My Anger:

And How to Manage It


**MY ANGER: AND HOW TO MANAGE IT**

Dr. Millicent H. Kellner, LCSW from CPC Behavioral Healthcare, Inc. (1999) describes anger as trying to “rid[e] a bucking bronco.” The good news is that anger is a basic human emotion and managing it is a skill which can be taught and learned. The bad news is that if left unbridled, anger will “become a stampede that destroys the people and things we value most.” Here is an outline of principles to use in saddling that mustang in group and individual treatment.

I. **What are the triggers?** - “situations that set us off and lead us to feel angry”

II. **Are there degrees to my anger triggers?**

A. Everyone’s common triggers
   1. Was the slight accidental or deliberate?
   2. Was it done by someone I like or dislike?
   3. Was it fair for this to happen to me?

B. My own personal triggers - What bugs me the most?

III. **What is the physiology of anger, especially my own?**

A. Do I have a “unique set” of physical responses in becoming angry?
B. Can I identify and acknowledge my angry feelings?
C. Can I learn skills and techniques for managing these angry feelings?

IV. **What can I do about the triggers?** The Answer is “Self Talk”.

A. What I tell myself to do is what I will usually end-up doing
B. Role-playing and practice, practice, practice
C. Maintaining an Anger Log
   1. What does my log tell me about me?
   2. How can I learn to do things differently/better in the future?

V. **Conclusion**

Adolescents [and adults] can learn to exert self-control and manage their angry feelings in a positive and productive fashion.

**References**


ABOUT SCHOOL
Anonymous

(This poem was handed to a grade 12 English teacher in Regina, Saskatchewan. Although it is not known if the student actually wrote it himself, it is known that he committed suicide two weeks later.)

He always wanted to say things. But no one understood.
He always wanted to explain things. But no one cared.
So he drew.

Sometimes he would just draw and it wasn’t anything. He wanted to carve it in stone or write it in the sky.
He would lie out on the grass and look up in the sky and it would be only him and the sky and the things inside that needed saying.

And it was after that, that he drew the picture. It was a beautiful picture.
He kept it under the pillow and would let no one see it.
And he would look at it every night and think about it. And when it was dark, and his eyes were closed, he could still see it.
And it was all of him. And he loved it.
When he started school he brought it with him. Not to show anyone, but just to have it with him like a friend.

It was funny about school.
He sat in a square, brown desk like all the other square, brown desks and he thought it should be red.
And his room was a square, brown room. Like all the other rooms. And it was tight and close. And stiff.

He hated to hold the pencil and the chalk, with his arm stiff and his feet flat on the floor, stiff, with the teacher watching and watching.
And then he had to write numbers. And they weren’t anything. They were worse than the letters that could be something if you put them together.
And the numbers were tight and square and he hated the whole thing.

The teacher came and spoke to him. She told him to wear a tie like all the other boys. He said he didn’t like them and she said it didn’t matter.
After that they drew. And he drew all yellow and it was the way he felt about morning. And it was beautiful.
The teacher came and smiled at him. "What's this?" she said. "Why don't you draw something like Ken's drawing? Isn't that beautiful?"
It was all questions.

After that his mother bought him a tie and he always drew airplanes and rockets ships like everyone else. And he threw the old picture away. And when he lay out alone looking at the sky, it was big and blue and all of everything, but he wasn't anymore.

He was square inside and brown, and his hands were stiff, and he was like anyone else. And the thing inside him that needed saying didn't need saying anymore.

It had stopped pushing. It was crushed. Stiff. Like everything else.
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First Week
Getting Started

ANGER MANAGEMENT FOR YOUTH

The purpose of *Anger Management for Youth* is to accomplish the goals listed in the center of this page. Each and every group member plays a big part in the group's achievement of these goals. Write your name and the names of the group members in the boxes surrounding the goal circle.

**PROGRAM GOALS**

- Experience Social Support
- Learn Mood Management

Our Group Believes that Care and Concern Are:

1. Listening to each other.
2. Giving helpful feedback.
3. Telling each other we care and are concerned for them.
4. Praising each other.
5. Celebrating group successes.
7. Trusting each other!
### COMPARISONS OF FEELINGS/EXPERIENCES

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<th>3.45</th>
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<td>Teachers' expectations too high</td>
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Never Sometimes Usually Always Frequency of Feelings/Problems

* p < .05
** p < .0001
*** p < .001
**** p < .01

Group 1: Students not doing so well in school
Group 2: Students doing O.K. in school

SUMMARY: The above shows that Group 1 students differ from Group 2 students in feeling more stressed/pressured, depressed, and angry and having more thoughts about suicide. Also, Group 1 youth have less satisfaction and lower self-esteem than do Group 2 students.
MAJOR THEMES

People express emotional upsets or problems in lots of ways:
- Some get depressed
- Some get furious, angry
  - Some worry all the time—may get ulcers
- Some feel worthless, inferior
  - Some have nervous breakdowns
- Some consider or threaten suicide
  - Some use or abuse drugs
  - Some don’t try, quit, and fail

Human beings have the unique capacity to think and reason; therefore, we can change how we feel.

We feel the way we think.
Thinking produces feelings,
feelings generate actions or behaviors.

It’s the way we think, our point of view!
It’s our thinking, our ideas, our beliefs about something (not the thing or event itself) that cause us to feel upset.

So, nothing or nobody can make us feel angry, depressed, guilty, worthless, like a failure, stupid, or whatever!

We create our own emotional upsets, distresses, depression, anger—by how we think!—our attitude!—our beliefs!—our biases!
ANGER-MANAGEMENT SKILLS TRAINING

SOME DEFINITIONS

ANGER is a combination of discomfort, tenseness, resentment, and frustration.

ANGER is an IMMOBILIZING reaction, experienced when our expectations are not met.

ANGER takes the form of rage, hostility, striking out at others, or even the "silent treatment."

ANGER is NOT simple annoyance, irritation, disappointment.

ANGER is a choice, as well as a habit! Like all emotions, it is the result of thinking.

ANGER-MANAGEMENT TRAINING IS NOT trying to do away with feelings;

rather

ANGER-MANAGEMENT TRAINING IS learning to increase appropriate expressions of anger.

ANGER CONTROL means keeping expressions of anger at a manageable and nondestructive level.

Instead of:
- expressed rage
- verbal abuse
- attacking or withdrawing

Rather:
- expressed irritation
- expressed disappointment
- negotiating
MY TYPICAL ANGER TRIGGERS & TROUBLEMAKERS*

<table>
<thead>
<tr>
<th>I GET ANGRY WHEN:</th>
<th>YES</th>
<th>MAYBE</th>
<th>NO</th>
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<tbody>
<tr>
<td>1. Someone lets me down.</td>
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<td>2. People are unfair.</td>
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<td>3. Something blocks my plans.</td>
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<td>4. Someone embarrasses me.</td>
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<td>5. I am delayed, held up.</td>
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<td>6. I have to take orders from someone.</td>
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<td>7. I have to work with incompetent people.</td>
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<td>8. I do something stupid!.</td>
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<td>9. I don’t get credit for what I’ve done.</td>
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<td>10. Someone puts me down.</td>
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<td>11. ______________________________________________</td>
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ANGER TRIGGERS
UNCONTROLLED ANGER SEQUENCE

1. TRIGGERS:
   SOMETHING UNPLEASANT HAPPENS

2. THOUGHTS
   WE EVALUATE—
   WE THINK TO OURSELVES

3. FEELINGS
   THEN WE FEEL
   THE WAY WE THINK!

4. BEHAVIORS
   WE ACT OUT
   OUR FEELINGS!

5. CONSEQUENCES
   NEGATIVE CONSEQUENCES
   ESCALATE OUR ANGER!
UNCONTROLLED ANGER SEQUENCE

1. TRIGGERS:
   • Anger Button Gets Pushed
     ➞ ANGER REACTION OCCURS

2. THOUGHTS:
   • Appraisals (our interpretations)
   • Attributions (causes, blame assigned)
   • Self-talk (what we say to ourselves)
     ➞ INFLUENCE FEELINGS

3. FEELINGS:
   • Threatened, Out of Control, Hurt
   • Tension, Agitation, Turmoil
     ➞ INTENSIFY ANGER REACTION

4. BEHAVIORS:
   • Withdraw ➞ Attack
     ➞ INFLUENCE REACTION AND CONSEQUENCES

5. CONSEQUENCES:
   • Negative Consequences
     ➞ ESCALATE ANGER REACTION
## SOME FACES OF HARMFUL ANGER EXPRESSIONS*

<table>
<thead>
<tr>
<th>Physical Violence</th>
<th>Hitting, kicking, and slamming objects or people. Carried to extremes, this leads to assaults and other crimes of violence. These occur when anger is out of control.</th>
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</thead>
<tbody>
<tr>
<td>Verbal Abuse</td>
<td>Ridicule, insults, name-calling, yelling, and shouting at loved ones, friends, or others. Also, phrases like &quot;kill her/him!&quot; &quot;clobber them,&quot; or &quot;destroy 'em!&quot; may seem like O.K. expressions, but they incite anger and violence and can make them acceptable even in friendly competition.</td>
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<tr>
<td>Temper Tantrums</td>
<td>A common expression of anger that is selfish indulgence. It can lead to verbal or physical abuse of others.</td>
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<tr>
<td>Sarcasm and the Silent Treatment</td>
<td>Like ridicule and put-downs, these anger expressions can be just as hurtful as physical violence.</td>
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<tr>
<td>Blaming</td>
<td>Saying things like &quot;you really aggravate me!&quot; or &quot;you make me so mad!&quot; Here you're blaming someone else for your own anger.</td>
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<tr>
<td>A Sobering Note</td>
<td>Uncontrolled anger is not normal! The philosophy that advocates getting in touch with your anger and &quot;letting it all hang out&quot; can be potentially dangerous to yourself and others. Popularized anger and violence (e.g., in television, movies, books) which portrays them as normal undermines both individuals like you and me and our society as well.</td>
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YOUR PERSONAL ANGER SEQUENCE

TRIGGERS

THOUGHTS

FEELINGS

BEHAVIORS

EFFECTS
SUMMARY: INSIGHTS

1. Upsetting feelings (depression, anger, worry, helplessness, etc.) are caused by our upsetting ideas and thoughts!

2. We stay angry, depressed, stressed, etc., because we keep telling ourselves upsetting ideas over and over (what’s awful, what shouldn’t be, what’s terrible, what’s stupid, etc.) ... and we can make ourselves more angry or depressed because we also tend to exaggerate the upsetting ideas with each telling!

3. We can stay angry, depressed, anxious, and so forth if we like, or we can change the way we think—challenge our “awfuls!”

4. Just knowing we need to change is not enough—old habits stay habits when they are left alone!

5. To change takes effort, learning new skills, and practice, practice, practice! Remember, our existing habits came from lots of practice, so it’s going to take lots of practice to learn new habits!

6. With conscious effort and lots of practice, the likelihood is you won’t get as upset, as often, as long as you do now.
# MOOD DIARY

**Your Name**

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**Starting**

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Please use the scale below and circle the appropriate number above that day's date. Connect the numbers to see how your mood has changed.

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<tr>
<th>Very Sad</th>
<th>Normal Mood</th>
<th>Very Happy</th>
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<tbody>
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Sad Example

Happy Example
TODAY...

"I discovered that I..."

"I relearned that I..."

"I worried that I..."

"I'm concerned that I..."

"I'm pleased that I..."

"I wish that I..."
## MY TYPICAL ANGER TRIGGERS & TROUBLEMAKERS*

**I GET ANGRY WHEN:**

<table>
<thead>
<tr>
<th></th>
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</tr>
<tr>
<td>7. I have to work with incompetent people.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I do something stupid!.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>9. I don’t get credit for what I’ve done.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Someone puts me down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. (other)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEST YOUR TEMPER
How Often Are You Angry?

Everyone gets angry occasionally. But people who “fly off the handle” easily may be at risk for heart disease or other illnesses, so it's important to know how often you place yourself at risk. Men are at greater risk for these illnesses than women.

Score 1 if the statement is never true for you, 2 if it’s sometimes true, 3 if it’s often true, and 4 if it’s always true.

1. _____ It doesn’t take much to get me mad.
2. _____ People tell me I should calm down.
3. _____ I blow up at terrible drivers.
4. _____ If I’m upset, I’ll hit the dog or cat.
5. _____ People call me hotheaded.
6. _____ I’m furious about the way I get treated at restaurants or stores.
7. _____ When other people’s mistakes slow me down, it can upset me for the whole day.
8. _____ If things are bad enough, I’ll throw things.
9. _____ I swear loudly to blow off steam.
10. _____ I feel like hitting someone who makes me very angry.
11. _____ I’ve been told I have a bad temper.
12. _____ If you embarrass me in front of someone, I’ll be furious.
13. _____ I’m a very ambitious person, so sometimes I get impatient and angry with other people.
14. _____ I’ve been known to break things when I’m frustrated.
___TOTAL SCORE

What Your Score Means
If you score 18 or below, you have a high temper threshold, and are able to stay calm in situations which would frustrate many others. This helps you manage your stress levels.

If you score 19-27, you get angry about as often as most people. To reduce your score, practice the hints below.

If you score 28-35, you might be under too much stress, or getting angry may be a habit. Take this score seriously, and begin to make changes now, before it affects your health.

If you score over 35, and you continue with your behaviors and attitudes, you risk serious stress-related disease. Work your way down the list below and take the test again. Repeat until your score is in the normal range. It may help to speak to a counselor about other ways to deal with your anger.

Hints That Help
You'll be happier and easier to live with if you remember these hints every day:
○ Say “I was wrong” to someone.
○ Think about when and where you learned your reactions to anger.
○ Spend 10 minutes sitting in a peaceful place.
○ Laugh at a joke, situation or yourself.
○ Read something for pleasure.
○ Avoid doing two things at once (such as eating and reading).
○ Try to relax and gain perspective on yourself.
Second Week
"LEAN-IN" - Aggressive or Bullying (SHARK)
I am here to control what happens, even if I have to run over you.
It is my way or no way!
I am not interested in listening to you.
You better respect me, but I have no respect for you.
It is your fault (even if it is mine, I will not admit it).
My body language is "in your face!"
I am not willing to change.
My voice is often loud and harsh.

"LEAN OUT" - Avoiding (TURTLE)
I am here to let you run over me or to run away.
I will not tell you what I need or want - it is not really important.
Okay, you get your way ... whatever you say.
I guess it must be my fault.
I complain a lot, but I do not seem to be able to change things.
My body language is "backing away"
(slumping, avoiding eye contact).
I feel helpless, like a victim.
My voice may sound weak, whiney, or fearful.

"STAND UP" - Problem Solving or Assertive (EAGLE)
I am not here to fight.  I am not here to run away.
I am here to help solve the problem.
I will respect you and I expect to be respected.
I am direct and clear in telling you what I want.
My feelings are important and so are yours.
I am confident and willing to stand up for what I believe in.
I am willing to listen to you and try to understand how you see the problem.
I am willing to change if I see the need to.
I am willing to take responsibility for my part of the problem.
My voice is strong and steady.
My head is up and I am looking you in the eye.
HOW I RESPOND WHEN I'M ANGRY

WITHDRAW

ATTACK

1...2...3...4...5...6...7...8...9...10

HOW I RESPOND WHEN SOMEONE GETS ANGRY AT ME

WITHDRAW

ATTACK

1...2...3...4...5...6...7...8...9...10
# ANGER ROUSING SITUATIONS

<table>
<thead>
<tr>
<th>Trigger:</th>
<th>You</th>
<th>Partner</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What would upset you in this situation (push your “button”)? Is it internal or external?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What would probably upset this person? Is it internal or external?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thoughts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you usually say to yourself when this happens to you? What would be your attitude, your thinking?</td>
</tr>
<tr>
<td>2. What do you think she SHOULD say to him/herself? What do you think would be his/her attitude, thinking if s/he said the right thing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feelings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you feel in this situation? (You can write more than one feeling.)</td>
</tr>
<tr>
<td>2. How do you think s/he feels?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would your respond to this situation? Physical? Verbal? Withdraw or attack?</td>
</tr>
<tr>
<td>2. How do you think s/he SHOULD respond?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on how you would have responded, what do you think would have been the consequences?</td>
</tr>
<tr>
<td>2. Based on how s/he SHOULD have responded, what do you think would have been the consequences?</td>
</tr>
</tbody>
</table>
Third Week
# STRESSFUL EVENTS SCALE FOR ADOLESCENTS

This list of problems or stressful events contains a range of things that people your age experience. As you look at each one, please check (in column I) if you have EVER experienced it. To understand how much each of the problems or stressful events you checked has been bothering you—during the last two weeks, including today—select a number from the scale at the bottom of the page and write it in Column II.

<table>
<thead>
<tr>
<th></th>
<th>I. EVER EXPERIENCED?</th>
<th>II. EFFECT LAST 2 WEEKS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Felt depressed</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Felt you didn't matter</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Had daily hassles pile up</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Conflict with brother/sister</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Conflict with girlfriend/boyfriend</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Breakup with girlfriend/boyfriend</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Family member sick</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Conflict among family members</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Problems in school</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Conflict with friends</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Felt like you had no friends</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Your job interferes with getting schoolwork done</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Problems at work</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Felt you had too many responsibilities in your life</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>Bothered by not having the money to buy or do the things you want</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Fear of pregnancy/getting someone pregnant</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Keeping or having a relationship with a girlfriend boyfriend</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td>Significant weight gain or loss (&gt;10% of body weight) (Without dieting)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not at all</td>
<td>A little</td>
<td>Moderately</td>
<td>Very Much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
19. Close friend is very depressed
20. Family member is very depressed
21. Parent quit or lost job
22. Death of a friend or family member
23. Parental violence toward family member
24. Pregnancy/abortion or getting someone pregnant
25. Sexual abuse or rape
26. Dropping out of school
27. Sexually transmitted disease
28. Thoughts of being gay or lesbian
29. Drug and/or alcohol abuse
30. Major health problem or chronic illness

Type: 

Is there anything not included on this list that you would add? If yes, what has happened? (State the problem.)

31. Type: 

Of all the items you checked, which three are affecting you the most?

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>32.</td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td></td>
</tr>
<tr>
<td>34.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOTAL SCORES

Count all checks in Column I—"Ever experienced" and record below.

1. Total Number of Stressors Experienced: ______

   Compute Stress Level by adding all numbers greater than 0 in Column II and dividing by total number of Stressors in Column I.

2. Level of Stress: ______ + ______ = ______

   Sum of Sum of
   Column II Column I

3. Interpreting Score:

   After you have completed your stress level, find the number on the stress scale below to get a sense of how you are being affected by stress.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
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<tbody>
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<td>Moderately</td>
<td>Very Much</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"Now relax. ... Just like last week, I'm going to hold the cape up for the count of 10. ... When you start getting nervous, I'll put it down."

"It was foolish for Russell to approach the hornets' nest in the first place, but his timing was particularly bad."
TOTAL SCORES

Count all checks in Column I—“Ever experienced” and record below.

1. Total Number of Stressors Experienced: __________
   
   Compute Stress Level by adding all numbers greater than 0 in Column II and dividing by total number of Stressors in Column I.

2. Level of Stress: __________ + __________ = __________
   Sum of Column II  Sum of Column I

3. Interpreting Score:
   After you have completed your stress level, find the number on the stress scale below to get a sense of how you are being affected by stress.

<table>
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<tr>
<th></th>
<th>0</th>
<th>1</th>
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</tbody>
</table>

Taken from the Measure of Adolescent Suicide Potential. Developed by Leona L. Eggert, Ph.D., R.N., Elaine A. Thompson, Ph.D., R.N., Jerald R. Herting, Ph.D., and Christine Seyl, M.N., R.N.
STRESS REACTIONS

Directions: Put a dot next to physical symptoms of stress that you’ve experienced. At the bottom of the page, put checks before things that you do when stressed.

Skin Problems
- Teeth Grinding
- Dry Mouth/Throat
- Nail Biting
- Backaches
- Foot/Finger Tapping

Headaches
- Dizziness
- Tight Neck/Shoulders
- Shortness of Breath
- Rapid Heartbeat
- Stomach Upset/Nausea
- Diarrhea/Constipation
- Legs Shaky or Tight
- Hands/Feet Cold or Sweaty

- Cry
- Increase smoking
- Become exhausted
- Become aggressive
- Sleep too much
- Become distracted
- Eat too much

- Become depressed
- Become nervous
- Misuse drugs/alcohol
- Become bored
- Sleep too little
- Withdraw from people
- Eat too little
- Other: ____________
STRESS TRIGGERS

CONFLICTS WITH PEOPLE
- Friends
- Family
- Teachers
- Bosses, co-workers

INNER CONFLICTS
- How I look, act
- What I'm accomplishing
- My future

STRESS

CHANGES
- Loss of relative, friend
- Moving
- New job
- New school

SITUATIONS
- Money worries
- Family, friend in trouble
- Learning, skill problems

What triggers stress you in your life?
THE SIGNIFICANT SEVEN

PERCEPTIONS

Weak  "I am capable, I can do that."

Weak  "I am needed, important, significant."

Weak  "I have influence."  "I can influence what happens to me, and how I react to events.

SKILLS

Weak  Intrapersonal skills. The ability to understand personal emotions, to use that understanding to develop self-discipline and self-control and learn from experiences.

Weak  Interpersonal skills. The ability to work with others and develop friendships through communicating, cooperating, negotiating, sharing, empathizing and listening.

Weak  Systemic skills. The ability to respond to the limits and consequences of everyday life with responsibility, adaptability, flexibility and integrity.

Weak  Judgmental skills. The ability to use wisdom and to evaluate situations according to appropriate values.

A person weak in these perceptions and skills = High Risk
A person strong in these perceptions and skills = Low Risk

Fred Becker - Resources for Effective Living
(619) 434-7266
EMOTIONAL SPIRALS

The Upward Spiral

Feel great

Do well in school

Feel even better

Have fun with friends

Feel good

Do something successfully

Feel unhappy

Spend more time alone

Feel depressed

Become less active

Feel more depressed

Do even less

The Downward Spiral
BENEFITS OF POSITIVE SELF-ESTEEM

- Makes you feel better.
- Allows you to be yourself.
- Helps you stand up for yourself.
- Frees up energies to let you get on with what's important to you.
- Helps you accept criticism and turn it into self-improvement.
- Allows you to help others.
- Allows you to have good-quality relationships.

TO IMPROVE YOUR SELF-ESTEEM

- Practice positive self-talk.
- Be accurate in self-appraisal.
- Accept responsibility for your actions.
- Show care and concern for others.
- Accept/handle criticism.
- Set goals for self-improvement.
Fourth Week
SNAP!  ZAP!

Trigger Events

SNAP!  Automatic Thoughts

Helping Self-Esteem?

ZAP!  Hurtful Thoughts

Hurting Self-Esteem?
SELF-TALK EXAMPLES TO REHEARSE
FOR CONTROLLING ANGER
Stages 1 and 2
(Adapted from Novaco, 1975)

Preparing for “anger triggers”—things that “push my button”
This is going to be upsetting, but I can handle it.
This doesn’t have to be a catastrophe.
Stop! Figure out what I have to do... work out a plan.
I can manage this. I know how to control my anger.
I’ll know what to do if I find myself getting upset...
relax, take a deep breath, remember my plan.
Don’t overreact. Don’t blow this out of proportion.
This could be a sticky situation, but I believe in myself.
Time for the QR. Feel comfortable, relaxed, at ease.
Easy does it. Remember to keep my sense of humor.
Easy does it. Remember my lines.

When confronted, when my “button is pushed”
Stop! Stay calm. Think! Don’t jump to conclusions.
Do the QR, or count to 10.
Don’t blow things out of proportion.
So it hurts! There’s no use stretching it into an
awful, dreadful, terrible situation.
As long as I keep my cool, I’m in control.
Don’t get bent out of shape. Stick with the plan.
I don’t need to prove myself. I know I am O.K.
There is no point in getting out of control.
Don’t make more of this than I have to.
Look for the positives. Don’t assume the worst.
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. I can handle this!
I’m on top of the situation, and it’s under control.
YOUR PERSONAL ANGER SEQUENCE

TRIGGERS

THOUGHTS

FEELINGS

BEHAVIORS

EFFECTS
STRESS-REDUCTION TIPS

USE POSITIVE SELF-TALK

Understand that what you say to yourself will have a direct effect on your actions … good or bad.

TALK OUT YOUR WORRIES

It helps to share worries with someone you trust and respect. Sometimes another person can help you see a new side to your problem and thus a new solution.

WORK OFF STRESS

If you are angry or upset, try to blow off steam physically by activities such as running, playing tennis, swimming, or gardening.

LEARN TO ACCEPT WHAT YOU CANNOT CHANGE

By accepting things that you cannot change, you can give more energy to those things you can change.

AVOID SELF-MEDICATION

Many chemicals, including alcohol, can cause more stress than they solve. The ability to handle stress comes from within you, not from the outside.

GET ADEQUATE REST

Too much or too little sleep can affect your mood and performance at school and on the job. Make good, balanced rest a priority.

BALANCE WORK AND RECREATION

Reward yourself for hard work by doing more activities you enjoy.
HANDOUT

DO SOMETHING FOR OTHERS

Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else and get your mind off your situation for awhile.

GIVE IN ONCE IN AWHILE

Try giving in instead of fighting and insisting you are always right.

MAKE YOURSELF AVAILABLE

Instead of withdrawing and feeling sorry for yourself, get involved.

EVERYONE MAKES MISTAKES

Yes, even you. It's not the end of the world, and life goes on.

TAKE ONE THING AT A TIME

"Rome wasn't built in a day." Give yourself a break! You get to a goal or resolution of a problem, one step at a time. Reward yourself every step of the way.

ALWAYS CONSIDER ALL YOUR OPTIONS

Don't limit your response to a conflict to just one or two choices. Take the time to think out what would be your best choice.
YOUR PIECE OF THE PIE

Life Event:

I am personally responsible for . . .

I am not responsible for . . .

I am making these specific choices . . .
HOW I RESPOND WHEN I’M ANGRY

WITHDRAW  

ATTACK  

1..2..3..4..5..6..7..8..9..10

HOW I RESPOND WHEN SOMEONE GETS ANGRY AT ME

WITHDRAW  

ATTACK  

1..2..3..4..5..6..7..8..9..10
Fifth Week
Masks

Don’t be fooled by the face I wear, for I wear a thousand masks,
And none of them are me.
Don’t be fooled, for God’s sake don’t be fooled.

I give you the impression that I’m secure, that confidence is my name and coolness is my game,
And that I need no one. But don’t believe me.

Beneath dwells the real me in confusion, in aloneness, in fear.
That’s why I create a mask to hide behind, to shield me from the glance that knows,
But such a glance is precisely my salvation.

That is, if it’s followed by acceptance, if it’s followed by love.
It’s the only thing that can liberate me from my own self-built prison walls.
I’m afraid that deep down I’m nothing and that I’m just no good.
And that you will reject me.

And so begins the parade of masks, I idly chatter to you.
I tell you everything that’s really nothing and
Nothing of what’s everything, of what’s crying within me.

Please listen carefully and try to hear what I’m NOT saying.
I’d really like to be genuine and spontaneous, and ME.
But you’ve got to help me. You’ve got to hold out your hand.

Each time you’re kind and gentle, and encouraging,
Each time you try to understand because you really care,
My heart begins to grow wings, feeble wings, but wings.

With your sensitivity and sympathy, and your power of understanding,
You alone can release me from my shallow world of uncertainty.
It will not be easy for you. The nearer you approach me,
The blinder I may strike back.
But I’m told that Love is stronger than strong walls,
And in this lies my only hope.

Please try to beat down these walls with firm hands,
But gentle hands, for a child is very sensitive.

Who am I, you may wonder.
I am every man you meet, and also every woman that you meet, and I am YOU, also.

Author Unknown

Excerpt from Please Hear What I’m Not Saying
PERSONAL CONTROL: AN OVERVIEW

Definition: Personal control means coping successfully with stress.

PATHWAYS TO PERSONAL CONTROL VS. STRESS

TRIGGERS

Coping Response

- Positive self-talk
- Problem solving
- Relaxation, exercise
- Communicating needs

Stress Response

- Upsetting thoughts
- Panic, anxiety
- Depression, anger
- Helplessness, fear

PERSONAL CONTROL

STRESS

Why Work on Personal Control?

- Gives you CONTROL of your thoughts and actions
- Opens up HELPFUL options
- Makes you feel HEALTHY, physically and emotionally
- Increases SELF-CONFIDENCE
- Earns you RESPECT from others
TYPICAL CONFLICT BEHAVIORS

Directions: The phrases listed below describe some of the ways people act in conflict situations. Think of your behavior when you have experienced differences or conflicts with others. Circle the three phrases that best describe your behavior as you see it.

1. GO ALONG WITH THE WISHES OF OTHERS.
2. DENY THERE IS A DISAGREEMENT.
3. PERSUADE OTHERS.
4. SEEK MUTUAL GAIN.
5. TAKE CONTROL.
6. MENTALLY WITHDRAW.
7. INSIST ON RESOLUTION.
8. CONFRONT OPPOSITION HEAD-ON.
9. DICTATE SOLUTION.
10. CHANGE THE SUBJECT.
11. EXPLORE OPTIONS FOR SOLUTION.
12. RETREAT.
13. SEEK VICTORY.
14. TRY TO ACHIEVE AGREEMENT.
15. AGREE ON GOALS.
S.T.E.P.S. TO CONFLICT NEGOTIATION

Stop ...
IDENTIFY THE CONFLICT
• Express care and concern.
• Send “T” messages.

Think ...
EXPLORE SOLUTIONS
• Look for “common ground” between you.
• Use active listening.

Evaluate ...
EVALUATE SOLUTIONS
• Decide on a solution that benefits both of you.
• Communicate “I’m OK, you’re OK.”

Perform ...
TAKE ACTION!
• Work out ways to implement solution.
• Evaluate how solution is working.

Self-Praise ...
PRAISE! PRAISE! PRAISE!
• Congratulate yourselves.
• Commit to continued helpful communication and conflict negotiation.
REFLECTING: AFTER THE EVENT

When the conflict is unresolved:

Forget about it. Thinking about it makes me more upset...at a minimum, don’t stretch the situation into AWFUL! This is a difficult situation that will take time to heal. Try to shake it off. Don’t let it outweigh the positives. Remember relaxation, exercise. It’s better than depression. Can I laugh about it? It’s probably not so serious! Don’t take it personally. I did the best I could...better than the last time! It takes two to resolve things. I did my part! I’ll get better at this with more practice. In five years what will be important, that I won this battle, or that I won the war and took personal control over my life - nobody runs me but me. I won the war.

When the conflict is resolved or coping is successful:

I handled that pretty well. It worked! That wasn’t as hard as I thought. It could have been a lot worse. Nice going! I could have gotten more upset than it was worth. I actually got through that without losing my cool! My pride gets me into trouble, but when I don’t blow it, I’m better off. I’ve been getting upset for too long when it wasn’t even necessary. I’m getting better at this all the time. I’ve taken personal control over my life. I’ve won!
STOP
THINK
EVALUATE
PERFORM
SELF-RAISE

WOW!
You made a healthy choice! Line them up!
GOOD DECISION!

1st
TTFBC CHECK-UP
HOW ARE YOU DOING?

1. TRIGGERS: What are you currently working on?

2. THOUGHTS: What self-talk are you using for refocusing thought? for stopping anger-producing thought?

3. FEELINGS: How are your thoughts influencing your feelings? How are you doing at anger control?

4. BEHAVIORS: In this situation, what would you like to be able to say or do? How is the practice going?

5. CONSEQUENCES: What consequences have you experienced? How are these different than before?

Name ________________________________ Date ____________________
Sixth Week
MY UNCONTROLLED-ANGER-SEQUENCE DIARY

Directions: Record all angry behavior you’ve chosen—and the TTFBEs that go with it! The very act of recording will give you a baseline to work from and hopefully persuade you to choose anger less often. Try it!

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Place</th>
<th>Trigger, Troublemaker</th>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behaviors</th>
<th>Effects</th>
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</table>
S.T.E.P.S. TO PLANNED DECISION MAKING

STOP
Is this a helpful decision?
Does this decision help me achieve my goals?

THINK
What are my other options?
Do I need more information?

EVALUATE
Which options are helpful?
Which options are hurtful?
What are the risks?

PERFORM
What steps do I need to take?
What is my time line?

SELF-PRAISE
Have I praised myself?
Have I shared my achievement with someone else?
HOW DID YOU DECIDE?

1. Think about decisions you've made in the last week or month.

   Here are some examples:

   (1) "Asked_________to go to a party."

   (2) "Quit my after-school job."

   (3) "Got help for a friend in trouble."

   (4) "Skipped school on _____________."

2. Write your decisions in the left-hand column on the next page.

3. Next, describe how much thought went into each decision by writing one of the following numbers next to the decision:

   1 = Automatic, didn't think about it.

   2 = Thought about it a little.

   3 = Thought about it a lot.

   4 = Thought about it a lot and got information.

4. Finally, write "helpful" or "hurtful" in the last column, depending on how you think your decision turned out.
<table>
<thead>
<tr>
<th>Decisions</th>
<th>How I decided</th>
<th>Helpful?</th>
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</thead>
<tbody>
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</table>
Goals

When you make them, they should be:

Desirable: Something positive that you will want to accomplish

Realistic: something you can accomplish, short- and long-term

Specific: clearly worded, easily understood, broken down step-by-step

Time-specific: on a specific time line, with mini-goals leading to larger goals.

Measurable: progress can be monitored and evaluated
RY GOALS

Name: ____________________
Date: ____________________

School Attendance

School Achievement

Drug Use

Mood
Name: ____________________________
Date: ____________________________

**MINI-GOALS**

Big Goal: ____________________________________________

Mini-Goals: __________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________


**TO DO:**

do by ✔ DONE

1. ____________________________ __________ ______

2. ____________________________ __________ ______

3. ____________________________ __________ ______

4. ____________________________ __________ ______

5. ____________________________ __________ ______

6. ____________________________ __________ ______

7. ____________________________ __________ ______

8. ____________________________ __________ ______

9. ____________________________ __________ ______

10. ____________________________ __________ ______
Module 2

HOW I RESPOND WHEN I'M ANGRY

WITHDRAW

ATTACK

1..2..3..4..5..6..7..8..9..10

HOW I RESPOND WHEN SOMEONE GETS ANGRY AT ME

WITHDRAW

ATTACK

1..2..3..4..5..6..7..8..9..10
Seventh Week
BREAKING THE UNCONTROLLED ANGER CYCLE

DIRECTIONS: Record YOUR SUCCESSES at anger control. This should show you your effective strategies and reinforce your successes. Try it! For recording your Anger Level, on a scale of 1 to 5, 1 = not angry, 5 = very angry.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
<th>ANGER TRIGGER</th>
<th>EFFECTIVE CONTROL STRATEGY USED</th>
<th>ANGER LEVEL</th>
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**S T O M P on It!: HABIT CHECKS**

WHEN YOUR BUTTON WAS PUSHED, DID YOU . . .

<table>
<thead>
<tr>
<th>Week of:</th>
<th>Total Checks</th>
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</thead>
<tbody>
<tr>
<td><strong>S</strong> = STOP (Do a QR)?</td>
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<tr>
<td><strong>T</strong> = THINK (Say, &quot;I can handle this!&quot;)?</td>
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<tr>
<td><strong>O</strong> = OPTIONS (Brainstorm and opt for a helpful option)?</td>
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<tr>
<td><strong>M</strong> = MOVE ON IT (Act on your option)?</td>
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<td><strong>P</strong> = PRAISE (Give yourself a pat on the back)?</td>
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Total Checks:

Name: ________________________________
COPING WITH ANGER: HABIT CHECKS

WHEN YOUR BUTTON WAS PUSHED, DID YOU . . .

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<th>Total Checks</th>
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<table>
<thead>
<tr>
<th>C = Calm down?</th>
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<tr>
<th>O = Overcome the negative, opt for control?</th>
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<thead>
<tr>
<th>P = Prepare, problem-solve, plan?</th>
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<table>
<thead>
<tr>
<th>I = Invite alternatives instead of insults?</th>
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<table>
<thead>
<tr>
<th>N = Name the anger feelings, negotiate?</th>
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<thead>
<tr>
<th>G = Get on with the plan? Give praise to yourself and others?</th>
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Total Checks: 

Name: ____________________________
BREAKING THE UNCONTROLLED ANGER CYCLE
(continued)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>PLACE</th>
<th>ANGER TRIGGER</th>
<th>EFFECTIVE CONTROL STRATEGY USED</th>
<th>ANGER LEVEL</th>
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EXAMPLE:
LINES OF SUPPORT

GRANDMA, 62

CHRIS, 14

ME, 16

SANDY, 16

SHOPPING
SYMPTOMS OF RELAPSE

A. Put a check beside relapse symptoms you’ve experienced. Add any other symptoms you’ve noticed in yourself.

____ 1. Saying that problems are smaller than they really are.
____ 2. Setting goals that are unrealistic.
____ 3. Expecting things to get better right away.
____ 4. Other people see danger signs that I don’t.
____ 5. Having feelings I don’t talk about.
____ 6. Being dishonest with myself and others.
____ 7. Getting angry and upset easily.
____ 8. Complaining frequently and being irritable.
____ 10. Feeling that I am no good.
____ 12. Avoiding other recovering people.
____ 13. Acting one way and feeling another.
____ 14. Not going to recovery class or Reconnecting Youth.
____ 15. Going places where people are using alcohol or other drugs.
____ 16. Talking about or remembering the good old partying days.
____ 17. Being in a crisis almost all the time.
____ 18. Having an “I don’t care” attitude.
____ 19. Always thinking about using alcohol or other drugs.
____ 20. Talking about problems being bigger than they are.

Others: ____________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________
B. Choose one symptom of relapse you've experienced and describe how you coped or are presently coping with the symptom.

Symptom:__________________________________________________________

Coping:__________________________________________________________
_______________________________________________________________
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Permission has been granted from the Seattle-King County Department of Public Health, King County Division of Alcoholism and Substance Abuse Services (KCDASAS) for reproduction of the "Personal Control/Application—Drug-Use Control" handout. This excerpt is from Recovery Assistance Program, KCDASAS, 1989, Seattle WA, prepared by Thomas D. Curtis, Consultant, under the supervision of Mark Wirschem, KCDASAS Youth Treatment Coordinator.
**REMOVING BARRIERS TO SUCCESS**

Directions: List barriers to your success in a specific subject. Ask yourself if the barrier is an **attitude** problem ("I can't stand the teacher!"), a **skill** problem ("I'm terrible at word problems in math."), or an **outside stressor** ("I can't concentrate on homework when everyone at home is fighting."). Work with a partner to find a strategy to "remove the barrier!" Use another piece of paper to analyze other subjects.

Subject: ____________________________________________

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Strategies</th>
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<tbody>
<tr>
<td><strong>Attitude Problems:</strong></td>
<td><strong>My New Attitudes:</strong></td>
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<td><strong>Skill Problems:</strong></td>
<td><strong>Skills I'll Improve:</strong></td>
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<tr>
<td><strong>Stressor Problems:</strong></td>
<td><strong>Solutions to Stressors:</strong></td>
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Eighth Week
Summary of the highlights of what we have covered

1. Anger Sequence
   a. Trigger
   b. Thoughts
   c. Feelings
   d. Behaviors
   e. Consequences

2. Change
   a. Why change?
   b. How change?

3. Set goal(s)
   a. Goals should have:
      1.) The behavior to change
      2.) How it will change
      3.) By what amount of time
      4.) Reward

4. Stress
   a. Stress Reduction Tips
      1.) Support from others
      2.) Exercise
      3.) Write in a journal.
      4.) Use relaxation techniques
      5.) Self-talk
         a.) Use of a rubber band.
      6.) Self-imagery

5. Personal Control - Conflict resolution and Decision making
   1.) Using a process called S.T.E.P.S.
      a.) STOP. THINK. EVALUATE.
         PERFORM. SELF-PRAISE.
6. Breaking the Anger Cycle with simple personal checks
   
   a. **COPING**
   1.) **C** = Calm down
   2.) **O** = Overcome the negative, opt for control
   3.) **P** = Prepare, problem-solve, plan
   4.) **I** = Invite alternatives instead of insults
   5.) **N** = Name the anger feelings, negotiate
   6.) **G** = Get on with the plan; give praise to yourself and

   b. **STOMP** - Next find the STOMP on it! Habit Checks sheet.
   1.) **S** = Stop - do a mini-relaxation technique
   2.) **T** = Think - can I handle this?
   3.) **O** = Options - brainstorm for other, maybe better, options
   4.) **M** = Move on it - act on the best option
   5.) **P** = Praise - give yourself another pat on the back for STOMPing on it!

7. Symptoms of relapse
8. Removing barriers to success
DECISION MAKING: AN OVERVIEW

Definition: A process of selecting from two or more possible options in order to solve a problem and/or set a goal.

PLANNED DECISION MAKING

Group Problems and Goals
- Decreasing drug use
- Improving school achievement and attendance
- Improving moods

Personal Problems and Goals
- Feeling good about myself
- Getting something I want
- Changing unhealthy habits

WHY PRACTICE PLANNED DECISION MAKING?
- Gives you FREEDOM of choice
- Gives you CONTROL over your life
- Helps you achieve SUCCESS at things that are important to you
- Increases your SELF-CONFIDENCE
- Gives you ENERGY and reduces stress
"Got him, Byron! It's something in the Vespula genus, all right—and ooooweeeeee does he look mad!"