Based on

TCU Mapping-Enhanced Counseling Manuals for Adaptive Treatment

As Included in NREPP

SAMHSA's National Registry of Evidence-based Programs and Practices
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UNDERSTANDING AND REDUCING ANGRY FEELINGS

A collection of materials for leading counseling sessions that encourage new ways of thinking about and responding to anger

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TCU Mapping-Enhanced Counseling manuals provide evidence-based guides for adaptive treatment services (included in National Registry of Evidence-based Programs and Practices, NREPP, 2008). They are derived from cognitive-behavioral models designed particularly for counselors and group facilitators working in substance abuse treatment programs. Although best suited for group work, the concepts and exercises can be directly adapted to individual settings.

When accompanied by user-friendly information about client assessments that measure risks, needs, and progress over time, *TCU Mapping-Enhanced Counseling* manuals represent focused, time-limited strategies for engaging clients in discussions and activities on important recovery topics. These materials and related scientific reports are available as Adobe PDF® files for free download at http://www.ibr.tcu.edu.

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TCU Mapping-Enhanced Counseling Manuals for Adaptive Treatment

Understanding and Reducing Angry Feelings

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Part 1: Understanding Anger

Understanding Anger is adapted in part from a core set of materials developed by Matrix, Inc. (at UCLA) and NDRI for relapse prevention group work. This session includes worksheets, handouts, and group leader instruction for facilitating a session on the antecedents of anger to help participants become more aware of their physical cues and emotional responses to anger and frustration. Group leader discussion questions are provided to help encourage clients to talk about the situational aspects of anger and strategies for self-regulation.

<u>Source</u>: Neurobehavioral Treatment (UCLA Matrix Institute/NDRI)

Step 1

Introduce the session by underscoring that it is helpful to understand anger in order to deal with it.

A common question we all have is *"Why do I get angry in the first place?"* The simplest answer is: We get angry because we are human beings. Anger is a normal human emotion.

Human anger is more complex than the anger we see other animals expressing. For example, Rover, the dog, may become angry when you pull his tail, and he may growl or bite because he feels threatened or annoyed. However, Rover will probably never get mad at himself for napping when he should have been guarding the yard. People are different. We get angry because of events, experiences, and also because of our thoughts, feelings, attitudes, and, sometimes, our own behavior.

Sketch a tree diagram, labeled as shown below, on flip chart paper or erasable board, and discuss with participants:

Anger is often conceptualized as arising from either fear or pain. The ideas of "fear" and "pain" are defined very broadly. **Fear** includes not just fear of something physical, but also psychological fear. For example, fear of losing face, fear of loss of esteem or regard, fear of being laughed at or appearing ridiculous, fear of being abandoned. **Pain** is the same. It's more than just pain from being physically hurt. It includes emotional and psychological pain—feeling pain from someone's words or actions, the pain of loss of love or regard, feeling pain because of life's unfairness.

So my anger at being called a rude name may have its roots in my *fear* of losing face or from my *pain* over someone's unkindness, or from a *combination* of these things. So when someone suddenly pulls in front of me on the expressway, my initial fear that I might crash into the back of their car quickly turns to anger over their bad driving.

Briefly discuss this "roots and tree" concept of anger. Use some of the following questions:

When was the last time you felt angry or had an angry outburst that was probably related to <u>fear</u> of losing face or looking weak?

When was the last time you felt angry or had an angry outburst that was probably related to <u>pain</u>—being hurt by someone's words or actions?

What do you see as helpful in thinking about anger in terms of "roots and tree" with pain and fear?

Summarize discussion with the following:

First Key to a Better Understanding of Anger:

Ask yourself: What am I afraid of? What is causing me pain? Is it a combination of factors?

These questions are tough! It is difficult to think about our feelings and behavior, then take it to a deeper level. And most of us don't like to dwell on our deeply felt fears and hurts. However, many people find that making the effort to identify the "root" of the anger helps them to deal with it more successfully. It also helps people better understand their anger "hot buttons" or triggers, allowing them to have more control in difficult situations.

Step 2

Distribute *Recognizing Anger Triggers* worksheets (page 8), and introduce this activity with some of the following points:

To better understand anger, it's helpful to consider the kinds of things that we all have experienced that may influence feeling angry and the degree of anger we may feel. These include:

Surroundings or environment: The physical location or situation we find ourselves in can influence angry feelings. Sometimes we don't pay attention to the things in the background or the environment that annoy us or create frustration, setting the stage for anger to erupt more easily. For example: Are you being bumped around in a crowded area? Is the temperature uncomfortable? Are you stuck in a long line or in traffic? Do you live with racial or political oppression? Are you experiencing economic hardships? Are you treated unfairly because of race, religion, sexual orientation, or other prejudice?

Personal health: We have all had the experience of being more short-tempered when we are not feeling well or when we have a headache. Again, we often fail to pay attention to physical health issues that can trigger angry reactions. For example: Are you tired? Fatigued? Experiencing pain or a chronic, painful condition? Do you sleep well? Eat a balanced diet and get enough exercise? Do you experience a lot of anxiety, stress or tension? Are your depressed? Is your outlook on life positive or negative? Is your self-esteem high or low? These factors can contribute to angry responses from time to time.

Attitudes and expectations: This is probably the biggest factor in fueling anger and keeping it going. We create much of our own anger when we think in ways that clash with the real world. In other words, when we expect things to always be predictable, just, fair, honest, or kind in a real world that is frequently unpredictable, unjust, unfair, uncontrollable, and harsh, then we set ourselves up for frustration. For example: Are you rigid and inflexible in your beliefs and expectations? Do you insist the world should abide by rules of fairness, justice, and "doing things right?" Do you expect all your accomplishments should be recognized and rewarded? Do you expect you should always "win" or have things your way? These beliefs, attitudes, and expectations are human, but unfortunately, they are also unrealistic.

Ask participants to complete their worksheets, keeping in mind the kinds of things that most frequently trigger angry reactions. Invite participants to share some of their answers with the group. Process the activity with some of the following questions:

When you think about it, what might be at the "root" of the anger situation you discussed about your family?

What is an example of allowing your own attitudes and expectations to fuel your anger?

What attitudes or expectations seem to fuel your anger the most?

Is anger caused by "feelings" different from anger caused by a situation? In what ways?

Summarize discussion with the following:

Second Key to a Better Understanding of Anger:

Learn to recognize your own anger "triggers" and "high risk for anger" situations.

Advanced warning can be a good thing. If we had known ahead of time what was going to happen on 9/11—it would have made a huge difference. Similarly, learning to recognize situations and personal attitudes that have a potential to lead to anger gives us an upper-hand in planning how we want to react, behave, or in some cases how we can avoid these high risk "triggers."

Step 3

Distribute *Tips for Managing Anger* handouts (page 9). Review each of the tips with participants, using some of the following discussion points:

Learn how to recognize the physical, mental, and behavioral warning signs of your angry feelings.

As just discussed, awareness is one of the most helpful tools we have for keeping one step ahead of an angry outburst. In addition to becoming aware of situations and thoughts that trigger anger, it is also helpful to pay attention to physical signals that anger is building up. For example, clenching your teeth or fists, tension in your neck or stomach, feeling hot and flushed, increases in heart rate and breathing are common anger signals. These physical signals, in combination with anger-feeding thoughts and expectations, are cues that we should "cool down," adjust our expectations or attitudes, or simply walk away from a situation.

Ask yourself if your anger is justified.

When we feel angry, we often feel somewhat righteous and justified in our anger. In some cases, this may be appropriate, such as when our rights have been stepped on or when a serious injustice has occurred. However, there are many times when our anger is not justified—times when we are angry simply because we don't want to compromise, or when we "displace" our anger. To displace anger means to take out our angry feelings on someone or something that had nothing to do with the original source of anger. For example, my boss yells at me for something I forgot to do. This makes me angry, and I

displace that anger later in the day by getting angry and yelling at my partner over something insignificant. In this case, I would likely be more justified in being angry with myself (since the situation was originally about something I forgot to do). However, I would not be justified in taking it out on my partner. He/she had nothing to do with it. Some helpful questions to ask ourselves include: Is my anger an overreaction to a situation that is beyond my control? Am I misplacing anger with myself onto others? Am I expecting too much of others and myself? Am I taking things too personally?

Talk rather than act out your angry feelings.

Talk to someone you trust and who is not involved in the event that triggered your anger. "Venting" or talking with a neutral friend or with a counselor can help you get another perspective. Avoid venting with someone who fans your anger or encourages you to act on your angry feelings. Instead, choose someone who is cool-headed and able to help you talk about your anger in a way that allows you to resolve it and move on. It's been said that words can be magic. Sometimes in talking things out with others and hearing their input, we actually create solutions to problems that we may not have come up with on our own.

Explore your options.

Often, when we are angry, we may feel stuck. When angry, it is easy to get into "black and white" thinking, instead of examining all of our choices and possible solutions. It is helpful to let things cool down before acting. Important decisions are best made when we're in a calm, rational frame of mind. Then we are better able to ask ourselves: *What type of response is in my best interest?* It can be helpful to play out different scenarios in your head or to talk them over with a trusted friend. Try to let go of the problem for a day or two, and see if you get a new perspective. Doing something physical (taking a walk, playing sports, exercising) can help burn off some of the anger and put you in a better frame of mind for problem solving.

Recall what solutions worked for you in the past.

Most of us are able to recall situations in which we dealt with anger causing events in an appropriate way. Maybe we took time to cool down before confronting someone, or we were able to think before acting, or we simply decided to not let something bother us, or we realized that what we were mad about was really our own fault. Whatever the solution was, it has the potential to work again in the present. Recalling the past helps us remember that difficult feelings, no matter how strong, are always temporary. No matter how uncomfortable our feelings are right now, they will go away. Acting impulsively, exploding, or sulking will only make matters worse. This doesn't mean

we should ignore difficult feelings and hope that they'll go away, but rather to remember that we do have the ability to deal with our anger and other difficult feelings.

Reward yourself.

When you've successfully handled a difficult situation, pat yourself on the back and give yourself a healthy reward. Be proud that you've been able to weather the storm. When we allow ourselves to feel proud about the times we handle our anger well, it helps us remember what we did so we can do it again in the future. We all deserve a gold star when we are able to "think" ourselves out of feeling angry, let go of what is bothering us, resolve it, and move on.

Ask participants to share strategies that have worked for them in dealing with anger in a healthy way. Encourage detail. Invite them to add strategies that have worked for them in the past to space provided at the bottom of the handout.

Summarize discussion with the following:

Third Key to a Better Understanding of Anger:

Remember these tips for dealing with anger, especially the ones you know work best for you.

An important part of understanding anger is learning how best to deal with it. For each of us, that answer will be different for each situation. However, there are some general tips and strategies that are worth keeping in mind. Key among them are strategies that have worked successfully for you in the past. From knitting to bungee-cord jumping, from talking with a friend to watching a funny movie—each of are aware of things that have worked for us to deal with anger in a healthy way. It's just a matter, sometimes, of remembering to do it.

Thank participants for the participation and encourage them to share what they learned today with others.

Recognizing Anger Triggers

List the types of situations that trigger your anger.

With your family:

_____

_____

At work:

_____

_____

With friends:

_____

_____

In your support group:

_____

_____

With strangers:

_____

_____

Anger can be caused by different feelings. It's easy to get angry when you feel:

taken advantage of
the need to be perfect
unloved
misunderstood
helpless
hurt by criticism
that you are being treated unfairly
mentally and physically exhausted

Which feelings are most likely to trigger your anger?

_____

_____

TIPS FOR MANAGING ANGER

1. ***Learn how to recognize the physical, mental, and behavioral warning signs of your angry feelings.*** Physical clues such as rapid heartbeat, clenching your jaw or fist, and muscle tension can be clues to escalating anger. These physical signals, in combination with anger-feeding thoughts and expectations, may be an early warning that we should "cool down," adjust our expectations or attitudes, or simply walk away from a situation.

2. ***Ask yourself if your anger is justified.*** Is it an overreaction to a situation that is beyond our control? Am I misplacing anger with myself onto others? Am I expecting too much of others and/or myself? Am I taking things too personally?

3. ***Talk, rather than act out your angry feelings.*** Talk to someone you trust and who is not involved in the event that triggered your anger. "Venting" or talking with a neutral friend or with a counselor can help us get another perspective. Avoid venting with someone who fans your anger or encourages you to act on your angry feelings. Instead, choose someone who is cool-headed and able to help you move on.

4. ***Explore your options.*** What type of response is in your best interest? Play out different scenarios in your head and with someone you trust if possible, try to let go of the problem for a day or two. Do something physical (take a walk, play ball, exercise), but not violent, to relieve your stress. Let things cool down. Important decisions are best made when you're in a calm, rational frame of mind.

5. ***Recall what solutions worked for you in the past***. Past experiences with successfully handling anger may hold the key to how to deal with a present situation. Remember that difficult feelings, no matter how strong, are always temporary. No matter how uncomfortable we may feel right now, it <u>will</u> go away. Acting impulsively, exploding, or sulking will only make matters worse. Remind yourself that you <u>can</u> deal with difficult feelings.

6. ***Reward yourself***. When you've successfully handled a difficult situation, pat yourself on the back and give yourself a healthy reward. Be proud that you've been able to weather the storm.

What are some things you have already thought about or done in the past that helped you manage your anger more successfully?

Which one would you add to this "tips" list?

_____

_____

Parts adapted from: Neurobehavioral Treatment/NDRI/Matrix/UCLA

Part 2: Managing Anger in Relationships

Managing Anger in Relationships is part of the *Straight Ahead: Transition Skills for Recovery* manual developed at TCU. This session features a leader's script, with notes, worksheets, and handouts for leading a solution-focused or strengths-based discussion of managing anger. Participants are invited to think about times when they have been able to successfully manage angry feelings and to think about how to build on those successes. Materials for a "mini-lecture" highlight healthy and unhealthy reactions to anger.

Source: TCU / Institute of Behavioral Research. From treatment manual *Straight Ahead: Transition Skills for Recovery*

Step 1

Introduce the topic of how anger can impact relationships:

Anger is part of being human. The ability to feel anger is something we are all born with—even babies get mad. The right to feel anger is another example of a personal right. All of us are entitled to our angry feelings.

How we go about **expressing** our anger is another issue. We are not entitled to express our anger in ways that violate other people's rights or safety. We may choose to do so—and we're responsible for the consequences when we do.

Expressing anger in a way that destroys our relationships or our job performance is self-defeating. If our expressions of anger drive away the people we love, cut us off from support, make us feel guilty, or hurt us on the job, it's time to consider some changes.

In today's session we'll take a look at some ideas for dealing with anger in a way that builds good relationships. You'll also have a chance to think about setting personal goals for better anger management.

Ask participants the following questions. Note responses on flip chart or chalkboard. Briefly discuss responses.

What do you like best about the way you deal with anger?

What do you like least about the way you deal with anger?

What would you like to do differently when you're angry?

Transition:

Most of us probably do at least a few things that we'd like to do differently when we're angry. Likewise, we've all said or done things in anger that we wish we could undo. Changing our approach to anger can be difficult to do because it takes some work, but it can be done.

Step 2

Distribute the *Anger Map* handout (page 18). Use some of the following information to build your discussion of the points covered in each area of the handout:

There are different degrees of anger. For example, frustration, disappointment, jealousy, indignation, being annoyed or irritated are all related to anger. Whatever the type or degree, feelings of anger are a normal part of living.

We each respond to anger in our own unique way. Most of the ways we have of responding to anger we learned over the years—especially during childhood and adolescence. Since how we respond to anger was learned, we are capable of learning new responses to anger if we choose.

Ask, and briefly discuss the responses**:**

How can you tell when you're getting angry?

What's the first thing you usually do when you feel angry?

Continue:

Once we are aware of feeling angry, the next thing to do is to express it in a healthy way, and then resolve it (let it go.) It's not healthy to "swallow" anger or let it go unresolved. When we swallow our anger we may begin to feel resentment or hostility. There's even some evidence that holding back anger causes health problems such as stress or high blood pressure.

When we express our anger, we have two choices about **how** we do it. We can respect the rights of others, or we can step on the rights of others. These two types of anger expression are very different.

Invite participants to follow along with the handout. Use the following points for focus:

Stepping on the Rights of Others

Some examples of stepping on the rights of others include **yelling**, using **threats**, or using **violence.** These are pretty self explanatory. Let's face it, very few people enjoy being yelled at, threatened, or hurt. When we respond this way, we run the risk of damaging relationships at home and at work.

In family and personal relationships, anger may begin to escalate when people get stuck on **blaming** each other for the problem or difficulty. People often go from arguing about a problem to arguing about whose fault it is. It's a very human tendency to do this, but it seldom solves the problem or calms the anger. We can show more respect for ourselves and others if we focus on resolving the problem rather than spinning our wheels by trying to pin the blame.

Sometimes we respond to anger by **"shutting down,"** (the "silent but fuming" approach). In some cases, we may just need time to think and cool down. If our "shut down" is for thinking and cooling off, then it's probably helpful. We're able to open back up and resolve the anger when we're feeling better. However, shut downs can also lead to **"holding a grudge."** That is, we shut down, fail to resolve the anger, and then keep the anger simmering inside us. This is not a healthy approach to anger.

If we usually ignore the rights of others when we express anger, it can lead to relationship problems, little support (we're not very pleasant to be around), and troubles on the job.

Respecting the Rights of Others

There is another way of expressing anger takes the rights of others into consideration most of the time.

One example of how this is done is by remembering to use ***I-statements*** when we talk out our anger with others (*"I'm feeling mad as hell about this,"* rather than *"You've made me mad").* Another way to use *I-statements* is to **ask for change.** In other words, discuss the reasons for your anger, and use *I-statements* to help negotiate a solution that will help keep whatever caused your anger from happening again (or help it happen less often). (*"I feel embarrassed when you tease in front others and then I get mad. I'd like you to stop teasing me.")*

Letting off steam helps you calm down. When we're calm, it's much easier to resolve problems and keep open to new solutions. Some people find it helpful to take a walk, take a cold shower, exercise, talk with a third party about the problem behind the anger, or even punch a pillow to let off steam. Finding a way to "vent the steam" without intimidating or hurting others is a useful approach.

We show the most respect for ourselves and others when we find ways to **resolve anger** and let it go. **Listening** is an important part of working through anger. Trying to understand the other person's point of view will usually help us reach resolutions that both parties can live with. **Forgiving** involves being able to accept apologies when they are offered and working to bring relationships back to their "non-angry" state. It also involves letting things go instead of "saving them up" for the next disagreement.

When we resolve anger in a way that respects others while still allowing us to express the angry feelings we build stronger relationships. We also are likely to get more support from others and be more effective in our on-the-job relationships.

Ask, and discuss responses:

When are you the most successful at handling your anger in a healthy way? What do you do that works?

How do you manage to keep from yelling or intimidating others when you're feeling mad? What works for you?

What have you tried that works for letting off steam?

How do you feel when you are able to resolve your anger successfully?

Transition and Wrap Up:

We always have a choice about how to express our anger. When we express our anger in a way that respects other people's rights as well as our own, we have a better chance of maintaining good relationships.

As much as we might like to, we can't control how others deal with their own anger. We can only take responsibility for our own expressions of anger and make our own goals for change. However, in close relationships change often

leads to change. In other words, as we change our own responses to anger we may start a ball rolling that encourages those around us to change as well.

We all get mad from time to time. However, if anger is a "constant" in your life, consider getting some outside help. If you or your partner seem to stay mad all the time, talk with your counselor about the availability of counseling services. There are also support groups that focus on anger issues, such as Parents Anonymous, domestic violence support groups, anger control groups, etc. These sources of support in the community are there if you need them.

Distribute local directory of support group service for anger-related issues. Invite participants to talk with you during the break if they have questions about available counseling and support group services.

Step 3

Ask participants to think about making changes, both big and small.

Ask, for silent consideration**:**

What do you want to change about how you handle your anger?

Distribute *Anger Solutions Map* worksheets (page 19), and ask participants to complete their maps by writing in their answers to each of the questions in the boxes.

The key instruction for this activity is to be thoughtful and honest. The questions are not simple and do require some thought. However, there are no "right" or "wrong" answers to the questions—only your honest reflections.

Additional instructions (if needed for clarification as participants complete their maps):

Goal box: Write in your answer to the question: *"What do I want to change about how I handle my anger?"* Another way to put it is—*"What would you like to begin doing differently when you're angry?"*

How are you different when you're not angry? Focus on the "non-angry" you. How do you act, feel, behave when you're not angry? What happens that's different when you're not angry?

When you change how you deal with anger, how will things be different? How will your life be different when you reach your goal? What will happen that is different?

What's one thing you can try next week to work on your goal? Describe something you feel you can start doing to change how you deal with anger?

Process the exercise. Ask for volunteers to share their maps. Work with one person at a time. Ask the suggested "follow-up" questions for each section of the map as participants volunteer their work:

What do you want to change about how you handle your anger?

Are there times when you are already able to do this?

What's different about those times?

How are you different when you're not angry?

Who else notices these differences?

What would this person say he/she enjoys most about you when you're not angry?

When you change how you deal with your anger, how will your life be different?

What else will you be doing that tells you things are different?

How will you feel about yourself when you make this change?

What's one thing you can try next week to work on your goal?

How did you figure out that's what you should be working on?

How will you know if this idea is working for you?

What's the first step you need to take to start the ball rolling?

During this discussion of participants' maps, find opportunities to praise and encourage each person. Emphasize participants' strengths, abilities, and healthy anger management approaches as they are revealed. "Normalize" the troubles we all sometimes have in managing our anger in the way we'd prefer.

Step 4

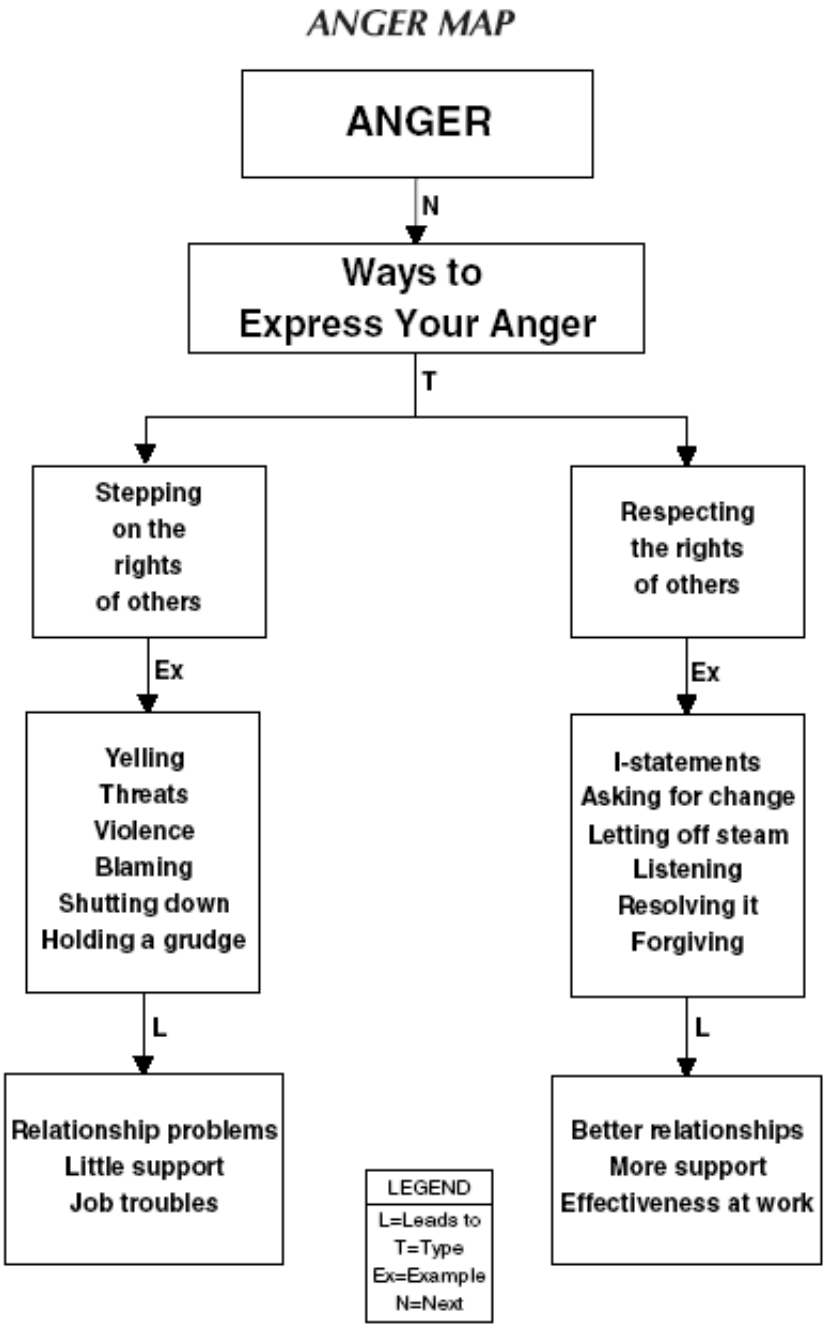
Summarize the discussion with some of the following key points:

Anger is a normal emotion—one that we're supposed to feel from time to time. Most of us have no trouble feeling angry, but expressing our anger is a different story. In order to enhance relationships with family, friends or coworkers it's important to express anger in a healthy way. This involves paying attention to both your rights and the rights of others when you express your anger.

For most of us, changing how we sometimes respond when we're angry can make a lot of difference in our lives. Pay attention to the things that are different in the week to come as you work on your goal for change (from the mapping exercise). Pay close attention to differences that happen that you weren't expecting. Also pay attention to who else notices the changes you make when you make them.

Take advantage of resources in the community that can help you work on special anger-management issues. If you're living in a situation where your anger or someone else's anger frequently turns to violence, get advice from your counselor. You don't have to accept violence from others. You don't have to accept it in yourself, either. Get help to break the cycle.

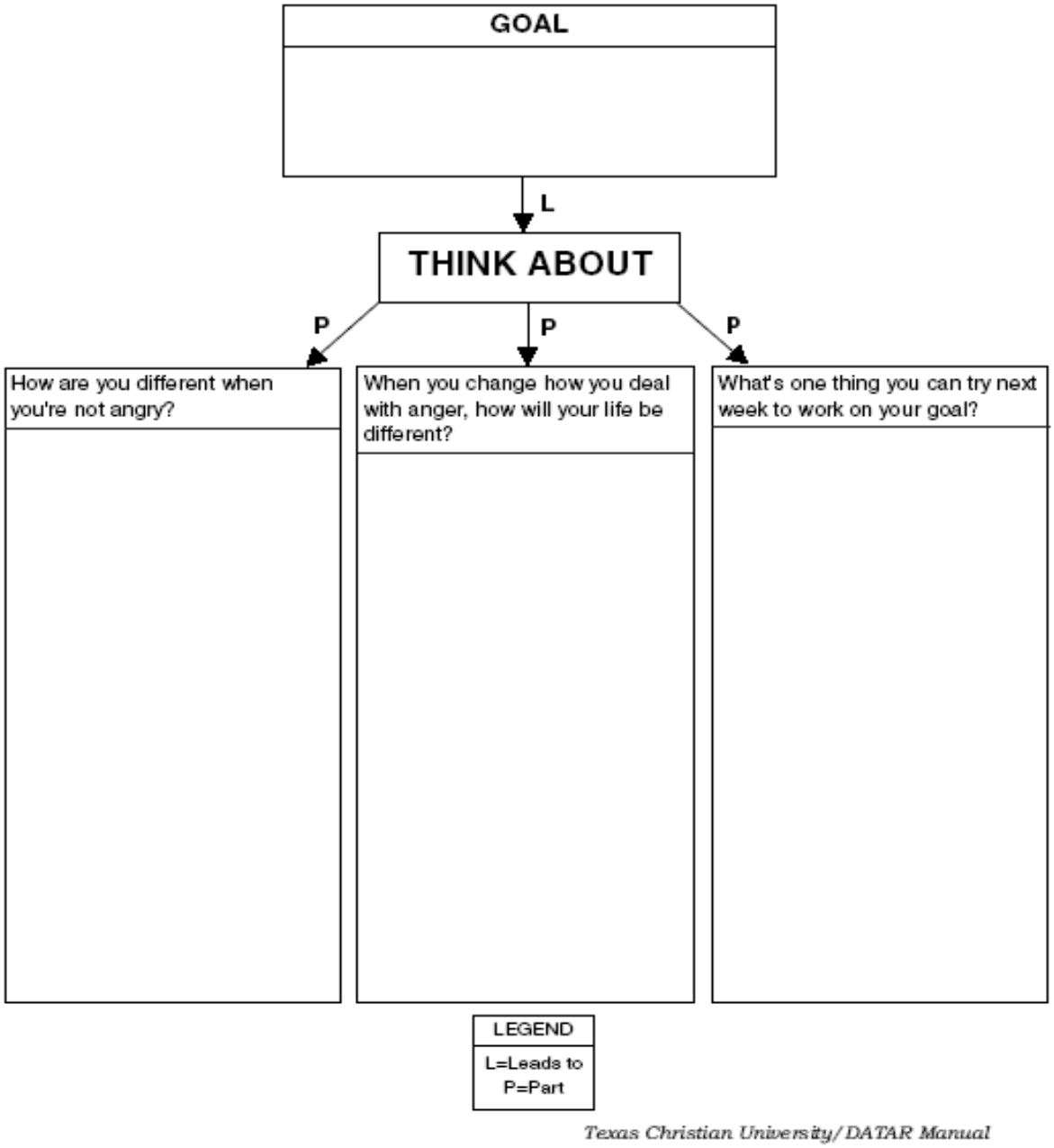
Thank participants for their input.



Straight Ahead: Transition Skills for Recovery

ANGER SOLUTIONS MAP

What do you want to change about how you deal with anger?



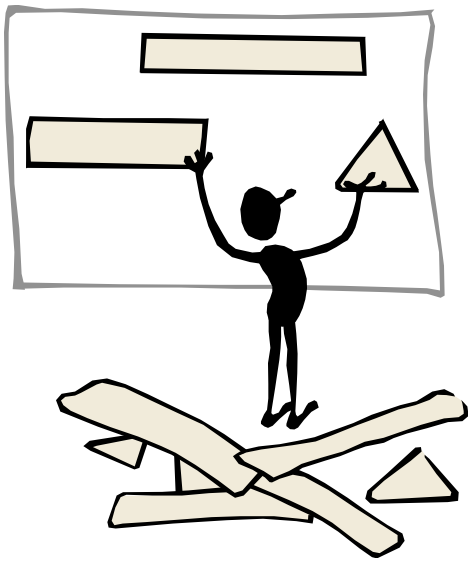
Texas Christian University/DATAR Manual

Part 3: Mapping Worksheets

These ***Mapping Worksheets*** were selected from the manual *TCU Guide Maps: A Resource for Counselors* because of their specific focus on anger and emotional regulation. Each mapping worksheet follows a "fill in the blank" format to encourage participants to consider various cognitive aspects of how we respond to feelings. Once participants complete their worksheet, group discussions and commentary on the causes and effects of anger and strategies for interrupting angry patterns are facilitated.

Source: TCU / Institute of Behavioral Research. From treatment manual *TCU Guide Maps: A Resource for Counselors*

Mapping Worksheets



Why a "map"?

The purpose of this section is to introduce a promising technique that can be used by counselors to help clients represent and resolve personal issues. There is research that validates the effectiveness of this tool in the counseling process, so we give you some background and a quick look at the major research findings on maps.

Types of Maps. *Node-link maps* are tools that can visually portray ideas, feelings, facts, and experiences. There are three broad categories of these maps:

Free or **process** maps
Information maps
Guide maps (the focus of this section).

As you can see from the examples, the **nodes** in a map are drawn as enclosed boxes and represent thoughts, actions, or feelings. The map **links** are simple lines with arrows that are labeled to show the direction of influence and the interrelationships among the nodes.

Free or process maps: Using a chalkboard, flip chart, paper and pencil, or computer, client(s) and counselor can work together to create a map of the problem or issue under discussion. For examples of the use of free mapping, see *Mapping New Roads to Recovery: Cognitive Enhancements to Counseling*, Dansereau, Dees, Chatham, Boatler, and Simpson, 1993. Available at www.ibr.tcu.edu).

Information maps: They have been used in academic settings where research has showed them to be powerful study tools. These maps organize facts in a specific content area and present them in an easy-to-remember format. The first research on mapping was done with college students, who could remember more main ideas from maps than from comparable texts.

Mapping Worksheets

Guide maps: These are pre-structured templates with a "fill-in-the-space" format that guides the client's thinking within a specific framework (e.g., personal strengths, goals), and allows ample freedom for self-expression. In a group setting, a guide map can be used to focus and keep a discussion on track. As an individual activity, it provides a structure for thinking about and organizing to otherwise nebulous personal issues. In group work, the map can provide some assurance that each group member has had a chance to visit a particular issue personally, even if there has been insufficient session time for each of them to air those issues within the group.

Roots and Rationale. Node-link maps have an empirical base in research dealing with the effects of using two dimensional visual representations. These graphic representations are frequently found to be more effective than verbal discourse or written narrative in dealing with complex problems and issues. Flow charts, organizational charts, Venn diagrams, pictures, and graphs can increase communication efficiency by making related ideas easier to locate and recognize, and, as a result, potentially more amenable to inferences and recall. The physical formats of spoken language or written narrative are linear "strings" of ideas. Visual representations, on the other hand, have the capability of simultaneously clustering interrelated components to show complex multiple relationships such as parallel lines of thought and feedback loops.

Problem-Solving: Personal problems may be complex, making them both difficult to analyze and emotionally daunting to resolve. A visual representation such as a node-link map can capture the most important aspects of a personal issue and make alternatives more salient for both the client and the counselor. Because this has the potential to make a problem appear more manageable and a solution more probable, it may diffuse at least some of the anxiety surrounding the issue, as well as increase motivation to work toward a solution.

Evidence-Base: In 1989, maps were first studied as personal management tools for college students in substance abuse prevention research (Tools for Improving Drug and Alcohol Education and Prevention, D.F. Dansereau, Principal Investigator) sponsored by the National Institute on Drug Abuse (NIDA). At the same time, through the NIDA-sponsored DATAR (Drug Abuse Treatment for AIDS Risk Reduction) project, (D. D. Simpson, Principal Investigator) maps were introduced to methadone maintenance clients and their counselors in three urban Texas programs. Findings from this research were quite positive. A second DATAR project (Improving Drug Abuse Treatment for AIDS-Risk Reduction) and the NIDA-sponsored CETOP project (Cognitive Enhancements for the Treatment of Probationers; D. F. Dansereau, PI) confirmed maps as useful counseling tools. The CETOP project did so with a particularly tough client pool, probationers in a criminal justice system treatment program. A summary of major findings from the four research projects follows, with referenced research articles that support each finding.

What Research Reveals About the Impact of Mapping: A Quick Summary

◆***Memory for the Session:*** **Maps make treatment discussions more memorable.**

- ◆K. Knight, Simpson, & Dansereau, 1994
- ◆Czuchry & Dansereau, 1998

◆***Focus:*** **Maps increase on-task performance in group sessions and are especially helpful for clients who have attentional problems.**

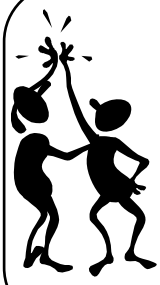
- ◆Dansereau, Joe, & Simpson, 1993
- ◆D. Knight, Dansereau, Joe, & Simpson, 1994
- ◆Joe, Dansereau, & Simpson, 1994
- ◆Dansereau, Dees, Greener, & Simpson, 1995
- ◆Czuchry, Dansereau, Dees, & Simpson, 1995
- ◆Dansereau, Joe, & Simpson, 1995
- ◆Newbern, Dansereau, Czuchry, & Simpson, 2005

◆***Communication****:* **Maps give clients greater confidence in their ability to communicate. This is especially so for non-Anglo clients and clients with limited education.**

- ◆Pitre, Dansereau, & Joe, 1996
- ◆Dansereau, Joe, Dees, & Simpson, 1996
- ◆Newbern, Dansereau, & Pitre, 1999

◆***Ideas:*** **Maps facilitate the production of insights and ideas, stimulate greater depth, uncover issues, and identify gaps in thinking:**

- ◆Dansereau, Dees, Greener, & Simpson, 1995
- ◆Newbern, Dansereau, & Dees, 1997
- ◆Pitre, Dansereau, & Simpson, 1997
- ◆Dansereau, Joe, & Simpson 1993
- ◆Czuchry & Dansereau, 1999
- ◆Dansereau, Joe, & Simpson, 1993



Quality of the Client & Counselor Relationship

◆***Rapport*: Mapping facilitates the counselor-client therapeutic alliance.**

- ◆Dansereau,Joe,& Simpson, 1993
- ◆Dansereau,Joe,& Simpson, 1996
- ◆Dansereau,Joe,Dees, & Simpson, 1996
- ◆Simpson,Joe,Rowan-Szal, & Greener, 1996

During Treatment Outcomes
(e.g., issue resolution & more effective life skills)

◆***Positive Feelings Toward Self & Treatment*: Maps facilitate self-confidence, self-efficacy & problem solving. They can foster positive feelings about personal progress in treatment and positive perceptions of treatment process.**

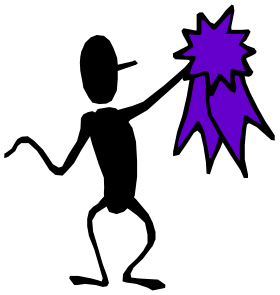
- ◆Dansereau,Joe,& Simpson, 1993
- ◆Dansereau,Joe,& Simpson, 1995
- ◆Dansereau,Joe,Dees, & Simpson, 1996
- ◆Joe,Dansereau, & Simpson, 1994
- ◆Pitre,Dees,Dansereau, & Simpson, 1997
- ◆Czuchry,Dansereau,Dees, & Simpson, 1995
- ◆D. Knight,Dansereau,Joe,& Simpson, 1994
- ◆Pitre, Dansereau, Newbern & Simpson, 1997
- ◆Blankenship, Dees, & Dansereau,in progress
- ◆Newbern, Dansereau,& Pitre, 1999

◆***Show Up "Clean":* Clients who map miss fewer sessions and have fewer positive urinalysis tests for opiates or cocaine.**

- ◆Czuchry,Dansereau,Dees,& Simpson,1995
- ◆Dansereau,Joe,Dees, & Simpson, 1996
- ◆Dansereau,Joe,& Simpson, 1993
- ◆Joe,Dansereau, & Simpson, 1994
- ◆Dansereau,Joe,& Simpson, 1995
- ◆Dees,Dansereau,& Simpson, 1997

Mapping Worksheets

After Treatment Outcomes
(e.g., sober/clean, no arrests)



◆ ***"Clean" & Free:*** ***Clients who have mapped during treatment have fewer positive urinalysis tests for opiates, less needle use, and less criminal activity.***

◆Pitre, Dansereau, & Joe, 1996
◆Joe, Dansereau, Pitre, & Simpson, 1997

Adolescent Treatment: *effects similar to adult findings*

◆Collier, Czuchry, Dansereau, & Pitre, 2001

"Mapping" as Intervention in Integrated Treatment Process Models

◆Czuchry & Dansereau, 2003
◆Simpson, Joe, Rowan-Szal, & Greener, 1997
◆Simpson, 2004
◆Simpson & Joe, 2004

Conceptual Overviews of Mapping Research

◆Dansereau, Dees, & Simpson, 1994
◆Dansereau, Dees, Bartholomew, & Simpson, 2002
◆Dansereau & Dees, 2002
◆Dansereau (in press – 2005)

Manuals for Counselors (at www.ibr.tcu.edu)

◆Dansereau, Dees, Chatham, Boatler, & Simpson, 1993
◆Dees & Dansereau, 2000
◆Sia, Dansereau, & Dees, 2001
◆Czuchry, Sia & Dansereau, 2002

Session Notes for Using Guide Maps

The Guide Map worksheets in this section can be used for during-group activities or as homework assignments for later group discussion. The following Guide Maps are included:

An Emotion or Feeling That Gives You Trouble (page 27)
Are You Having a Problem With Another Person? (page 28)
Situation-Response: Consequences of Aggression (page 29)
Situation-Response: Assertive, Aggressive, or Passive (page 30)

It is possible to build an entire group session around one map, or participants can be asked to complete and discuss several maps during the course of the group meeting. The general instructions for using the Guide Maps include:

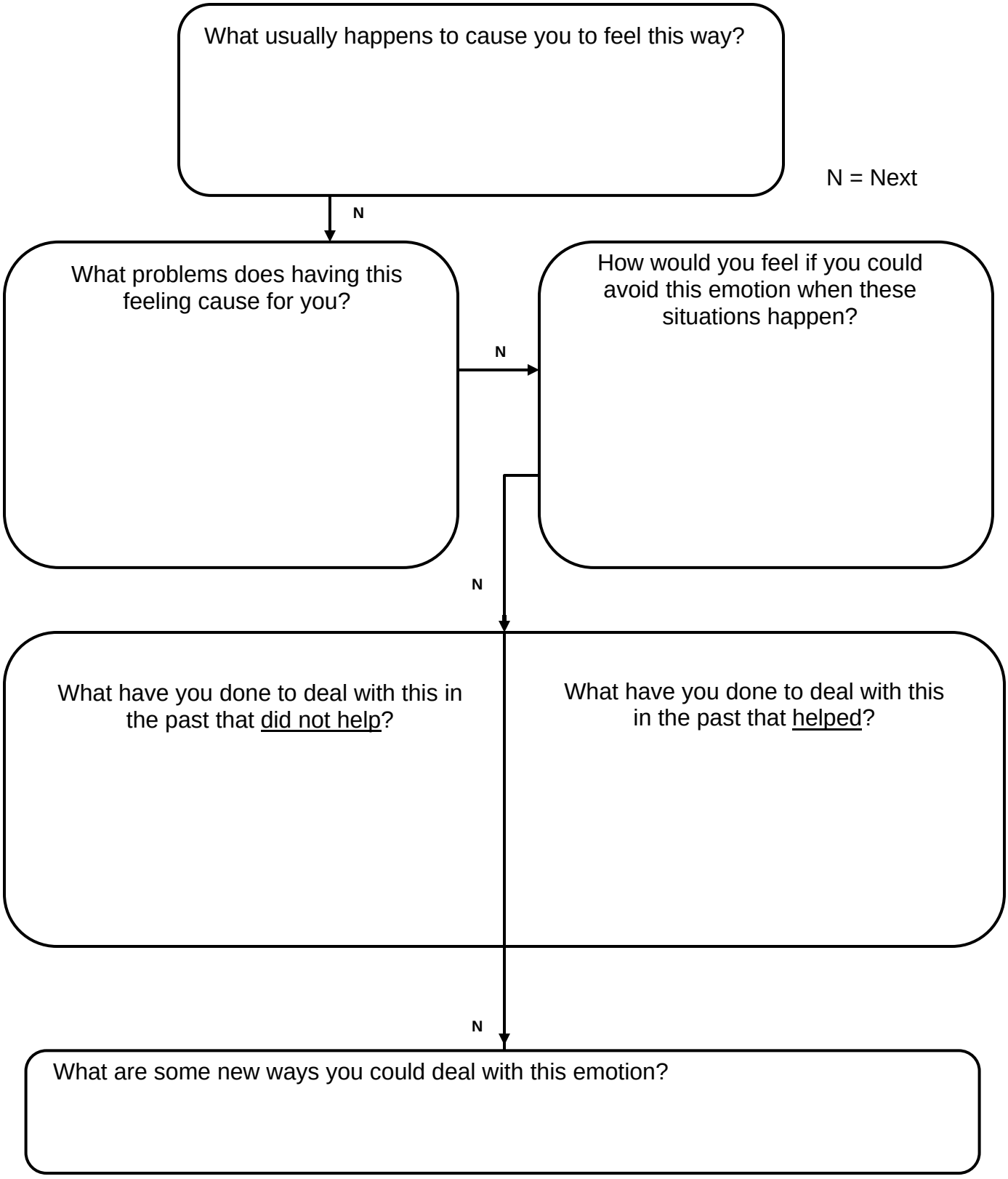
1. Begin with a brief discussion and overview of the discussion topic. In the case of the Guide Maps in this module, participants would focus on the topic of anger. The group leader should provide information in the form of a brief mini-lecture or a review of information about anger covered elsewhere in this module.
2. Distribute copies of a Guide Map to participants and ask them to complete it by filling in the blanks using their own ideas, feelings, experiences, and opinions to answer the questions in the boxes.
3. Once all participants have completed their maps, lead a discussion of the issues raised by the activity. The leader's job is to gently challenge and provide clarification, as needed. Leaders can choose to process the mapping activity as a large group, or participants can be divided into pairs or triads to discuss their maps before reporting back to the group as a whole.
4. Use open-ended questions to encourage discussion about the key issues raised by participants in completing their maps. Some ideas for general process questions include:

   What did you learn about yourself as you completed this map activity?
   What benefits and drawbacks did you identify for aggressive/disruptive behavior?
   What benefits and drawbacks did you identify for assertive behavior?
   What benefits and drawbacks did you identify for passive behavior?
   In what ways is it helpful to consider the other person's point of view?
   What are some helpful ways you listed to respond to negative emotions?

5. Encourage participants to share their mapping worksheets with family, friends, and members of their support network. When appropriate, offer blank copies of the worksheets for participants to complete and discuss with significant others.

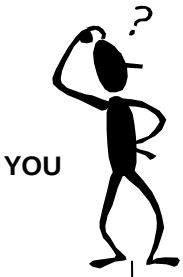
Mapping Worksheets

An Emotion or Feeling That Gives You Trouble



Mapping Worksheets

ARE YOU HAVING A PROBLEM WITH ANOTHER PERSON?



YOU

C

How would someone who was NOT involved describe it?

1

THE OTHER PERSON

C

How do you see it?

2

How does the other person see it?

4

SOLVING PROBLEMS WITH OTHERS

C = Characteristic
L = Leads to

Why do you see it that way?

3

Why does the other person see it that way?

5

L

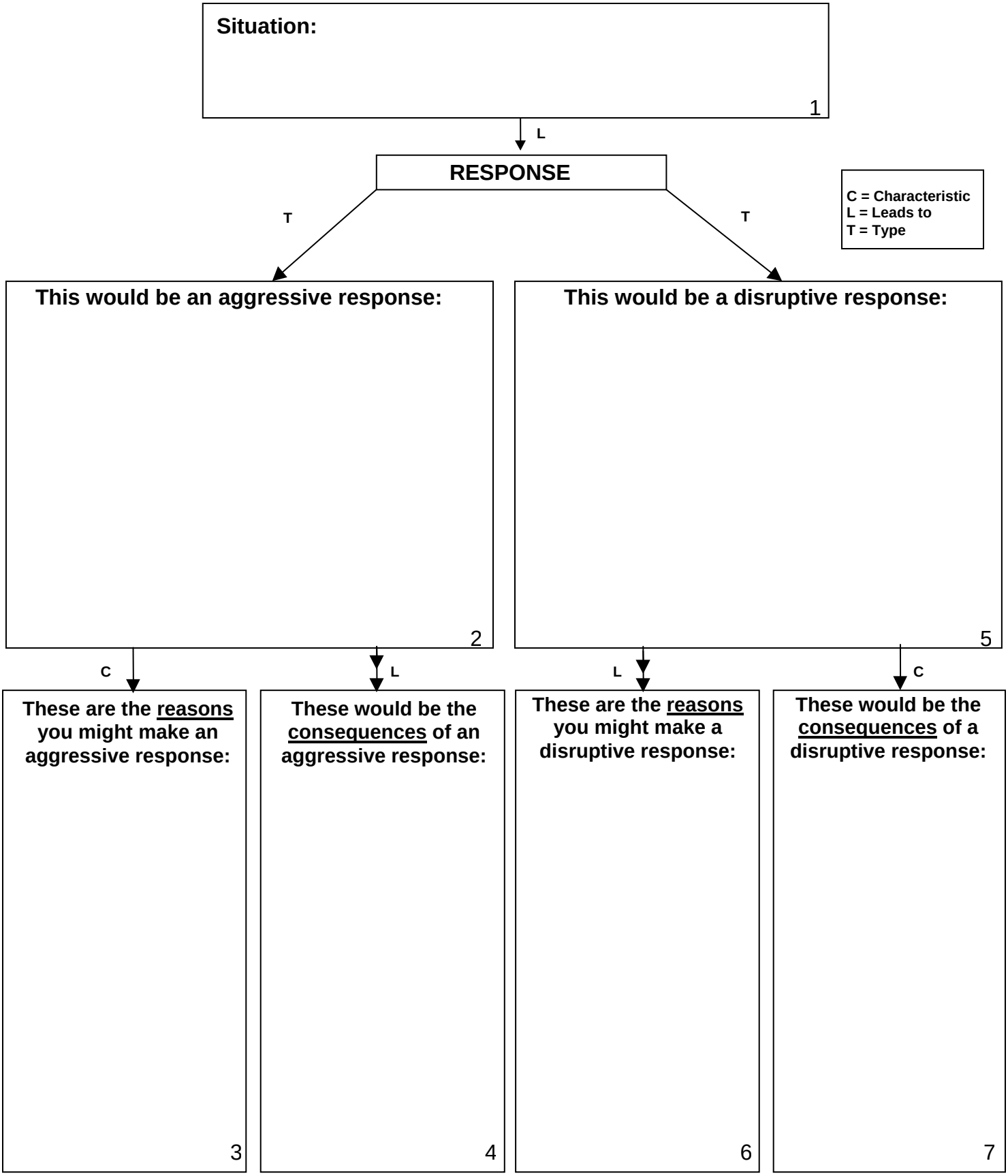
L

What can you do about it?

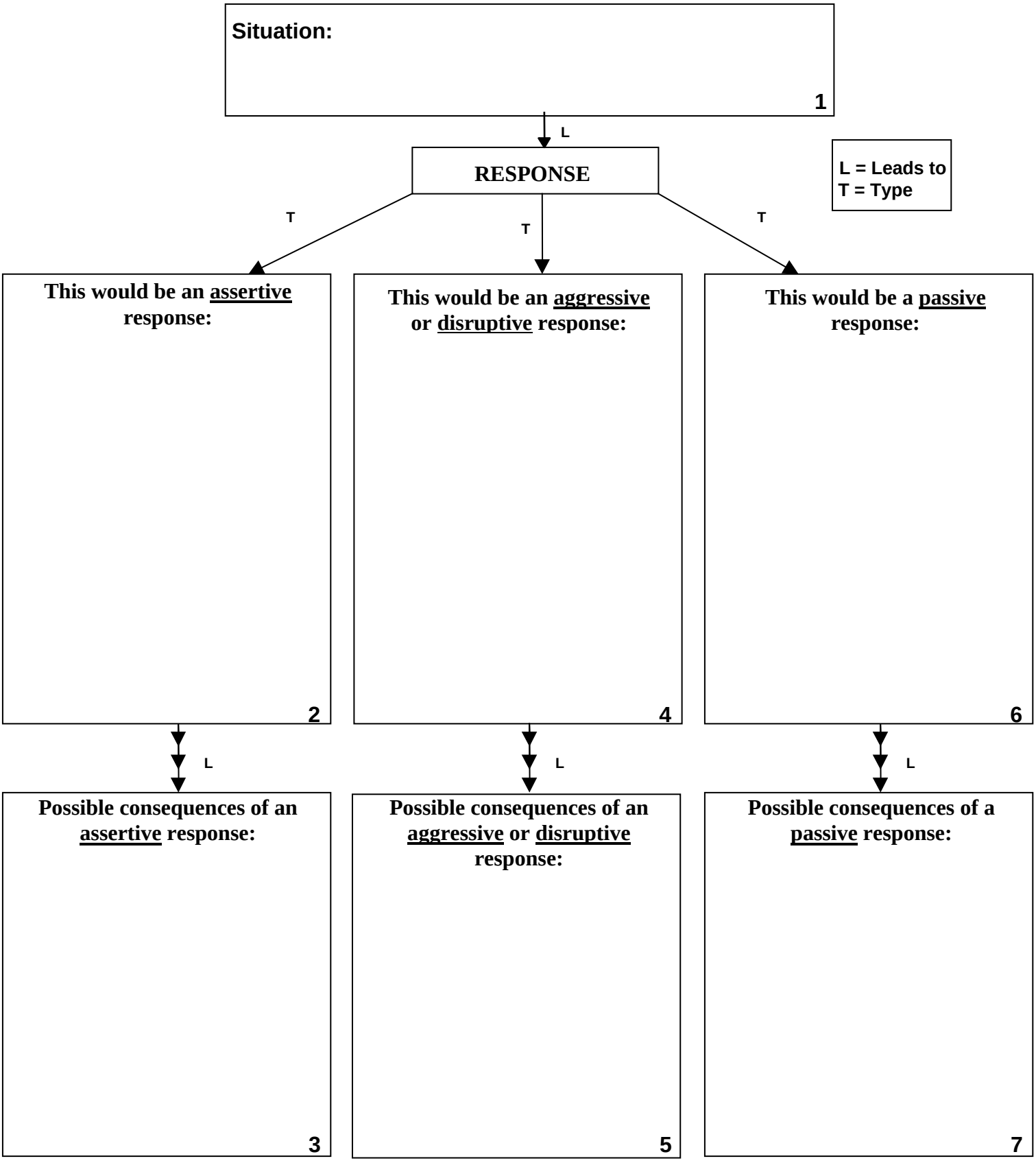
Your thoughts/feelings?

Your actions?

Mapping Worksheets



Mapping Worksheets



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Part 4:
The Aggression Cycle

The Aggression Cycle is part of the CSAT workbook *Anger Management for Substance Abuse Clients*. This session helps participants explore how building feelings of anger and resentment can spiral into a cycle of explosive or destructive behavior. Leader's notes and worksheets are included, with activities that encourage participants to pay attention to physical and emotional "warning signs" for explosive anger. Instructions for leading a relaxation technique are included.

Source: DHHS / Center for Substance Abuse Treatment (CSAT). From workbook *Anger Management for Substance Abuse Clients*

Note to Group Leaders

This session presents the aggression cycle and introduces progressive muscle relaxation. The three-phase aggression cycle, which consists of escalation, explosion, and post-explosion., serves as a framework that incorporates the concepts of the anger meter, cues to anger, and the anger control plan.

End the session by presenting a progressive muscle relaxation exercise. Progressive muscle relaxation is another technique that has been effective in reducing anger levels. An alternative to deep-breathing exercises, it is straightforward and easy to learn.

Step 1

Introduce the topic of the anger or aggression cycle, and discuss it with participants. **Distribute handouts of the cycle (page 38),** or draw it on flip chart paper or erasable board for reference.

An episode of anger can be viewed as consisting of three phases: escalation, explosion, and post-explosion. Together, they make up the aggression cycle. In this process, the escalation phase is characterized by cues that indicate anger is building. These cues can be physical, behavioral, emotional, or cognitive (thoughts). Cues are warning signs, or responses, to anger-provoking events. Events, on the other hand, are situations that occur every day that may lead to escalations of anger if effective anger management strategies are not used. Red-flag events are types of situations that are unique to you and that you are especially sensitive to because of past events. These events can involve internal processes (e.g., thinking about situations that were anger provoking in the past) or external processes (e.g., experiencing real-life, anger-provoking situations in the here and now).

If the escalation phase is allowed to continue, the explosion phase may follow. The explosion phase is marked by an uncontrollable discharge of anger displayed as verbal or physical aggression. This discharge, in turn, leads to negative consequences. It is would be called a 10 on a scale of 1 to 10 (where 1 is a little anger and 10 in the max). We can think of this as an “anger meter,”—a mental way to gauge our anger. For example, a guy who pushed you in line got a 3 reaction on your anger meter.

The Aggression Cycle

The final stage of the aggression cycle is the post-explosion phase. It is characterized by negative consequences resulting from the verbal or physical aggression displayed during the explosion phase. These consequences may include going to jail, making restitution, being terminated from a job or discharged from a drug treatment or social service program, losing family and loved ones, or feelings of guilt, shame, and regret.

The intensity, frequency, and duration of anger in the aggression cycle vary among individuals. For example, one person's anger may escalate rapidly after a provocative event and, within just a few minutes, reach the explosion phase. Another person's anger may escalate slowly but steadily over several hours before reaching the explosion phase. Similarly, one person may experience more episodes of anger and progress through the aggression cycle more often than the other. However, both individuals, despite differences in how quickly their anger escalates and how frequently they experience anger, will undergo all three phases of the aggression cycle.

The intensity of these individuals' anger also may differ. One person may engage in more violent behavior than the other in the explosion phase. For example, he or she may use weapons or assault someone. The other person may express his or her anger during the explosion phase by shouting at or threatening other people. Regardless of these individual differences, the explosion phase is synonymous with losing control and becoming verbally or physically aggressive.

One of the primary objectives of anger management treatment is to keep from reaching the explosion phase. This is accomplished by using the anger meter to monitor changes in your anger, attending to the cues or warning signs that indicate anger is building, and employing the appropriate strategies from your anger control plans to stop the escalation of anger.

Lead a brief discussion using some of the following questions.

What are some of your "red flags" that tell you that your anger is escalating?

Using the anger meter idea, in most situations when you get angry, where is your anger on the anger meter? How do you keep it from going higher?

What is your own most noticeable signal that you are about to reach a 10 (explosion)? What has worked for you to keep it from going over the line?

What feelings do you usually have in the post-explosion phase? How are your relationships impacted?

Transition

Understanding angry explosions as being like a cycle can help us know when to intervene. If we feel our anger building toward an 8 on our anger meter, we can put strategies in place to bring it back down. One way to do that is to learn to relax and let go. And one way to do that is through learning and practicing a relaxation exercise.

Step 2

Lead a Progressive Muscle Relaxation exercise. Use the following script or use one that you are familiar with.

> Today I will introduce progressive muscle relaxation. Start by getting comfortable in your chairs. Close your eyes if you like. Take a moment to really settle in. Now, as you did last week, begin to focus on your breathing. Take a deep breath. Hold it for a second. Now exhale fully and completely. Again, take a deep breath. Fill your lungs and chest. Now release and exhale slowly. Again, one more time, inhale slowly, hold, and release.
>
> Now, while you continue to breathe deeply and fully, bring your awareness to your hands. Clench your fists very tightly. Hold that tension. Now relax your fists, letting your fingers unfold and letting your hands completely relax. Again, clench your fists tightly. Hold and release the tension. Imagine all the tension being released from your hands down to your fingertips. Notice the difference between the tension and complete relaxation.
>
> Now bring your awareness to your arms. Curl your arms as if you are doing a bicep curl. Tense your fists, forearms, and biceps. Hold the tension and release it. Let the tension in your arms unfold and your hands float back to your thighs. Feel the tension drain out of your arms. Again, curl your arms to tighten your biceps. Notice the tension, hold, and release. Let the tension flow out of your arms. Replace it with deep muscle relaxation.
>
> Now raise your shoulders toward your ears. Really tense your shoulders. Hold them up for a second. Gently drop your shoulders, and release all the tension. Again, lift your shoulders, hold the tension, and release. Let the tension flow from your shoulders all the way down your arms to your fingers. Notice how different your muscles feel when they are relaxed.

Now bring your awareness to your neck and face. Tense all those muscles by making a face. Tense your neck, jaw, and forehead. Hold the tension, and release. Let the muscles of your neck and jaws relax. Relax all the lines in your forehead. One final time, tense all the muscles in your neck and face, hold, and release. Be aware of your muscles relaxing at the top of your head and around your eyes. Let your eyes relax in their sockets, almost as if they were sinking into the back of your head. Relax your jaw and your throat. Relax all the muscles around your ears. Feel all the tension in your neck muscles release.

Now just sit for a few moments. Scan your body for any tension and release it. Notice how your body feels when your muscles are completely relaxed. When you are ready, open your eyes.

Process the relaxation exercise by asking the following questions:

How was this exercise for you?

Did you notice any new sensations?

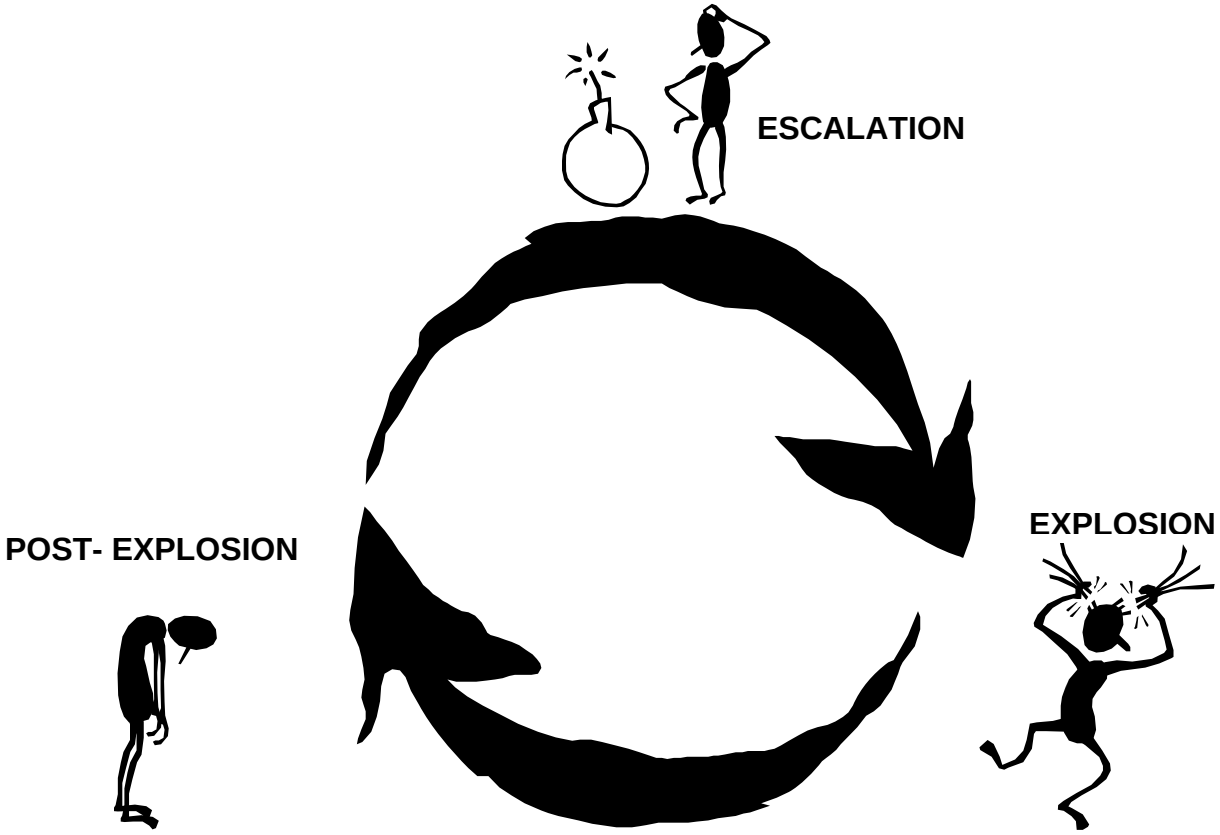
How does your body feel now? How about your state of mind?

Do you notice any difference now from when we started?

Homework Assignment

Ask participants to review the aggression cycle and practice progressive muscle relaxation, preferably once a day, during the coming week. Remind them to continue to develop their anger control plans.

The Anger Cycle



The Anger Meter

1 2 3 4 5 6 7 8 9 10

TCU MAPPING-ENHANCED COUNSELING MANUALS FOR ADAPTIVE TREATMENT

UNDERSTANDING AND REDUCING ANGRY FEELINGS
Anger Resources
Links of Interest

The public information office of the American Psychological Association provides a variety of brochures on mental health topics. A brochure on anger is available at:

http://www.apa.org/pubinfo/anger.html

This commercial site offers some free downloads as well as a selection of resources (videos, books, brochures) dealing with anger:

http://www.angermgmt.com/angertoolkit.html

This mental health site offers some free downloads and other resources on anger:

http://members.aol.com/AngriesOut/

This British public mental health site offers a selection of free PDF downloads of booklets and brochures dealing with a variety of topics. A brochure on anger is available at:

http://www.nmht.nhs.uk/pdfs/anger.pdf