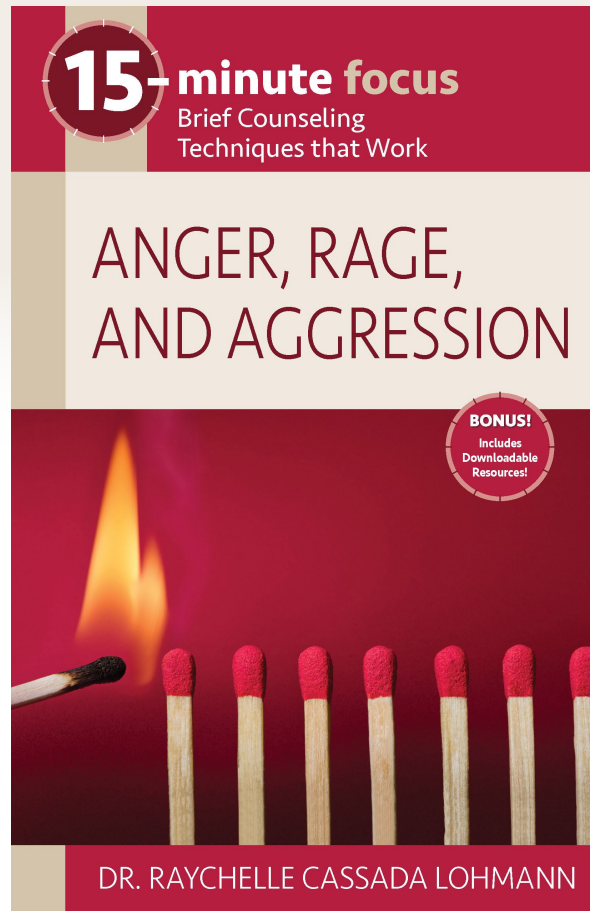


# Reproducible Resources from



*15-Minute Focus*

*Anger, Rage, and Aggression*

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# The Seven Basic and Universal Emotions



Emotions create an impulse or urge to act. For example, when we are angry, we may have the urge to raise our voice, curse, or hit. If we are sad, we may resort to crying, sulking, or withdrawing. Emotions such as sadness, shame, guilt, and fear are often labeled as being unpleasant and uncomfortable because they leave us feeling vulnerable and out of control. Rather than feeling powerless and helpless, we may use anger to mask what we are really feeling. This emotional concealment is why anger is often referred to as a secondary emotion. Anger often becomes a first line of defense because it's an energy-producing emotion that creates a sense of being in charge. Plus it's easier to admit to being angry than feeling hurt, ashamed, or guilty.

As with other emotions, anger has some identifying characteristics that are important to understand. Research has noted anger undergoes a series of affective, cognitive, and behavioral processes. Each are explained in more detail.

- Like other emotions, anger has an **affective** factor, meaning it has a specific **feeling** attached to it. It feels different from other emotions such as happiness, which is on the opposite spectrum from anger. You know how it feels to be happy and elated about something. Now imagine feeling frustrated and angry. You probably felt the complete shift of thoughts. Anger and happiness are totally different feelings. One feels good and the other one not so much. This extreme dichotomy of feelings is why it's almost impossible to experience happiness and anger at the same time.
- After the anger makes its appearance, we begin to fuel our thoughts in justifying why we are mad. These thoughts are referred to as the **cognitive** process of anger. Angry thoughts have a purpose to prepare us to act. When we are angry our thoughts help us make plans to make a wrong right. Our thoughts don't cause a problem because thoughts are powerless unless we buy in to them.
- Again, our thoughts aren't a problem unless we act on them. Rather, it's our actions that can lead to big consequences, and that leads us to the **behavioral** process of anger. <sup>6</sup>



## Emotions/Behaviors

### Anger

- Distressing thoughts and feelings of antagonism and wrongdoing.
- Defining features: Affective, Cognitive, Behavioral
- Types: Internal & External

### Rage

- Intense Anger

### Aggression

- Behavior with harmful intent at obtaining something desired.
- *Types: Proactive & Reactive*

## Mental Health

- Anxiety
- ADHD
- Depression
- Disruptive, Impulse-control and Conduct Disorders
  - CD
  - IED
  - ODD

## Symptoms of Anger Reference Guide

### Symptoms of Anger RECOGNIZING THE CUES

Physical	Emotional	Behavioral
<ul style="list-style-type: none"><li>• Headaches</li><li>• Muscle Tightness</li><li>• Stomach Problems</li><li>• Rapid Heartbeat</li><li>• Tensing Jaws</li><li>• Grinding Teeth</li><li>• Breathing Heavy</li></ul>	<ul style="list-style-type: none"><li>• Depression</li><li>• Frustration</li><li>• Guilt</li><li>• Resentment</li><li>• Shame</li><li>• Stress</li><li>• Overwhelmed</li></ul>	<ul style="list-style-type: none"><li>• Sarcasm</li><li>• Pacing</li><li>• Physical Aggression</li><li>• Raising Their Voice</li><li>• Crying</li><li>• Cursing</li><li>• Confrontational</li></ul>

### Try This!

What are your anger symptoms? Fill out the following chart to identify how you physically, emotionally, and behaviorally respond to anger. You can also do this activity with other emotions and feelings in mind, such as stress and anxiety.

### Symptoms of Anger RECOGNIZING YOUR CUES

Physical	Emotional	Behavioral
<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>	<ul style="list-style-type: none"><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li><li>• _____</li></ul>

# Assessing Anger

Begin by getting information from them about their child's behavior. Asking some basic questions can help you determine the severity of the child's anger and how it affects the home environment. Use the following questions as a tool to help you gain a clearer insight into the child's behavior. I'd recommend putting these questions into a document, having parents fill them out, and then reviewing them in your interview. As needed, request for the parents to expand on any question. The more you understand the child's behavior, the more assistance you'll be able to provide.

***Please answer the following questions and provide as much information as possible on your child's problematic behavior.***

1. Describe your child's behavior at home?

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2. What seems to most trigger your child's anger?

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3. How long has your child's disruptive behavior been occurring?

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4. Was there a specific event that may have led to your child's behavior?

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---

5. Has your child's behavior ever been a danger to themselves or others?

---

---

6. Has your child's behavior ever led to the destruction of property?

---

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7. What type of trouble does your child's behavior cause at school?

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8. What type of trouble does your child's behavior cause at home?

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9. Does your child's anger affect their relationships with peers?

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10. Does your child have healthy friendships? *Remember to consider the developmental level with this question. With a five-year-old, their friendships would look different from a teen's.*

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**Yes or No Questions:**

11. My child ruminates on anger-triggering events.  
**Yes**\_\_\_ **No**\_\_\_
12. My child has difficulty forgiving those who have done them wrong.  
**Yes**\_\_\_ **No**\_\_\_
13. My child is in frequent trouble at school and other social settings because of their temper or anger outbursts.  
**Yes**\_\_\_ **No**\_\_\_
14. My child flies off the handle quickly and is difficult to soothe.  
**Yes**\_\_\_ **No**\_\_\_
15. My child frequently gets into trouble at home due to anger outbursts.  
**Yes**\_\_\_ **No**\_\_\_
16. My child loses friends due to anger issues.  
**Yes**\_\_\_ **No**\_\_\_
17. My child lashes out verbally and physically with anger.  
**Yes**\_\_\_ **No**\_\_\_
18. My child says troublesome things, verbalizes threats, or writes about or draws disturbing and violent pictures.  
**Yes**\_\_\_ **No**\_\_\_
19. My child searches for weaponry or other disturbing information on the internet.  
**Yes**\_\_\_ **No**\_\_\_
20. My child has difficulty letting things go and will frequently bring up the past.  
**Yes**\_\_\_ **No**\_\_\_

**Please expand on the following questions.**

21. What efforts have you tried to help calm your child?  
\_\_\_\_\_  
\_\_\_\_\_
22. What has worked in the past to calm your child?  
\_\_\_\_\_  
\_\_\_\_\_
23. What is the most pressing concern that you have about your child's anger?  
\_\_\_\_\_  
\_\_\_\_\_
24. What would you like to see change with your child's behavior at home in an ideal world? School? Other social settings?  
\_\_\_\_\_  
\_\_\_\_\_
25. Is there any other information that you believe would help me better understand your child's behavior?  
\_\_\_\_\_  
\_\_\_\_\_

*The above questions are not intended to diagnose nor are they a crystal ball into your child's behaviors. However, your responses can help you pinpoint patterns and themes. For example, do you notice your child often resorts to physical aggression or struggles with peer-to-peer communication? Any commonalities that you detect may help you identify what provokes your child's anger. If you are at your wits' end with your child's behaviors and they are causing a significant problem at home or school, please speak with a school official to learn about community supports and trained professionals who can help your child learn emotional regulation skills.*

# Tracking Anger

If you are unsure how frequently the anger issues occur, consider tracking the incidents on a chart, a calendar, or a journal. Your tracking system should be kept in a private place. In other words, don't post your chart on the refrigerator or in a common place for all family members to see. We don't want to call attention to your child's undesirable behaviors, but rather work to decrease them. Tracking is for you to identify triggering behaviors and see what does and doesn't work in calming your child. If your child is older or an adolescent, you can have them track their own behaviors, a concept referred to as *self-monitoring*. Examples of working with younger and older children are provided.

*The following is an example of what you may want to record with younger children.*

Date and Time	What was the triggering event?	What were your child's anger signs during the triggering event?	What were the reactions to the behavior and what was the response?	What would you do differently to help your child calm down?
Example: Monday 5p.m.	Zack was getting ready for soccer practice and couldn't find one of his shoes.	Stomping loudly around the house and slamming doors and raising his voice. Blaming his sister for messing with his things. Yelling for help. Ripping clothes out of his closet looking for his shoe.	I told him to chill out and stop tearing the house apart and accusing his sister for his irresponsibility. I told him if he didn't find his shoe, then he'd just miss practice.  When I threatened him it only escalated the situation.	I should have gone to him, helped him relax by taking deep breaths, and then retraced his steps from when he last had his shoes. Looking back his anxiety was fueling his anger.  In the future we will work on preparing the night before rather than waiting until the last minute to get his things together.

*The following is an example of what your older child may include when self-monitoring their behavior.*

Date and Time	What happened?	What did you feel?	What did you think?	What did you do?	What were the consequences?	What would you do differently?
Example: Monday 9 a.m.	Teacher called on me to answer a question about the weekend's homework that I didn't do.	Scared because I didn't want to answer to everyone to know I didn't do it and get a bad grade.	This is stupid. I didn't have time to do the work and if my parents find out I didn't do it they'll flip.	Told the teacher to pick someone else and when she would not let it go, I blamed her for always picking on me and told her to get off my (expletive) case.	Principal's office, after school detention, had to call home about the incident, and zero on the assignment.	Just own up to it. The consequence would have been less, had I just said I didn't do the assignment and left it at that.

# Create an Anger Management Plan

Create a plan to help your child deal with the anger more appropriately. Set up a system to help your child manage disruptive behaviors based on the information you received by creating an anger management plan that includes calm-down strategies to use. For example, perhaps your child needs to take a time-out when angry. So, use a one-word or hand signal to let others know they need to step away from the situation. Please note that stepping away does not mean avoiding. You can cycle back to the event once your child has had some time to collect themselves.

## Sample Anger Management Plan

IDENTIFY THE GOAL	
<b>I want to:</b> <i>In their own words have your child tell you what they want to change about their behaviors. Rather than saying "Don't get angry," have them break that down into obtainable tasks because they are human and will get angry. For example, they may work on their anger response like not screaming or breaking things when they get angry.</i>	
MONITORING ANGER	
On an anger scale of 1 to 10, with 1 being <i>relaxed and calm</i> to 10 being <i>extremely angry</i> , list your feelings, thoughts, and behaviors at each level of the scale.	
SCALING NUMBER	FEELINGS, THOUGHTS, AND BEHAVIORS AT EACH LEVEL
10 (maximum anger)	
9	
8	
7	
6	
5	
4	
3	
2	
1 (minimum anger)	

Continued on next page.

## ANGER SIGNS

### **This is what I do now when I am angry:**

*Have your child list their anger signs so they can become aware of how they are responding to an upsetting situation. Examples may include:*

- *I raise my voice*
- *I hit things*
- *I slam things*
- *I feel hot*
- *I feel like my heart's beating fast*
- *I clench my teeth*
- *I ball up my fists*
- *I run away*
- *I cry*
- *I call people names*
- *I tear up things*

### **This is what usually happens when I act that way:**

*Have your child list the consequences of their above behaviors.*

### **This is what I will do instead:**

*Have your child list ways to effectively calm down. Unlike the anger tracker, you could print out the list of calming strategies and display it in an accessible place, like the fridge, so your child can refer to it in the heat of the moment. A few examples are provided.*

- *Read*
- *Listen to music*
- *Go for a bike ride*
- *Go for a run*
- *Take 10 deep breaths counting to 10 each time*
- *Write down what's bothering me and rip it up*
- *Talk about what's bothering me*
- *Do 30 jumping jacks*
- *Write in a journal*
- *Draw my feelings on a piece of paper*

## ACKNOWLEDGING PROGRESS

### **I will review this plan each week on \_\_\_\_\_ for progress and if my behavior has improved I would like to:**

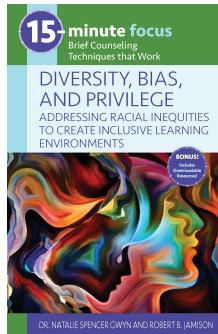
*Help your child come up ways to celebrate their success. For example, spend some extra time at the park, or have play time with a friend. If your child is older you may have something like pizza from their favorite restaurant, watching a movie together, or hanging out with some friends. The point is to find simple ways to acknowledge their hard work. The real reward is the change in their behavior.*



# 15+ minute focus

Brief Counseling  
Techniques that Work

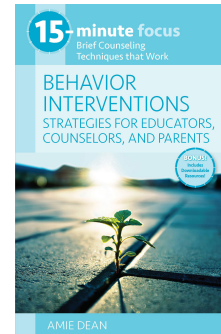
## Other titles in this series



### **DIVERSITY, BIAS, AND PRIVILEGE** **Addressing Racial Inequities to Create Inclusive Learning Environments**

Dr. Natalie Spencer Gwyn and Robert B. Jamison

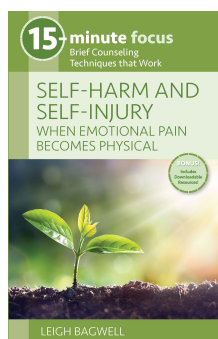
This book gives educators, counselors, and administrators knowledge, strategies, and resources that can create a safe, culturally diverse learning environment for all students.



### **BEHAVIOR INTERVENTIONS** **Strategies for Educators, Counselors, and Parents**

Amie Dean

In this book, Dean gives educators, counselors, and parents knowledge, strategies, and resources to teach children and teens how to communicate and make decisions to get their needs met in positive ways through behavior instruction and coaching.

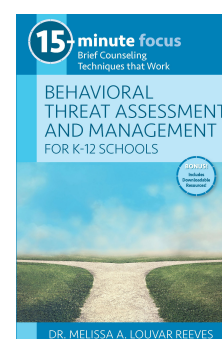


### **SELF-HARM AND SELF-INJURY** **When Emotional Pain Becomes Physical**

Dr. Leigh Bagwell

Bagwell offers an in-depth look at the who, what, and why of self-harm; more accurately called nonsuicidal self-injury (NSSI).

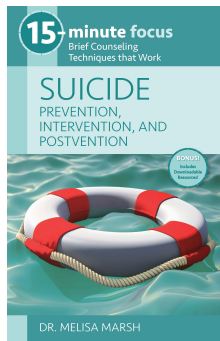
This book features stories from students as they explain NSSI from their experiences, giving adults an inside look into the lives of those who struggle with this behavior.



### **BEHAVIORAL THREAT ASSESSMENT AND MANAGEMENT** **for K-12 Schools**

Dr. Melissa A. Louvar Reeves

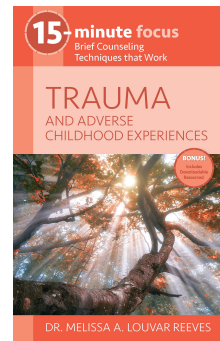
In this book, Louvar Reeves explains the interrelated factors that play a role in a person's decision to plan and carry out an act of violence. Learn about the role of BTAM in managing troubling behaviors, mitigating risk, and directing students onto more positive pathways.



## **SUICIDE** **Prevention, Intervention, and Postvention**

Dr. Melisa Marsh

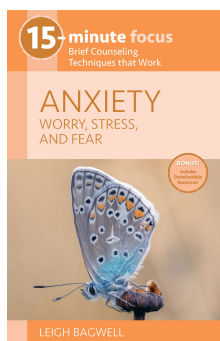
In this book, Marsh unpacks the stigma and data associated with suicide, and provides school counselors, educators, and administrators with ways to implement a suicide-safer community.



## **TRAUMA** **and Adverse Childhood Experiences**

Dr. Melissa A. Louvar Reeves

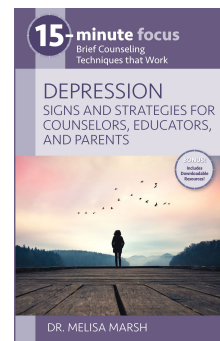
In this book, Reeves explains trauma and the overlap with anxiety, and provides understanding for behaviors associated with trauma and why they occur, along with a variety of strategies for school mental health professionals, educators, and administrators.



## **ANXIETY** **Worry, Stress, and Fear**

Dr. Leigh Bagwell

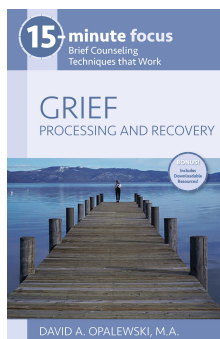
In this book, Bagwell explains the physiological progression from a trigger to a full-blown anxiety attack, and provides a variety of prevention and intervention strategies for school counselors, educators, and administrators.



## **DEPRESSION** **Signs and Strategies for Counselors, Educators, and Parents**

Dr. Melisa Marsh

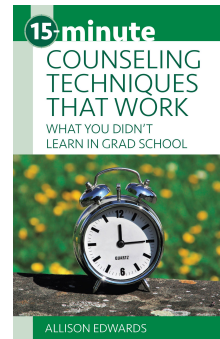
In this book, Marsh provides a comprehensive look at depression and its effects on children and teenagers. This book will equip counselors, educators, and family members with a detailed understanding of depression and offer tools for intervention so no student or peer goes unnoticed in their struggle.



## **GRIEF** **Processing and Recovery**

David A. Opalewski, M.A.

In this book, Opalewski gives schools a guide for addressing the death of a student or staff member, including what to say and what not to say to students along with helpful communication and intervention strategies for school counselors, educators, and administrators.



## **15-Minute Counseling Techniques that Work** **What You Didn't Learn in Grad School**

Allison Edwards

Children come to us with a variety of problems, searching for answers. While these solutions may work temporarily, we really never help children until we give them tools—or techniques—to manage thoughts and feelings on their own. The techniques in this book will help children feel empowered to face everyday challenges and equipped to manage their stress and emotions.