This document focuses on anger management programs utilized within and outside of school systems. Eleven programs are reviewed and delineated into the following categories: age/grade level, group size, target population, theoretical basis, techniques utilized, and skills acquired. Practical knowledge of the programs is presented in order to provide the user with resources necessary to design and begin an anger management program. Programs reviewed are: (1) "The Anger Workbook" (Carter and Minirth); (2) "The Anger Coping Program" (Lockman, Dunn, Klimes-Dougan); (3) "Anger Control Training for Adolescents in Residential Treatment" (Dangel, Deschner, Rasp); (4) "Aggression Replacement Training" (Goldstein, Glick, Reiner, Zimmerman, Coultry); (5) "Anger Management for Youth: Stemming Aggression and Violence" (Eggert); (6) "Anger Management Program" (Panaccione); (7) "Anger Control Training for Children and Teens" (Taylor); (8) "25 Ways to Help Children Control Their Anger" (Shapiro); (9) "The Anger Control Kit" (Shapiro); (10) "How I Learned to Control My Temper" (Pincus); (11) "Think First Curriculum" (Larson, McBride). Well-known programs and less common programs are included; contact addresses and program prices are provided where available. (MKA)
ABSTRACT

A REVIEW OF ANGER MANAGEMENT PROGRAMS FOR CHILDREN AND TEENS

KRISTINE JAHNKE, M.Ed.
MEDINA CITY SCHOOLS
KENT STATE UNIVERSITY

This presentation will focus on anger management programs utilized within and outside of school systems. Ten programs will be reviewed and delineated into the following categories: age/grade level, group size, target population, theoretical basis, techniques utilized, and skills acquired. Well known programs (e.g. Goldstein and Glick's Aggression Replacement Training) and less common programs (e.g. John Taylor's program on anger control training) will be reviewed in order to provide the participants with an array of information on anger management programs.

Participants can expect to gain practical knowledge of these ten programs. Review of the efficacy and utility of these programs will also provide the participant with a variety of resources necessary to begin such a program of their own design. A comprehensive table will be provided to participants which can be utilized as a menu from which
selection of an appropriate program can be made. Through this selection process, participants will be able to piece together a customized anger management program which is appropriate for the skill level and the group targeted for the intervention.
ANGER MANAGEMENT PROGRAMS FOR CHILDREN AND TEENS

A REVIEW OF ELEVEN ANGER MANAGEMENT PROGRAMS

KRIS JAHNKE, M.Ed.
THE ANGER WORKBOOK
Dr. Less Carter and Dr. Frank Minirth
Thomas Nelson Publishers
Less than $20.00

Age/Grade Level: High School children and adults

Group Size: Not specifically designed for a group but the thirteen steps could be incorporated into a group format; 4-6 is preferable

Target Population: Adolescents and adults with the ability to self-reflect on their behaviors and thoughts

Theoretical Basis: Not specifically stated
Strongly cognitive in nature
Balance in life is found when anger is linked to a reasonable issue and is communicated in a proper manner

Techniques Utilized: Checklists
Questions following short case examples
Self-reflection stimulated by questions

Skills Acquired: Able to identify the best ways to handle anger
Gain an understanding of how other emotions feed anger
Uncover and eliminate myths that perpetuate anger
Identify learned patterns of relating, thinking, and behaving that influence anger
THE ANGER COPING PROGRAM
JOHN E. LOCKMAN, SUSANNE DUNN, BONNIE KLIMES-DOUGAN

Age/Grade Level: Adolescents

Group Size: 4-8 children
18 weekly sessions for 45 minutes to 1 hour
2 group leaders (school co-leader and a mental health clinic worker)

Target Population: Adolescents identified by school personnel as highly disruptive or aggressive

Theoretical Basis: Based on Dodge's Model of how a child perceives and then decides how to react to problematic social situations

Techniques Utilized: Discussion
Role-playing
Video taping
Goal setting
Video tapes

Skills Acquired: Can engage in perspective taking
Have an awareness of physiological arousal
Can engage in self-instruction to inhibit impulsive responding
Can engage in social problem solving

ANGER CONTROL TRAINING FOR ADOLESCENTS IN RESIDENTIAL TREATMENT

Age/Grade Level: Adolescents

Group Size: 6-10 members; 6 session one hour each

Target Population: Adolescents and adults with the ability to self-reflect on their behaviors and thoughts

Theoretical Basis: Cognitive Behavioral

Techniques Utilized: Thought stopping
Relaxation

Skills Acquired: Knowledge of what causes anger to build-up
Step by step self-questioning to determine the problem, alternatives, and the best solution

AGGRESSION REPLACEMENT TRAINING
Approximately $20.00

Age/Grade Level: Adolescents

Group Size: 6-12 children

Target Population: Juvenile delinquents
Children labeled as aggressive

Theoretical Basis: Cognitive Behavioral

Techniques Utilized: Skills training component
Anger control training component
Moral education

Skills Acquired: How to:
Express complaints
Respond to the feelings of others
Prepare for a stressful conversation
Respond to anger
Keep out of fights
Help others
Deal with accusation
Deal with group pressure
Express affection
Respond to failure
ANGER MANAGEMENT FOR YOUTH: STEMMING AGGRESSION AND VIOLENCE

Dr. Leona Eggert
National Educational Service (800) 733-6786
$22.95

<table>
<thead>
<tr>
<th><strong>Age/Grade Level:</strong></th>
<th>High school children; written for use in high schools but “can be easily adapted for diverse practice settings”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong></td>
<td>Group leader-student ration of no more than 1 to 12</td>
</tr>
<tr>
<td><strong>Target Population:</strong></td>
<td>The book recommends identifying students from school records, a drop in GPA of .7 or more in one, or from school personnel who can identify the child as “at risk” of school failure</td>
</tr>
</tbody>
</table>
| **Theoretical Basis:** | Cognitive Behavioral  
When provoked to anger we respond at three levels: thoughts, feelings and behaviors |
| **Techniques Utilized:** | Objectives are utilized to guide each session  
Integration of 2 submodels: group support system and life skills training |
| **Skills Acquired:** | Ability to see that problems are an opportunity for change and growth  
Linking thoughts, feelings and behaviors  
Discovering what pushes anger buttons  
Discovering consequences of angry outbursts  
Learning inoculations against anger  
Thought stopping  
Self-talk scripts |
### ANGER MANAGEMENT PROGRAM

Linda Panaccione, LISW  
No cost

<table>
<thead>
<tr>
<th><strong>Age/Grade Level:</strong></th>
<th>Advanced middle school, high school, and adult</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Size:</strong></td>
<td>4-6 students are ideal; one on one is also appropriate</td>
</tr>
<tr>
<td><strong>Target Population:</strong></td>
<td>High functioning, self-reflective adolescents and adults</td>
</tr>
<tr>
<td><strong>Theoretical Basis:</strong></td>
<td>Cognitive Behavioral</td>
</tr>
<tr>
<td><strong>Techniques Utilized:</strong></td>
<td>One simple technique describing anger as a ten-step process</td>
</tr>
<tr>
<td><strong>Skills Acquired:</strong></td>
<td>The ability to recognize triggers and determine replacement behaviors to engage in when triggers occur</td>
</tr>
</tbody>
</table>
ANGER CONTROL TRAINING FOR CHILDREN AND TEENS
John F. Taylor, Ph.D.
Available from mar-co products inc.
Less than $20.00

Age/Grade Level: 4th through 12th grade; may be adapted for K-3

Group Size: Can be done classroom-wide, in a group of 3-8 children or with an individual child

Target Population: Any child; best with impulsive, quick-to-anger children

Theoretical Basis: Cognitive
Anger is an energizing, self-protective, emotional response to a perceived, likely or actual, hurt from a stressor

Techniques Utilized: Led by teachers, parents, counselors, or psychologists
Modeling
Discussion
Concern notebooks
Acronyms

Skills Acquired: Ability to define anger
Ability to discover ways to express anger
Ability to correctly manage anger
25 WAYS TO HELP CHILDREN CONTROL THEIR ANGER
Lawrence E. Shapiro
Childswork/Childsplay
Free with order

Age/Grade Level: 6-adult

Group Size: Not specifically created for groups

Target Population: Almost any child

Theoretical Basis: Majority are cognitive behavioral

Techniques Utilized: Relaxation
Fighting fair
Games
Handouts

Skills Acquired: Relaxation
Recognition of feelings and emotions
Awareness of behavior
Awareness of behavioral triggers
THE ANGER CONTROL KIT
Lawrence E. Shapiro
Childswork/Childsplay
$84.95

Age/Grade Level: 6-adult

Group Size: Not specifically created for groups

Target Population: Almost every population

Theoretical Basis: Covers six “modalities”
1. Affective
2. Behavioral
3. Cognitive
4. Developmental
5. Educational
6. Social

Techniques Utilized: 38 techniques
Videotape is included to provide demonstrations of the techniques in action
Broken record, fighting fair, feelings vocabulary, peer mediation, stop and think

Skills Acquired: Variety of skills acquired depending on the techniques utilized
Self-regulation
How to express feelings
Stress management
Peer mediation
HOW I LEARNED TO CONTROL MY TEMPER
Debbie Pincus
Childswork/Childsplay
(800) 962-1141
$16.95

Age/Grade Level: Kindergarten to Elementary School

Group Size: Not specifically created for groups

Target Population: Less severe children

Theoretical Base: Cognitive behavioral

Techniques Utilized: Worksheets that involve coloring, games, and writing

Skills Acquired: Recognition of angry feelings/expressions
How to cope with angry feelings
How to control your temper
Assertiveness training
Empathy for other children
THINK FIRST CURRICULUM
James Larson, Ph.D., NCSP and Judith McBride, Ph.D.
Department of Psychology University of Wisconsin-Whitewater
800 West Main Street
Whitewater, WI 53190

Age/Grade Level: Middle School and High School Children

Group Size: Not specifically stated; 6-10 in general

Target Population: Youth demonstrating angry, aggressive behavior in the school setting

Theoretical Basis: Cognitive behavioral framework

Techniques Utilized: Playing of a video tape with models
Script is provided for facilitators
A-B-C Model
Homework (Hassle log)
Game playing
Role playing
Certificates of reward for reaching goals

Skills Acquired: Anger reduction methods (deep breathing)
Students examples of aggressive incidents
Children learn the physiological “cues” to anger
Identify direct and indirect provocations
Insight into the effects of mis-attribution of intent
Assertion techniques
Think ahead procedure for anger control
Structured problem-solving
Self-evaluation techniques
I. DOCUMENT IDENTIFICATION:

<table>
<thead>
<tr>
<th>Title</th>
<th>Anger Management Programs for Children and Teens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s)</td>
<td>Kristine M. Jahnke</td>
</tr>
<tr>
<td>Corporate Source</td>
<td></td>
</tr>
<tr>
<td>Publication Date</td>
<td>NASP Presentation 98</td>
</tr>
</tbody>
</table>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2A</th>
<th>Level 2B</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Sample](PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) Level 1)</td>
<td>![Sample](PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) Level 2A)</td>
<td>![Sample](PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) Level 2B)</td>
</tr>
</tbody>
</table>

Documents will be processed as indicated provided reproduction quality permits.

If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Kristine M. Jahnke, School Psychologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization/Address</td>
<td>Medina City Schools</td>
</tr>
<tr>
<td>Telephone</td>
<td>330-220-5614</td>
</tr>
<tr>
<td>Fax</td>
<td></td>
</tr>
<tr>
<td>E-Mail Address</td>
<td><a href="mailto:knjahnke@aol.com">knjahnke@aol.com</a></td>
</tr>
<tr>
<td>Date</td>
<td>6-30-98</td>
</tr>
</tbody>
</table>

NASP 1998