

EFFECTS OF AN AWARENESS OF ANGER
PROGRAM VERSUS A DIALECTICAL GROUP
IN THE MANAGEMENT OF ANGER IN
INSTITUTIONALIZED
ADOLESCENTS

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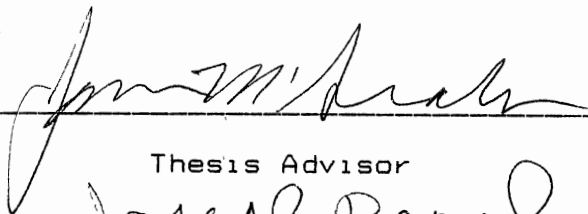
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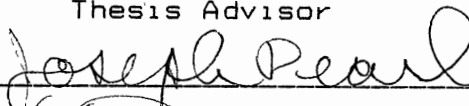
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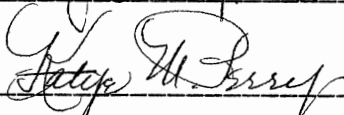
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CHAPTER I

INTRODUCTION

In western culture there has been a tendency for treating emotions with suspicion and contempt, as if emotions were alien or separate from the normal functioning human being. According to prominent transpersonal psychologists and mental health practitioners, Welwood (1983) and Van Kaam (1983), a dualistic attitude toward emotions, which sees them as something other than self, can lead to trying to get rid of them by acting them out or suppressing them. A human emotion for which this has certainly been the case is the emotion of anger.

Anger has been defined by Novaco (1975) as an affective stress reaction to provoking events. Anger involves both cognitive, physiological and behavioral components and can be seen as a natural part of the adaptive human response to danger. Yet, many psychological and physiological problems have some etiology in maladaptive responses of anger (Andersen, 1985). If not dealt with in a constructive manner, anger may also result in violence and aggression. In a society in which an average of 609 violent crimes per 100,000 people are committed each year (U.S census bureau, 1987), anger is a significant problem which merits extensive

research. On a clinical level, the inability to manage anger is one of the primary reasons individuals seek help (Deffenbacher, Stark, Hogg, and Brandon, 1987). Managing anger is a necessary psychological skill, both in terms of self-regulation of tension states and with respect to interpersonal interaction and relationships (Novaco, 1975).

Anger management can also be an important intervention in the psychological development of institutionalized adolescents who may have problems dealing with anger and aggression (Feindler and Ecton, 1986). Although there is a variety of prevalent adolescent behavior problems, anger management is a critical area for intervention. Juveniles account for 12% of the population of the U.S., but account for 39% of the arrests for the offenses of homicide, rape, robbery, aggravated assault, burglary, larceny, motor vehicle theft, and arson (Feindler, 1986). Incidents of anger or aggression may also interfere with the adolescent's functioning in school, in the home, or in the community at large and result in negative consequences for these social systems. Furthermore, the continuous experience of intense anger can be physically harmful to the adolescent in terms of psychosomatic problems which he or she may suffer as a consequence.

There are several theoretical positions that have been used as a basis for the treatment of maladaptive anger in adolescents. In the past, operant conditioning (Goldstein,

1983 reviews these approaches.) and social learning theory (Bandura, 1973) have been used in an effort to help adolescents manage their anger. More recently, cognitive-behavioral approaches, such as Stress Inoculation Training (SIT), Social Skills Training (SST), and Aggression Replacement Training (ART) have been used to train adolescents in anger-management skills, using a group format (Feindler, 1986, Goldstein and Glick, 1987, Sarson and Sarson, 1981).

A new and exciting theoretical approach to dealing with emotional problems comes from the merger of western and eastern practises in psychology called the transpersonal approach (Tart, 1975, Welwood, 1983, and Wilbur, 1980). This approach to dealing with psychological problems, such as anger, emphasizes viewing them in terms of heightening awareness of the emotions. Gestalt Therapy is another significant position which uses the concept of awareness in the treatment of anger in clients. However, similar to the Transpersonal approaches, little research has been done in terms of treatment programs for maladaptive anger in adolescents.

Statement of the problem

The purpose of this thesis is two-fold. The first objective is to design a structured group approach to anger management counseling for adolescents in an institution which focuses on awareness of anger as well as cognitive-behavioral intervention. The second objective is

to evaluate the effectiveness of this approach in reducing angry responses (cognitive) to provocations, and increasing competent management (behavior) of such provocations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Recent approaches to the management of anger in adolescents have focused on training in cognitive and/or behavioral skills, which the adolescent supposedly lacks. This review of literature looks at the research on these programs, but also looks into the literature on the management of anger using the approach of heightening awareness to this emotion. This approach can be considered to be more of a humanistic and transpersonal perspective.

Review of Literature

Social Skills Training

Social Skills Training (SST) is a recent approach to dealing with adolescent problems which proposes prosocial alternative responses for problematic situations and interaction (Lecory, 1982). The social skills deficit model of aggression postulates that aggressive behavior is a result of poor social skills that may render a person incapable of expressing anger appropriately (Feindler and Ecton, 1986). In SST, clients are taught assertiveness,

prosocial, and communication problem solving skills in the hope that the acquisition of these abilities will be effective in the management of anger in provoking situations (Goldstein and Glick, 1987).

Camp, Blom, Hebert, and Van Doornick (1977) conducted a program called "Think aloud" which consisted of six 30-minute group sessions (over a six week period) in impersonal, as well as interpersonal problem-solving games. They found improvements in teacher ratings of prosocial behavior, but no general improvement in teacher ratings of aggressive behavior. On the other hand, Robin (1981) found, in a controlled evaluation of a problem solving communication program, that SST is effective in ameliorating parent-adolescent conflict.

In general, a comprehensive review of research by Goldstein and Pentz (1984) on social skills training for anger management has shown positive outcomes for adolescent treatment groups. However, there is research that questions the generalizability of the effectiveness of these studies to settings other than the training sight. Baum, Reyna McGlone, and Ollendick (1986) have shown that SST, in four emotionally disturbed students enrolled in an adolescent day treatment program, did not generalize to the classroom. On the other hand, Lochman, Lampron, Gemmer, and Harris (1987) have shown SST, combined with other cognitive-behavioral treatments, to be effective in the classroom and at home for a group of aggressive boys. Lochman and colleagues' program

was an extensive one which consisted of 18 group therapy sessions of five children led by two cotherapists. The children ranged in age from 9 to 12 years and treatment occurred in a school setting.

Sarson and Sarson (1981) have shown that SST can be taught effectively to high school students using live models or using video-taped role-plays. Also, researchers (Linehan, Walker, Bronheim, Haynes, and Verzevoff, 1979) have shown that the structured group approach to teaching assertiveness skills is as effective as the individual therapy approach.

Stress Inoculation Training

The self control model of anger management postulates that it is an individual's lack of behavioral, cognitive, and self-management skills that results in the inability to control anger effectively (Feindler & Ecton, 1986). Stress Inoculation Training (SIT) is a cognitive-behavioral approach to self control during angering situations or provocations pioneered by Novaco (1975). SIT clients are trained in cognitive restructuring and attention-focusing strategies to replace dysfunctional expectations, and self talk. They are also trained in applied relaxation coping skills to reduce emotional and physiological arousal (Deffenbacher, Story, Stark, Hogg, and Brandon, 1987). Results from studies (Deffenbacher et al., 1987, Feindler et al., 1986; Moon & Eisler, 1987; Novaco, 1975) have shown SIT

to be somewhat effective for anger reduction in university students, adults, and aggressive adolescents. However, McMahon and Wells (1989) in a review of anger control training programs, concluded that the efficacy of these programs for adolescents has yet to be clearly demonstrated.

Aggression Replacement Training

Other important research and programming in the area of anger management, and significant to this review, is the Aggression Replacement Training (ART) used and evaluated by Goldstein and Glick (1987). This program combines SST and SIT with moral education in order to deal with anger in aggressive youth. This treatment has been shown to be effective in reducing incidents of an aggressive nature when tested on a sample of 60 adolescents in two juvenile correction facilities. However, evidence for generalization outside this setting has been limited to ratings by probation officers.

Although SST, SIT, and ART have been shown to be effective in group anger management for adolescents, the effectiveness of these programs has yet to be narrowed down to specific individual variables, such as length of program, number and characteristics of participants, assertiveness, relaxation ability, verbal ability or awareness. Furthermore, the generalizability of this training to settings other than the training site is questionable.

Awareness Training

Gestalt Therapy takes a phenomenological perspective of experience, hence, the major focus is on the "what" and "how" of behavior in the "here" and "now" (Perls, 1973). The goal and aim of Gestalt therapy is to get the client to focus on bringing the immediate processes of experience into greater clarity and increasing awareness (Simkin & Yontef, 1984). Awareness is defined by Gestalt therapists as being in touch with one's own existence which involves self-knowledge, direct knowing of the present situation, and how the self is in that situation. According to contemporary Gestalt practitioners (Simkin & Yontef), awareness is accompanied by owning, that is, the process of knowing that one has control over, choice of, and responsibility for one's own behavior.

In regard to treatment of anger, Gestalt therapists help the client to become aware of unexpressed anger as, what is termed, unfinished business. Anger then, to Gestaltists, is a statement of an unfinished situation, a manifestation of the tension generated when a person is frustrated in his/her attempts to satisfy his/her needs (Greenwald, 1978). However, the author of this investigation has not been able to find any research using the Gestalt concept of awareness in development of anger management programs. Therefore the purpose of this study is to develop a program in which the awareness of the provocations, feeling, thoughts, and consequences of anger are the most emphasized components.

Awareness is the ability to keep track of the content of one's consciousness (Ornstein, 1972). It is often expressed as the first cognition of a sensation in a chain of events that leads to the appraisal of a situation and subsequent action (Zinker, 1977). According to teachers in the study of awareness (Tulku, 1977), even though emotions are a crucial factor in our behavior, many of us are unaware of much of our feelings most of the time. Youth and children may have also learned that expressing certain emotions, i.e. anger, is unacceptable or too risky. According to Gestalt theory (Zinker, 1977), unexpressed feelings such as anger (unfinished business) may resurface as physical problems or in other negative acting out. Hence, there is a need to research awareness of anger more thoroughly.

Summary

To date, most of the structured group cognitive-behavioral approaches to anger management have concentrated on teaching coping skills, such as cognitive restructuring (Novaco, 1975); relaxation (Deffenbacher et al. 1987); and problem solving, assertiveness, and communication skills (Sarson, 1981) to clients receiving treatment. While this anger management program presented here will also include a cognitive-relaxation component and a negotiation (social skills) component, it will also emphasize, to a greater extent than previous programs

(Deffenbacher et al, and Feindler & Ecton), the development of awareness of anger.

Hypothesis

It is hypothesized that a group of adolescents receiving the proposed awareness of anger counseling program will not show a significant difference in reduction of the cognitive aspects of anger and/or increased effectiveness in managing overt provocations, than a treatment group that receives a dialectically structured counseling group.

CHAPTER III

METHODOLOGY

Subjects

The subjects for this study were 16 male adolescents residing in an institution which could be described as a boys' home in the midwestern region of the U.S. All the subjects were from dysfunctional homes and had trouble coping with everyday problems experienced by teenagers. The clients were in middle or high school, and their ages ranged from 12 to 18 years. The residents were assigned to the two separate houses based on available space. Many of these adolescents had been placed in the home by the state welfare system (Department of Human Services), due to having parents who could no longer, or no longer desired, to take care of them. Other residents had been referred to the home by the State court system due to having committed petty offenses. Many of the subjects had been physically and mentally abused in their families of origin, possibly contributing to their anger or aggression.

The institution is divided into two separate houses or homes a couple of miles from each other. One home was randomly selected to receive the anger management treatment program, while the other served as an alternative treatment

group. Each group was originally composed of eight group members, or residents. The houses rarely have activities together but many of the residents attended the same high school or middle school.

Instrumentation

The instrument used to measure cognitive responses to anger was the Novaco Provocation Inventory (NPI, Novaco 1975). According to Hersen and Bellack (1988), the NPI is an 80 item self report instrument which consists of a brief description of situations intended to provoke anger in the respondents. The respondents were required to record their intensity of anger by rating the situations for amount of anger aroused on an A (not at all) to E (very much) Likert type scale (see appendix C).

The purpose of the NPI is to record the range and intensity of angry responses across a wide range of situations, to serve as a guide for interview assessments, and to establish empirical information about the types of situations that are likely to provoke anger and the respondents proneness to provocation. The author used the questionnaire to quantify the program participants cognitive proneness to provocation. What follows is a summary of the measurements of reliability and validity as reported by Hensen and Bellack.

Reliability

Measures of internal consistency, when administered to clinical and non-clinical populations of a wide range yielded reliability coefficients of .83 to .95 across samples. Test-retest reliabilities with university students have ranged from .83 for a one month interval to .89, and a reliability coefficient of .99 for one week intervals. Correlations with the Buss-Durkee Hostility Inventory ranged from .41 to .48. Seven categories of provoking items were used to identify respondents; these categories were: behavior of others, humiliation and verbal assault, personal injustice, social injustice, frustration, personal clumsiness and physical assault. The evaluation of the responses resulted in a 94% rate of agreement between judges on the categorization of the items.

Validity

Validation studies on the inventory have found it to be significantly related to self-reported measures of anger (Hensen & Belleck, 1988). In addition, a research study by Selby (1984), revealed that a 25 item subset of the NPI was able to differentiate, with 90% accuracy, between violent and non-violent criminal offenders. According to Hensen and Belleck (1988), in terms of clinical uses, the NPI may be used as a dependent measure index for assessing pretest and posttest intervention changes in anger intensity.

Other Measurements

Reports of incidents in the boys homes were also used as pretest and posttest dependent measures. These incidents included rule violations which result in punishment and/ or expulsions from school, as used in prior studies (Feindler and Ecton, 1986). Finally, subjective ratings of the group experiences were given by the group facilitators and participants as a measure of the subjects changes in awareness to anger.

Design

The design for this research was a nonequivalent control group design. Two aspects of this study differed from the standard pretest/posttest control group design. First, it was a quasi-experiment (no randomized assignment of subjects by the author). However, assignment to the two houses was done in a more or less random fashion, i.e., residents were assigned to a house where there was available space. Second, an alternative treatment group was used in contrast to a control group. Randomized sampling of the residents of the two homes of the institution into the two experimental groups would have been inconvenient for the institution and the subjects involved, due to the fact that the boys of each home attended counseling groups in-residence at their particular house. On the other hand, this presented the opportunity to do a quasi-experiment in a natural setting, in which the

experimental groups were both given a pretest and posttest, but in which the alternative treatment group and the experimental group may not have pre-experimental sampling equivalence. This problem will be dealt with in the data analysis section of this study. This design is one of the most widely used experimental designs in educational research and is used in classrooms and other naturally assembled collectives (Cambell and Stanley, 1966).

Both groups also received weekly group sessions, hence, to initiate an anger management program in one house and not the other would have created a novelty effect in the institution (i.e. awareness that one group was receiving something that the other was not). However, to counter this problem, instead of using a control group, an alternative group was used. This involved giving the house which did not receive the anger-management treatment a group treatment which did not emphasize the management of anger (Borg, 1984). The treatments were assigned to each group.

Both the alternative and the treatment group were examined for pre-treatment differences using the NPI as a pre-test. Also, an estimate of the number of incidents related to anger or aggression that took place in the institution, for each group over a four week period prior to the pretest were aslo taken. The groups were assessed again, using the NPI and number of incidents of anger or aggression, after the treatments had been given. A subjective analysis of each participant's experience was

also recorded to give the experimenter some data on the awareness component of the study.

Procedures

The awareness of anger group counseling program for anger-management training was assigned to one of the houses in the institution. The other house was then assigned the alternative treatment which consisted of group counseling as usual (dialectic problem solving group). The residents were given the NPI pretest (1/16/90 to 1/17/90). Most of the eight members in each group grumbled about having to take the test, but they completed it, none the less. The reason for reluctance seemed to be that it reminded them of tests or examinations at school. One member in the anger awareness group and two in the alternative treatment group were particularly resistant to responding to the questionnaire. They did comply finally but their results were disregarded as invalid by the author due to their negative attitude towards the task. Specifically, these particular residents seemed to go through the test indicating the same response to all the questions. Pretest incident observations were also recorded starting from four working weeks prior to the start of the program.

The anger awareness program and dialectic group were completed in eight weekly group sessions that lasted from 1/24/90 to 3/21/90. All treatments were conducted by the author and a co-facilitator and lasted about 50 minutes each. The program was divided into two components: an awareness of anger component and a coping skills component. The first five groups were started with relaxation sessions.

The facilitators alternated between breathing techniques and muscle relaxation techniques. An example of the breathing and muscle relaxation techniques are given in Appendix B

What follows is a summary of each group in the anger management program followed by a brief outline of what was done.

Week # 1

Seven members were present. The group started with residents confronting each other about horse-playing and name calling behavior. After this issue was resolved to a certain extent, the facilitators conducted a brief relaxation exercise (see Appendix B exercise # 1). Half of the residents in the group took the exercise seriously. After the exercise, the group was asked for feedback on the experience. They were first asked to state any similarities and differences between their physical experience prior to the exercise and then, after the exercise. Next, the residents were asked to disclose their personal experiences of their physical states prior to an outburst of anger (i.e. "how do you feel just before you get mad?") and compare this to their feelings prior to, and after the relaxation exercise. They were also asked to remember what lead up to them getting mad or angry in their daily lives. The residents seemed to have difficulty in distinguishing between feelings and sensations leading up to the anger and the angry outburst itself. However, distinctions were made

between feelings, thoughts and actions by the facilitators. The facilitators then acted out a role play to demonstrate events prior to getting angry.

Role- Play:

T and C were the first letters in group members names.

T: Hey! You are sitting in my chair!!

C: No I am not. This chair does not have your name on it.

T: You always sit in my chair! What is your problem any way. You better get up!

C: For the last time this is not your chair and I am not getting up.

T: (Pointing finger into C's face you) You! better! get up!

C: C stands up clenching fists.

Residents were asked: what happend?

Who was angry?

Who provoked whom?

As homework residents were then asked to observe what happens to them just before they get angry outside the group.

Group session one followed this outline:

I. Relaxation technique.

II. Discussion: Introduction to anger management.

Questions based on what happens before provocation to anger:

A. What are the circumstances that lead to anger for you?

B. What are the thoughts that go through your mind

before you get angry?

- C. How do you feel just before you get angry?
 - D. What was your day generally like up to that point, that is, just before you got angry?
- III. Role-play featuring events leading up to provocation.
- IV. Homework: "Observe what happens before you get angry for next week's group."

The second group session addressed what happens during the emotion of anger. The clients were encouraged to discuss what thoughts and feelings they experienced when they were angry. The social implications of angry behavior were also discussed by distinguishing between constructive and destructive anger and aggression (Rokach, 1987). Role plays were used to emphasize these points and homework was given in order to help the residents to become more aware of their reactions during angry outbursts.

Week # 2

Seven group members were present. Group started with the residents bringing up issues of concern to them. One member of the group in particular was singled out for confrontation by the group. Two members confronted the individual in question in what turned out to be a hostile manner. The group member became quite angry and left the group as a consequence. While one of the facilitators went to check that the member who left was in no danger to

himself, the rest of the group engaged in a relaxation exercise. The exercise was conducted by the other group facilitator (see exercise # 2 Appendix B).

After the exercise the residents were asked if they could feel or sense any noticeable difference in their physical or mental status from before the exercise. All of the group members were able to observe some difference. The group members were then asked to describe incidents that they had during the week that involved angry outbursts. As the residents summed up their experiences they were asked if they thought their angry outburst were constructive or destructive. Constructive anger was explained as being out-burst of anger in which the individual expressing the anger was able to do so in a way which did not hurt himself, others, or damage property. Destructive anger was explained as being outburst which hurt one's self, others, or in which property was damaged. The group was then asked by a facilitator to give examples of ways to deal with anger. All the examples given were of incidents involving destructive anger. The group was then asked to elicit examples of constructive ways of dealing with anger. After examples were given, a role-play demonstrating first, a destructive angry outbursts and then, a constructive angry outburst was executed.

Role-play:

J and T were group members.

Destructive anger

J: (T steps on J's foot.) Hey!

T: Whats your problem? (Sneering)

J: You just stepped on my foot!

T: No I did not you must have some problem.

J: (Puffs up in a rage, picks up a couch and starts to bang his head against it).

Constructive anger

Similar role-play except that T has his foot stepped on and J reacts in a similar manner. T expresses his anger by going home, taking out his guitar and playing it.

For home work the group members were told to pay attention to how they expressed their anger.

Group Session two followed this outline:

- I. Relaxation technique.
- II. Discussion: What happens during an angry outburst?
 Questions based on what happens during an angry outburst:
 - A. What do you usually say and do?
 - B. How does it feel?
 - C. Does anger do any good? (difference between constructive and destructive anger)
- III. Role-play depicting constructive and destructive anger.
- IV. Homework: Record what happens after you get angry for next week's group.

Group session three concentrated on behavior after the incidence of anger or aggression. The questions that were addressed in this section of the program were: What were the thoughts that ran through your mind? How did it feel afterward (guilt, shame, fear, pride, etc.)? The group members were then encouraged to look at the social consequences of anger or aggression and evaluate the costs and benefits of this behavior. Homework consisted of the clients looking for possible alternatives. The second part of the program was the introduction of coping skills for dealing with provocation. The two alternatives that were suggested and demonstrated via the group counseling sessions were relaxation and negotiation.

Week # 3

Eight group members were present. The group started with the members confronting each other about various issues concerning living at the ranch. The facilitators made an effort to make the confrontations effective and not destructive or demeaning to the individual being confronted. The facilitators then reviewed with the group members the meanings of constructive and destructive anger by asking the members to define each of these terms.

A relaxation exercise was then conducted (Exersize # 3 Appendix B) with the intention of getting the group members to become aware of the difference between being relaxed and tense. It was explained after the exercise that awareness

of this difference would enable the residents to be forewarned of their pending anger, in order to choose a less destructive and more constructive expression of their emotions.

The members were then elicited for examples of what happened after their angry outbursts during the week. The questions: "what were your feelings after the outburst?" "what were the consequences of the anger for you?" and "did it get you what you wanted?" were asked of a group member who had a very relevant example. The homework given to the group members for this week was to look for alternatives to destructive anger.

Group session three followed this outline:

I. Relaxation technique.

II. Discussion: What happens after an outburst of anger?

Questions:

A. What were the thoughts that ran through your mind after the outburst?

B. What were your feelings after the outburst?

C. What are the consequences of anger for you?

(what does it cost you, what are the benefits for you?)

III. Homework: Look for alternatives to anger.

Group session four comprised of an introduction to an assertiveness/negotiation game called "Haircut". Haircut, developed by Yetta Bernhard (1975) is a structured way of

communicating in which an individual can confront someone who has provoked anger or hurt in them. The confrontation must be about a specific and current happening. The negotiation starts with a request from the angry person, "May I give you a haircut?" The receiver of the request (the provoker) has the right of accepting or denying the request. If the request is accepted, the person receiving the "Haircut" has the right of setting a time limitation on the Haircut.

After having accepted the request of the angered party, the individual receiving the Haircut is obliged to listen without defense for the contracted time. If the individual receiving the Haircut concedes to the "sin", that is owns up to causing the other anger or hurt he/she is placed in the "dog house," the dog house being feeling remorse for his/her actions. He/she can seek release from being in the "dog house" by asking for a "dog house release." A dog house release is some good the offender can do to make up for the wrong done to the person giving the Haircut.

If the individual receiving the Haircut does not concede to the "sin," that is, they do not believe they did any wrong, then a carefull listening to the other's view may clear the air, or a time limit can be set in which to discuss the issue further if necessary. When permission for a Haircut is denied, an alternative anger release must be sought by the angered party.

The group members first watched models act-out the negotiation technique in provoking situations and then rehearse the behavior using role-plays. The homework given was to spot incidents of provocation and to use assertiveness skills of negotiation (haircut) to intervene in such circumstances.

Week # 4

Eight group members were present. Group started off with a review of the purpose of the relaxation exercises the residents had been performing. The purpose, as given by the facilitators, was that the exercise would give the group members practise in determining the difference between when they were tense and when they were relaxed. This in turn would make them more aware of their responses before an angry outburst and give them the choice of choosing an alternative to destructive expression of their anger. The group was then guided, by one of the facilitators, in the relaxation exercise that was given the previous week (Exercise # 3 Appendix B). After the exercise the group was asked how the exercise made them feel. The group members were then asked if they had found any alternatives to anger (last week's homework). Some alternatives were discussed. Examples given were both destructive and constructive. Examples of alternatives given were "punching someone out", lifting weights, time-out, the relaxation exercise practise in group. The facilitators introduced negotiation using

appropriate communication skills (assertiveness) as a way to deal with one's anger in a constructive manner.

"Haircut" was then explained to the group as an example of assertive negotiation. A role-play demonstrating "Haircut" was then displayed by the group facilitators.

The role-play was first displayed without the game terminology and then a second time with the appropriate terminology.

Role-play:

C and T were group members.

T: I need to give you a "Haircut".

C: Okay. What is the problem?

T: I do not like you calling me names behind my back. Today I heard you called me a potato head. I am starting to get sick of it.

C: Well yes, I guess I have been going that.

T: Well, like I said, I am getting sick of it and it also starting to make me mad.

C: I guess I have been nasty to you. How can I get out of the "doghouse"?

T: If you agree to stop calling me names and agree to do my chores tomorrow, I will let you out of the "doghouse".

C: Okay I agree to stop calling you names behind your back, but what is your chore tomorrow?

T: Sweeping the path that leads to the yard.

C: Okay, I can do that.

After the role-play the group members tried to settle issues they had with each other using the "Haircut" technique. Homework given to the group members for this week was to try practising the Haircut technique outside group.

Week four followed this outline:

- I. Relaxation technique.
- II. Discussion: Introduction to an assertiveness/negotiation game called "Haircut".
 - A. Explanation of how to play game.
- III. Demonstration of game; facilitators role-play "haircut" technique.
- IV. Behavioral rehearsal by group members of "haircut" technique.
- V. Homework: Try to practice "haircut" technique outside of group.

The fifth group session consisted of a discussion of homework and further role-plays and modeling of assertiveness and negotiation. Clients were encouraged to distinguish between stresses or provocations that could be changed and those that could not (Diodato, Pancoast, and Frey, 1987). The homework for that week emphasized becoming aware of the advantages as well as the limitations that assertiveness and negotiation have in dealing with conflict.

Week # 5

Eight group members were present. Group started out with members being guided thru relaxation exercise # 3 (parts one, two and three, Appendix B). The members were then asked if they used the "Haircut" technique to solve interpersonal conflicts. The answer was negative (i.e they had not). It was then impressed upon the group members that this technique could be valuable in settling conflicts without coming to blows or argument. Group then proceeded with group members practising Haircut by confronting each other over issues that had been causing conflict during the week. After a few attempts were made it was brought to the attention of the group members that they could negotiate assertively with out using the specific terminology of Haircut. A role play was demonstrated between the

Role-play:

T and V were group members

T: I have something I need to talk to you about.

V: Okay, what is it.

T: I am getting upset about the way you are leaving your side of the room. I keep on falling over stuff when I try to get around the room.

V: I guess you are right. What would you like me to do to make it better?

T: If you could at least start picking your books and school stuff off of the floor I would be happy.

V: I can do that, no problem.

The group members were asked to use Haircut or negotiate assertively during the coming week when they found themselves in positions of interpersonal conflict.

Session five followed this outline:

- I. Relaxation technique.
- II. Discussion of attempts at negotiation techniques (Haircut).
Questions:
 - A. What were the drawbacks and problems of using the Haircut game?
 - B. When does Haircut not work?
 - C. When does Haircut work?
- III. Further rehearsal and role-plays of "Haircut".
- IV. Homework: Continue practice of haircut negotiation technique, while observing times when it works well and times that it does not.

Group session six: After discussing the limitations of social skills such as assertiveness and negotiation, time-out and relaxation alternatives were discussed in group. After the discussion, a breathing relaxation technique was practiced by all the group members. Homework involved utilizing this relaxation skill outside the group setting.

Week # 6

Eight group members were present. Group started off this week with a review of last week's home work; the residents were asked to relate experiences of when Haircut or assertive negotiation did not work or was not appropriate and examples of when this technique was effective. No examples of the use of Haircut during the past were given, but the group members did proceed to solve issues with one another by using the technique. The facilitator then gave a pertinent example of when Haircut was not appropriate and negotiation could not be used (Being angry at one's self). The group was then asked for alternative ways of dealing with provocation if negotiation could not be used. Examples elicited were skating, basket-ball, chopping wood, and the relaxation techniques learned in group. The group was asked if they had practised the relaxation techniques out of group. One of the group members answered in the affirmative. The group members then participated in a breathing exercise (Relaxation exercise # 4). The group was then asked to pay attention to angry feelings and if possible utilize the relaxation, and the negotiation techniques learned in group

Session six will follow this outline:

- I. Discussion on the uses of negotiation and assertiveness in dealing with provocation.

Question: When haircut does not work what can be done?

- II. Introduction of relaxation and time out techniques.
Demonstration of breathing relaxation technique.
- III. Homework: Utilize this relaxation skill outside group.

Group session seven was a discussion of the last week's homework and a group practice of a relaxation technique. The homework for this week consisted of the group members finding their own alternative to getting upset in provoking situations.

Week # 7

Eight group members were present. The group started off with the resident's talking about their recently concluded spring break home visit. This discussion was used as an opportunity to talk about how the clients dealt with conflict and provocation over their home visit, and whether or not they were able to use the skills learned in group to defuse the situation. The majority of the residents had experienced some type of conflict, but few reported using the techniques learned in the anger management program. The alternative approaches used to deal with the conflict or provocation over the vacation were compared to each other and the techniques learned in group. At the close of this discussion the group members participated in a relaxation exercise which was presented by the facilitator.

Session seven followed this outline:

- I. Discussion of last week's homework.

Questions:

- A. Was the relaxation technique easy to use?
 - B. Did the relaxation techniques help prevent angry confrontations?
 - C. When were the relaxation techniques not useful?
- II. Demonstration and practice of passive muscle relaxation technique.
- III. Homework: Find your own alternatives to getting upset in provoking situations.

Session eight was a wrap-up session in which other ways of dealing with anger was explored and clients were asked to evaluate the usefulness of the program for themselves. They were asked whether or not they have been able to use the awareness and skills taught in the program to better cope with anger.

Week # 8

Eight group members were present. This final group started off with the facilitator asking the residents if they had been using the "Haircut" and relaxation techniques learned in group, and if so, how these were working. Three members answered in the affirmative, and also indicated that the techniques had helped diffuse potential angry outbursts. The group was then asked to elicit other ways of dealing with potentially explosive situations. All eight members of the group were able to give valid alternatives to getting into conflict with someone else.

As a review of the past anger management groups a hand-out with examples of self-statements for dealing with anger (Novaco, see Appendix D) was issued to each participant of the group.

The group members took turns reading this information while the facilitators aided interpretation of the statements by giving examples. The first section of the hand-out concerned self-statements one could use before conflict occurred. At this point the facilitators recounted the various feelings and sensations the group members described as precursors to anger. The next section of the hand-out involved self-statements that one could use during angry confrontations or outbursts. This point was used by the facilitators to recount the indicators to an awareness of one's anger at this point (i.e shouting, talking and breathing in an hurried manner, arguing e.t.c). The final section of the handout concerned self-statements one could use in the event of constructive or destructive management of ones anger in provoking situations. This concluded the program.

The outline for session eight was as follows:

I. Revision and wrap-up session.

Questions:

- A. Does "haircut" help you deal with angry situations?--review.
- B. Does relaxation help you deal with angry situations?--review of both techniques.

- C. Does being aware of what happens before angry outbursts help you prevent them?
 - D. Does understanding what it means to be angry help you?
 - E. Does thinking about the consequences of being angry help you prevent it?
- II. Discussion: What other techniques can be used to deal with anger effectively?
- III. Discussion: Wrap-up--Questions about dealing with anger.

The group that did not receive the anger management program (Alternative treatment group) participated in a dialectical structured counseling group. This group was conducted by the same facilitators that conducted the anger management program. However, the emphasis of the group was on the group members' immediate concerns. The goal of the group was to get the participants to communicate with each other assertively about current issues and problems they may be having as residents of the ranch, students, or family members. This alternative treatment started, and lasted for approximately the same time as the awareness of anger group. Members of both groups also received individual counseling during the study duration.

The week following the programs conclusion the posttest questionnaires (NPI) were given to both the anger awareness group and the alternative group. Extreme resistance from two members in the alternative treatment dialectic group who

shortly after left the institution narrowed down valid responses for this group to four individuals who had also been pretested.

Posttest administration of the NPI awareness of anger experimental group went smoothly and left seven valid pre- and posttest participants. Posttest observations of incidents involving the residents were also taken four weeks after the programs conclusion.

CHAPTER IV

ANALYSIS OF DATA

Introduction

It was hypothesized that the group of adolescents receiving the awareness of anger counseling program will: 1) not show a significant difference in reduction of angry responses (cognitive) and/or 2) increased effectiveness in managing provocations (actual behavior exhibited), than a treatment that receives a dialectically structured counseling group.

Two types of dependent measures were taken for the evaluation of this study, two objective measures and a subjective measure. The first objective measure consisted of each group's NPI scores. This measure was used to evaluate part one of the hypothesis; i.e whether or not there was a significant difference in reduction of angry responses after the treatment period. The mean of each group's total score on the NPI was taken prior to (pretest means), and after the completion of the treatments (posttest means).

For an evaluation of the treatments effects, an analysis of gain scores was used to determine if the difference between NPI test scores for the experimental and

alternative groups were significant. This procedure utilizes a T-test for independent samples at the pretest to see if there is a significant difference in the experimental and alternative treatment means. If there is no significant difference in NPI score means at the beginning of the experiment, then another T-test for independent samples can be executed on the post-test means of both groups to see if there has been a significant gain of scores by one of the groups. If, on the other hand, there is a difference in the experimental and alternative group means at the pre-test, then a analysis of variance would be used to determine whether or not there are significant differences in the pre- and posttest means of both groups.

The second objective dependent measure consisted of comparisons of anger and aggression that result in punishments (i.e., restrictions, suspension from school, lost privileges) as recorded by staff, before the treatment and after the treatment. This measure was used to evaluate part two of the hypothesis: whether or not the participants of the group showed any significant difference in the management of provoking situations in their lives.

The subjective measure consisted of ratings of the effects of the treatment by the participants. This measurement was used to supplement the findings of the objective measurements and evaluation of the awareness component of the study.

Results

Examination of the pretest means of the NPI scores using a t-test for independent samples indicated that the groups were essentially the same at the beginning of the study, i.e., no significant difference [$t(9)=0.445$,] (see Table I). The relatively small sample size in the dialectic group was due to mortality and noncompliance in filling out the anger management questionnaire (NPI).

TABLE I

MEANS, STANDARD DEVIATIONS AND T-SCORE FOR PRETEST ON THE NPI FOR THE AWARENESS OF ANGER AND DIALECTIC COUNSELING GROUPS

Pretest	Groups		T	Level of significance
	Awareness of anger	Dialectic		
N	7	4		
Mean	233	216	0.445	NS
SD	46.9	82.2		

A t-test for independent samples was then used to evaluate the difference in post-test scores for both groups. The results for this procedure also indicated that there was no significant difference between NPI means for the participants

in the awareness of anger group when compared to those in the dialectic group at the end of the eight week period [$t(9)=-1.13,$] (See Table II).

TABLE II

MEANS, STANDARD DEVIATIONS AND T-SCORE FOR POSTTEST ON THE NPI FOR THE AWARENESS OF ANGER AND DIALECTIC COUNSELING GROUPS

Posttest	Groups		T	Level of significance
	Awareness of anger	Dialectic		
N	7	4		
Mean	217.3	259.5	-1.13	NS
SD	46.9	67.4		

The second objective dependent measure consisted of observations of staff and school imposed restrictions, suspensions, and lost privileges that the group participants had served. To evaluate the effectiveness of the anger awareness versus the dialectic counseling group, in terms of behavioral management of anger, observations of incidents were recorded for a four week period prior to the pretest and a four week period after the posttest. The incident observations were recorded by the author by utilizing staff incident reports for that period. A Chi-square (X^2) was

executed on the data to determine if there was a relationship between the frequency of incidents prior to and after the treatment and the type of treatment given to the participants. The results of the Chi-square indicated that there was no relationship between frequency of incidents and type of treatment administered. [$\chi^2(1) = 0.311$] not significant. (see Table III).

TABLE III

OBSERVED AND EXPECTED FREQUENCIES AND CHI-SQUARE VALUE FOR INCIDENTS FOUR WEEKS PRIOR TO THE PRETEST AND FOUR WEEKS AFTER THE POSTTEST FOR THE ANGER AWARENESS AND DIALECTIC COUNSELING GROUPS

Frequencies	Groups		Chi-Square (χ^2)
	Awareness of anger	Dialectic	
Pretest			
Observed	7	10	
Expected	7.878	9.122	
Posttest			
Observed	12	12	$\chi^2 = 0.311$ NS
Expected	11.122	12.878	

The subjective measures for this study were of two types groups participant's opinions and those of the facilitators of which the author is a member. Most, if not

all, the participants in the dialectic treatment group expressed boredom and dislike for their experience in group. Much of this dislike was evident in their refusal and non-compliance in filling out questionnaires for the study (NPI). They felt that the group experience offered nothing to them. Perhaps as a result of these feelings both group facilitators found this particular group of adolescents to be resistant, uncooperative, and disruptive to the group process.

On the other hand, members of the awareness of anger group expressed some satisfaction about what was presented in the eight week program. Three members especially enjoyed the relaxation aspect of the program and voted to extend the exercises beyond the conclusion of the program as a regular part of group counseling. Both facilitators received more cooperation from this group in filling out the NPI than the Dialectic group as evidenced by the sample numbers. In addition to this, the awareness of anger group seemed to the facilitators to be generally less resistive and disruptive to the group process than the Dialectic group.

Four of the members of the awareness of anger program disclosed actual incidents in which the skills that they had learned in the program were useful in diffusing potentially aggressive confrontations.

Summary

In summary the results indicated that there was no significant difference between the participants of the anger awareness group and the dialectic group in terms of cognitive responses to anger in provoking situations and actual behavioral management of self in such situations. Group members in the awareness of anger program expressed some satisfaction with the eight sessions and disclosed incidents that indicated that they were able to generalize the skills learned in the program to other settings. This was not so with the dialectic group who found the loosely structured eight weeks boring and who tended to be uncooperative and resistant.

CHAPTER V

DISCUSSION

Summary

Various cognitive-behavioral approaches to managing anger have been used in the past to try to help adolescents in treatment facilities. Among these approaches are stress inoculation, social skills, and aggression replacement training (SIT, SST, and ART, respectively). Heightening awareness is a concept in both Transpersonal and Humanistic psychology that has also been used to conceptualize dealing with emotional problems such as anger. However, very little has been done in incorporating this approach into anger management programs.

This particular study endeavored to incorporate cognitive-behavioral, as well as awareness components to dealing with anger, into a single program. The awareness component of the treatment consisted of identifying, talking about, and role playing in the physical, mental, and situational signals before, during, and after an angry outburst. The cognitive behavioral aspect of the program explored the cognitive behavior that takes place before, during, and after angry outbursts, in addition to, self-talk and assertiveness skills one might use to deal with such

situations more constructively. The behavioral aspect of the program focused on teaching the residents skills that they might use when anticipating or confronting such situations, relaxation techniques for example.

The anger awareness program consisted of eight, weekly, 50-minute counseling sessions conducted in one of the two separate residential facilities (Houses) in the institution. The other house received an alternative treatment which consisted of a dialectic style group. Each group started off with eight residents who were adolescent boys aged between 13 to 18.

For evaluation of the program's affect two objective dependant measures were used, as well as one subjective evaluation. An anger inventory (NPI) and a count of observed incidents concerning acting out were recorded at the pretest and posttest periods for the objective (quantitative) measures. The participant's and facilitator's subjective (qualitative) experience during the treatments were also taken into consideration as evaluation. Data analysis consisted of gain of scores for the NPI and Chi-square for the count of incidents. Both measures indicated no significant difference between the anger awareness and dialectic structured groups. However, the qualitative data showed that the participants in the awareness of anger program showed much more satisfaction for the group experience and expressed greater awareness toward their anger

Conclusions

In approaching conclusions for this study I will first state the possible limitations and threats to the validity of this research and, in light of this, discuss the results given by the dependant measures.

Sampling

1. The sampling procedure for this study was a possible threat to its validity. The participants were not randomly selected by the experimenter, hence, there was a chance that one group may be affected by maturation while the other was not or, in general terms, the groups may have been different in some way to begin with.

2. The small sampling size was definately a limitation to this study such that the loss of a few members of a group could have significantly changed the results on the dependant measures.

Testing

3. The testing procedure may have been threat to the validity of this study, as with any pre-test post-test the participants may remember the questions.

Reactive arrangements

4. Interaction among residents of the different houses may have affected the validity of the study. Residents may

have discussed "group" while at school, which may have contaminated the results.

Interaction of selection and experimentation

5. The generalizeability of the results of the program is also a limitation to this study since the residents are all male, of a special population, reside in the mid-west of the United States, and may not be typical of all adolescents in institutions. The population with which this type of study deals (angry adolescents) is an extremely difficult one to do any type of research with, or testing on due to their habitual defiance and uncooperativeness.

Experimenter bias

6. Experimental bias could be a threat to the internal validity of the study, as the author facilitated both groups and may have unintentionally put extra effort into one of the groups and not the other. Also the facilitators' competence in delivering the treatments may have been an important factor in determining the results of this study.

Time

7. The duration of this program was another limitation. Further sessions would have gone a long way in providing better understanding of the program's content.

In discussing and coming to conclusions about the results of this study one can take into consideration

the two main objectives of the study. Which were: 1) to design an anger management program for adolescents in an institution which consisted of cognitive-behavioral techniques to anger management, as well as the use of awareness of anger techniques; and 2) to evaluate this program's effectiveness. The program has been designed and completed. To evaluate the treatment one can divide the program into its three basic components (cognitive, behavioral, and awareness of anger), and each component's results.

The NPI scores were the measures that were used to evaluate the cognitive aspect of the participants' movement in anger management (what has been termed the participant's response to provoking situations). The results indicate that there was no significant difference in decrease of scores in the anger awareness group as compared to the dialectical group. Even though the results show substantial decrease by the anger management group, these changes were not large enough to be significant. Previous studies have shown anger management programs to make significant gains in reducing angry responses in subjects (Deffenbacher et al., 1987; Feindler et al., 1986; Goldstein and Glick, 1987; Moon and Eisler, 1987; Novaco, 1975). The question then remains why did the participants in this study's anger management group not show significant gains in the reduction of anger. Apart from the possible threats to validity and limitations of the study given prior, one must also take

into consideration the participants motivation to learn the particular skills that the awareness of anger group presented. Most of the participants of the group were in the institution for, among other reasons, their lack of scholastic motivation. It is plausible to hypothesize that lack of motivation to learn in school may generalize to such activities as group counseling.

Incidents in the institution and at school were used to evaluate the behavioral component of the program (what affect the program had on the participants management of provocation). The results indicated that there was no significant difference in reduction of the number of incidents in the awareness of anger group when compared to the alternative treatment group. Again there was a substantial decrease in incidents in the group that received the program but not enough to be statistically significant. As with the cognitive measure, one can point to the participants' motivation, as well as the previously mentioned limitations and threats to validity as factors in not rejecting the null hypothesis. In addition to this, there is the possibility that the participants had not learned to generalize the skills learned in the program to settings other than the group, hence were not able to deal with provocation much more effectively.

In the absence of better methods of measuring the participants' awareness of anger, analysis of subjective

observations were used to evaluate the change in the awareness of anger that the participants might have undergone. The numerous examples, descriptions, and accounts of experiences in anger that were generated in the awareness of anger group attest to the fact that the awareness of anger group may have become more familiar with their emotional states of anger than the alternative group, which did not have such a focus.

In conclusion, it is possible to change institution-alized adolescents awareness to anger as this study demonstrates, and change also their cognitive and behavioral orientation to anger for the better, as previous studies have shown (Feindler et al.,1987). However, as this study also shows, there are multiples of variables that need to be taken into consideration to replicate programs that show positive gains in the cognition and behavior as regards management of anger in this particularly difficult group.

Recommendations

In light of this study the following recommendations are presented for further research in this area.

1. Institutions in which larger samples are available than was the case for this study would be more convenient (will give more power) in terms of statistical evaluation, and could reduce such internal threats to validity as mortality and maturation.

2. A population that can be randomly selected would also be of benefit in the design of further research in this area.

3. Also, selecting different populations than those used for this study may afford better results and also afford further generalizability of the positive outcomes of this study. Adults, for example may respond better to practising awareness of anger exercises and in doing homework assignments involving behavioral or cognitive rehearsal.

4. If done with a similar population, motivational factors may be taken into further consideration than was the case in this study. Such motivation factors as rewards for completed assignments and consequences for uncooperative and disruptive behavior may be considered. Peer norms and learning styles are other motivational factors that may be taken into consideration when undertaking a study such as this.

5. Extending the program beyond eight weeks, with additional programming is also an additional option that may make a difference in this type of research.

6. Involving or training family members for participants that are at home, and staff members for participants in institutions, as well as school staff, may help in a better delivery of the program components. This may also help in generalizing to settings other than that in which the program is conducted. In addition to this the anger management approach to dealing with anger can be used in conjunction

with family based treatments to give a more holistic approach to this problem.

7. A more direct and objective measure of awareness of anger might also be in order for future reseach. Perhaps a physiological measure such as is provided by biofeedback instruments.

8. Finally, a personal recommendation would be for future research to put a greater emphasis on teaching about anger and less methods for controlling anger, so as to encourage befriending and embracing anger rather than alienating it.

9. The use of trained objective facilitators with no or equal investment in the treatments might also be considered.

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APPENDIXES

APPENDIX A

INFORMED CONSENT

CONSENT FORM FOR PARTICIPATION IN

AWARENESS OF ANGER PROGRAM.

I, _____, hereby give authorization to my taking part in an eight week awareness of anger counseling group. The program will start in January and run through February and end in March 1990.

I understand that participation is voluntary and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director.

I may contact Akintunde Morakinyo at telephone number 624-8704, or Terry Maciula, University Research Services 001 Life Sciences East Oklahoma State University, Stillwater, OK. 74078: Telephone number 744-7500, for further information or questions about the program.

I have read and fully understand this consent form. I sign it freely and vountarily. For participants under the age of 18 a recognized guardian must sign.

_____		_____	
Director	Date	Participator	Date
Oklahoma Lions Boys Ranch			

APPENDIX B
RELAXATION EXERCISES

Breathing Relaxation (Exercise # 1)

The purpose of this exercise is to see the relationship between our breathing and our moods. When we are relaxed and calm our breathing is relaxed and calm. When we are angry and upset our breathing is harsh and quick. We can experience this for ourselves by doing a little breathing exercise.

For example, pay attention to your breathing right now. Pay attention to how it feels when you breathe in and how it feels when you breathe out. Now begin to breathe very softly thru your nose for a few minutes. It helps to close your eyes as you do this. On breathing in, imagine ocean waves or the tide of a river slowly coming towards you. On breathing out imagine the waves moving away from you... Continue to imagine this for a while.

Muscle Relaxation (Exercise # 2)

- 1) We are now going to do some muscle relaxation so as to see the difference between being relaxed and being tense.
- 2) We are going to tense and relax each group of muscles twice moving from our feet up to our heads. Try to pay attention to the difference between being tense and relaxed.

It is important to tense your muscles as much as possible. Once you do this, on releasing the tension the muscles will relax on their own. As you tense one part of your body keep the other parts relaxed.

- 3) (Feindler 1986) Put your legs down push them into the floor and curl your feet upwards. Hold them in this position for a while and then relax them. Repeat this. Tense. Hold. Relax.
- 4) Lift your legs up curl your feet and toes up. Hold. Relax Repeat this. Tense. Hold. Relax.
- 5) Tense your stomach muscles as if someone were about to hit you there. Hold. Relax. Repeat this. Tense. Hold. Relax.
- 6) Shrug and rotate your shoulders. Relax. Repeat this
- 7) Push your head back and hold for a while, now let your head drop forward on to your chest. Straighten your head. Repeat. Back. Hold. Forward. Hold. Straighten.
- 8) Bend both elbows and tighten your biceps and make fists. Hold these tight for a while. Relax. Now Repeat. Tense. Hold. Relax.
- 9) Now make a big frown on your face ,clench your teeth and close your eyes tight. Hold . Relax. Repeat. Tense. Hold. Relax.
- 10) Now tense as many muscle groups as you can. Hold for a while.. and relax. Repeat Tense. Hold for a while. Relax. Open your eyes.

Relaxation Exercise # 3

Part one

We are going to do another breathing relaxation exercise.

Sit straight in your chair and close your eyes. Be as quiet and still as possible. Breathe thru your nose. Pay attention to your breathing. Is it calm or hurried, fast or slow? Now slow your breathing down by paying attention to your breath going in, and your breathe going out. Imagine breathing in clean, fresh, cool, air. As you breathe in this air, it calms and relaxes your body. Imagine the air circulating thru your body picking up all the anger and tension. As you breathe out imagine all the tension and anger leaving your body. As you breathe in you are bringing calm and relaxation. As you breathe out you are letting go of your anger and tension. Continue this for a while. Feel your body becoming more and more calm and relaxed.

Part two

Now that you are relaxed, pay attention to how your body feels. Start with your feet, how do they feel? Now pay attention to your leg from your knees to your ankles. How do they feel? Now pay attention to your legs from your knee up to your hips. How does that feel? Pay attention to your body from your waist to your neck. How does that feel? Pay attention to both arms, how do they feel? Now pay attention to your neck. What is the feeling in this area of the body? Now pay attention to your mouth and jaw. What do these areas feel like? Pay attention to your forehead. How does this feel? Now pay attention once more to your breathing thru

your nose. How does this feel? Stay with this feeling for awhile.

Part three

Now as you breathe imagine that you are walking through a beautiful garden. The garden is full of all the trees and flowers that you can possibly imagine. Explore this garden for a while. Now as you walk the garden leads into a great forest with tall trees. As you walk in the forest you come to a clearing in which there is a waterfall. Explore this for a while. Now as you continue to walk the forest leads to a deserted beach with white sand and palm trees. You sit down for a while on the beach and watch the waves of the ocean moving towards you and then away from you. As you breathe in imagine these waves move towards you, and as you breathe out imagine the waves moving away from you. Pay attention to this for a while. Now very slowly open your eyes.

Relaxation exercise # 4

Breathe in like this (facilitator demonstrates breathing technique as instruction is given). Take a deep breath by filling up your abdomen/stomach, then your lungs and then finally your chest then breathe out thru your nose, very slowly.

I am going to count to ten. On each count go thru one cycle of breathing in and out as just described, for example, if

I count One we will breathe in and then breathe out and on the count of two breathe in and then out again.

Lets try this with our eyse closed. 1-2-3-4-5-6-7-8-9-10.

Now imagine you have transparent astral body inside of you.

Imagine it is just like a deflated ballon and that on each count as you breathe in you are bringing in air that makes you expand and become light and weightless. As you breathe out you are removing from your astral body all the heavy stuff that prevents you from floating.

1- you are bringing air into your self

2- you are becoming larger

3- you are beoming lighter

4- you are now so light that you can float

5- imagine you are floating above your seat

6- imagine you are rising slowly into the air

7- now you are half way to the roof

8- as you come closer to the roof you notice that it is transparent.

9- as you float thru the roof you look down and see your self

10- as you look at your self from high above sitting in this room you realize that there is no need to be angry and up set

1- Imagine that you are calm and relaxed

2- now that you are calm and relaxed you begin to float back down

3- you are slowly coming down

- 4- you are in the center of the room
 - 5- you begin to go back in to your solid self.
 - 6- your transparent self begins to become smaller
 - 7- imagine your astral self becoming even smaller
 - 8- now your astral self becomes so small that you can not see it
 - 9- but you still feel calm and relaxed
 - 10- remember that you can always breathe air into this imaginary astral body whenever you are feeling angry or upset.
- Slowly open your eyes.

Relaxation Exercise # 5

Passive muscle relaxation script. (Feindler 1986)

Try to get as comfortable as possible. Just breathe in through your mouth fully and completely. With each out breath, quietly allow all the tensions to leave your body. Just breathe in naturally, deeply, and breathe out freely and completely. You have the power and the will to let your daily thoughts and concerns drift out of your mind. Imagine you are watching ocean waves coming in and going out, coming in and going out. The waves going out are your thoughts leaving you and the waves coming in are waves of relaxation spreading throughout your body. As your mind calms and clears completely, all thoughts and all distractions will leave you just by breathing them away.

Picture yourself on the tenth floor of a modern sky scraper. You are about to enter onto a very slow moving elevator. Hold on to the side rail so that you feel safe as you slowly drift down from floor to floor. As the floors pass you by, you will become more deeply relaxed. Imagine you have just passed the ninth floor and are slowly moving down to the eighth floor. As you drift down to this floor, pay attention to relaxing your arms and hands. Just let these muscles go completely loose and limp. Let your arms and hands sink into the surface they are resting on, becoming more relaxed and very heavy. If you are feeling any tension in your arms or hands, just breathe it away as you slowly pass by the eighth floor and gradually drift to the seventh floor into a much deeper relaxation. As you approach the seventh floor, continue to breathe in deeply and breathe out fully and completely. As you continue your downward descent on this very slow moving elevator pay attention to your forehead and let it relax by becoming calm and smooth. Let the muscles around your eyes become relaxed by just relaxing calmly and naturally. Allow this relaxed feeling to spread down around your jaw and into your mouth as the slow moving elevator passes the seventh floor. Pay attention to the muscles in your neck as you drift into deeper relaxation, and if you are feeling any tightness in this area let it go by just breathing calmly and naturally. Allow this feeling to spread down to your jaw and into your mouth as the slow moving elevator passes the seventh floor.

Pay attention to the muscles in your neck as you drift into a deeper relaxation, and if you are feeling any tightness in this area just let it go by breathing it away. Relax your shoulders as the elevator you are riding on slowly drifts down to the sixth floor. Let this very deep relaxation spread to your chest and stomach area as you slowly pass by the sixth floor. Notice now how you are in a much calmer relaxed state than when you entered onto the elevator on the 10th floor. Relax your back now as you drift slowly by the fifth floor, becoming much more relaxed and at ease. Allow this relaxation to deepen as you breathe more naturally and calmly pay attention to the upper parts of your legs and notice how this area of your body is becoming comfortably heavy and warm. You are now approaching the fourth floor as your upper legs sink into the cushions they are resting on. As you pass by the fourth floor you are feeling a very deep relaxation, heaviness, warmth throughout your body. This relaxation and pleasant, comfortable sensation is now spreading further down into your knees as you approach the third floor on this very slow moving elevator. Continue to breathe deeply and naturally as this very deep, heavy relaxation spreads down from your knees into your calves as you drift by the third floor. You are slowly coming to the end of your elevator ride as your legs become heavier and heavier. As you pass by the second floor you can feel the relaxation spreading down into your feet and toes. You have now reached the bottom floor. As you get off the elevator

you find yourself surrounded by your favorite outdoor scene. This is a favorite place of yours, and you are there by yourself during a very calm and peaceful day. The sky above you is blue and the grass around you is green. Take a moment and find a comfortable place to lie down in the fresh green grass so that you can feel the warmth of the sun and the coolness of the ever so calm spring breeze blowing through the leaves of the hills that surround you. You feel safe and secure in this very private special place. You may go there any time that you wish just by using your creative imagination and by breathing calmly and naturally. Remember you have control over your body. When you are ready you may gradually become awake by bringing yourself back to this room. Tell yourself: I am refreshed and awake. Take a deep breath, now stretch. And let the feelings of relaxation and calmness you have just experienced stay with you throughout the rest of your day and week.

APPENDIX C

QUESTIONNAIRE AND ANSWER GUIDE

Anger Inventory

For each of the following items, please rate the degree to which the incident described by the item would *anger or provoke you* by using the following scale:

A	B	C	D	E
not at all	a little	some-not much	much	very much

Use the same scale for all of the items. Please score your responses to the items on the answer sheet provided. Try to imagine the incident *actually happening to you*, and then indicate the extent to which it would have made you angry by scoring the answer sheet.

1. On your way to go somewhere, you discover that you have lost the keys to your car.
2. Going for a haircut and getting more cut off than you wanted.
3. Being overcharged by a repairman who has you over a barrel.
4. Being singled out for correction, when the actions of others go unnoticed.
5. You are walking along, minding your own business, when someone comes rushing past, knocking you out of his way.
6. Being called a liar.
7. You are in the midst of a dispute, and the other person calls you a "stupid jerk."
8. Hearing that a person has been deprived of his constitutional rights.
9. Someone borrows your car, consumes one-third of a tank of gas, and doesn't replace it or compensate you for it.
10. People who think that they are always right.
11. You unpack an appliance that you have just bought, plug it in, and discover that it doesn't work.
12. You are waiting to be served at a restaurant. Fifteen minutes have gone by, and you still haven't even received a glass of water.
13. Struggling to carry four cups of coffee to your table at a cafeteria, someone bumps into you, spilling the coffee.
14. Getting your car stuck in the mud or snow.
15. You are typing a term paper, hurrying to make the deadline, and the typewriter jams.
16. Employers who take advantage of their employees' need for work by demanding more than they have a right to.

17. Watching someone bully another person who is physically smaller than he is.
18. Professors who refuse to listen to your point of view.
19. You have hung up your clothes, but someone knocks them to the floor and fails to pick them up.
20. Being stood-up for a date.
21. Someone sneaks into your room and takes your wallet.
22. You are driving to pick up a friend at the airport and are forced to wait for a long freight train.
23. You are driving along at 45 mph, and the guy behind you is right on your bumper.
24. You are talking to someone, and he doesn't answer you.
25. Hitting your finger with a hammer.
26. Newspapers slanting the news against a man in political office to make him look bad to the public.
27. You have made arrangements to go somewhere with a person who backs off at the last minute and leaves you hanging.
28. People asking personal questions of you just for their own curiosity.
29. Your car is stalled at a traffic light, and the guy behind you keeps blowing his horn.
30. Watching someone berate another person to excess.
31. Being pushed or shoved by someone in an argument.
32. You accidentally make the wrong kind of a turn in a parking lot. As you get out of your car someone yells at you, "Where did you learn to drive?"
33. Someone who pretends to be something that he is not.
34. You walk out to the parking lot, and you discover that your car has been towed away by the campus police.
35. Working hard on a project and getting a poor grade.
36. Someone makes a mistake and blames it on you.
37. You get in your car to drive to work, and the car won't start.
38. Being hounded by a salesman from the moment that you walk into a store.
39. Being given an unnecessarily difficult exam when you need a good grade.
40. You are deprived of a promotion to which you are entitled because you haven't played up enough to the right people.
41. Someone who tries to make you feel guilty.
42. You are trying to concentrate, and a person near you is tapping his foot.
43. Someone else's dog routinely defecating in your front yard.
44. When you are criticized in front of others for something that you have done.

45. You lend someone an important book and they fail to return it.
46. In the parking lot where you have left your car, the person whose car is next to yours swings open his door, chipping the paint from your car.
47. Getting cold soup or vegetables in a restaurant.
48. Someone who is always trying to get "one-up" on you.
49. It's a cold morning and you have an 8 o'clock class. Begrudgingly, you get there on time, but the prof arrives 15 minutes late and announces that he is cancelling the class.
50. You are sitting next to someone who is smoking, and he is letting the smoke drift right into your face.
51. People who constantly brag about themselves.
52. Being thrown into a swimming pool with your clothes on.
53. Being joked about or teased.
54. Banging your shins against a piece of furniture.
55. Being on the receiving end of a practical joke.
56. Being forced to do something that you don't want to do.
57. You are in a discussion with someone who persists in arguing about a topic he knows very little about.
58. Losing a game that you wanted to win.
59. Being told to "go to hell."
60. Someone making fun of the clothes that you are wearing.
61. Someone sticking their nose into an argument between you and someone else.
62. Being forced to participate in psychological experiments.
63. You are walking along on a rainy day, and a car drives past, splashing you with water from the street.
64. Acts of prejudice against a minority or ethnic group.
65. Someone spits at you.
66. You need to get somewhere quickly but the car in front of you is going 25 mph in a 40 mph zone, and you can't pass.
67. Being talked about behind your back.
68. Stepping on a gob of chewing gum.
69. Hearing that a very wealthy man has paid zero income tax
70. You have just cleaned up an area and organized the things in it, but someone comes along and messes it up.
71. Getting hit in the back of the head with a snowball.
72. You are involved in watching a TV program, and someone comes along and switches the channel.
73. Being told by an employer or professor that you have done poor work.
74. You are in a ball game, and one of your opponents is unnecessarily rough.
75. Being mocked by a small group of people as you pass them.

76. Acts of economic exploitation whereby businessmen take advantage of need and demand an excessive profit.
77. Being punished for saying what you really believe.
78. You are in a theater ticket line, and someone cuts in front of you.
79. Being forced to do something in a way that someone else thinks that it should be done.
80. You use your last 10¢ to make a phone call, and you are disconnected before you finish dialing.
81. In a hurry to get somewhere, you tear a good pair of slacks on a sharp object.
82. Being misled or deceived by a man holding political office.
83. You are out on a date with someone who subtly or indirectly conveys to you that you just don't measure up to their standards.
84. You are at a shopping center, and two evangelistic people stop you and want to convert you to their religious ideas.
85. While washing your favorite cup, you drop it and it breaks.
86. Getting punched in the mouth.
87. Being falsely accused of cheating.
88. Someone ripping off your automobile antenna.
89. Discovering that you were deliberately sold defective merchandise.
90. People who are cruel to animals.

- A- 😊 not at all
- B- 😐 a little
- C- 😞 some - not much
- D- 😡 much
- E- 😤 very much

APPENDIX D

HANDOUT: SELF STATEMENTS FOR DEALING WITH ANGER

EXAMPLES OF SELF STATEMENTS FOR DEALING WITH ANGER

(Novaco 1975)

Preparation for provocation

This is going to upset me but I know how to deal with it.

What is it that I have to do?

I can work out a plan to handle this.

I can manage this situation. I know how to regulate my anger.

If I find myself getting upset, I'll know what to do.

There won't be any need for an argument.

Try not to take this too seriously.

This could be a testy situation, but I believe in myself.

Time for a few deep breaths of relaxation. Feel comfortable, relaxed and at ease.

Easy does it. Remember to keep your sense of humor.

Reacting during the confrontation

Stay calm. Just continue to relax.

As long as I keep my cool, I'm in control.

Just roll with the punches, don't get bent out of shape.

Think of what you want to get out of this.

You don't need to prove yourself.

There is no point in getting mad.

Don't make more out of this than you have to.

I'm not going to let him get to me.

Look for positives. Don't assume the worst or jump to conclusions.

It's really a shame that she has to act like this.

For some one to be that irritable, he must be awfully unhappy.

If I start to get mad, I'll just be banging my head against the wall. so I might as well just relax.

There is no need to doubt myself . What he says does not matter.

I'm on top of the situation and it's under control.

Coping with Arousal

My muscles are starting to feel tight. Time to relax and slow things down.

Getting upset won't help.

It's just not worth it to get so angry.

I'll let him make a fool of himself.

I have a right to be annoyed, but let's keep the lid on.

time to take the issue point by point.

My anger is a signal of what I need to do. Time to instruct myself.

I'm not going to get pushed around, but am not going haywire either.

Try to reason it out. Treat each other with respect.

Let's try a cooperative approach. Maybe we are both right.

Negatives lead to more negatives. Work constructively.

He'd probably like me to get really angry. Well I'm going to disappoint him.

I can't expect people to act the way I want them to.

Take it easy, don't get pushy.

reflecting on the Experience

A) When conflict is unresolved:

Forget about the aggravation. Thinking about it only makes you upset.

These are difficult situations, and they take time to straighten out.

Try to shake it off. Don't let it interfere with your job.

I'll get better at this as I get more practise.

Remeber relaxation. It's a lot better than anger.

Can you laugh at it? It's probably not so serious.

Don't take it personal

Take a deep breath and think positive thoughts.

B) When conflict is resolved or coping is sucessful:

I handled that very well. It worked.

That was not as hard as I thought.

It could have been worse.

I actually got through that with out getting angry.

My pride can sure get me into trouble, but when I don't take things too seriously, I'm better off.

I guess I've been getting upset for too long when it was not necessary. I'm doing better at this all the time.

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