and you give thought to what you might do to help solve it rather than make it worse.

So you can see that using a Time Out sets the stage for planning and problem solving. *You may point out that a Time Out in football or basketball is used to interrupt the flow of the game to regain advantage, to re-group the team with the coach and make decisions about the next play, change the strategy, etc.*

Time Out is helpful both when you are alone and when you are with others. Let's say you are by yourself working on something and you can't seem to figure it out. You get frustrated and angry, which makes it even harder to think it through. So if you keep at it, you may get even more frustrated. But, if you take a break (Time Out) from it and do something else that relaxes you, you will be able to come back and think more clearly about what you're doing.

Time out is also helpful if there is another person involved. Think about what we have said about how people respond to large A's. (If SO is there, invite P to explain what large A's are and what this means; assist as necessary). Keeping up the interaction will just make everyone angry and frustrated. Taking Time Out helps each person cool down and begin to think about how to solve the problem.

Turn to SO (if available)

There are several ways in which you, _____(SO), can help _(P) with Time Out. One is to help him/her read the signals that s/he's getting angry, which is a hard thing to learn. You could suggest that s/he call a Time Out if you see him/ her getting angry. Another way you can help is to let go of the discussion when _____ (P) says he/she needs to take a time out. Yet another way is to allow _____ (P) to tell you that s/he is angry and why in a direct, but polite manner.

Turn back to P:

We've been talking about this as though it is easy to do, but it actually is not. It takes practice to stop before you get "carried away" by your feelings. It's okay to be reminded by other people while you're practicing this skill.

One way that helps people remember to take a Time Out when an anger signal comes up is to visualize something like a big red stop sign (*point to handout- step 2*). Or a red stoplight. Or something else that means STOP to you. It really doesn't matter what it is as long as it means STOP to you and can remind you to take Time Out. Take a minute and try to imagine, try to see in your mind, a big red stop sign or stoplight or something else

that means **STOP** to you. What were you able to see? (*Record P's STOP image.*)



OK, we have talked about the first 2 steps of Time Out. Now let's go on to the rest. First, any questions or comments about why Time Out is helpful or what situations it might work for? Process any comments or questions.

4.1.3: O. Let's go to the next step. The 5 steps spell STOP-Return. The O is for Others—the 2 things you tell others.

Step 3. The “O” step of Time Out is very important when another person is involved. You always tell them 2 things. One is that you are taking a Time Out. The other is when you will return to help clear up the situation or help resolve the problem.

Why do you think it is important to tell the other person these 2 things? Why not just walk out and then come back when and if you feel like it? Reinforce good approximations from both P and SO.

How can you let someone else know that you need to take Time Out and when you will be back? Encourage P to find a phrase (e.g., “time out, back in _____(minutes)”) that s/he will be able to use with the SO (or, if no SO in session, with a person who is frequently involved in P's anger situations). If SO is present, s/he may be encouraged to suggest way(s).

4.1.4: P. Let's go to the next step. The 5 steps spell STOP-Return. The P is for Plan.

Step 4: OK, you've done your self-monitoring, read your signals and decided to use a Time Out. And you've told other people the 2 necessary facts, that you are taking Time Out and when you will be back.

Now you are ready for the Planning step of the Time Out sequence.

The purpose of the Time Out is to allow you the time to calm down and get into a frame of mind, so you can think and plan how to respond, not just react without thinking.



Balance Sheet

On your balance sheet here, we already have several Personal Skill (+)'s that you use to calm yourself down or make yourself feel better (*point to +'s on sheet*). What could you do during a Time Out to help yourself to calm down and make a plan or think things through?

Encourage P to select some calming strategies s/he has already identified and prompt him/ her to think of a few more. Add any other ideas suggested by P to the Personal Skill + column of the balance sheet. If SO suggests items that P agrees with, add those as well.

When you're feeling calmer, you can think about the situation and plan what you can do. You can take the time to ask yourself some questions about what happened. For example,

- Were there some O's hiding in the situation that snuck up on you? What could you do about those? How might you express those O's?
- What would you like to happen in the end? What can you do that will help make this happen?

4.1.5: Return. Let's go to the next step. The 5 steps spell STOP-Return. The last step is always that you Return.

Step 5: The last step is always to return from the Time Out when you said you would return and try to help to clear up the situation. Do this even if you are not clear in your mind about the situation and even if you feel you haven't "solved" the problem. It may not be in a neat package, but you will still be in a better frame of mind to try to work it out.

In some of the later sessions, we will work on some skills that you can add to Step 4 and 5, planning and working things out. For now we just want to make sure you remember and

understand the steps of taking Time Out and can start to practice it.

4.2 Rehearsal of Time Out and STOP-Return

Let's review the reasons for taking Time Out. What are they?

Reinforce approximations and supply missing information. Time Out slows or stops the escalation of anger, gives you time to think and respond rather than react without thinking, allows you to plan and problem solve, lets you think about how to get what you want to happen, etc.

Good. And how do you take Time Out—what are the steps? Do you remember the phrase they spell? *Encourage use of the mnemonic and remind the P to refer to handout as necessary. Turn to SO: **It would be helpful also if you could say how you can help with some of the steps as we review them.***

Review until P has described each step of STOP-Return in order. Make sure that s/he remembers that O involves 2 things to tell the other person. SO should say that for the S step, s/he will remind P of anger signals as needed and for T step, s/he will allow a time out when requested.

4.3 Skill Practice for Time Out

Invite P (and SO if available) to practice Time Out. Have P select an incident from the Anger log or choose a different from to describe from memory. Have P work through the process of when and how s/he would implement the STOP-Return steps. Have them use actual wording and have P describe where s/he would go and what s/he would do during Time Out.

Assign Outside Practice

During this coming week, I want you to practice taking time out several times, even if your anger or other negative emotions aren't that intense. Practice only the first 3 steps, S-T-O, and the last step, Return. That is, you, _____ (P), should read your signals, decide to take a Time Out, let _____ (SO) know that you are taking a Time Out and when you will return, and then return from Time Out when you said you would. You will practice the whole sequence again with step 4 (Planning) after our next session.



Anger Log Session 4/ Feelings Checklists

To P: Here are your Anger Logs, and there is a new section that lets you record what happens with your Time Outs. I would like you to complete at least 2 of these and at least 1 Feelings Checklist.



Appointment Card *Answer any questions and ensure that P and SO have a card listing the next appointment for P.*

Session 5: Introduction of the Mirror Technique to Combat Negativity and Improve Interpersonal Problem Solving

Session Outline:

First: Review of last session/ Outside Practice

5.1 Negative Versus Positive Approaches to Communication and Problem Solving

5.2 Introduction to Mirror Technique

5.3 Practice Mirror Technique

Last: Assign Outside Practice

Materials:

- Balance Sheet
- Anger Logs from Session 4
- Feelings Checklists from Session 4
- Frown/ Smile Picture
- Hand Mirror
- Mirror Technique Worksheet #1 (2 copies)
- Mirror Technique Worksheet #2
- Anger Log Session 5 (3 copies)
- Feelings Checklist (3 copies)

Review last session/ Outside Practice



*This practice review is an important opportunity to assess P's ability to use a's and O's as signals to use a **new strategy** (Time Out) for managing emotion. Start with a brief review of the steps and purposes of Time Out.*

Last session we talked about a positive personal skill you can add to your Balance Sheet, to give yourself time to calm down and avoid negative consequences of anger. What is that skill called?



What is the purpose of taking Time Out? *Gives you time to cool off, gives the other person time to cool off, avoid using Large A's, allows you to think*

and plan how to respond, rather than just react, prevents the situation from escalating out of control.



What's the phrase that helps you remember the steps for the Time Out strategy? What are the steps called? *The P need not give detail here but should recall (or T should cue) the phrase STOP-Return and list of the steps.*



Next, review the P's entries made in the **Anger Logs** and **Feelings Checklist** from the previous week. If P has not done so, complete a Log and Checklist from the P's memory of an incident during the week in which s/he has been angry or irritable. If P cannot recall an incident, use a characteristic episode/incident based on discussions in previous sessions. Your review should include:

- Does P **identify and express O's** associated with anger-triggering situations from the past week?
- Have **O's or a's been used as a cue** to taking Time Out?
- Did P use Time Out and if so, what was said to Others? What was done during Time Out? Did P return when s/he said s/he would?
- Reinforce all progress made by P. Where P has been unable to express O's or practice Time Out, acknowledge that using new strategies is difficult and takes practice. **Use the situations in the Anger Logs to discuss obstacles**, and to brainstorm, model, and rehearse what P might have done differently to express O's and/ or to use the Time Out strategy.
- **In reviewing the Feelings Checklists**, comment on any progress in **reducing A's relative to increasing O's and a's**, reinforcing P's expanding vocabulary in a less angry direction.
- **In reviewing the Logs**, call P's attention to common themes in (1) what O's are identified that are associated with P's anger, and (2) the consequences of expressing or not expressing them. As always, encourage P to comment on any other themes noted in the Log regarding situations, people, etc. that seem to trigger anger signals.
- **Review how well P thinks he/she did handling anger and conflict**, and comment on change over time. **Where possible, link improvement in rating to P's increased use of O's and/ or use of Time Out, and decreased reliance on anger feelings (a's & A's).**

Last time we said we'd be talking in more detail about positive things you can do in the 4th step of the Time Out process. Remember that is (S-T-O-) P which stands for planning. Once you have made a decision to take time out, you need some strategies for planning what to do when you Return to the situation.



Balance Sheet

On your Balance Sheet, we have already listed quite a few things that can help in planning and preparing to deal with the situation **more constructively**. *Point out some of the strategies P has already identified or learned that have been used, or could be used, during the P phase of time out.* **There is no one right answer for every situation, the key thing is to have choices for how to deal with the situations that come up.**

We'll look at another strategy today for helping with the P step. This is called the Mirror Technique.

The Mirror Technique is another Personal Skill that you can learn for the plus column of your balance sheet.

This technique has to do with how we choose words to make a request from another person. It can also be used to help us "Plan" what we want to do as part of the Time Out technique, whether the situation has to do with another person, or is something we are dealing with alone.

5.1 Negative Versus Positive Approaches to Communication and Problem Solving

Requests or plans can be stated using either negative or positive words. The rule to remember here is:

- Negative words are more likely to result in a negative, uncooperative or unsupportive response from others. That is, we often don't get what we want or need from others using negative words.

- When we express ourselves in a positive, assertive manner, saying what we do want rather than what we don't want, other people are more likely to give us what we want or need.
- Positive words are also more effective for when we “talk to ourselves” about what we are trying or planning to do.

The Hazards of Being Negative

Negative words are words that contain “no” or “not,” like no, don't, stop, quit, can't, shouldn't. We use these words to try to get other people to stop doing things we don't like. But negative requests are often ineffective. In fact, they are more likely to make matters worse rather than better. Why do you think this is so?



That's right,

- Most people, especially adults, resent being told what to do, and especially what not to do.
- Requests made with negative words come across like demands and can lead to a power struggle in which nobody wins. For example, (*T uses angry inflection here*): Person 1 says, “Shut up.” Person 2 replies, “No! You shut up!” And it goes on from there.

Can you think of a recent time when you got into it with someone where one of you used negative words like “No,” “Stop,” or “Don't,” and the other person responded in a negative fashion? -- responded with anger, decided not to cooperate, or even decided to do the opposite of what was wanted? *Prompt P with an incident from an Anger Log, as appropriate.*



Provide feedback regarding P's example, commenting on how negative words lead to negativity on the part of the other person.

And it isn't just the words we use, our tone of voice is important in communication as well. The tone we use can sound negative or positive. You've probably heard the saying, "*It's not just what you say, but how you say it.*"

Just as choosing our words carefully will help us to get a more positive reaction from others, being careful of our tone of voice will also help us get a more positive reaction from others.

If our tone of voice sounds annoyed, angry, sarcastic, impatient or frustrated, others are more likely to respond in a negative way than if our voice sounds calm and pleasant.

Listen to this statement:

T reads this statement in an angry/ sarcastic tone of voice.

Will you take out the trash please!



Tell me how you felt when I said that?

Now listen again to the same statement, with the same exact words, said in a positive tone.

T reads this statement with a pleasant tone of voice:

Will you take out the trash please?



Tell me how you felt when I said that?

Prompt the P to recognize the difference in the effect of the different tones of voice as needed.

Yes, they were the same words, but they felt very different. We are more likely to get the reaction we want from others if we use a positive tone of voice rather than a negative tone of voice.

Now let's talk about choosing the words, themselves, that will help us get the reactions that we want from other people.

5.2 Introduction to Mirror Technique

The Mirror Technique is something that gives you a different way to approach a problem, a positive way to see it and a positive way to talk about it, instead of a negative way. The Mirror Technique will go in the plus column because:

- **It can break-up negative ways of thinking when conflict occurs.**
- **It replaces negative ways of expressing yourself with a positive, assertive way of saying what you want and need.**
- **Expressing yourself positively is more likely to get you what you want.**



Frown/ Smile Picture and Mirror

The name, Mirror Technique, comes from what happens when you look at something in a mirror. What do you see when you look at something in a mirror? Is the image exactly the same?

Reinforce or provide the answer, that the image is the same thing only reversed. Whether or not P gives the correct response, show P the Frown/ Smile Face and the mirror.

Here is an example of what happens when you use a mirror.

Show the frown/ smile face to P, oriented so that P sees the frown. Do not fold the paper.

Look at the face in this picture. What do you see? *Prompt for frowning face.*

Yes, this is a cartoon of someone frowning.

Take the mirror and hold it so that the P can see the mirror image of the face.

What do you see on the face now? *The mirror inverts the features of the face and turns the frown into a smile.*

That's right, the mirror technique "flips" the frown into a smile. Of course, you can flip it without a mirror, too. *(P demonstrates that just by turning the card upside down, the face changes expression).*

And what the mirror technique means is that anytime you want, you can flip something that sounds negative into something that sounds more positive, using positive words.

And positive words are more powerful for getting what you want. *Note any comments that P has about this idea.*



In the 1st session a few weeks ago, we talked about how:

- **People who have had a TBI find themselves feeling angry, irritable, and aggressive more easily than before their injury.**
- **After a TBI, people also find that they see things, and say things, more negatively.**
- **They can lose confidence and become focused upon the bad things that have happened.**
- **They tend to dwell upon what they *can't* do instead of what they *can* do.**
- **They can find even little things to be distracting, irritating, or annoying and just want them to "stop."**
- **This irritability and lack of tolerance can be expressed by the use of negative language and an attempt to just make things "go away."**

The Mirror Technique allows you to talk about what bothers you, but allows you to reverse it, like putting it up to a mirror, so you can express it in positive, assertive terms rather than in negative terms.

Using the Mirror Technique, negative behavior you DON'T want is reversed, and expressed in terms of an alternative and positive behavior that you DO want. Listen carefully to these 3 examples:



As you provide these examples, it will help to make the Mirror Technique more concrete for P if you turn your hand over (from palm down, to palm up) as you “flip” the words from negative to positive.

1... Someone is shouting or speaking very loudly. You could say what you don't want by saying “Stop yelling” or you could use the Mirror Technique to reverse your request, or flip it to something positive that you do want, such as “Please speak more quietly.”

2... Let's say someone in your life is often late. You could say something negative about what you *don't want* such as “Don't be late like you always are” or you could say what you *do want* in a positive manner such as “I would like you to be here on time.”

3... Let's say that someone is trying to get your attention when you would like to be left alone. You could say something negative such as “Quit bugging me” or you could say what you want in a positive fashion, such as “I'd like a few minutes alone right now” or “Can I talk with you about this later?”

Remember,

- Negative statements usually include words like “stop”, “quit”, “can't”, “don't.”
- Positive statements use words like “can”, “will”, “I would like.”
- A positive request asks the person to do the opposite or something different from what they're doing, but in a positive way.
- A positive request allows the other person to do what you want them to, without asking them to stop what they're doing or not do something that you don't want.

- It isn't just what we say, but how we say it: A pleasant or positive tone of voice makes a difference in how others listen to us and hear what we say.

5.3 Practice Mirror Technique



Mirror Technique Worksheet #1 (copy for both P and T)

Now, here are some examples of saying things in a negative way. I would like you to read them aloud and then tell me another way to say the same thing by making a positively worded request, in a positive tone, to say what you do want. When you do this you are using the Mirror Technique. Give P Worksheet 1. Have the "answer sheet" available for reference.



Use another copy of Worksheet 1 to take notes on P's responses.

Reinforce correct or successive-approximation responses by P. **If P gives another negatively phrased statement, point out the specific way in which the statement is still negative, and provide a positive example.** After the third item, if P does not give appropriate positive statement, point out the way in which P's statement is negative and have him/ her try again. If still incorrect, provide positive statement. Continue in this manner through all 6 examples.

Personal Application of Mirror Technique



In the exercises that follow, P is asked to recount incidents from memory in which s/he or another person used negative requests or statements, and to phrase those more positively using the Mirror Technique. **This may be very difficult** or confusing for the person with TBI. T should remember that the important point is not to use literal recollections, but to use material that is somewhat more personal or "closer to home" than the Worksheet items. If the P has trouble recalling specific events or statements that fit with the exercise, modify it by asking **more generic questions such as, "What are some types of negative statements or requests from other people that turn you off?" Or "What kinds of negative statements or requests do you find yourself saying in anger sometimes?"**

Now we'll work on the Mirror Technique in a slightly different way. I'd like you to think of a recent occasion in which you became angry or irritated after someone else made a negative request to you, or told you to stop or quit doing something. Can you think of one? Tell me what the other person said to you. Try to use the words he/she used.



Now, tell me how you felt when they told you that.



Now use the Mirror Technique. Tell me how _____ (*identify the other person*) might have gotten his/ her request across by asking you to do something different, using positive words.



Give P feedback as to whether his/her response is a more positive statement. If P cannot think of anything, **provide two positive ways** of restating what the other person said. Ask P how he /she might have felt after receiving one of those statements, **stressing the contrast with the effect of the negative statements**.

Now think of a recent time when you said something negative, like “Stop that!” or “Cut it out” to someone else. Have P describe the situation and who was involved. Prompt P to use a situation from an Anger Log, as appropriate.



Now use the Mirror Technique. Tell me how you might have said that in a more positive, assertive way. Remember, we do this by saying what we do want.



Provide feedback as to whether P uses a more positive, assertive manner of stating what he/she wants. **If P cannot think of anything, provide two positive ways of restating what he/she said and ask whether either of those get across what P wanted or needed in the situation.** If not, work with P on expressing his/her wants/needs in that situation in a positive way. Make sure to reinforce effort.



Balance Sheet

Ask P for the Balance Sheet or produce your copy. Write “Mirror Technique” in under Positive Personal Skill **and** Positive Interpersonal Skills and Supports. Remind P that it is a skill that can be used anytime (Personal Skill) but it is also a communication skill that gets more support and assistance from others (Interpersonal skill).

I’m going to ask you to practice the Mirror Technique in the week coming up. First, though, remember that we said the Mirror Technique is good to use with other people, but you can also use it when you are by yourself. Let’s talk about how you might use the Mirror Technique in that situation.

Recall that

- The Time Out technique can be used when you are trying to do something, but getting frustrated and angry about how it’s going.
- We don’t think straight when we’re angry, so you can use a Time Out in that situation: You would S- read your signals, T-decide to take a Time Out, O-tell yourself when you’ll Return, and then P-Plan how to deal with the situation when you return.
- One of the things you can do during the P step is to use the Mirror Technique to reverse your negative thinking about the situation.
- Instead of saying negative things to yourself, like “I can’t stand this!” or “I won’t be able to do this!” You can say to yourself that “I can deal with this—I have choices,” or “I will be able to do this when I am calmer.”
- This will help put you into a positive frame of mind to deal with the situation when you return to it.

Assign Outside Practice



Mirror Technique Worksheet #2

For the next session, I'd like you to revise the sentences in this handout (*Give P Mirror Worksheet #2*). Use the Mirror Technique to re-write each thought or statement in a positive way.



Anger Log Session 5

I would like you to complete another anger log during the next week. The log now asks (*point to appropriate spot*) whether you made use of the Mirror Technique during the week. I would like you to pay special attention to whether you used the Mirror Technique during the Time Out, to plan what you wanted to say or do when you returned to the problem situation. Or, whether you used the Mirror Technique at any other time. Write down what you thought or said that was negative, and what you thought you said that was positive, after you reversed it using the Mirror Technique.



Feelings Checklist

I would like you to complete a Feelings Checklist again when you complete the anger log. (*Place 3 Anger Logs and 3 Feelings Checklists in the Participant's folder.*)

Do you have any questions? *If P has questions, answer them.*



Appointment Card

T ensures that P has a card listing the next appointment.

Session 6: Further Development of Communication Skills— Active Listening

Session Outline:

First: Review of last session/ Outside Practice

6.1 Introduce Active Listening

6.2 Skill Practice for Active Listening

6.3 The Plusses of Active Listening

Last: Assign Outside Practice

Materials :

- Balance Sheet
- Anger Logs/ Feelings Checklists from Session 5
- Active Listening Handout
- Anger Logs – Session 6 (3 copies)
- Feelings Checklists (3 copies)

Review last session/ Outside Practice

Review the Anger Log(s) from the previous week, noting:

- *P's Awareness of anger cues*
- *Did P identify O's, express O's to others in the situation, use O's as a cue to take Time Out?*
- *If Time Out was used, did P let the other person involved know he/she was taking Time Out, let the other person know when P would return, let the other person know P had returned?*
- *Reinforce any progress/ use of strategies and problem-solve around obstacles.*
- *If P has not completed any Logs, do 1 log and accompanying Feelings Checklist retrospectively, from P's memory of an incident during the week in which s/he has been angry or irritable. If P cannot recall an incident, use a characteristic episode/incident based on discussions in previous sessions*

Use of Mirror Technique to communicate positively:

Did P use Mirror Technique in his/her communications with someone else?

- ***If yes***, reinforce this and discuss the positive results. Note and comment on the specifics of what P said. Where P was partially successful, provide alternative ways he/she could have expressed him or herself.
- ***If no***, empathize with P that Mirroring can be difficult, but that it becomes easier with practice. Using P's description of anger events, ask P what

he/she thought or said that might have been better said using Mirror Technique, and how P might have expressed him or herself using Mirror Technique. You may prompt with a question such as, **“What did you want to get?”** or **“What did you want to have happen?”** to promote use of positive language. If P still cannot come up with an appropriate response, model use of Mirror Technique in P’s incident.



Mirror Technique Worksheet 2

Review Mirror Technique Worksheet 2 that was assigned for Outside Practice. If P did not complete the worksheet, have him/her complete one now and go over it, reinforcing good responses and shaping ones that still have a negative feel to them.

As you review the Worksheet, reinforce the main advantages of the Mirror Technique:

- **Negative words are likely to make things worse, rather than better.**
- **The Mirror Technique lets you talk about what bothers you in positive, assertive way rather than in a negative way.**
- **Expressing yourself in a positive way is more likely to get you what you need.**

You remember that the Mirror Technique went on your Balance Sheet in 2 different places because it is not only a skill you can use yourself (which makes it a Positive personal skill) but it also gets you more support and help from other people, which makes it a Positive Interpersonal Skill.

- **The Mirror Technique helps you communicate better with other people, using positive rather than negative or angry words.**

Today we are going to work on another skill which is very effective for communicating with other people and for handling anger situations more effectively. This skill is called Active Listening.

6.1 Introduction to Active Listening

Active Listening may sound like kind of a funny term. We often think of listening as more of a passive activity. For instance, you

can be “listening” to music in the background and you don’t really have to pay attention to it if you don’t want to.

Active Listening means listening to another person in a situation that takes some work and some skill.

Why does it take skill to listen? We think we do it automatically, but we don’t. Listening to someone, so that we really understand what they are saying, is actually a difficult thing to do well. There are several reasons for this—some of them might be on your **Balance Sheet**. *Have P bring out Balance Sheet, or produce a copy.*



Balance Sheet

*Point out the Life Reasons and the Brain Reasons endorsed by P that might make it difficult to listen to another person and understand/ remember what they are saying: for example, **concentration, comprehension or memory deficits among the Brain Reasons; any distracting problem from the Life Reasons list.***

On top of these reasons, if you or the other person is angry, it gets that much more difficult to listen to each other. Remember that anger affects your thinking, and one way it does that is to distract you from taking in accurately what is happening around you. This includes what other people are saying. Your anger can distort your ability to listen, and that can lead to even worse misunderstandings.

Learning how to use Active Listening can help counter-act this distortion so that you can get accurate information about what the other person is saying, communicate better, and help the situation.

There are 3 parts to Active Listening:

1. The first is listening attentively without interrupting
2. The second is restating as accurately as possible what the other person said
3. And the third is checking to make sure you understand what was said.



Have the P repeat these 3 parts to you; repeat them as necessary, but it is not crucial for the P to memorize these. The idea for now is just to get across that there are 3 parts to the skill.

We will talk about these 3 parts more, but first let's try something. Tell me what you think about _____ (pick a sport, a hobby, a TV show, or some other topic that P is likely to have an opinion about, but is not highly emotional about). Talk about (____) for a couple of minutes and watch me while you are talking. While P is talking T nods, makes occasional eye contact, looks interested. When P has expressed an opinion T says, "It sounds like you think _____" recapping P's point of view and then asks, "Is that right?"

Did I seem interested in what you were saying? Why? What did I do that made you feel that way?



Now let's try it again. Tell me again what you think about (____). You don't need to say exactly the same thing, just tell me what you think. Watch me while you're talking.

This time T interrupts to say "You're kidding!" or "How can you say that?!", looks at his/her watch, taps foot, acts bored or irritated. When P is finished, T says "You're just plain wrong" and presents an opposing view.

That time, did I seem interested in understanding your point of view? Why not? What did I do that made you feel that way?



Bear in mind that the P may react concretely and be uneasy about "criticizing" your behavior. Make it clear that you are pretending to be someone else.



T summarizes and contrasts T's behavior in the two examples, pointing out how T's behavior affected P's sense of being listened to.

When another person believes that you are really trying to listen to and understand him/ her, s/he is more likely to listen to YOU and try to understand YOU.

- **The two of you are then more likely to be able to talk about and resolve a problem, rather than just be angry with one another.**
- **That is Active Listening.**

The Value of Active Listening

When you monitor your anger cues (your small a's) and your O's, and realize something is wrong, sometimes the solution is to take a Time Out. But you can't do that in every situation.

Active Listening is good for those times when you can't leave the situation. Sometimes you need to stay and use your O's, and also listen.

- **You might think of Time Out as giving you a chance to collect your thoughts. Active Listening can be a chance to collect the *other person's* thoughts.**
- **Just like you have learned to self-monitor your own cues and feelings, Active Listening is a way of monitoring the cues and feelings of other people.**
- **Sometimes, especially when you're angry, you may feel like you don't want to listen to what the other person has to say. Remember,**
 - **Listening to someone does not mean that you have to agree with them;**
 - **If you show other people you are listening to them, they are more likely to listen to you.**
- **Active listening can also be helpful with people who go on and on when they are talking. If the other person knows that you are hearing them, they are more likely to stop because they understand that they've gotten their point across.**



Active Listening Handout

Here is a handout that reminds you how to do the 3 parts of Active Listening. Let's go over it keeping in mind the demonstration we just did.

*Go over the Active Listening handout, asking / reminding P what you did during the demo that illustrated each of the 3 parts of Active Listening, and each of the Do's and Don'ts. Supply information or re-demonstrate behaviorally as needed. **Invite the P to add more do's and don'ts from his/ her own experience where there are extra bullets on the handout.***

6.2 Skill Practice with Active Listening



Active Listening may be very difficult for the P with TBI because of the "time sharing" demands. Until the P has practiced combining the multiple simultaneous components (i.e., behaving attentively, remembering what is being said, remembering to check comprehension, learning how to speak at pauses rather than interrupting), even a P who appears competent in standard verbal interactions may have difficulty with these exercises.

The exercise below has been developed to use only one topic for the material (scenario) so as not to overwhelm the information-processing capacity of the P as s/he masters this skill.



Active Listening Scenarios

In this series of Active Listening practice exercises, 3 scenarios are used to present brief material to the P in a conversational style, but with gradually increasing demands on active listening through increasing detail, speed of presentation, and emotional content. The scenarios are presented below as sample scripts, but the T need not use them "word for word." It is important to simulate a situation in which the T maintains eye contact and uses conversational body language, rather than reading from the manual.



It may be difficult for the P to understand that the point of the exercises is to practice active listening, not to get into a discussion on the scenario topics. Go out of "role" and re-direct P as necessary to emphasize the purpose of the

exercise, which is to listen, reflect, and check their comprehension of what someone else (you) have to say.

Now that we've talked about Active Listening, let's practice it a few times. *The Active Listening handout should be in front of P.*

***First practice—Listening Attentively without Interrupting;
Restating Accurately***

I am going to talk to you for a few minutes about a certain topic. While I am talking, I'd like for you to practice Parts 1 and 2 of Active Listening. That is, show me that you are listening attentively. Also, try to remember what I am saying and restate it as accurately as possible when I finish speaking.

For the 1st practice, use a paraphrase of the following scenario. Speak slightly more slowly than you would in a regular conversation and keep your tone of voice casual. Use the time-out signal as needed to stop P and cue to show attentive listening via eye contact, nodding, etc.

This weekend I took a long walk in the park with my sister. It was a really good day. The weather was great! It was cool but not cold and there was a nice breeze. It felt good to be outside. We had a really nice day, but to tell you the truth I was a little worried about her. I couldn't put my finger on it but she seemed a little bit preoccupied or maybe she was just tired. It's probably nothing and she didn't say anything was wrong. Overall though, it was a nice time.

Prompt P if needed to restate main points when you are finished speaking. T may model attentive behavior as needed and may repeat portions of the "script" to prompt more accurate restatement. Vary the content slightly if you need to repeat the scenario. Reinforce successive approximations to good performance. Cue P as necessary to use sentence stems such as "So I think you're saying that..." Take notes on P's performance below:



Second Practice—Asking someone to slow down/ repeat

Sometimes the other person talks so fast, or says so much at once that it is hard to understand what he or she has said. When this happens, it is helpful to ask the person to slow down and repeat what he or she has said. What do you think would be a good way to do that? Reinforce responses that indicate that the listener should wait for a pause and then say something like “I couldn’t catch all that. Would you please speak more slowly and repeat what you said?” If P has difficulty, refer him/ her to the Active Listening handout.

This time I will talk a little faster. You should still show me that you’re listening attentively, but I also want you to practice asking me to slow down and repeat myself so you can get what I am saying. Restate what I have said as accurately as possible at the end.

In this scenario, speak more quickly, sprinkle in some factual detail, and introduce an irritated tone of voice/ facial expression as you “warm” to the subject. However, include some “pauses for breath” (perhaps while shaking your head in mock disgust) to allow P to interject the requests to slow down. As needed, go out of “role” to cue him/ her to do so. At the end of the scenario, express an “extreme” opinion to give P practice in reflecting content that s/he does not necessarily agree with.

I am just totally disgusted by the decline of manners in today’s society! Just this morning some lady cut right in front of me when I was in line at the drug store, and that’s been happening more and more. And people yakking on their cell phones—don’t get me started. There’s no consideration any more. You know what? It’s not just me. I read an article where something like 80% of all Americans think manners have gone downhill in the last 10 years and are still getting worse.

I blame parents for this. I can’t believe the way kids are allowed to act in public these days. You know what I think? People should get tickets and fines, maybe even jail time, for being rude in public. And if it were up to me I would just ban the use of cell phones out in public. I’m sick of it.



T provides feedback, prompting and shaping as needed. As with the first scenario, this one may be repeated as needed, altering the content slightly with additional practices.

Third Practice—Active Listening with someone who is angry

The first time we practiced, when I told you about taking a walk with my sister, I made it fairly easy to do active listening. I talked pretty slowly, and it was basically just about a nice day in the park. Then the second time, I pushed you a little harder by talking faster, and by talking about something that made me “hot under the collar.”

This time I am going to push you even more. I am going to act as if I am angry at you, and I’m trying to tell you what I am angry about. Of course, I’m not really angry with you, but I am going to pretend to be someone who really was angry with you. I’ll be doing this because I want you to practice Active Listening with someone who seems to be angry with you, which is the hardest of all.

When you use Active Listening with someone who is angry, you have to work harder to gather their thoughts. You have to listen for what they are saying, not just how they are saying it.

Let’s think of a time when you found it difficult to listen because the other person appears to be criticizing you, disagreeing with you, disapproving of you, or pushing you in some way. *(T engages P in a discussion to flesh out a scenario that fits this description. A previous Anger Log may be used to prompt the scenario. T takes notes to get all of the details of the story, including the kinds of things the angry person said to P. T plays the role of the person who appears to be angry with P.)*

This time, I also want you to do the 3rd part of Active Listening. In addition to listening attentively, slowing me down if you need to, and restating what you think I am saying, I want you to check and make sure you understand what I have said. Remember, this

means you should ask me questions to clarify what I am saying. You could say, “I am not sure what you mean—do you mean ‘this’ or do you mean ‘that’?” or you could say, “I think what you’re saying is X, did I hear that right?”

Are you ready?



It may be very difficult for P to separate his/ her emotional responses from the cognitive task demanded by Active Listening. The exercise is supposed to be difficult, but T should watch P for signs that s/he is overwhelmed or confused. Use the “time” signal as needed to leave role and remind P that you are deliberately using a provocative scenario to give him/ her practice in the hardest form of listening. Back off the difficulty of the exercise as needed by making the interaction very brief (1-2 sentences) and provide modeling as needed to show P what s/he might say to check on what the “angry person” is trying to say.

Include in this practice a “correction” of the P’s understanding when s/he asks if s/he understands accurately. This does not need to be a literal correction—it can be as though the speaker has changed his/ her mind or softened his/ her viewpoint. For example, if the P says “It sounds like you want me to keep quiet all the time,” you could say, “Well, maybe not all the time—that’s not reasonable—but maybe more often when I ask you.” As P demonstrates Active Listening, T backs off from expressing anger and begins to make statements that reflect understanding.



As before, T goes in and out of role as necessary to prompt P to use Active Listening skills.

After the exercise, T provides feedback about the elements of Active Listening that P demonstrated and how that led to the improved outcome of the discussion.

6.3 The Plusses of Active Listening



Balance Sheet

Following the practices, ask P to provide his/ her Balance Sheet and add Active Listening to the + column under Positive Personal Skill and Positive Interpersonal Skill & Support.

Active Listening is both a Positive Personal Skill and also a skill that can help you get more support from other people. Let's review why Active Listening helps you deal with other people more effectively in anger situations. How does Active Listening help you deal more effectively with other people?



In discussion, provide or elicit the following points:

- **Active Listening lets the other person know that you are trying to understand what s/he has to say.**
- **When the other person feels listened to, he or she is less likely to become more upset, so the situation doesn't escalate or get worse.**
- **Active Listening helps you check your understanding of what the person is saying it, and gives the other person a chance to correct him/herself and so decreases misunderstandings.**

Some people also find that Active Listening gives “plusses” on the Brain side of things. (Point to Balance Sheet) When you were practicing Active Listening did you find that it helped with things like

- **Concentration**
- **Memory**
- **Comprehension?**



People also find that because you're “not allowed” to interrupt during Active Listening, it is a skill that helps you to be less impulsive.

I'd like you to practice Active Listening during this coming week and we will see if it works this way for you.

Outside Practice



Anger Log 6

Using the Anger Log, record at least 1 anger experience in detail. Describe the strategies you used to handle the situation, especially Time Out, Mirror Technique and Active Listening. Complete a Feelings Checklist about this situation also. (Place 3 Anger Logs and 3 Feelings Checklists in P's folder.)

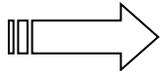
*Remind P that you will be contacting his/her SO before the next session to get feedback about SO's perspective on how things are going and how P is doing with handling his/her anger. **Discuss any concerns that P expresses about this.***

Do you have any questions?



Appointment Card

T ensures that P has a card listing the next appointment.



Before the next session, T needs to contact SO and administer the SO Assessment.

Session 7: Self Assessment and Consolidation of Skills

Session Outline:

First: Review of last session/ Outside Practice

7.1 Review of Informational Principles and Concepts

7.2 Self-Assessment and Significant Other Assessment of Skills

7.3 Development of Individualized Quiz/ Outside Practice Sheet

Last: Assign Outside Practice

Materials:

- Anger Log/Feelings Checklist from Session 6
- Response scales for Self-Assessment
- Significant Other Assessment (completed)
- Session 7 Outside Practice Sheet

Review last session/ Outside Practice

Review the Anger Log(s) from the previous week, noting:

- *P's Awareness of anger cues*
- *Did P identify O's, express O's to others in the situation, use O's as a cue to take Time Out?*
- *If Time Out was used, did P let the other person involved know he/she was taking Time Out, let the other person know when P would return, let the other person know P had returned?*
- *Did P use **Mirror Technique** to communicate positively? Where P was partially successful, reinforce and provide shaping/ practice.*
- *Reinforce any progress/ use of strategies and problem-solve around obstacles.*

If P has not completed any Logs, do 1 log and accompanying Feelings Checklist retrospectively, from P's memory of an incident during the week in which s/he has been angry or irritable. If P cannot recall an incident, use a characteristic episode/incident based on discussions in previous sessions.

Use of Active Listening: *Did P use Active Listening in his/her communications with someone else?*

- ***If yes***, *reinforce this and discuss the positive results that occurred.*
- ***If no***, *empathize with P that Active Listening can be difficult, but that it becomes easier with practice. Using P's description of anger events, ask P what he/she heard that might have been better communicated using Active Listening, and what P could have said to communicate his*

or her understanding using Active Listening. If P still cannot come up with an appropriate response, model use of Active Listening in P's incident.

7.1 Review of Informational Principles and Concepts



T provides and leads discussion for a brief review of major concepts and techniques learned thus far. T should include positive statements about P's progress in learning and implementation.



Balance Sheet

Ask P for his/ her Balance Sheet or produce a copy. As each topic or skill is touched on in the review, point to it (as appropriate) in the Balance Sheet.

As you know, this is our next-to-last session. This is a good time to review the main things we have covered, and some of the new skills you have learned and practiced.

- **Anger is a normal emotion. It is the emotion that signals that there is a threat, and prepares us for “fight or flight.”**
 - **Anger itself is not the problem.**
 - **It is negative and aggressive use of anger that is the problem.**
- **You have learned to recognize signals in your body, in your thoughts, and in your behavior that tell you that you are becoming angry.**
- **You can use small a's as a cue to get a handle on your anger before it overwhelms you, and before it turns into a large A.**
- **You have learned to recognize your O's, the other feelings that are associated with anger.**
 - **Expressing those other feelings is more likely to get you the help you need, compared to expressing A's—large or small.**
- **You have learned some skills that are Positive Personal Skills *and* Interpersonal Skills. They are both, because you can use them anytime, yourself, and they help you deal with other people better, and communicate with other people better.**

- One skill is taking Time Out to cool off and give yourself time to think.
 - When you think about how to handle the situation, you have a chance to respond, rather than just react in knee-jerk fashion.
- You have learned to use the Mirror Technique to turn negative requests into positive ones.
 - When you express yourself in a *positive* and assertive way, you get better results from other people.
- You have learned Active Listening:
 - Active Listening helps you understand what the other person is trying to say,
 - and it lets you communicate to that person that you are trying to understand him or her.
- With these skills,
 - You've learned more about your own anger,
 - what triggers it,
 - how you react,
 - and the cues and signals that let you know it's happening.
 - You also have more choices now about how to handle your anger.
- These skills take a lot of practice to get more automatic and to see how they work for you.
- The more you practice these skills in different situations, the easier they will be to use, the more natural they will feel, and the more you will see results.

7.2 Self-Assessment and Significant Other Assessment of Skills

I'd like to ask you some questions about how well you think you're doing with handling your anger, so far.

- *In the discussion that follows, T first elicits P's self-evaluation on each point and adds his or her own comments on how well P has been observed to use each skill in therapy sessions, and comments as to what obstacles may exist. T also adds selected comments from the SO evaluation that has been done separately before this session.*



Self-Assessment Scale

There are 3 response scales used in the self-assessment: one for the P to rate how well s/he is doing, one for P to rate how much s/he has changed, and one for P to rate how often s/he uses a skill. Each scale is printed on a separate sheet of paper. T should place the relevant scale for each question on the table and show P how the numbers 1-5 can be used to rate him/ herself.



Record P's responses and comments in the spaces below.

First, let me ask you how you think you're handling your anger overall. Let's use this 1-5 scale where 1 is "badly," 3 is "so-so" and 5 is "very well."

1	2	3	4	5
Badly		So-So		Very Well

Assessment of change

Next, can you tell me if you think the way you're handling your anger has changed since you started this program? Would you say it has *changed for the better*, *changed for the worse*, or *not really changed*?

(if changed for the better / worse) Would you say it's changed a little bit for the better (worse), or a lot for the better (worse)?

1	2	3	4	5
a lot worse	a little worse	not really changed	a little better	a lot better

Let's talk about some of the skills you've learned, starting with self-monitoring. Self-monitoring is where you read your cues and signals—like signals in your body, your small a's, or your O's, to recognize more quickly that something is not right and you are getting angry.

How often are you using Self-Monitoring? (1-5) _____

1	2	3	4	5
Never		Sometimes		Very Often

How well do you think you are doing with Self-Monitoring? (1-5)

Is Self-Monitoring helpful for you when you do use it? _____
How is it helpful?

Do you feel like you need more help or practice with this skill?

Do you feel like there are obstacles to your using this skill—
things that prevent you from using it?
What are they?

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on self-monitoring, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice Self-Monitoring, working around any noted obstacles, in the future.

Now let's talk about Using Your O's. Using Your O's is where you first recognize the Other Feelings that go along with anger, like feeling (select an O that is characteristic for P) _____, and then use that feeling to express yourself, rather than expressing large or small A's.

How often are you using your O's? (1-5) _____

How well do you think you are doing with Using Your O's? (1-5)

Is Using your O's helpful for you when you do use it? _____
How is it helpful?

Do you feel like you need more help or practice with this skill?

Do you feel like there are obstacles to your using this skill—
things that prevent you from using it?
What are they?

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on using O's, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice Using O's, working around any noted obstacles, in the future.

Now let's talk about Time Out. Time Out is a step by step process that prevents things from escalating, and gives you time to cool off and decide out to deal with the situation. The steps are (summarize S-T-O-P). The last step of Time Out is Return, returning to deal with the situation.

How often are you using the Time Out technique (some or all of the steps)? (1-5) _____

How well do you think you are doing with Time Out? (1-5) _____

Is Time Out helpful for you when you do use it? _____

How is it helpful/ what parts or steps of Time Out are most helpful?

Do you feel like you need more help or practice with Time Out or some of the specific steps? _____

Do you feel like there are obstacles to your using Time Out or some of the steps—things that prevent you from using them? What are they?

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on using Time Out, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice Time Out, working around any noted obstacles, in the future.

Now let's talk about using Calming Strategies. A Calming Strategy is anything you do to calm yourself down or chill out when you are getting angry.

How often are you using a Calming Strategy? (1-5) _____

How well do you think you are doing with using a Calming Strategy? (1-5) _____

**Is a Calming Strategy helpful for you when you do use it? _____
How is it helpful?**

**Do you feel like you need more help or practice with this skill?
_____**

**Do you feel like there are obstacles to your using this skill—
things that prevent you from using it?
What are they?**

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on Calming Strategies, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice Calming Strategies, working around any noted obstacles, in the future.

Now let's talk about the Mirror Technique. The Mirror Technique is where you talk or think in a positive way instead of a negative way, when you choose your words carefully to be more positive. Using the Mirror Technique reverse a negative statement about what you don't want, turning it into a positive and assertive statement about what you do want.

How often are you using the Mirror Technique? (1-5) _____

**How well do you think you are doing with the Mirror Technique?
(1-5) _____**

Is the Mirror Technique helpful for you when you do use it?

How is it helpful?

Do you feel like you need more help or practice with this skill?

**Do you feel like there are obstacles to your using this skill—
things that prevent you from using it?
What are they?**

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on using the Mirror Technique, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice the Mirror Technique, working around any noted obstacles, in the future.

Now let's talk about Active Listening. Active Listening is where you listen attentively without interrupting, restate as accurately as possible what the other person has said, and check to make sure you understood.

How often are you using Active Listening? (1-5) _____

How well do you think you are doing with Active Listening? (1-5)

Is Active Listening helpful for you when you do use it? _____
How is it helpful?

Do you feel like you need more help or practice with this skill?

**Do you feel like there are obstacles to your using this skill—
things that prevent you from using it?
What are they?**

For any obstacles noted by P, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Summarize P's status on Active Listening, integrating P's self-assessment, T's assessment from sessions and Anger Logs, and SO's assessment (if any), emphasizing the positive aspects of P's progress and the best ways to practice Active Listening, working around any noted obstacles, in the future.

Now I have 2 more questions, about your adjustment to your TBI. How would you say you are adjusting overall, using the 1-5 scale where 1 is "badly," 3 is "so-so" and 5 is "very well."

1	2	3	4	5
Badly		So-So		Very Well

Next, can you tell me if you think the way you are adjusting to your TBI has changed since you started this program? Would you say it has *changed for the better*, *changed for the worse*, or *not really changed*?

(if changed for the better / worse) Would you say it's changed a little bit for the better (worse), or a lot for the better (worse)?

1	2	3	4	5
a lot worse	a little worse	not really changed	a little better	a lot better

7.3 Development of Individualized Quiz/ Outside Practice Sheet



Session 7 Outside Practice Sheet

Here is a short quiz for you to take home and bring back next time. It has 5 questions, one on each of the main techniques we talked about today. Just circle or fill in the best answer for each of the questions.

There is also a space to remind you when, where and how you might want to practice these skills during the coming week. Let's fill some of those in together.

Using the discussion from the self/ SO assessments on each skill, work with P to generate situations, people, or other specifics to focus his or her skill practice. Not all of the spaces need to be filled in; focus on suggesting ways to practice skills that P and/ or SO has identified as being helpful, but in need of more work. The T should write brief “prescriptions” on the sheet after reaching consensus with P: for example, notes on specific people a certain technique could be practiced with; a specific step of time out to focus on; specific statements that could help to express O’s; etc.

*Where appropriate, T may **use P’s past Anger Logs to create scenarios for brief role plays** or rehearsals of the skills the P is to practice in the coming week.*



Wherever possible, help P to see the links among the various skills and how they can be used together. For example, Calming Strategies may be used after taking a Time Out, followed by another of the skills such as the Mirror Technique or Active Listening when the situation is returned to. Encourage P to think flexibly about the skills and how they may be combined and adapted to his/ her own common trigger situations.

Outside Practice Assignment

Remind P to complete the quiz for next time and to review the assignments for practice.



Appointment Card

T ensures that P has a card listing the next appointment.

Session 8: Final Review and Relapse Prevention

Session Outline:

First: Greet P and SO (if present); Review of last session/ Outside practice (with P only)

8.1 Final review of concepts

8.2 Generalization and relapse prevention (with SO, if available)

8.3 Maintaining skills

Materials:

- Balance Sheet
- Outside Practice/Quiz from Session 7

If SO is available, greet both P and SO in the waiting area. Thank SO for coming and let him/ her know you will begin with the P alone. Tell SO that you will pick him/ her up to join the session in about 30 minutes.

Review of Last Session/ Outside Practice



This is your last opportunity to assess and reinforce P's mastery and use of ASMT strategies. Be sure to acknowledge P's participation and effort. Especially comment on "big picture" improvements since participation began.

*Review the Quiz on the Outside Practice sheet from the previous week. If P has not completed the quiz, read the questions to P and record the answers, allowing P to consult materials as needed. If P completed the quiz, review and reinforce or correct the answers. As each question is reviewed, ask P about his/ her recent opportunities to use the skill and how they turned out. Reinforce P for having followed through on any effort to engage in practice. **Remind P that s/he may refer to the practice sheet at any time to continue practicing the skills learned in the program, and that mastery / automaticity of the skills takes on-going practice.***

8.1 Final Review of Concepts

Review with P the concepts discussed in treatment by asking questions, reinforcing correct responses and adding information missed, clarifying, or gently correcting as needed after each question. Refer P to visual aids such as Balance Sheet and Logs where appropriate.

We've done a lot of practicing of skills and strategies you can use to help you handle anger. Now we're going to have a final review of the concepts we've talked about. Last week, we did some review of concepts with me reminding you of what they were. This week I will be asking you to answer some questions about them. Try to use your memory first, but you can look at any of your papers to check things if you need to.

1) In this program we have talked about two kinds of positive things that can balance the negatives of anger after TBI. What are the 2 types of positives that you have added to your Balance Sheet?



If P provides 2 concrete skills from the Balance Sheet, say "that's right" and name the category(ies) they belong to. Remind the P of missing category(ies) if necessary.

2) You have learned about some cues that can signal you that you are angry. Some cues occur in the body, some in your thinking, and some in your behavior. Tell me two cues that let you know you are angry.



Any two cues from P's Anger Logs. T may also wish to add any cues that have been important for the P that s/he has not mentioned.

3) You have learned about Calming Strategies. What are two Calming Strategies you can use?



4) What is the question to ask yourself that allows you to use anger as a cue that there is another emotion?



What are my O's? or What other feelings am I feeling in addition to, or besides, anger?

5) From what you've learned, give me three examples of other feelings people often feel besides, or in addition to, anger (O's).



6) If you needed to tell me that you were feeling an O, how would you say that?



An appropriate expression of an O in which P indicates feeling an O and includes the specific feeling. If P begins with "I," reinforce that. If P begins in another way, say, "I notice you started with _____." There's another word that is a better choice and involves personally owning the O or other feelings. What is that word?" Reinforce use of "I." Cue to use "I" if P does not use it.

7) Let's say we're having a conversation and I have said something you find offensive. You are feeling overwhelmed and need time and space to handle your feelings. What strategy would you use to handle those feelings?



Time Out

8) Tell me step by step how you take Time Out. What is the memory aid to use for those steps?



STOP-Return

S- read your signals

T- decide to take Time Out

O- tell others about time out and when you will return

P- plan how to deal with situation

Return—always return to deal with the situation

9) The Mirror Technique is another strategy you learned. The purpose of Mirror Technique is to replace a negative statement or request with a _____.



10) Give an example of using the Mirror Technique on the following sentence: “You need to quit making noise.”



“I would like some quiet please.”

11) Active Listening is a strategy than can help you listen better to friends, family, or other people. Tell me, or demonstrate, the three basic parts of Active Listening.



Listening attentively without interrupting;

Repeating or re-stating what you think you have heard the other person saying;

Asking whether your understanding is accurate.

12) Active Listening has do’s and don’t’s that go with it. What are a couple of the do’s and a couple of the don’t’s?



13) If I was someone who lived with you and I said, “I was beside myself when you didn’t call home,” what could you say to me to let me know that you were listening actively.



It sounds like you were really worried when I forgot to call home. Is that right?

When this review is completed, T should compliment P on his/ her performance, noting one or two specific strengths.

8.2 Generalization and Relapse Prevention (With SO, if available)

Offer P a stretch break and invite the SO to join the remainder of the session. If there is no SO, adapt the following sections to direct them to the P only.

*The purpose of this part of the session is to reinforce both P and SO for their participation and progress, and to give P strategies for maintaining gains made to date. T should emphasize that P's completing the program reveals personal qualities that bode well for the future. **T should use comments designed to enhance P's self-efficacy (expectation of continued success).***

As you know, with this session, you have completed the Anger Self-Management Training program. This is quite an accomplishment (for both of you).

Let's review the reasons why completing this program is a good thing to have done for yourself. What do you think the main benefits have been? Why is this an accomplishment? *(In discussion, T reinforces or elicits the following points—modeling self-reinforcement for effort regardless of results.)*



- *Takes courage to look at problem situations “head on.”*
- *Even things that are hard to do, get easier with practice.*
- *Sticking to something week after week (whether you feel like it or not) shows determination.*
- *P has learned some new skills and techniques that will always be useful to him/ her.*

Now let's talk a little about the future. It is very likely that at some time in the future, you will feel angry, and even lose your temper sometimes. Why do you think that is? *(with prompts, T elicits or supplies the following points)*



- *anger is normal—everyone gets angry*
- *there is a purpose to it—survival emotion, protective, helps us deal with threats*
- *we can't and don't want to get rid of anger, rather learn how to handle it better to get what we want and what we need.*



Balance Sheet

*If SO is present, T reviews the overall concept of the Balance Sheet and the skills P has learned. T should mention and briefly explain specific skills such as self-monitoring, becoming aware of other feelings, using other feelings in communication, taking time out, communicating in a more positive way, being able to listen better, noting especially where P has done well. **T acknowledges and incorporates SO feedback into this summary without opening up session for SO to interject negatively. T reinforces SO for support given during the treatment program.***

If SO is not present, T refers to the + column but need not discuss the skills in as much detail.

Learning all these skills doesn't mean you won't ever feel angry. It does mean that you now have some new ways to help you handle it. So, when you begin to feel angry in the future, what are you going to do differently now than you did before when you felt angry?



Any constructive response (especially mentioning the skills on the Balance Sheet) should be reinforced. T should mention and encourage the future use of skills where P has shown particular strength.

Yes, and (to SO) you have told me you have noticed _____ (P's).... *Mention and reinforce any positive changes SO has seen.*

To maintain these skills, _____ (P) will need to continue to use them in the future. Let's talk a bit about the future.

Anticipating Potholes

By going through this program, you are more aware of problem

situations and have more ways to handle them. You can think about anger situations as being like potholes on the road. The big potholes, the ones that can do a lot of damage, can often be seen ahead of time. Now that you know what they are, you can anticipate them, spot them coming up and slow down and plan how to go through them, go around them, or even take another road entirely.

Give me an example of a “big” pothole situation, a situation with which you’ve had trouble before, and which you expect could come up again in the future. Describe the kind of situation, who is likely to be involved, and what it is about that situation makes it difficult for you.



Ideally, P will cite a situation that has recurred on Anger Logs or in discussion. If there is a particular type of situation that P should be aware of but does not mention, T may bring it up. SO’s input may also be accepted as long as P agrees.

How might you spot this situation coming ahead of time?



Comment on P’s response. If P cannot think of how to see the situation coming, T makes suggestions based on the commonalities observed in Anger Logs or in discussion.

What O’s-- other feelings besides anger-- might you expect to experience?



Reinforce P’s being able to recognize Os. If P cannot think of other feelings s/he might have, T makes suggestions based on typical responses to Feelings Checklist exercises.

What are some of the things you could do to handle the situation?



Comment on P's response. Reinforce appropriate mention of any strategies learned in treatment. If P cannot think of what strategies to use, T makes suggestions. SO input can also be accepted.

Skill Practice

Let's practice that exact situation and way of handling it. *Role-play the situation with P using appropriate strategies.*

Let's think of another pothole now and go through the same process. This is something you can do anytime, think through a problem situation before it happens and decide how you will try to handle it.

Repeat the process with another example of a pothole situation, perhaps generated by feedback from SO.



8.3 Maintaining Skills

So, what can you do to keep up these new skills even though I won't be asking you to practice the way we just did?

Part of keeping up the skills you have learned involves continuing to practice them. You can use strategies like using your Os, taking Time Out, Mirroring and Active Listening in everyday life, even when you are not irritated or angry. These are strategies that can help in any communication situation. The more you use them, even when you are not particularly angry,

- **the more familiar they will be to you. The more familiar they are to you,**
- **the more likely you will be to be able to use them almost automatically when you really need them, for example when one of those pothole situations arises.**



Balance Sheet

Let's look at your Balance Sheet again. Which of the strategies that you have learned here have you found most helpful?



Give me an example of when you might use _____ (a strategy P has identified as helpful). (Do a brief role play of a scenario mentioned by P to let P demonstrate. Reinforce P [**do not give any corrective feedback**].

What other strategies have you found helpful?



T brings up any methods not mentioned by P that have been helpful for P. SO input may also be accepted.

In addition to practicing the skills that you already know work well for you, you can try out new ideas for how to handle tough situations. *Discuss/ reinforce idea that with the combined skills of self-monitoring and various problem solving strategies, P will be able to try new strategies and self-evaluate whether or not they are working in various situations, with different people, etc.*

(To SO) Sometimes people close to us can be uncomfortable with changes in our behavior, even positive changes, toward them. We tend to fall into old patterns under stress even when they don't work well. Anything that is new takes some getting used to, even if those changes are for the better.

You both might find that some people in your lives may increase the intensity of their reactions or say or do things in a way that appears as if they want _____ (P) to react with anger, rather than use his/her new strategies. One way to avoid this is for you, _____ (P), let the people closest to you know what your anger management goals are, what you are trying to do differently. You (to SO) can help too, by helping _____ (P)

use those strategies with you and others. You can also explain to other people that _____ (P) might “slip” but that he/she is working hard to accomplish his/her goals.

One way you (SO) can help is to cue (P) when you notice him / her becoming angry, in case he/ she misses the signal.

This is a question for both of you. How can _____ (SO) let _____ (P) know that _____ (P) looks as if he/she is becoming angry?



Comment on what P says would be a good way for another person know he/she is becoming angry. Ask SO what s/he thinks s/he could do to cue P. Work on coming to some agreement as to how this might be done. Make suggestions to P and SO as necessary.

Another thing you can do is to let _____ (P) know when s/he is doing a good job of handling his/her anger. What would be a good way to do that?



T gets input from both P and SO and comes to an agreement about 2-3 ways SO can reinforce P's managing his/her anger.

You have done a good job here, _____ (P). And you (to SO) have been an important part of this process.

Do you have any questions? *If so, T answers them.*

Keep up the good work.

Anger Logs

ANGER LOG Session 1

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____ Date: _____

Morning Afternoon Evening

Where?

At home At work Other _____

Who Was Involved?

Spouse/ Partner Parent Other Family _____

Close friend Acquaintance Co-Worker

Boss/Supervisor Stranger Other _____

What Happened? Describe the incident as best you can.

Anger Management Techniques

Did you use a Calming Strategy? _____ yes _____ no

If you used a calming strategy, describe what you did and whether it helped.

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No Anger		Mild Anger			Moderate Anger		High Anger			Very High Anger

Rate how well you think you did at handling your anger.

0	1	2	3	4	5	6	7	8	9	10
Very Poorly			Could have done better		Okay		Pretty Well			Very Well

ANGER LOG Session 2

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____ Date: _____

Morning Afternoon Evening

Where?

At home At work Other _____

Who Was Involved?

Spouse/ Partner Parent Other Family _____

Close friend Acquaintance Co-Worker

Boss/Supervisor Stranger Other _____

What Happened? Describe the incident as best you can.

How My Body Felt

Revved up: Heart pounding or racing, Blood pressure going up, Adrenaline surge, Ready to burst

Hot: Red, Flushed or Blotchy; Sweating/Perspiring; Boiling

Cold: Chilled, Numb or Frozen

Tense: Muscles tight or shaking; Hunched shoulders; Clenched fist, Clenched jaw/ Grinding teeth; Headache; Strained voice

Churning or upset stomach

Drained out, Exhausted

Other _____

What I Did (my behavior)

- I yelled or raised my voice
- I said hostile or insulting things
- I cursed
- I hit, kicked, or threw *something*
- I hit, kicked, or pushed *someone*
- I physically hurt *myself*
- I threatened to hurt or get back at *someone*
- I avoided dealing with it
- I just took it and stewed about it
- I did not cooperate or I did the opposite of what they wanted
- I imagined getting back at them
- I cried
- I couldn't speak
- Other, *specify* _____

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No		Mild			Moderate			High		Very High
Anger		Anger			Anger			Anger		Anger

Anger Management Techniques:

Did you use a Calming Strategy? _____ yes _____ no
 If you used a calming strategy, describe what you did and whether it helped.

Rate how well you think you did at handling your anger.

0	1	2	3	4	5	6	7	8	9	10
Very Poorly			Could have		Okay		Pretty Well			Very Well
			done better							

Did you have any successes in managing your anger this week? If so, describe what happened:

ANGER LOG Session 3

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____ Date: _____

Morning Afternoon Evening

Where?

At home At work Other _____

Who Was Involved?

Spouse/ Partner Parent Other Family _____

Close friend Acquaintance Co-Worker

Boss/Supervisor Stranger Other _____

What Happened? Describe the incident as best you can.

How My Body Felt

Revved up: Heart pounding or racing, Blood pressure going up, Adrenaline surge, Ready to burst

Hot: Red, Flushed or Blotchy; Sweating/Perspiring; Boiling

Cold: Chilled, Numb or Frozen

Tense: Muscles tight or shaking; Hunched shoulders; Clenched fist, Clenched jaw/ Grinding teeth; Headache; Strained voice

Churning or upset stomach

Drained out, Exhausted

Other _____

What I Did (my behavior)

- I yelled or raised my voice
- I said hostile or insulting things
- I cursed
- I hit, kicked, or threw *something*
- I hit, kicked, or pushed *someone*
- I physically hurt *myself*
- I threatened to hurt or get back at *someone*
- I avoided dealing with it
- I just took it and stewed about it
- I did not cooperate or I did the opposite of what they wanted
- I imagined getting back at them
- I cried
- I couldn't speak
- Other, *specify* _____

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No Anger		Mild Anger			Moderate Anger		High Anger			Very High Anger

Anger Management Techniques:

Did you use a Calming Strategy? _____ yes _____ no
If you used a calming strategy, describe what you did and whether it helped.

Did you Give Voice to Your O's? _____ yes _____ no
If you gave voice to your O's, describe what you said and how it worked.

Rate how well you think you did at handling your anger.

0	1	2	3	4	5	6	7	8	9	10
Very Poorly			Could have done better		Okay		Pretty Well			Very Well

Did you have any successes in managing your anger this week? If so, describe what happened:

ANGER LOG Session 4

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____

Date: _____

Morning

Afternoon

Evening

Where?

At home

At work

Other _____

Who Was Involved?

Spouse/ Partner

Parent

Other Family _____

Close friend

Acquaintance

Co-Worker

Boss/Supervisor

Stranger

Other _____

What Happened? Describe the incident as best you can.

How My Body Felt

Revved up: Heart pounding or racing, Blood pressure going up, Adrenaline surge, Ready to burst

Hot: Red, Flushed or Blotchy; Sweating/Perspiring; Boiling

Cold: Chilled, Numb or Frozen

Tense: Muscles tight or shaking; Hunched shoulders; Clenched fist, Clenched jaw/ Grinding teeth; Headache; Strained voice

Churning or upset stomach

Drained out, Exhausted

Other _____

What I Did (my behavior)

- I yelled or raised my voice
- I said hostile or insulting things
- I cursed
- I hit, kicked, or threw *something*
- I hit, kicked, or pushed *someone*
- I physically hurt *myself*
- I threatened to hurt or get back at *someone*
- I avoided dealing with it
- I just took it and stewed about it
- I did not cooperate or I did the opposite of what they wanted
- I imagined getting back at them
- I cried
- I couldn't speak
- Other, *specify* _____

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No Anger		Mild Anger			Moderate Anger		High Anger			Very High Anger

Anger Management Techniques:

Did you use a Calming Strategy? _____ yes _____ no
If you used a calming strategy, describe what you did and whether it helped.

Did you Give Voice to Your O's? _____ yes _____ no
If you gave voice to your O's, describe what you said and how it worked.

Did you use a Time Out? _____ yes _____ no
If you used a Time out, describe what you did and how it worked.

Rate how well you think you did at handling your anger.

0	1	2	3	4	5	6	7	8	9	10
Very Poorly			Could have done better		Okay		Pretty Well			Very Well

Did you have any successes in managing your anger this week? If so, describe what happened:

ANGER LOG Session 5

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____ Date: _____

Morning Afternoon Evening

Where?

At home At work Other _____

Who Was Involved?

Spouse/ Partner Parent Other Family _____

Close friend Acquaintance Co-Worker

Boss/Supervisor Stranger Other _____

What Happened? Describe the incident as best you can.

How My Body Felt

Revved up: Heart pounding or racing, Blood pressure going up, Adrenaline surge, Ready to burst

Hot: Red, Flushed or Blotchy; Sweating/Perspiring; Boiling

Cold: Chilled, Numb or Frozen

Tense: Muscles tight or shaking; Hunched shoulders; Clenched fist, Clenched jaw/ Grinding teeth; Headache; Strained voice

Churning or upset stomach

Drained out, Exhausted

Other _____

What I Did (my behavior)

- I yelled or raised my voice
- I said hostile or insulting things
- I cursed
- I hit, kicked, or threw *something*
- I hit, kicked, or pushed *someone*
- I physically hurt *myself*
- I threatened to hurt or get back at *someone*
- I avoided dealing with it
- I just took it and stewed about it
- I did not cooperate or I did the opposite of what they wanted
- I imagined getting back at them
- I cried
- I couldn't speak
- Other, *specify* _____

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No		Mild			Moderate		High			Very High
Anger		Anger			Anger		Anger			Anger

Anger Management Techniques:

Did you use a Calming Strategy? _____ yes _____ no
 If you used a calming strategy, describe what you did and whether it helped.

Did you Give Voice to Your O's? _____ yes _____ no
 If you gave voice to your O's, describe what you said and how it worked.

Did you use a Time Out? _____ yes _____ no
 If you used a Time out, describe what you did and how it worked.

Did you use The Mirror Technique? _____ yes _____ no

If you used The Mirror Technique, describe what you said and how it worked.

Rate how well you think you did at handling your anger.

0 1 2 3 4 5 6 7 8 9 10

Very Poorly

Could have
done better

Okay

Pretty Well

Very Well

Did you have any successes in managing your anger this week? If so, describe what happened:

ANGER LOG Session 6

Instructions: For each section, check **all** of the information (one or more boxes can be checked) that best describes an incident this week in which you experienced irritability or anger.

When? Day of the week: _____

Date: _____

Morning

Afternoon

Evening

Where?

At home

At work

Other _____

Who Was Involved?

Spouse/ Partner

Parent

Other Family _____

Close friend

Acquaintance

Co-Worker

Boss/Supervisor

Stranger

Other _____

What Happened? Describe the incident as best you can.

How My Body Felt

Revved up: Heart pounding or racing, Blood pressure going up, Adrenaline surge, Ready to burst

Hot: Red, Flushed or Blotchy; Sweating/Perspiring; Boiling

Cold: Chilled, Numb or Frozen

Tense: Muscles tight or shaking; Hunched shoulders; Clenched fist, Clenched jaw/ Grinding teeth; Headache; Strained voice

Churning or upset stomach

Drained out, Exhausted

Other _____

What I Did (my behavior)

- I yelled or raised my voice
- I said hostile or insulting things
- I cursed
- I hit, kicked, or threw *something*
- I hit, kicked, or pushed *someone*
- I physically hurt *myself*
- I threatened to hurt or get back at *someone*
- I avoided dealing with it
- I just took it and stewed about it
- I did not cooperate or I did the opposite of what they wanted
- I imagined getting back at them
- I cried
- I couldn't speak
- Other, *specify* _____

Rate the level of your anger.

0	1	2	3	4	5	6	7	8	9	10
No		Mild			Moderate		High			Very High
Anger		Anger			Anger		Anger			Anger

Anger Management Techniques:

Did you use a Calming Strategy? _____ yes _____ no
 If you used a calming strategy, describe what you did and whether it helped.

Did you Give Voice to Your O's? _____ yes _____ no
 If you gave voice to your O's, describe what you said and how it worked.

Did you use a Time Out? _____ yes _____ no
 If you used a Time out, describe what you did and how it worked.

Did you use The Mirror Technique? _____ yes _____ no

If you used The Mirror Technique, describe what you said and how it worked.

Did you use Active Listening? _____ yes _____ no

If you used Active Listening, describe the situation and how it worked.

Rate how well you think you did at handling your anger.

0 1 2 3 4 5 6 7 8 9 10

Very Poorly

Could have
done better

Okay

Pretty Well

Very Well

Did you have any successes in managing your anger this week? If so, describe what happened:

Feelings Checklist

FEELINGS CHECKLIST

Think of a conflict or argument that you have had with someone. Circle all the words that describe the feelings you had at that time.

- | | |
|--------------------|---------------------|
| 1. Challenged | 34. Annoyed |
| 2. Out of control | 35. Insecure |
| 3. Resistant | 36. Growth-Oriented |
| 4. Shocked | 37. Aggravated |
| 5. Uncomfortable | 38. Depressed |
| 6. Mixed Feelings | 39. Threatened |
| 7. Frustrated | 40. Offended |
| 8. Hate | 41. Upset |
| 9. Hopeless | 42. Fearful |
| 10. Pessimistic | 43. Confused |
| 11. Hurt | 44. Dissatisfied |
| 12. Ready to fight | 45. Hopeful |
| 13. Pressured | 46. Disrespected |
| 14. Pissed off | 47. Violent |
| 15. Bothered | 48. Optimistic |
| 16. Sad | 49. Cross |
| 17. Worried | 50. Motivated |
| 18. Love | 51. Afraid |
| 19. Boiling mad | 52. Attacked |
| 20. Angry | 53. Put off |
| 21. Concerned | 54. Ashamed |
| 22. Jealous | 55. Livid |
| 23. Irritated | 56. Deflated |
| 24. Vulnerable | 57. Irate |
| 25. Defeated | 58. Overwhelmed |
| 26. Furious | 59. Ticked off |
| 27. Resentful | 60. Trapped |
| 28. Explosive | 61. Cranky |
| 29. Enraged | 62. Peeved |
| 30. Anxious | |
| 31. Burned Up | Other: |
| 32. Ignored | _____ |
| 33. Disappointed | _____ |

a _____

A _____

A/a _____

a+A _____

O _____

(a+A)/O _____

Feelings Checklist – Scoring Key

a = Low Levels of Anger

- 15. Bothered
- 20. Angry
- 23. Irritated
- 27. Resentful
- 34. Annoyed
- 37. Aggravated
- 40. Offended
- 41. Upset
- 44. Dissatisfied
- 49. Cross
- 53. Put off
- 61. Cranky
- 62. Peeved

A = High Levels of Anger/Rage

- 2. Out of control
- 8. Hate
- 12. Ready to fight
- 14. Pissed Off
- 19. Boiling mad
- 26. Furious
- 28. Explosive
- 29. Enraged
- 31. Burned Up
- 47. Violent
- 55. Livid
- 57. Irate
- 59. Ticked off

O = Other Feelings

- 4. Shocked
- 5. Uncomfortable
- 6. Mixed feelings
- 7. Frustrated
- 11. Hurt
- 13. Pressured
- 16. Sad
- 17. Worried
- 18. Love
- 21. Concerned
- 22. Jealous
- 24. Vulnerable
- 30. Anxious
- 32. Ignored

- 33. Disappointed
- 35. Insecure
- 38. Depressed
- 39. Threatened
- 42. Fearful
- 43. Confused
- 46. Disrespected
- 51. Afraid
- 52. Attacked
- 54. Ashamed
- 56. Deflated
- 58. Overwhelmed
- 60. Trapped

P

Positive (code as 'O')

- 1. Challenged
- 36. Growth Oriented
- 45. Hopeful
- 48. Optimistic
- 50. Motivated

N

Negative (code as 'O')

- 3. Resistant
- 9. Hopeless
- 10. Pessimistic
- 25. Defeated
- 39. Threatened (also code as 'O')

Scoring Instructions and Notes on the Feelings Checklist:

Three **scores** and two **indices** are computed using the answer key provided.

The 3 scores include:

a = mild levels of anger;

A = high levels of anger and rage;

O = other feelings, i.e., feelings other than anger such as fear, worry, or confusion.

The two indices (ratios) are:

a:A

O: (a+A).

What is indicated by various patterns of scores? How do various patterns affect treatment?

No a's: P is out of touch with his/her emotions until they become intense. Treatment should first emphasize increased awareness of a's, then focus on use of a's as signals.

a's \leq A's: P does have some appreciation of lower levels of anger, but is not using a's as a cue. Treatment should emphasize using a's as a signal to look for O's and then to learn to use O's in communication.

Very few a's and A's: P is likely to deny or minimize feelings of even low level anger. Treatment should emphasize normalcy of feeling anger, then increase awareness of a's, before going on to use of O's.

O's $<$ (a+A): P is likely to overuse anger as form of expression and as a means of trying to get what they want/need. This may be due to one or more of the following:

- discomfort with acknowledging and expressing vulnerability- related feelings, for which they compensate by using anger. Treatment should emphasize that it is normal and okay to have vulnerability-related feelings, and should allow for desensitization to using these feelings through practice.
- limited emotional vocabulary beyond the emotion of anger (alexithymia). Treatment should emphasize becoming aware of feelings other than anger, and practice in using them
- dysfunctional use of power and control tactics. Treatment should emphasize the power of asserting one's feelings through the use of O's and increasing their personal efficacy through the use of O's which elicit cooperation and support.

How Should Feelings Checklists From RW Practice Be Used?

P may read aloud the feelings s/he has checked while T uses the Feelings Checklist score sheet to tally small a's, Large A's and O's. T should comment on the small a's P endorsed, reinforcing increasing recognition of small a's. T should comment on proportion a:A, noting which is larger. T should also reinforce recognition of O's and summarize the kinds of O's P endorsed. T should comment on changes in the proportion O:(a+A).

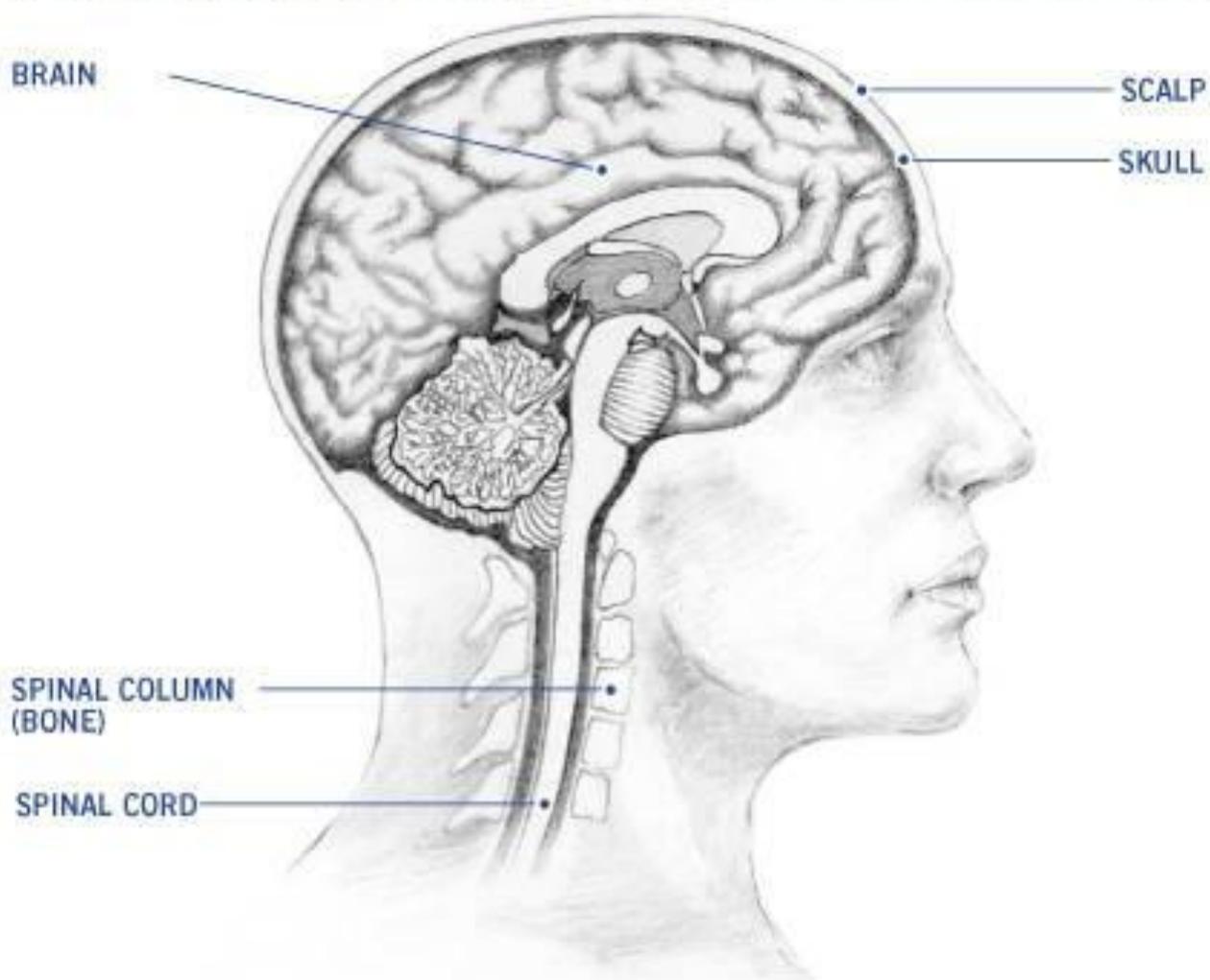


a _____ A _____ O _____
a:A _____ O:(a+A) _____

T should also comment on relationship of Large A's to P's rating of how well he/she handled his/her anger, and the consequences of his/her anger.

Handouts and Worksheets: Session 1

THE BRAIN AND SPINAL CORD



Balance Sheet



Brain Reasons



Personal Skills

Life Reasons

**Interpersonal Skills and
Supports**

Calming Strategies

I. Self-Talk

- * Have a conversation with yourself
- * Emphasize giving the other person “the benefit of the doubt” (“Maybe they didn’t intend to hurt my feelings....are under pressure...are having problems too.”)
- * Practice positive “can do” talk (“I can handle this..or Now, let’s see what would be a positive way to deal with this....”)

II. Non-Aggressive Physical Activity

- * Walking, jogging, or swimming

III. Distracting Activity

- * Gardening, reading, washing the car, going to the park, going to see a funny movie

IV. Talk to Someone

- * Cultivate a “support system” to run by your ideas or “rehearse” dealing with things BEFORE you put it into practice

V. Cold Water or Warm Water to the Face or Eyes

- * Could be applied directly with the hands, with a wet towel, or with a tissue

VI. Engage in a Hobby

- * Writing, collecting things, building models, working on the car

VII. Listen to Relaxing, Non-Aggressive Music

- * Develop a “relaxation zone” by making and listening to recordings of some of your favorite music; Use of walkman, head phones, IPOD, etc.

Session 2:
No new handouts or
worksheets

Handouts and Worksheets: Session 3

Feelings List

small a's

Bothered
 Angry
 Irritated
 Resentful
 Annoyed
 Aggravated
 Offended
 Upset
 Dissatisfied
 Cross
 Put off
 Cranky
 Peeved

Large A's

Out of control
 Hate
 Ready to fight
 Pissed Off
 Boiling mad
 Furious
 Explosive
 Enraged
 Burned Up
 Violent
 Livid
 Irate
 Ticked off

O = Other Feelings

Shocked
 Uncomfortable
 Mixed feelings
 Frustrated
 Hurt
 Pressured
 Sad
 Worried
 Love
 Concerned
 Jealous
 Vulnerable
 Anxious

Ignored
 Disappointed
 Insecure
 Depressed
 Threatened
 Fearful
 Confused
 Disrespected
 Afraid
 Attacked
 Ashamed
 Overwhelmed
 Deflated
 Trapped

Video : “The Burning Bed”

A scene from this film is used to illustrate and practice identifying a’s and A’s. It is available on DVD and can be ordered online. The relevant clip starts at 15:15 and continues through 16:24.

Handouts and Worksheets: Session 4

Taking Time Out:

STOP-Return



ssss!

1. Read your anger **S**ignals



2. Decide to use a **T**ime Out



return

3. Tell **O**thers that you are taking a time out, *and when you will*



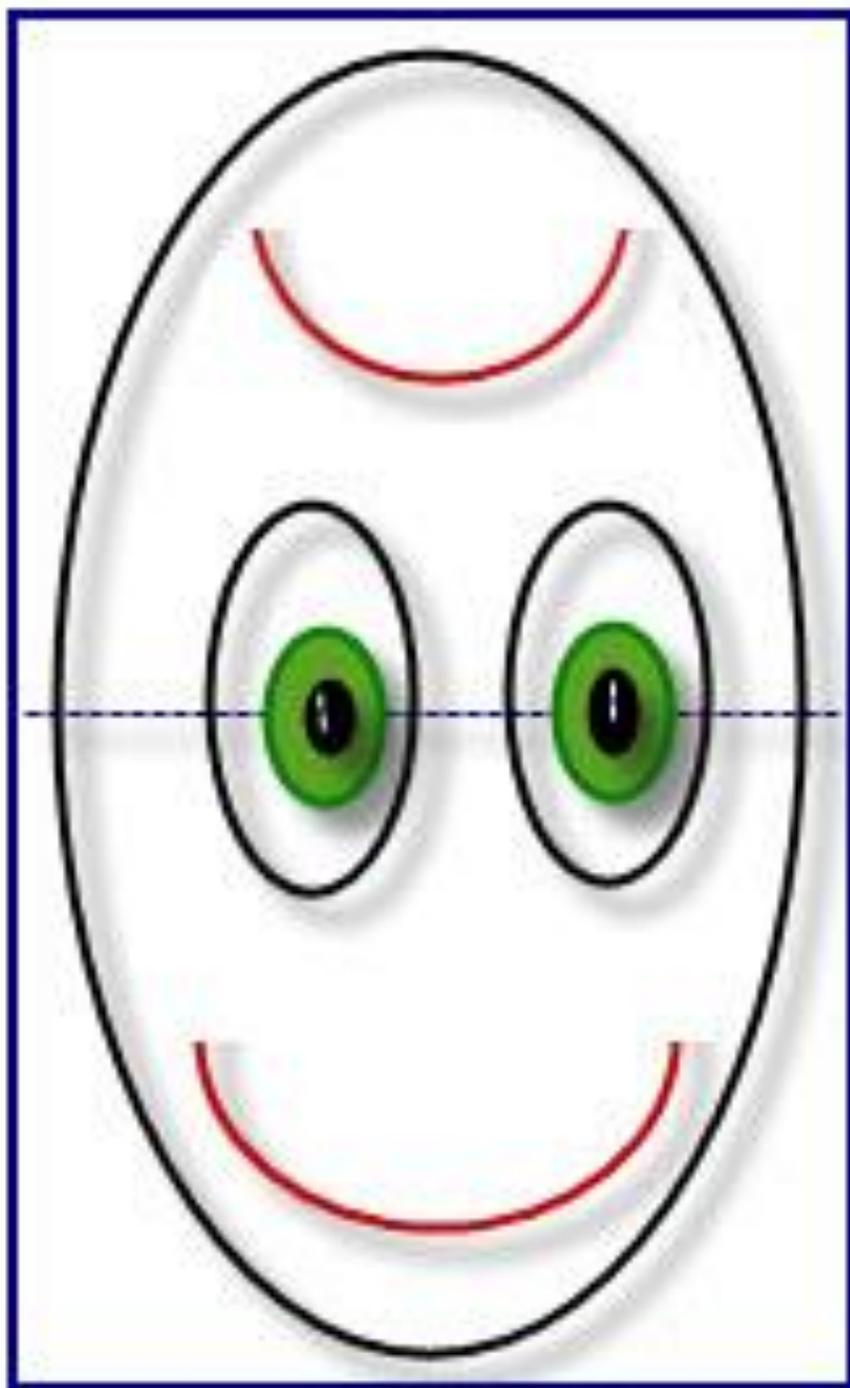
then

4. **P**LAN—do whatever calms you down and helps you think—
think about ways to make the situation better.



5. Always **R**eturn from Time Out as planned or promised.

Handouts and Worksheets: Session 5



Mirror Technique Worksheet 1

1. Negative: Don't forget to take out the garbage.

Positive:

2. Negative: Shut up!

Positive:

3. Negative: Don't play that stupid music so loud!

Positive:

4. Negative: Stop ignoring me.

Positive:

5. Negative: I've told you a thousand times I don't want you calling me at work.

Positive:

6. Negative: I can't stand it when you don't put the milk away.

Positive:

Mirror Technique Worksheet 1 Sample Answer Sheet

1. Negative: Don't forget to take out the garbage.
Positive: I would like you to remember to take out the garbage.

2. Negative: Shut up!
Positive: Can you give me some peace and quiet.

3. Negative: Don't play that stupid music so loud!
Positive: Would you please turn the volume down?

4. Negative: Stop ignoring me.
Positive: Please hear me out and listen to what I am saying.

5. Negative: I've told you a thousand times I don't want you calling me at work.
Positive: I would like to talk when I am at home rather than at work.

6. Negative: I can't stand it when you don't put the milk away.
Positive: Will you put the milk away please?

Mirror Technique Worksheet 2

1. Negative: Quit bossing me around!

Positive:

2. Negative: You know I can't stand onions on my salad!

Positive:

3. Negative: I'm sick and tired of picking up your dirty clothes!

Positive:

4. Negative: Stop criticizing me!

Positive:

5. Negative: I hate it when you interrupt me or cut me off.

Positive:

6. Negative: I can't stand it when you make me do things I don't want to do.

Positive:

Mirror Technique Worksheet 2 Sample Answer Sheet

1. Negative: Quit bossing me around!
Positive: I would like to choose for myself how I do things.
2. Negative: You know I can't stand onions on my salad!
Positive: What I would really like is a plain green salad.
3. Negative: I'm sick and tired of picking up your dirty clothes!
Positive: I appreciate it when you put your clothes in the hamper.
4. Negative: Stop criticizing me!
Positive: I want to have a more respectful conversation with you.
5. Negative: I hate it when you interrupt me or cut me off.
Positive: Please give me time to finish what I am saying.
6. Negative: I can't stand it when you make me do things I don't want to do.
Positive: I would appreciate having a "say" in the matter.

Handouts and Worksheets: Session 6



Active Listening

Active Listening has 3 parts. Here's how to do each one:

4. Listen attentively without interrupting

- Look interested! Turn toward the other person. Nod once in a while to show you are listening.
- Let the other person finish talking before you start.
- Really listen so you can remember what is said—you'll need this for part 2.

5. Restate as accurately as possible what the other person said

- Start out by saying:
 - “So you’re saying that....”
 - “What I heard you say was...”
 - “I think you just said that...”
- Then repeat what you heard as accurately as possible.
- This does not mean you have to agree with what they’re saying.
- You may need to ask them to repeat themselves or slow down to help you to be able to restate what you heard. That’s OK. Wait for a pause and say “Can you say that again... or Can you go more slowly so I can get it.”

6. Check to make sure you understand

- “I just want to make sure I understand. Did you say that....?”
- “I heard you say..... Is that what you meant?”
- Ask questions to clear up things you may not understand.
- This part of Active Listening also allows the other person to clear up misunderstandings.

Active Listening Do's and Don'ts

DON'T

- *interrupt*
- *argue*
- *try to change the other person's mind*
- *let your anger "leak out" through eye rolling, fidgeting, scowling, sighing, shaking your head... etc., etc.*
-
-
-

DO

- **concentrate on gathering the other person's thoughts, not your own**
- **wait for a natural pause before speaking**
- **ask the other person to write down the main points, if it will help you remember them**
-
-

**Significant Other
Assessment
(Between Session 6
and Session 7)**

SO Assessment for _____ Date _____
Respondent/ Relationship _____

The language below is just a guideline. In explaining the various anger self-management skills to the SO, use any lay language, explanation, or examples that seem to help the SO understand what you want to know.

As you know, _____ has had 6 out of 8 sessions of the Anger Self-Management program. At this point, we like to try to take stock of progress so we can focus the rest of the program on specific areas where people might need extra training or practice.

I'd like to ask you some questions about how you think _____ is doing with the program. I'll also be asking _____ to answer the same types of questions from his / her point of view.

Overall assessment

First, let me ask you how you think _____ is handling his / her anger overall. Let's use a 1-5 scale where 1 is "badly," 3 is "so-so" and 5 is "very well."

1	2	3	4	5
Badly		So-So		Very Well

Assessment of change

Next, can you tell me if you think the way _____ is handling his / her anger has changed since he / she started this program? Would you say it has *changed for the better*, *changed for the worse*, or *not really changed*?

(if changed for the better / worse) Would you say it's changed a little bit for the better (worse), or a lot for the better (worse)?

1	2	3	4	5
a lot worse	a little worse	not really changed	a little better	a lot better

Now let me ask you some questions about specific things you may have seen _____ practice or do to try to handle his / her anger differently.

For each skill, provide a lay explanation and ask if SO has noticed P using it. If no, skip to the next skill. If yes, continue by asking how well P is doing on it using the 1-5 scale, where 1- badly, 3 so-so, 5-very well.

- 1. Self-monitoring is where you read your cues and signals—to recognize more quickly that something is not right and you are getting angry. It is when someone “catches themselves” getting angry or even before they get angry.**

Have you noticed _____ using Self-Monitoring? ____ Yes ____ No (skip next question)

How well do you think _____ is doing with Self-Monitoring?

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to _____’s using this skill—things that prevent him/ her from using it?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



- 2. Using Your O’s is where you first recognize the Other Feelings that go along with anger, like feeling (select a couple of Os that are characteristic for P) _____, and then use that feeling to express yourself, rather than expressing anger. So maybe instead of blowing up or being sarcastic, _____ might say “I feel _____ when you say that.”**

Have you noticed _____ using O’s? ____ Yes ____ No (skip next question)

How well do you think _____ is doing with Using O’s?

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to ____'s using this skill—things that prevent him/ her from using it?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



3. **Time Out** is a step by step process that prevents things from escalating, and gives you time to cool off and decide out to deal with the situation. The steps are (*summarize S-T-O-P*). The last step of Time Out is Return, returning to deal with the situation.

Have you noticed _____ using the Time Out technique (some or all of the steps)? ____ Yes ____ No (*skip next question*)

How well do you think _____ is doing with Time Out? (1-5)

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to ____'s using Time Out or some of the steps—things that prevent him/ her from using them?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



4. **A Calming Strategy** is anything you do to calm yourself down or chill out when you are getting angry.

Have you noticed _____ using a Calming Strategy? ____ Yes ____ No
(*skip next question*)

How well do you think ____ is doing with using a Calming Strategy?

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to ____'s using this skill—things that prevent him/ her from using it?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



5. **The Mirror Technique** is where you talk or think in a positive way instead of a negative way. Using the Mirror Technique reverses a negative statement about what you don't want, turning it into a positive and assertive statement about what you do want. It's a way of choosing your words carefully, so that they are more positive.

Have you noticed _____ using the Mirror Technique? ____ Yes ____
No (skip next question)

How well do you think ____ is doing with the Mirror Technique?

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to ____'s using this skill—things that prevent him/ her from using it?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



6. **Active Listening** is where you listen attentively without interrupting, restate as accurately as possible what the other person has said, and check to make sure you understood. It means paying better attention to what others are saying, and trying to understand it even if you disagree.

Have you noticed _____ using Active Listening? ____ Yes ____ No
(skip next question)

How well do you think _____ is doing with Active Listening?

1	2	3	4	5
Badly		So-So		Very Well

Do you feel like there are obstacles to _____'s using this skill—things that prevent him/ her from using it?
What are they?

For any obstacles noted by SO, facilitate a discussion of some possible solutions to them. Note potential solutions below.



Now I am going to ask you 2 questions about _____'s adjustment to his/ her TBI. How would you say _____ is adjusting overall, using the 1-5 scale where 1 is “badly,” 3 is “so-so” and 5 is “very well.”

1	2	3	4	5
Badly		So-So		Very Well

Next, can you tell me if you think the way _____ is adjusting to his/ her TBI has changed since s/he started this program? Would you say it has *changed for the better, changed for the worse, or not really changed?*

(if changed for the better / worse) Would you say it's changed a little bit for the better (worse), or a lot for the better (worse)?

1	2	3	4	5
a lot worse	a little worse	not really changed	a little better	a lot better

Do you have any other comments that might help _____ work on handling his / her anger more effectively?

Handouts and Worksheets: Session 7



1
a lot
worse

2
a little
worse

3
not really
changed

4
a little
better

5
a lot
better

1
Never

2

3
Sometimes

4

5
Very Often

Anger Self-Management Training: Session 7 Quiz/Outside Practice

Name _____ Date _____

Circle or fill in the best answer.

1. Self-Monitoring of your anger cues will help you to
 - a. realize that you are angry more quickly
 - b. take steps to deal with your anger more effectively
 - c. see your anger as other people see it
 - d. all of the above

Where / when / with what people do you think you could self-monitor your anger cues better or more quickly?

2. "Using your O's" is when you
 - a. recognize the "other feelings" that can trigger, or go along with, anger
 - b. express yourself with those feelings, using "I" statements, instead of expressing yourself with anger
 - c. both of the above

Where or with whom could you "use your O's" better or more often?

3. Time Out is a step by step process that allows you to
 - a. prevent anger from getting worse
 - b. use Calming Strategies to cool down
 - c. let other people know that you will be back to deal with the situation
 - d. all of the above

In what situations could you use Time Out more effectively?

4. The Mirror Technique is where you take a **negative** statement about what you **don't** want, and flip it over into a _____ statement about what you _____ want.

When or with whom could you use the Mirror Technique better?

- 5.. Active Listening is where you
 - a. listen attentively without interrupting
 - b. restate as well as you can what the other person said
 - c. check to see whether you got it right
 - d. all of the above

When or with whom could you use Active Listening better?
