

HANDOUTS

Anger and Aggression in Children and Youth School and Clinic-Based Treatment

Presented By

Jim Larson, Ph.D.

AGENDA

Monday

8:15 a.m. Registration

**9:00 Developmental Pathways of
Aggression in Children and Youth**

- Risk Factors
- Coercive Family Process
- School and Community Influences

10:20 Break (coffee and tea)

**10:35 Understanding Anger and
Aggressive Subtypes in Children and
Adolescents**

- The Characteristics of Problematic Anger
- Proactive/Instrumental Aggression
- Reactive/Emotional Aggression

12:00 Lunch (on your own)

**1:30 Multi-Method/Multi-Source
Assessment Strategies**

- Functional Behavioral Approach
- Interviews, Rating Scales, and Self-Reports

2:45 Break (coffee, tea, soda, snack)

**3:00 Treatment of Anger and Aggression
in an Individual Context**

- Problem-Solving Discourse (PSD)
Technique

4:30 Adjournment
(pick up one-day certificates)

Tuesday

7:45 a.m. Registration

**8:30 Treatment of Anger and Aggression
in a Group Format**

- Advantages of School- and Residential-
Based Contexts
- Screening and Identification
- Building Generalization Strategies
- Progress Monitoring and Evaluation

9:50 Break (coffee and tea)

**10:05 Small Group Treatment of Reactive
Aggression: Children**

- Implementing the Anger Coping Program

11:30 Lunch (on your own)

**12:45 Small Group Treatment of
Reactive Aggression: Adolescents**

- Implementing the Think First Program

2:00 Break (coffee, tea, soda, snack)

2:15 The Special Issue of Bullies

- Developmental Trajectory
- Treatment Implications

3:45 Adjournment (pick up certificates)

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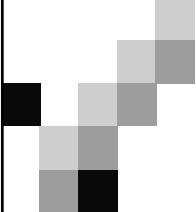
James D. Larson, Ph.D., NCSP

School Psychology Program

UW-Whitewater

Whitewater, WI 53190

Larson@uww.edu



Anger and Aggression in Children and Youth: School and Clinic-Based Treatment

Jim Larson, Ph.D.
University of Wisconsin – Whitewater
larsonj@uww.edu

Agenda - Monday

- Developmental Pathways of Aggression in Children and Youth
- Understanding Anger and Aggressive Subtypes in Children and Adolescents
- Multi-Method/Multi-Source Assessment Strategies
- Treatment of Anger and Aggression in an Individual Context

Normative Development of Aggression

- Solid research indicates very little gender differences in toddler period
- Both girls and boys engage in more object-related than person-related aggression, and level is typically highest for lifespan
- Differences begin to emerge at age 4-5 in part due to differential parental reinforcement and superior female verbal skills

Critical Developmental Elements in Emotional Understanding during Preschool

Capacity to:

- Label one's feelings
- Recognize feelings of others
- Inhibit impulse reactive anger
- Cope with frustration
- Communicate to express feelings to others
- Resolve social problems non-aggressively

Bierman, 2007


Risk Factors for Early-Starting Aggression

- “Risk factors” are individual, family, or school/community elements that *increase the likelihood* for problems
- Multiple factors *interact and potentiate* one another
 - Poverty increases the risk of ADHD
 - Parent criminality increases the risk of poverty and ADHD

Risk Factors for Early-Starting Aggression

Considerations

- Number of factors – Bricks in the backpack
- Duration of factors – e.g., Underachievement
- Toxicity – Poverty, family criminality, antisocial peers



Individual Risk Factors for Early-Starting Aggression

- Being male
- Poor emotional understanding
- Impulsivity
- Temperamental irritability, moodiness
- Below average intellectual functioning

Familial Risk Factors for Early-Starting Aggression

- Young, single, poorly educated mother
- High density home
- Parental criminality and/or mental health concerns
- Antisocial siblings
- Coercive parenting style

Early-Starting Aggression

Coercive Family Process (Patterson et al.)

- Authoritarian, high rates of negative demands
- Compliance demands are obtained through threats or physical aggression; *attack - counterattack - positive outcome*
- Prosocial behaviors ignored or go unrecognized
- Punishment paradigms are narrow, inconsistent, and harsh



Early-Starting Aggression

Coercive Family Process (Patterson et al.)

- Child monitoring is poor
- Process becomes *bi-directional* as child aggressiveness & non-compliance increases, and parent effectiveness decreases
- Maternal depression may ensue
- Child transfers this coercive process to other environments, incl. school

Early-Starting Aggression

School Contributions

- School Risk Factors
 - Poor readiness
 - Culture clash
 - Early aggressive/antisocial behavior
 - Peer rejection
 - Academic failure/Special Education
 - Missing or unsupported interventions
 - Lack of bonding or connectedness

Early-Starting Aggression

Community Contributions

- Low levels of prosocial modeling
- Lack of prosocial peers
- Lack of high quality daycare/preschool
- Easy access to weapons
- High levels of alcohol/drug abuse
- Lack of supervised after-school activities

Early-Starting Aggression

The interaction of...

within-child risk factors of difficult temperament, impulsivity, and poor emotional understanding with

Incompetent and/or coercive parenting

In the context of multiple community risks yields

problem aggression

Additional Risk Issues

- Insecure attachment (e.g., Bowlby)
 - Development of emotionally laden relational schema
 - Aggressive behavior compels mother to attend
- Video games/violent media
 - Desensitizing influence
 - Single shooter games

Anger Definition Lack of General Agreement

- Hard-wired for anger for survival functions
- Anger components:
 - Physiological arousal
 - Cognitive
 - Motor
- Aggression?



Physiological Arousal

- Subjective experience; idiosyncratic
 - The 'feeling' of anger
- Amygdala and limbic system activation
- Heart racing, blood pressure, hormone release
- Stimulates cognitive scripts?



Cognitive Component

- Appraisal models:
 - High "other blame" content
 - High "wrong, unfair, bad for me" content
- Highly linked to previous emotional experiences
- Transactional effects on physiological feeling



Social Information Processing

(Dodge, 1991; Crick & Dodge, 1994)

1. Attend to available social cues
2. Give meaning to the cues
3. Select desired outcomes
4. Search for possible social responses
5. Make a response decision
6. Act out selected responses

Social Information Processing -- Deficits

(Crick & Dodge, 1994; Lochman & Larson, 2002)

- | | |
|---|---|
| 1. attend to available social cues | 1. Hypervigilant for aggressive cues |
| 2. give meaning to the cues | 2. Hostile attributional biases |
| 3. select desired outcomes | 3. Highly personal outcomes |
| 4. search for possible social responses | 4. Narrow solution generation abilities |
| 5. make a response decision | 5. Preference for direct action |
| 6. act out selected responses | 6. Little concern for victim suffering |

Social Information Processing -- Deficits

1. attend to available social cues
2. give meaning to the cues
3. select desired outcomes
4. search for possible social responses
5. make a response decision
6. act out selected responses



Motor Component

- Observable behaviors: minor
 - Eye-rolling, lips pursing, head shaking, yelling
- Observable behaviors: major
 - Pushing, hitting, lethal assault



ANGER

- An *interaction* of affective, cognitive, and motor responses
- Transactional in that each affects the other
- Interventions can be directed at any or all



Aggressive Patterns in School-Age Youth: Two Major Types

- Proactive Aggression
 - goal-oriented aggressive behaviors
 - unprovoked intentions to harm or coerce others
 - cool-headed, bully-type
 - Higher peer status
 - overvalued use of aggression
 - underestimates of victim impact



Treatment Implications Predominantly Proactive Aggression

- Frequently hard to treat due to lack of personal discomfort
- Increase security/supervision
- Train alternative conflict resolution
- Use mini-challenges and behavioral contracts
- Assist parents with monitoring skills
- Consider Multi-Systemic Therapy (MST)
<http://www.mstservices.com/>

Aggressive Patterns in School-Age Youth: Two Major Types

- Reactive Aggression
 - hypervigilant for aggressive cues
 - biased interpretation of ambiguous cues
 - Hostile attributional bias
 - narrow solution generation ability
 - Poor emotional understanding/regulation
 - Lower peer status
 - High disciplinary contacts



Social Information Processing Implications for Treatment Interventions

- | Cognitive Deficit | Training Focus |
|--|--|
| ■ Hypervigilant for aggressive cues | ■ Train verbal & nonverbal cue recognition |
| ■ Hostile attributional biases | ■ Attribution re-training techniques |
| ■ Highly personal outcomes | ■ Consequential thinking skills |
| ■ Narrow solution generation abilities | ■ Alternative solution generation skills |
| ■ Preference for direct action | ■ Behavioral skills training |
| ■ Little concern for victim suffering | ■ Empathy development |

Gender Differences in Aggression and Disruptive Behavior

- Early parent socialization differences
- Girls less active, more verbal
- Relational Aggression – gossip, rumor spreading, exclusion



Gender Differences in Aggression and Disruptive Behavior

New models of aggression in media

- Positive – Sports figures, TV cops
- Negative – Lara Croft, “Kill Bill” types
- Aggressive girls at very high risk



Treating Reactive Aggression: Domains of Assessment

- The individual him/herself
 - Risk and protective factors
 - History of aggression and treatment
 - Function of aggression
- The context of aggressive behavior
 - Where, when, with whom

Individual: Risk and Protective Factors

- Risk
 - Impulsivity or ADHD
 - High trait anger
 - Multidimensional School Anger Inventory (MSAI)
 - STAI – State-Trait Anger Expression Inventory II
 - Adolescents
 - ChIA – Children’s Inventory of Anger
 - Ages 6 – 16

Multidimensional School Anger Inventory (MSAI)

- Middle school students yields three scales
 - Emotional-Affective, Hostility-Cynicism, Behavioral-Expressive
- Available in *Think First* book
- Research scale; Has use as pre-post measure
 - <http://www.education.ucsb.edu/school-psychology/MSAI/index.html>

State-Trait Anger Expression Inventory-2 (STAXI-2) ages 16 and up

57 items, 6 scales, and 5 subscales

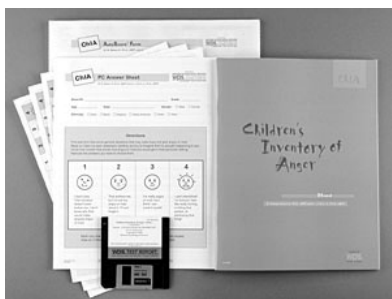
- **State Anger**
 - Feeling Angry
 - Feel Like Expressing Anger Verbally
 - Feel Like Expressing Anger Physically
- **Trait Anger**
 - Angry Temperament
 - Angry Reaction
- **Anger Expression-Out**
 - Anger Expression-In**
 - Anger Control-Out**
 - Anger Control-In**
 - Anger Expression Index**
 - <http://www3.parinc.com/>

STAXI-2 Anger Expression and Control Scales

- **a)** expression of anger toward other persons or objects in the environment (Anger Expression-Out);
- **(b)** holding in or suppressing angry feelings (Anger Expression-In);
- **(c)** controlling angry feelings by preventing the expression of anger toward other persons or objects in the environment (Anger Control-Out);
- **(d)** controlling suppressed angry feelings by calming down or cooling off (Anger Control-In).

Children's Inventory of Anger (ChIA)

- Self Report yields a Total Score and four subscales
 - Frustration Physical Aggression Peer Relationships Authority Relations
- 3rd grade reading level
- Keyed to four faces – Happy to Furious
 - Children's Inventory of Anger
 - <http://portal.wpspublish.com/>



Aggression Questionnaire (revision of Buss-Durkee Hostility Index)

- Ages 9-19
- 34 Items; 5 point scale from *Like Me* to *Completely Not like Me*
- Self report yields a Total Score and six subscales:
 - Physical Aggression Hostility Verbal Aggression Indirect Aggression Anger
 - <http://portal.wpspublish.com/>

Protective Factors: What can you work with?

Big Four

- Family competence and concern
- Available positive peer group
- School connectivity
- Positive community connections
 - Religious affiliations, ethnic organizations
 - Employment

Assessment: History of aggression and treatment

- “Best predictor of future behavior...”
- Early or late starter?
- Historical context of aggression?
 - Home? School? Community?
- What is the history of treatment?
 - Quality of effort?

Assessment: Current Function of Anger and Aggression

- All behavior, including aggression, has a *function or a purpose*
- Obtain something
 - Adult or peer attention or approval
 - Power or status
 - Revenge
- Avoid/Escape something
 - Adult or peer attention
 - Aversive task or setting
 - Emotional discomfort (humiliation, rage)

FBA is the assessment of the function of problem behavior

- What purpose is the behavior serving for the student? *What is its function?*
- ***The function is most often the reinforcer that is maintaining the behavior***
- If we know the function, we can design an intervention linked to the function

Step 1: Determining the Function: Antecedent - Behavior - Consequence

- Where does the aggression occur?
 - In some settings, but not others?
- When does the aggression occur and who is there?
 - Time of day, day of week
- What happens JUST BEFORE the aggression?
 - The “trigger” event
- What happens AFTER the aggression occurs?
 - This may be maintaining the behavior

The FUNCTION of Behavior

- A: In a setting, something triggers a behavior
 - *E.g., Youth is bumped by another*
- B: The youth engages in the problem behavior
 - *He/she shoves the offender down*
- C: The consequences maintain it: It pays off
 - *Victim shows fear and apologizes*

Step 2: Develop Testable Hypotheses:
The child/youth is trying to:

- Obtain something
 - Adult or peer attention or approval
 - Power or status
 - Revenge
- Avoid/Escape something
 - Adult or peer attention
 - Aversive task or setting
 - Emotional discomfort (humiliation, rage)

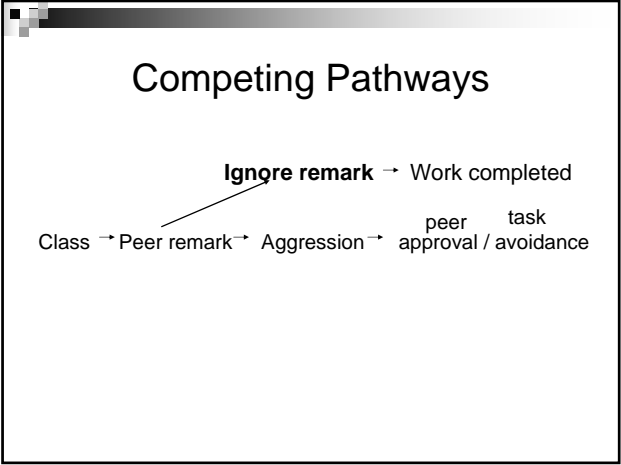
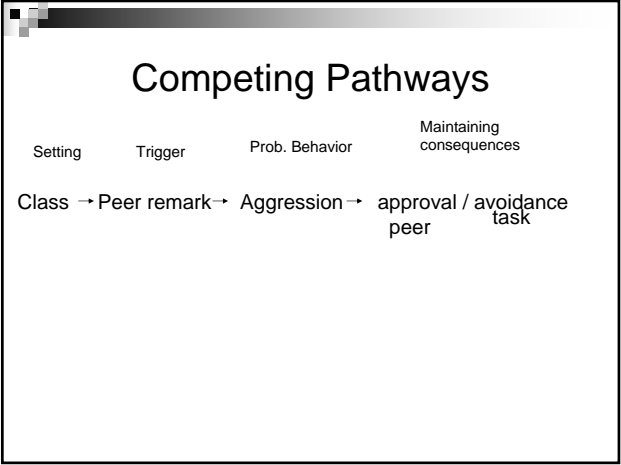
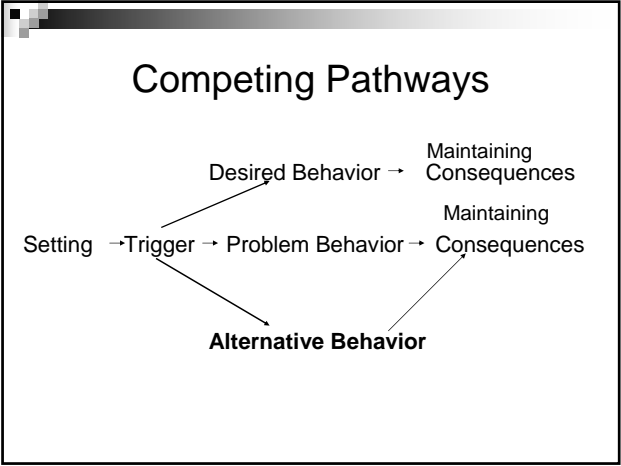
For example...

- The function of Carl's aggression at home is to escape unpleasant tasks
- The function of Janet's aggression in school is to obtain peer status
- The function of Javier's aggression in school is escape from anger arousal

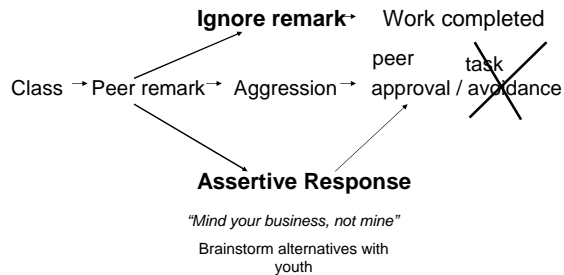
Step 3: Design an Intervention

- Intervention objectives are:
 1. Stop the pay-off; and/or
 2. Train alternative acceptable behavior

See Competing Pathways Chart



Competing Pathways



Working with Individual Clients

- Establish collaborative relationship
 - How can we work together?
- Take a solution-focused approach
 - Instill hope
- Respect the youth's perspective
 - Get client to convince you of its authenticity
 - Suspend belief pending data
- Enlist behavioral supports
 - Who can we bring in to help?

Meichenbaum's Problem-Solving Discourse

- **PHASE I - PREPARATION**
 - Collaborative alliance, defuse emotions, obtain timeline of aggressive event
- **PHASE II - PROBLEM-SOLVING PHASE**
 - Consider and develop more prosocial alternatives and assume more responsibility
- **PHASE III - IMPLEMENTATION**
 - Practice and apply new skills

PSD

PHASE I - PREPARATION

- If necessary, defuse the situation and de-escalate the anger
 - Take some time to calm yourself down so we can talk about what happened.
 - I want to understand what happened so we can work on it together.
 - We wouldn't be here if something didn't happen. Let's talk.

PSD

PHASE I - PREPARATION

- Explore the "what, when, where, who" of the present incident – "mental videotape"
 - Where did this happen?
 - Tell me when the trouble began.
 - How long did it go on?
 - What happened before that?
 - What happened after that?
 - Who was there? Who else was there? Were others involved?

PSD

PHASE I - PREPARATION

- Conduct a behavioral chain analysis that connects feelings, thoughts and behaviors.
 - Who made the first move?
 - What did you do/say?
 - What did he do after you did/said that?
 - How did you feel when that happened to you?
 - What went through your mind at that point?
 - Are you saying you thought ...?

PSD

PHASE I - PREPARATION

- Emphasize choice behaviors
 - How did you come to choose (decide) to do ... ?
 - What happened after you made the choice to ... ?
 - Did your reactions (feelings, thoughts) help manage the problem or did they make things worse?
 - What did you (feel, think, do)? Did this increase your anger?

PSD

PHASE I - PREPARATION

- Summarize the youth's view of the situation. Highlight "strengths" and coping skills. Ask clarifying questions
 - Let me see if I got this right
 - It sounds like you think ...
 - Is that a fair description of what happened?
 - Could you tell me again about the part that X played?
 - You were upset and you made a decisions to ... Is that correct?

PSD

PHASE I - PREPARATION

- Nurture collaboration
 - Let's see if we can make sense of what happened to you.
 - This is a difficult situation, but we can work it out together.
 - This has not been a good day for you, but we know what's wrong so we can do something about it.
 - It sounds to me that you have a good understanding about yourself and what gets you into trouble.

PSD

PHASE II - PROBLEM SOLVING

- Help the youth take the perspective of others
 - What do you think prompted him to say (or do) X?
 - Could she be thinking that you were ... ?
 - Is there a rule about this? What is the rule? So when you didn't do that (follow the rule), what do you think she could do? What were her options
 - What sort of reaction would you have (how would you respond), if someone did that to you?
 - How do you think she feels about what happened?

PSD

PHASE II - PROBLEM SOLVING

- Help the youth generate causal explanations
 - Do you think what you said (or did) had anything to do with the way he responded?
 - Could there have been something that set her off?
 - It seems that sometimes your so-called buddies set you up. They are puppeteers and you are the puppet.
 - What did you do, if anything, to make the situation worse? What do you need to do to make it better?
 - I'm glad you value fairness. Fairness means going by the rules. That sounds like a guideline to live by.

PSD

PHASE II - PROBLEM SOLVING

- Help the youth generate alternative solutions
 - What are all the things you can do when/in ... ?
 - So getting angry (hitting others) is one way to try and solve a problem. What other ways are there to try to solve the problem?
 - What choices did you have?
 - What would happen if ... ?
 - Can you think of a different way so X wouldn't happen?

PSD

PHASE II - PROBLEM SOLVING

- Nurture a GOAL, PLAN, DO, CHECK approach
 - Maybe there is a way for you to say the same thing without getting into trouble.
 - What was your goal in this situation?
 - What are the different ways to achieve your goal?
 - What is a general rule that would help you with ... ?
 - It sounds like you have a new plan for this situation
 - How can you remember to use what we talked about today?
 - Let's review your options and how they will work.

PSD

PHASE III - IMPLEMENTATION

- Covey a "challenge" and bolster self-confidence
 - It won't be easy to do what we have been talking about.
 - This is going to take a lot of courage on your part. How will you begin?
 - When he does X, that will give you an opportunity for you to practice Y.
 - You can use your game plan and interrupt the cycle.
 - How confident are you (on a 0% to 100% scale) that you can do X?
 - I believe you are mature enough to face this and stay out of trouble.

PSD

PHASE III - IMPLEMENTATION

- Rehearse the action plan
 - It is clear that you have a good game plan. When you go back in the classroom (home, unit) she will be expecting an apology. What will you say to her?
 - Let's practice this. Imagine that I am "X," what would you say?
 - This afternoon you will have a chance to practice what we worked on this morning.
 - Let's practice together some of your anger control strategies.
 - So whenever you notice, you will be prepared to do X

PSD

PHASE III - IMPLEMENTATION

- Help anticipate barriers
 - What will you do if ...
 - What if he doesn't listen ...
 - What if she tells you ...
 - And when things don't go the way you expect and it upsets you, what will you do then?
 - How can you remind yourself to ... ?

PSD

PHASE III - IMPLEMENTATION

- Reinforce effort
 - Well done, you handled your disappointment without getting upset!
 - Even though you were upset, you managed to ... instead of ...
 - You are showing that you understand a better way to handle things.
 - I noticed how you were able to control yourself even when others were losing it.
 - I'm very impressed with you when you ...

PSD

PHASE III - IMPLEMENTATION

- *It is not enough to change. Need the youth to be able to describe how change came about and see connections between own actions and outcomes. Encourage the youth to explain how he/she will benefit from using new behaviors*
 - How did you get so good at ...?
 - Why is it important for you to stay out of trouble?
 - What have you learned that is important that you can share with others?

Role Play

- Jared/Miranda, 16 – Referred after punching and kicking a sales clerk at the mall who tried to forcibly eject the youth from the store after an accusation of attempted retail theft. Youth denies intent to steal. Charged with simple battery.
- Engage in Phase I - Preparation

Agenda - Tuesday

- Treatment of Anger and Aggression in a Group Format – Contextual and Other Issues
- Small Group Treatment of Reactive Aggression: Children
- Small Group Treatment of Reactive Aggression: Adolescents
- The Special Issue of Bullies: Developmental Trajectory and Treatment Implications

Advantages of Treatment in Schools and Residential Centers

- Access to the clients
- Access to an environment of concern
- Flexibility to screen and identify
- Availability of generalization agents
- Ability to manipulate contingencies
- Ability to observe and monitor progress

Drawbacks

- Competing with teachers and other professionals for time
 - Social and emotional issues have low priority in the world of No Child Left Behind testing
- Space issues in overcrowded buildings
- Vagaries of the school calendar
- Typically less parent contact

Anger Management Training Screening Issues

Formal:

- Response to Intervention (see Gresham, 2005)
 - How does child respond to less intense measures?
- Universal Screening (see Walker et al., 2004)
 - Multi-Gated approach for elementary level
- Feeder School Collaboration (See Larson, 2005)
 - Staff interview procedure

Anger Management Training Screening Issues

Informal

- Teacher/administrator nomination and record review
- See Anger Coping Teacher Nomination form
- Beware teacher tendency to refer children who irritate them

Treatment Implications Predominantly Proactive Aggression

- Frequently hard to treat due to lack of personal discomfort
- Increase security/supervision
- Train alternative conflict resolution
- Use mini-challenges and behavioral contracts
- Assist parents with monitoring skills

Treatment Implications Predominantly Reactive Aggression

Essential Components for Group Treatment

- Emotional education and management training for generalization
- Attribution re-training for generalization
- Social problem-solving training for generalization
- Behavioral skills training for generalization

What is meant by TRAINING?

It is one thing to know about a skill, but quite another to engage the skill in fast moving moments of stress, ambiguity, and potential danger



What is meant by GENERALIZATION?

- Can the youth enact the skill:
 - Across settings?
 - Across individuals?
 - Across multiple trigger events?
- ...and can it be maintained over time?

Implications for Training and Generalization

- Know the components of the skill
 - E.g., internal and environmental cues
- Teach, model, rehearse, feedback
 - New situation, new location, new people
- Gather multiple collaborators
 - Teachers, family, PO's...
- Get in for the Long Haul
 - Nothing happens in six weeks...

CBT with Aggressive Students BASIC GOALS

- Understand the function of the aggressive behavior for the student: What's the payoff?
- Understand and subsume student's goals in treatment
- Train a repertoire of non-aggressive coping strategies useful in the context of cultural and environmental imperatives

Anger Coping Program Behavior Management Issues

- Points and Strikes
 - Rigorous initial enforcement
 - Points exchange every 4th week
- With difficult students:
 - Behavioral contracts may be used
 - Enlist parent support
 - Link to classroom reinforcer
 - Re-cycle to individual training

Anger Coping Program Session Procedures

- “Session” not synonymous with “Meetings”
- Skill development determines pace
- Be guided by data not calendar
 - Teacher feedback
 - In-group observations
- Loop back as need indicates



Use Goal Attainment Scaling for Progress Monitoring and Accountability

- + 2 = More than expected progress
- + 1 = Expected level of progress
- 0 = Current status
- 1 = Small increase in problem
- 2 = Large increase in problem

Can be averaged across multiple targets for an overall group rating

GAS Rating for Anger Coping

Name _____ Behavior _____ Review Date _____

- + 2 = Less than 2 office referrals per week
- + 1 = Less than 5 office referrals per week
- 0 = 7 office referrals per week average
- 1 = More than 8 office referrals per week
- 2 = More than 10 office referrals per week

ANGER COPING INTERVENTION Session 1

- Explain purpose of group as a way to learn better anger/behavior control
- Establish group rules, times, and explain behavior management system
- Do a “Get Acquainted” activity
- Complete the individual perceptual process activity
- Provide positive feedback

ANGER COPING INTERVENTION Session 2: Goal Setting

- Provide a goal sheet for each child and teach concept of both “goal” and “goal-setting.”
- Members generate behavioral goals around classroom issues
- Obtain group agreements for goals
- Agree on reinforcer for goal attainment
- Provide positive feedback

ANGER COPING INTERVENTION **Session 3: Puppet Taunting**

- Goals, then explain activity as a first step to learn anger control
- Explain rules first
- Let group members think about taunts and puppet self-instruction first
- Model the activity
- Ensure compliance, repeat, and debrief
- Provide positive feedback

ANGER COPING INTERVENTION **Session 4: Self-Instruction**

- Need cards and dominos
- Goals, then review insights from puppet taunting
- Do card recall and domino line activities
- De-brief each student afterward
- Explain rules for circle taunting and allow time for preparation
- Provide positive feedback

ANGER COPING INTERVENTION **Session 5: Different Perspectives**

- Goals, review, then use DUSO or Second Step card to elicit "what the problem is," with each member coming up with a different idea
- Comment on multiple perspectives
- Do "roving reporter" activity with members in various picture roles
- Elicit "point of view" perspectives

ANGER COPING INTERVENTION **Session 6: What Does Anger Look Like?**

- Goals, review, then members role play an incident involving anger
- Discuss the features of anger in role-play(s) - facial features, body language, what they said or did
- Get a consensus *definition of anger*
- Generate discussion of *anger triggers* among children
- Introduce Hassle Log

ANGER COPING INTERVENTION **Session 7: What Does Anger Feel Like?**

- Goals, review, then discussion of the physiological aspect of anger
- Feelings as signals that they are getting angry and that there is a problem to be solved
- Group "go-round"
- Thoughts-feeling connection with visuals

ANGER COPING INTERVENTION **Session 8: Problems and Choices**

- Goals, review, then visual of recent problems and choices made
- Examine choices and decide which used anger control and what self-statements might have been used
- Discuss idea of "consequences" - positive and negative
- Apply to choices listed earlier

ANGER COPING INTERVENTION Session 9: Choices and Consequences

- Goals, review, then train:
- What is the problem? (Problem Ident.)
- What is my feeling? (Affect recognition)
- What are my choices? (Response gen.)
- What might happen? (Consequential Th.)
- What will I do? (Decision Making)

ANGER COPING INTERVENTION Session 10 through End: Problem Solving

- **Objective 1:** *Identify Problems in School for video project*
- **Objective 2:** *Desensitize the Group to Being on Camera:*
- **Objective 3:** *Tape the Problem Situation:*
- **Objective 4:** *Prepare for Taping of Alternatives and Consequences:*

ANGER COPING INTERVENTION Session 10 through End: Problem Solving

- **Objective 5:** *Tape the Alternative Solutions:*
- **Objective 6:** *View the "finished products" with comments about strengths and weaknesses.*
- Discuss relapse concerns
- Plan a "closing ceremony" and identify dates of booster sessions

Think First

- Group anger and aggression management for adolescents
- Research is emerging and promising
- 18 weeks plus boosters
- School focus, linked to disciplinary structure



Think First Treatment Hypothesis

- **“Aggressive behavior in the school setting is at least partially a function of the student’s inadequate anger management skills and co-occurring inadequate ability to generate and implement non-aggressive alternative responses; thus, when those skills are trained in the context of effective universal prevention structures, the frequency of aggression should decrease.”**

Think First

- Identification of group linked to response to research-supported interventions
 - Are effective universal and selected prevention supports in place?
 - Has the behavior of concern been identified (e.g., reactive physical aggression)?
 - What do the monitoring data say?
 - What is the history?

Think First

- Collaborative orientation with student
- Linkage to classroom functioning
- Training functional vocabulary
- Emphasis on generalization
- Ongoing progress monitoring
 - Authentic permanent product data (OR cards, etc.)
 - Hassle Log self-monitoring
 - Classroom Progress Monitoring Form

Classroom Progress Monitoring Form

Above Class Average At Below Well Below Class Av.
4 3 2 1

- Adherence to Classroom Rules and Procedures
- Vocal Disruptive Behavior
- Self-Control of Anger
- Homework Returned
- In-Class Assignment Effort

Think First

- Five Training Modules
 - Knowledge Level
 - Skill Level
- Built-in assessment strategies trigger advancement in training
- Treatment length mediated by observed skill acquisition and progress monitoring data

Module Organization - 1

- **Preparation**
- **Outcomes.** Each Module has desirable learning outcomes that may be used to guide decisions about movement through the training elements. The **Outcomes** are subdivided into **Knowledge** and **Skills**.
- **Functional Vocabulary** Examples include:
 - Confidentiality Choice Consequence Irritated Annoyed Furious Anger Cue Trigger Intention Hostile

Module Organization - 2

- **Comment** This section contains introductory observations about the content of the Module to come as well as any necessary review of research relevant to the training procedures.
- **Trainers' Hints** This is the section that contains "wheels that have already been invented" and is designed to provide first-time trainers with ideas and proactive strategies to assist in effectiveness and efficiency.

Module Organization - 3

- **Module Procedure** – Step-by-step training procedures
- **Comprehension Checks** – (from M-I)
 - Can each student describe, with understanding, the A-B-C sequence and provide an example?
 - Can each student provide at least one prosocial reason for learning how to improve their own capacity for self-control in challenging situations?

Think First Skill Areas

- Anger cue recognition
- Palliative anger regulation
- Self-instruction in anger regulation
- Problem definition
- Problem response generation
- Problem response enactment



Think First Session Structure

- Reinforce attendance;
- Assign points for classroom self-monitoring/Teacher Reports
- Fill-out a hassle log on an event that occurred since the previous meeting;
- Through active role-play, address one or more of the most salient hassle log issues, practicing new knowledge and skills,
- Review knowledge and skills from previous meetings;
- Introduce new training;
- Assign homework or challenge tasks;
- Close with snack reinforcer and relaxation exercise

Think First FAQ

- Why such focus on the school setting?
- Do I need parent consent?
- How many meetings?
- How large should the group be?
- What is the “Rule of the Absentee List?”
- What about confidentiality?
- Can we have boys and girls together?

Girls with Reactive Aggression: Treatment Adaptations

- Tendency to prolong grudges may interfere with group composition
- Address relational aggression
- Strengthen relations with mothers of younger girls
- Add self-defense component



Think First Module I – Knowledge (1)

- (1) group members will understand the purpose of the group and the reasons for their inclusion.
- (2) group members will understand the procedures and times for future meetings.
- (3) group members will understand the behavioral rules of the group and applicable point system.

Think First Module I - Knowledge

- (4) group members will understand that most of the behaviors that they engage in are **choice behaviors**.
- (5) group members will understand the relationship between antecedent, behavior, and consequence.
- (6) group members will be able to articulate at least one prosocial reason for learning how to improve their own capacity for self-control in challenging situations.

Think First Module II – Knowledge (1)

- (1) group members will know how to complete a Hassle Log self-monitoring procedure.
- (2) group members will be able to provide a definition of anger
- (3) group members will understand that an individual's anger level can be described on a continuum of intensity, from mild to very strong.

Think First Module II – Knowledge (2)

- (4) group members will understand that anger has a physiological aspect that can be self- perceived, monitored, and controlled.
- (5) group members will be able to describe their own physiological responses to increased anger levels.

Think First Module II - Skills

- group members will be able to demonstrate one or more palliative anger reducers in the group setting
- (These include breath control and backward counting)



Reminder Session Structure

- Reinforce attendance;
- Assign points for classroom self-monitoring/Teacher Reports
- Fill-out a hassle log on an event that occurred since the previous meeting;
- Through active role-play, address one or more of the most salient hassle log issues, practicing new knowledge and skills,
- Review knowledge and skills from previous meetings;
- Introduce new training;
- Assign homework or challenge tasks;
- Close with snack reinforcer and relaxation exercise

Think First Module III – Knowledge (1)

- (1) group members will be able to identify their most problematic direct (external) anger provocations within the school setting.
- (2) group members will understand the meaning of the term, "thought trigger" and be able to differentiate it from the term "anger trigger."
- (3) group members will be able to describe how a thought trigger can contribute to anger escalation.

Think First Module III – Knowledge (2)

- (4) group members will be able to describe a variety of potential thought triggers.
- (5) group members will understand how ascribing intent inaccurately can lead to anger and aggression.
- (6) group members will be able to describe facial features and body postures associated with anger or hostility

Think First Module III – Skills

- (1) group members will be able to demonstrate understanding of anger cues and anger reducers in the context of their own hassle log incidents.
- (2) group members will show an ability to evaluate the intent of a potential provocation through the use of a “stop and think” technique paired with an anger reducer

Think First Module IV – Knowledge (1)

- (1) group members will understand that emotions can be influenced by direct cognitive self-statements;
- (2) group members will understand the use of self-instruction as a mechanism of anger regulation

Think First Module IV – Knowledge (2)

- (3) group members will be able to describe the use of three temporal opportunities for the use of a self-instruction for anger regulation;
- (4) group members will understand how consequential thinking can help avoid undesirable problems in the school setting.

Think First Module IV - Skills

- (1) group members will be able to demonstrate anger regulation under practice conditions through the use of self-instruction.



Think First Module V – Knowledge (1)

- (1) group members will appreciate that difficult daily struggles can be usefully framed as structured problems to be solved;
- (2) group members will understand that problems can be defined in terms of personal goals and impeding obstacles;

Think First Module V – Knowledge (2)

- (3) group members will know the five sequential steps in a problem-solving process;
- (4) group members will appreciate the need to generate multiple possible solutions to difficult problems and to anticipate the consequences for each;
- (5) group members will understand a process for self-evaluation and self-coaching on problem-solving efforts

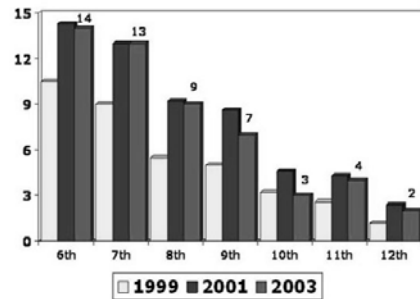
Think First Module V - Skills

- (1) group members will be able to re-frame an existing problem into a goals and obstacles format;
- (2) group members will be able to generate multiple problem solutions, provide, and evaluate anticipated consequences for each solution;
- (3) group members will successfully address an authentic problem in the school setting using the step-wise problem-solving process

Think First Final Thoughts...

- Difficult population
- Expect and plan for crises
- Clear your calendar for the year
- Let the data speak!
- Plan for ongoing support
- Use your "successes" as consultants
- Feel good about yourself...

Bullying



Percentage of Students Being Bullied at School, by Grade Level

Source: U.S. Department of Justice, Bureau of Justice Statistics

Bullying Prevalence

- A national study found that 29.9% percent of students are involved in bullying either as a bully (13.0%), a victim (10.6%) or both a bully and a victim (6.3%)
- A study by the National Institute of Child Health and Human Development estimated that 1.7 million U.S. children in grades 6 through 10 can be identified as bullies
 - Source: Nansel et al., 2001

What is "bullying?"

- A student is being bullied when he or she is being exposed repeatedly and over time to negative physical, verbal, or indirect actions on the part of one or more students (Olweus, 1993)
- Keys are:
 - Power imbalance
 - Victim suffering
 - Repeated
 - Over time



Consequently, bullying is concern because...

- It causes victims prolonged suffering
- It can lead to emotional problems if it goes unchecked
- It has a negative effect on the school climate
- It can lead the bullies down pathways to later, increasingly more problematic behavior



Types of Bullying Behavior

- Physical Bullying
- Verbal Bullying
 - Including sexual harassment, mean spirited teasing, and intimidation
- Indirect or Relational Bullying
 - Purposeful exclusion, hurtful gossip
 - Notes, chat rooms, graffiti

Who is At Risk for Victimization?

- Smaller, anxious, less strong boys
- Students with awkward social skills
- Students who look decidedly different
- Students in Special Education
- Student in minority ethnic groups
- Students who are gay or perceived to be gay

Identifying Victims: Primary Signs

- Are repeatedly teased in a mean-spirited way, called names, belittled, ridiculed, or threatened
- Get picked on, pushed around, shoved, punched, hit (and are not able to effectively defend themselves)
- Have their books, money, or other belongings taken, damaged, or scattered about
- Appear distressed, unhappy, depressed, and tearful

Characteristics of Bullies

- Tend to be physically larger
- Tend to come from families that engage in and value physical aggression
- Tend to not have self-concept problems
- “Popular” bullies
- “Rejected” bullies
- Bully-Victims

Developmental Issues Early School Experiences

- May have learned coercive strategies in home
- May have had aggressive behavior reinforced, esp. by same sex parent
- Proactive aggression becomes functional in early school years; primarily to obtain desired toys or access to play equipment
- Adults fail to intervene effectively to teach prosocial skills, e.g., empathy, problem-solving

Developmental Issues Later School Experiences

- Bully behavior moves from obtaining toys to obtaining peer “approval” – fear, respect, status
- “Henchman” roles may begin
- Rejected bullies develop additional school problems and risk status increases
- Incidences peak in middle school, then decline
- High school bully behavior often becomes group-oriented

Addressing Bully Aggression

- Most frequently proactive aggression
 - Rejected and bully-victims may differ
- Function is often maintenance of peer status among “henchmen” and others
- Whole school approach is preferred to individual treatment in most cases
 - Bully often unmotivated to change

Elements of Whole School Approach

- Principal on-board
- Official policy established
- Teachers are trained – ID and reporting
- Adult supervision is adequate school-wide
- Knowledge and skills taught in classroom
- Bystander intervention skills are taught and reinforced

Elements of Whole School Approach

- Parents are informed and provided information on bully and victim ID
- Chronic victims are provided skills training and therapy (if needed)
- Data are kept to monitor effectiveness
- Procedures are regularly examined and integrated into the fabric of the school

Roles for Therapists: Victims

- Energize parents as advocates (Younger)
- Assess level of trauma
- Assess potential provocative behaviors
- Problem-solve protective and response strategies and train effective behaviors
- Train friendship skills

Roles for Therapists: Bullies

- Assess anger control and social skills; train as needed
- Assess parent responsiveness to treatment engagement
- Problem-solve barriers to non-bully behaviors
- Use behavioral contracts and min-challenges

Bully Prevention Resources

- Youth Violence Project at UVA
 - <http://youthviolence.edschool.virginia.edu/bullying/home.html>
- Melissa Institute for Violence Prevention and Treatment
 - <http://www.teachsafeschools.org>
- Olweus Bully Prevention Program
 - <http://modelprograms.samhsa.gov/pdfs/FactSheets/Olweus%20Bully.pdf>

Supplementary Handouts

Anger and Aggression in Children and Youth: School and Clinic-Based Treatment

Gate I Anger Coping Teacher Nomination

To the Teacher:

Please think about the pupils in your classroom and identify those boys (boys only) who seem to fit at least three of the five statements below to some degree. Please feel free to be "liberal" in your selection; we will narrow it down later.

1. He has marked difficulties with interpersonal problem-solving; seems to argue or fight with other children more than most
2. He is prone to anger management problems and may use both physical and non-physical aggression against peers at rates higher than most
3. He is frequently disruptive and gives oppositional responses to teacher directives
4. He seems to be rejected by the more adaptive children in the class
5. He is having academic failure or underachievement problems

Please list the boys' names below. Ranking is **not** necessary.

Teacher's Name: _____ Room _____

Gate II**Teacher and Parent Screening Scale**

Name_____ **Rater**_____

1.	When teased, fights back*	1: Never	2	3	4	5:Almost Always
2.	Blames others in fights*	1: Never	2	3	4	5: Almost Always
3.	Overreacts angrily to accidents*	1: Never	2	3	4	5: Almost Always
4.	Teases and name-calls	1: Never	2	3	4	5:Almost Always
5.	Starts fights with peers	1: Never	2	3	4	5:Almost Always
6.	Gets into verbal arguments	1: Never	2	3	4	5:Almost Always
7.	When frustrated, quick to fight	1: Never	2	3	4	5:Almost Always
8.	Breaks rules in games	1: Never	2	3	4	5:Almost Always
9.	Responds negatively when fails	1: Never	2	3	4	5:Almost Always
10	Uses physical force to dominate**	1: Never	2	3	4	5:Almost Always
11.	Gets others to gang up on a peer**	1: Never	2	3	4	5:Almost Always
12.	Threatens and bullies others**	1: Never	2	3	4	5:Almost Always

* Reactive aggressive

** Proactive aggressive

(Dodge & Coie, 1987)

GOAL ATTAINMENT SCALING

Pupil _____ Teacher: _____

Rating Number ____ of ____

Level of expected outcome	Goal 1	Goal 2	Goal 3
Review date:			
More than expected improvement (+2)			
Expected improvement (+1)			
Current Status (0)			
Less than expected outcome (-1)			
Much less than expected (-2)			

Score _____

Score _____

Score _____

Average Score _____

ANGER COPING**CLASSROOM GENERALIZATION INSERVICE GUIDE**Session

- 1 Get acquainted; learn the rules about points and strikes; come up with other behavioral expectations; begin learning about individual differences
- In the Classroom: Does the child know the time and date of next meeting? Does he know why he is in the Anger Coping group? Does he know the rules? Does he enter and leave the classroom appropriately when group time arrives?*
- 2 Goal setting is explained and initial classroom behavioral goals are written (Note: The child will have a new Goal Sheet each week for the duration of the group)
- In the Classroom: Does the child spontaneously explain his goal to you? Does he demonstrate an effort to achieve his goal? Does he ask for your initials on his Goal Sheet regularly and at the appropriate time? Does he reference his goal in casual conversation with you? Is his goal too difficult for him at this time? Can it be modified to be more effective?*
- 3 Begin training in the use of self-instruction -- talking silently to yourself -- to maintain anger control; puppet taunting exercise is used for the first time
- In the Classroom: Possible left over excitement from the group. Does the child understand the purpose of the puppet taunting exercise? Watch for the child bragging about his puppet's verbal taunting and help him turn it around to describing his puppet's self-control instead. Does the child demonstrate an incident of anger control and, spontaneously or when queried, attribute it to self-talk? Reinforce any effort at anger control.*
- 4 Continue training in the use of self-instruction for anger control using direct verbal taunts
- In the Classroom: Possible left over excitement from the group. Does the child understand the purpose of the taunting exercise? Watch for the child bragging about his verbal taunting and help him turn it around to describing his own self-control instead. What did he say to himself to keep from getting angry? Would those words work in the classroom or at recess? Does the child demonstrate an incident of anger control and, spontaneously or when queried, attribute it to self-talk? Reinforce any effort at anger control. Remind the child to "Use your self-talk!" Model your own self-talk where appropriate.*

5. Begin training in understanding concepts of empathy and perspective-taking, e.g., "Can you see why that might be fun for you but not for him?" Begin understanding problem recognition as a difference in perspective

In the Classroom: Encourage opportunities for problem recognition during conflict situations, e.g., "Charles, how do you see the problem? Now, Jason, how do you see the problem?" Model individual perspective taking aloud where appropriate, i.e., your perspective vs. the child's.

6. Continue training in problem recognition; begin to understand the feeling of anger -- the feeling you have when you think you cannot get something you want, or do something you want to do, or when you feel provoked

In the Classroom: Continue encouragement of problem recognition. Help the child to label his own feelings, e.g., "You seem angry (or sad, or frightened, or happy). Tell me why." Or, "Tell me what you're feeling now." As always, reinforce evidence of anger control when observed.

7. Training in the physiological cues to anger -- how the child's body feels when he is getting angry; begin training in the mediating role of thoughts in anger management -- how what you say to yourself can get you more angry or less angry.

In the Classroom: Assist the child in recognizing his own anger cues by asking him to describe them; model aloud your own anger cues in an authentic situation, e.g., "I know I'm starting to get angry because I feel my heart starting to pound, so I want you two to get to work."

8. Training in generating alternative responses to problem situations and evaluating possible consequences

In the Classroom: Ask for alternative responses to authentic problem situations, e.g., "What else could you have done? And what else?" Help the child anticipate possible consequences in his response selection, e.g., "What would probably happen if you did that?" This is also an excellent exercise for the class as a whole

9. Training in following a sequential problem-solving model: (1) What is the problem? (2) What are my feelings? (3) What are my choices? (4) What will happen if? (5) What will I do?

In the Classroom: Continue to assist the child's efforts to address ambiguous or conflict situations as problems to be addressed. When possible and safe, put the responsibility for non-aggressive conflict resolution with the child, e.g., "Jared, I can see you're angry with William. Can you solve this problem so that it turns out best for both of you?" Consider teaching the process to the class as a whole.

10. Continued training in the problem-solving model

In the Classroom: Continue as in previous week. The teacher should begin to communicate to the child higher expectations for anger management and problem-resolution. Continued verbal praise for effective efforts, open notice of his changes for the better as they may be demonstrated.

11+ Starting at about this session, the group will be making their own video tape in which they will demonstrate what they have learned in the way of anger control and problem-solving.

Table 4-1

Categorical Organization of Students with Needs for Anger and Aggression Management Skills Training

CATEGORY I: Need Determined by the Behavioral Record

- Antisocial behavior patterns/disruptive school behavior from early elementary
- Evidence of resistance to ordinary school discipline structures
- Evidence of systematic intervention efforts
- Frequent aggressive behavior patterns continuing at previous grade level

CATEGORY II: Need Determined by Resistance to High Quality Discipline Structures

- Aggressive behavior in school history, including most recent grade level
- Chronicity not as long and frequency not as high as Category I
- Inadequate evidence of resistance to high quality discipline structures
- Demonstrates continued aggression with high quality discipline structure in new school

CATEGORY III: Need Determined by Individual Assessment

- Little or no history of serious aggressive behavior
- Sudden onset of aggressive behavior unexplained by obvious circumstances
- Comprehensive evaluation determines anger/aggression management to be first treatment priority

Think First Handout I-1

A – Something Happens



B – What I Choose to Do



C – What are the Consequences?

Think First Handout II-1

HASSLE LOG

Name _____ Date _____

WHERE WAS I?

In class In the gym
 In the hall In the lunchroom
 In the restroom By my locker (Where?) _____

WHAT HAPPENED?

Someone hit or pushed me Someone took something of mine
 Someone provoked me Someone showed me disrespect
 Someone threatened me (Other) _____

WHO WAS THE PERSON?

Student Teacher Administrator Aide (Other) _____

WHAT DID I DO?

Hit or pushed them Used anger control
 Was verbally aggressive Walked away, left
 (Other) _____

HOW ANGRY WAS I? (Circle Number)

Furious!	Pretty Upset	Irritated	Annoyed, but okay
10 9	8 7 6	5 4 3	2 1

HOW DID I HANDLE MYSELF?

Great! I controlled my anger and kept out of unwanted trouble
 Pretty well. I tried to use what I have learned
 Not so well. I got in more trouble than I wanted

Think First Handout II-2

A – Something Happens



Anger Cue – heartbeat, muscle tension, etc.

B – What I Choose to Do



Control anger before acting

C – What are the Consequences?

Think First Handout III-1

Common Thought Triggers

Awfulizing Triggers: These are thought triggers that exaggerate the unpleasantness of situation and make them worse than they really are.

I can't stand the way he does that/says that!

This is the worst thing that could ever happen!

Demanding Triggers: These are thought triggers that create “demands” out of wants or preferences, as if everyone ought to always do just what we demand that they do, and when they don't, we get angry.

He should not say that! He should not do that!

Overgeneralized Triggers: These are thought triggers that cause us to blow things way out of proportion and are not really true. These triggers use words like “always,” “never,” “everything,” and “everybody” to describe what is really much more specific to a given situation

He's always hassling me and never leaves me alone!

Everybody is giving me shit!

Name-Calling Triggers: These are thought triggers that label a person as something, and they are often unkind, obscene, and designed to increase anger.

That son of a bitch (jerk, ass, etc.)!

He/she is not a _____, just a person I have a disagreement with

Think First Handout IV-1

REMINDERS

BEFORE:

- Okay, I know it's coming. I can handle it if I stay cool
- This could be tough, but I can deal with it
- Just roll with it
- Take a few deep breaths and stay cool

DURING:

- Chill. I can handle this
- Easy...Easy...Stay in control
- Deep breaths...Be cool
- Go slow

AFTER (successful anger control):

- I did pretty good!
- I'm proud of myself
- I feel a lot more in control

AFTER (unsuccessful anger control):

- Okay, a setback, but I can handle it
- What do I need to work on most?
- It's not the end of the world. At least I'm trying

STOP AND THINK:

WHAT IS THE PROBLEM?

- What do I want and what are the obstacles?

WHAT CAN I DO?

- Think about all possible solutions

WHAT WILL HAPPEN IF?

- Think about the worst and the most likely consequences

Think First Handout V-2

FINDING ALTERNATIVE SOLUTIONS

When you have plenty of time:

1. Talk to others in order to obtain information or do an internet search
2. Brainstorm ideas with friends
3. Write ideas down on paper

When you have little time:

4. Recall things that you have done before that required similar skills
5. Divide a big problem into smaller, more manageable problems

Think First Handout V-III

PROBLEM-SOLVING WORKSHEET

STOP AND THINK:

WHAT IS THE PROBLEM?

- What do I want and what are the obstacles?

WHAT CAN I DO?

- Write down all possible solutions

WHAT WILL HAPPEN IF?

- Write down the worst and most likely consequences for each

WHICH SHOULD I CHOOSE?

- Decide which solution is in your best interest

NOW DO IT!

- Decide if you know how to do this solution on your own
- Decide what help from others you need to be successful

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