

## Appendix A

# In-Session Worksheets

<b>Worksheet 1a</b>	Hassle Log	115
<b>Worksheet 1b</b>	Pocket Hassle Logs	116
<b>Worksheet 2</b>	Group Rules	117
<b>Worksheet 3</b>	Understanding Emotions	118
<b>Worksheet 4</b>	The Anger Thermometer	119
<b>Worksheet 5</b>	Physical Cues of Anger	120
<b>Worksheet 6</b>	Take Three	121
<b>Worksheet 7</b>	ABCs of Anger	122
<b>Worksheet 8</b>	Cognitive Appraisal Example	123
<b>Worksheet 9</b>	All the Reasons Why	124
<b>Worksheet 10</b>	Mindfulness and Rumination	125
<b>Worksheet 11a</b>	Objectives Effectiveness	126
<b>Worksheet 11b</b>	Objectives Effectiveness (cont'd)	127
<b>Worksheet 12</b>	Relationship Effectiveness	128
<b>Worksheet 13</b>	Self-Instruction Training	129
<b>Worksheet 14</b>	Thinking Ahead	130
<b>Worksheet 15</b>	Problem Solving	131
<b>Worksheet 16</b>	Relational Aggression Example	132
<b>Worksheet 17</b>	Self-Respect Effectiveness	133
<b>Worksheet 18</b>	Friendship Inventory	134
<b>Worksheet 19</b>	TAME Skills Review	135



Worksheet 1a

## Hassle Log

---

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Where were you?

- ☐ Home    ☐ School    ☐ Outside car/bus    ☐ Other

What happened?

- ☐ Teased    ☐ Told to do something    ☐ Someone started a fight with me  
☐ I did something wrong    ☐ Someone stole from me    ☐ Other

Who was that somebody?

- ☐ Friend    ☐ Sibling    ☐ Another student    ☐ Parent    ☐ Teacher  
☐ Another adult    ☐ Therapist/counselor    ☐ Other

What did you do?

- ☐ Hit back    ☐ Ran away    ☐ Yelled    ☐ Cried    ☐ Ignored  
☐ Broke something    ☐ Told adult    ☐ Was restrained  
☐ Walked away calmly    ☐ Talked it out    ☐ Told friend

How did you handle yourself?

- ☐ Poorly    ☐ Not so well    ☐ OK    ☐ Good    ☐ Great

How angry were you?

- ☐ Burning mad    ☐ Really angry    ☐ Moderately angry  
☐ Mildly angry    ☐ Not angry at all

Notes: \_\_\_\_\_

# Pocket Hassle Logs

Name: _____	Date: _____	Time: _____
<p>Where were you?  <input type="checkbox"/> Home   <input type="checkbox"/> School   <input type="checkbox"/> Outside car/bus   <input type="checkbox"/> Other</p>		
<p>What happened?  <input type="checkbox"/> Teased   <input type="checkbox"/> Told to do something   <input type="checkbox"/> Someone started a fight with me  <input type="checkbox"/> I did something wrong   <input type="checkbox"/> Someone stole from me   <input type="checkbox"/> Other</p>		
<p>Who was that somebody?  <input type="checkbox"/> Friend   <input type="checkbox"/> Sibling   <input type="checkbox"/> Another student   <input type="checkbox"/> Parent   <input type="checkbox"/> Teacher  <input type="checkbox"/> Another adult   <input type="checkbox"/> Therapist/counselor   <input type="checkbox"/> Other</p>		
<p>What did you do?  <input type="checkbox"/> Hit back   <input type="checkbox"/> Ran away   <input type="checkbox"/> Yelled   <input type="checkbox"/> Cried   <input type="checkbox"/> Ignored  <input type="checkbox"/> Broke something   <input type="checkbox"/> Told adult   <input type="checkbox"/> Was restrained  <input type="checkbox"/> Walked away calmly   <input type="checkbox"/> Talked it out   <input type="checkbox"/> Told friend</p>		
<p>How did you handle yourself?  <input type="checkbox"/> Poorly   <input type="checkbox"/> Not so well   <input type="checkbox"/> OK   <input type="checkbox"/> Good   <input type="checkbox"/> Great</p>		
<p>How angry were you?  <input type="checkbox"/> Burning mad   <input type="checkbox"/> Really angry   <input type="checkbox"/> Moderately angry  <input type="checkbox"/> Mildly angry   <input type="checkbox"/> Not angry at all</p>		
Notes: _____		
<p>Name: _____ Date: _____ Time: _____</p>		
<p>Where were you?  <input type="checkbox"/> Home   <input type="checkbox"/> School   <input type="checkbox"/> Outside car/bus   <input type="checkbox"/> Other</p>		
<p>What happened?  <input type="checkbox"/> Teased   <input type="checkbox"/> Told to do something   <input type="checkbox"/> Someone started a fight with me  <input type="checkbox"/> I did something wrong   <input type="checkbox"/> Someone stole from me   <input type="checkbox"/> Other</p>		
<p>Who was that somebody?  <input type="checkbox"/> Friend   <input type="checkbox"/> Sibling   <input type="checkbox"/> Another student   <input type="checkbox"/> Parent   <input type="checkbox"/> Teacher  <input type="checkbox"/> Another adult   <input type="checkbox"/> Therapist/counselor   <input type="checkbox"/> Other</p>		
<p>What did you do?  <input type="checkbox"/> Hit back   <input type="checkbox"/> Ran away   <input type="checkbox"/> Yelled   <input type="checkbox"/> Cried   <input type="checkbox"/> Ignored  <input type="checkbox"/> Broke something   <input type="checkbox"/> Told adult   <input type="checkbox"/> Was restrained  <input type="checkbox"/> Walked away calmly   <input type="checkbox"/> Talked it out   <input type="checkbox"/> Told friend</p>		
<p>How did you handle yourself?  <input type="checkbox"/> Poorly   <input type="checkbox"/> Not so well   <input type="checkbox"/> OK   <input type="checkbox"/> Good   <input type="checkbox"/> Great</p>		
<p>How angry were you?  <input type="checkbox"/> Burning mad   <input type="checkbox"/> Really angry   <input type="checkbox"/> Moderately angry  <input type="checkbox"/> Mildly angry   <input type="checkbox"/> Not angry at all</p>		
Notes: _____		

## Worksheet 2

### Group Rules

---

Use the space underneath to take notes in your own words.

1. Confidentiality
  
  
  
  
  
  
  
  
  
2. Respect yourself, your peers, and the group leader
  
  
  
  
  
  
  
  
  
3. Be present (on time, focused, and ready to listen)
  
  
  
  
  
  
  
  
  
4. Participate in the discussion
  
  
  
  
  
  
  
  
  
5. \_\_\_\_\_

### Goals of the Group

---

1. Learn new skills to help you control your anger in provocative situations.
2. Increase your personal power by learning skills necessary to communicate needs and desires effectively.

## Understanding Emotions

---

### What's the difference between emotions and moods?

**Emotion** is an intense feeling in response to a specific thought, person, or event. Emotions don't last as long (several minutes).

**Moods** are often made up of different emotions and are not necessarily related to a specific source. Moods often last longer (several hours).

Every culture gives names to emotions. When people are able to describe and name an emotion, they understand it better and are better able to manage it.

### Steps involved with naming emotions and moods:

**Step 1:** Recognize when you are feeling an emotion.

**Step 2:** Describe the emotion by considering

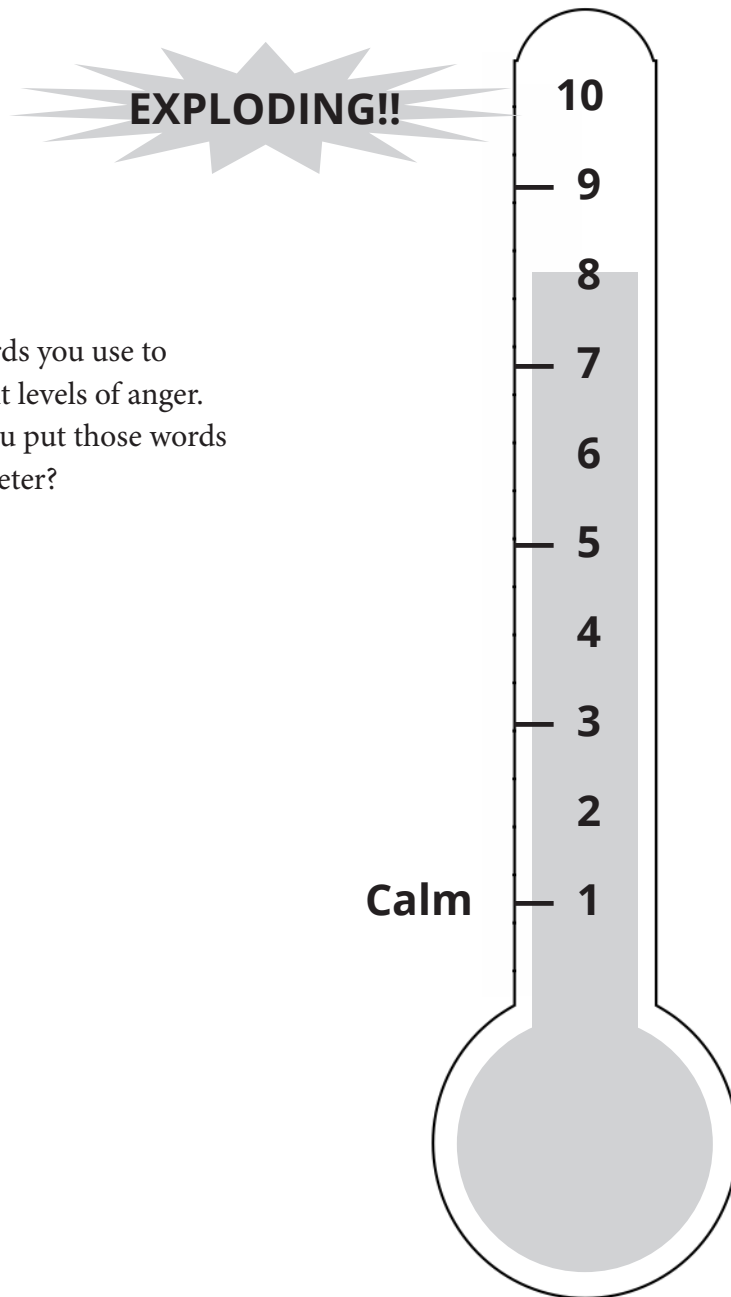
- the provoking event
- your interpretation of the event ("Did it happen on purpose or by accident?")
- physiological sensations ("How does my body feel?")
- body language ("How does my face or body posture look?")
- verbal communication of the emotion
- actions or behaviors taken in response to the emotion

**Step 3:** Name all the different emotions that you are currently feeling or expressing.

## The Anger Thermometer

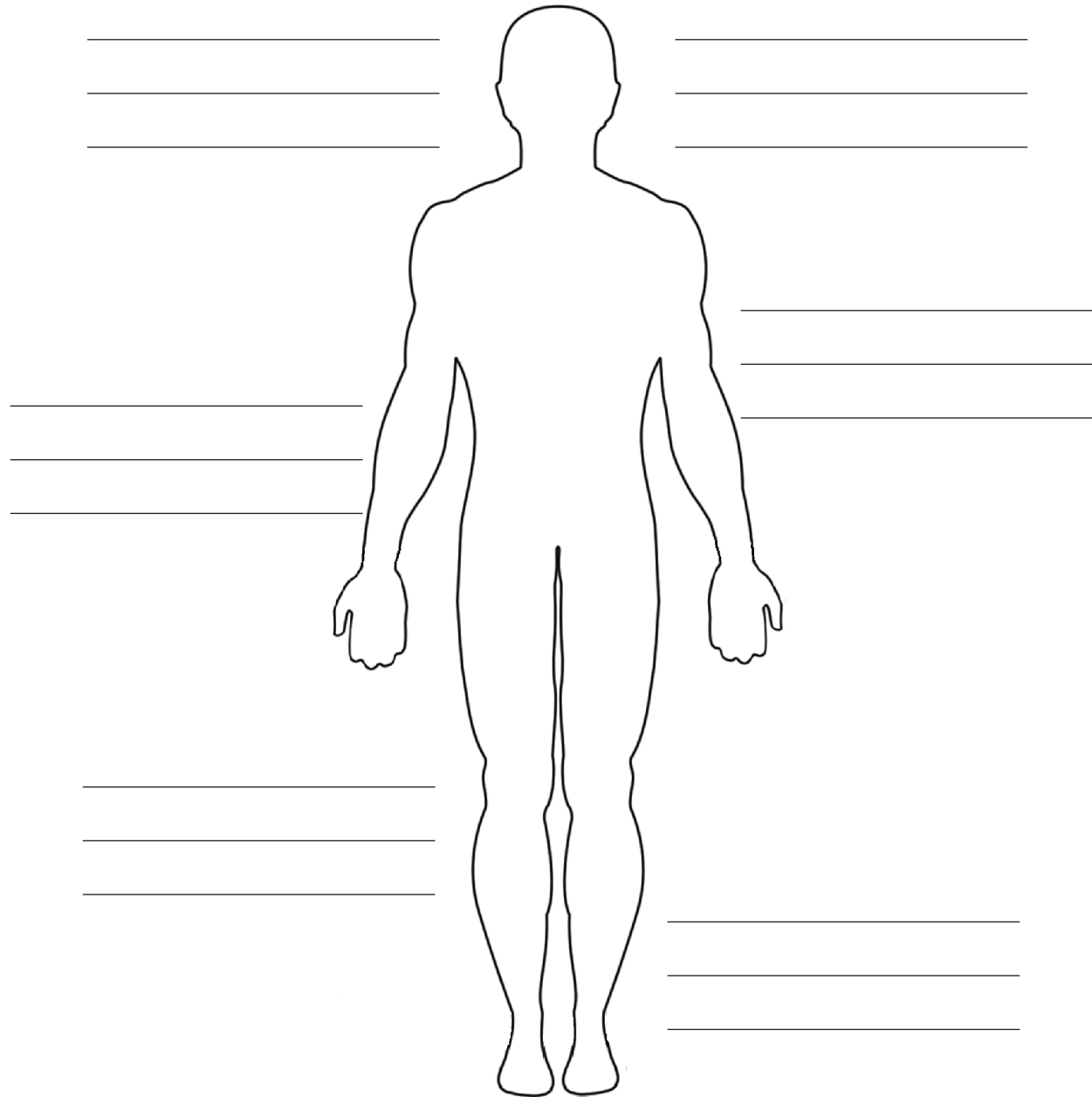
---

Think of the words you use to describe different levels of anger. Where would you put those words on the thermometer?



## Physical Cues of Anger

---





## Take Three

---

Taking three slow, deep breaths can help you maintain a controlled response to anger provocations.

Many athletes (e.g., figure skaters, gymnasts, baseball players) visibly use a few deep breaths before attempting some event.

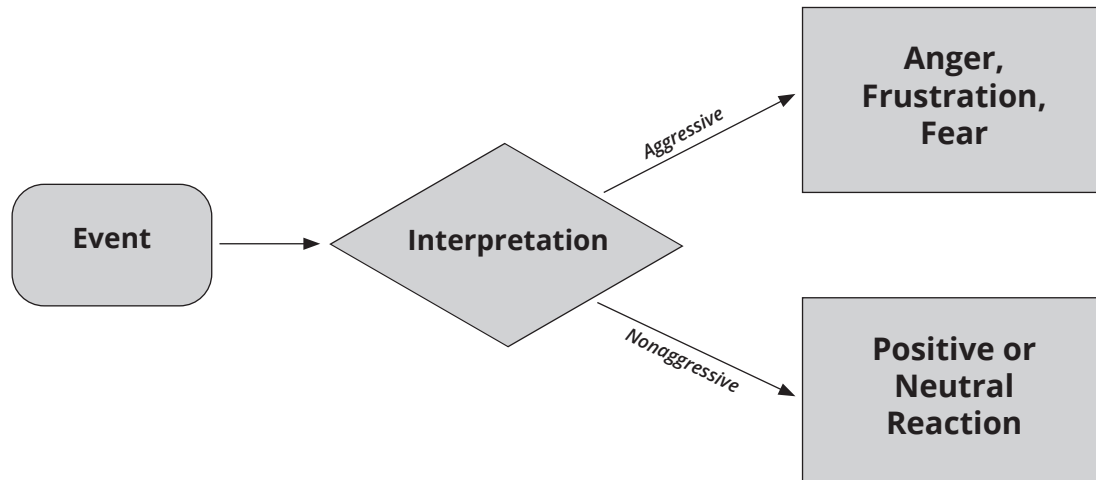
Deep breathing will reduce body tension, refocus attention away from the provoking event, and give you a delay before reacting.

How does a delay before reacting increase your personal power?

## ABCs of Anger

<b>A</b> <b>Antecedents</b>	Direct Triggers	Indirect Triggers
<b>B</b> <b>Actual Behavior</b>	Thoughts	Physical Cues
<b>C</b> <b>Consequences</b>	Negative	Positive

## Cognitive Appraisal Example



**Scenario:** Maria doesn't like Susan or Jenny. Susan gets very angry with Maria for not liking her, but Jenny just gets afraid. Why would they have two different emotions from the same fact that Maria doesn't like them? Susan gets mad because she is thinking how much she has done for Maria and that Maria should therefore appreciate and like her. Meanwhile, Jenny becomes afraid because she thinks that if Maria doesn't like her after all she has done for Maria, then maybe no one will like her.

### Aggressive interpretation:

- Thoughts:
  
- Resulting feelings/reaction:

### Nonaggressive interpretation:

- Thoughts:
  
- Resulting feelings/reaction:

## All the Reasons Why

---

Brainstorm! List all the reasons you can think of why people act in certain ways or do the things they do.

**Scenario:** *Someone passes you in the hallway and says a derogatory statement as they pass.*

**Reasons why:**

## Mindfulness and Rumination

---

What is **mindfulness**?

- It is a way of paying attention and being more aware of what is happening in the present moment.
- It is something that requires PRACTICE!

**ABCs of Mindfulness:**

A is for \_\_\_\_\_—being more conscious of what you are thinking, doing, or feeling in the moment.

B is for \_\_\_\_\_—to be mindful is to notice your experience without judging it or avoiding it. It means you can just sit with the feeling, sensation, and thought.

C is for \_\_\_\_\_—when you are more aware of your thoughts, feelings, and actions, you have the power to make choices about how you want to respond or not respond.

**Mindfulness is NOT:**

\_\_\_\_\_ *before* \_\_\_\_\_

**Rumination:**

\_\_\_\_\_

*“It is like drinking poison and expecting the other person to die.”*



**Objectives Effectiveness**  
*Getting what you want*

---

**D:**

**E:**

**A:**

**R:**

## Objectives Effectiveness (cont'd)

---

M:

A:

N:

## Relationship Effectiveness

*Maintaining good relationships with people you care about*

---

G:

I:

V:

E:



## Self-Instruction Training

---

**Reminders:** Things we say to ourselves to guide our behavior or to get us to remember something.

Give two examples of pressure situations in which reminders are helpful:

1.

2.

What will be your personal reminders for staying calm?

***Stop, Press the Pause Button, Kick Back, and Remind.***

## Thinking Ahead

Consequences of not getting better control of your anger	
Short-term consequences	Long-term consequences

## **Problem Solving**

### ***A process used to make a choice between anger control alternatives***

---

- What is the hassle?
- What are my options?
- What is my penalty/consequence?
- What action will I take?
- How did it work?

## Relational Aggression Example

---

**Relational aggression:** the kind of aggression that happens in social relationships in the form of betrayal, gossip, exclusion, humiliation, and lies.

**Scenario:** *Regina and Graciela are good friends and are a part of the same group of friends in their seventh-grade class. Everyone agrees that Graciela is one of the prettiest girls in school. Lately Graciela has been getting a lot of attention from Richard, a popular eighth grader. Regina likes Richard and begins spreading rumors about Graciela. Regina tells people that Graciela thinks she's better than everyone else and even claims that there is a sexual relationship between Richard and Graciela.*

- What are the facts?
- What might Graciela be feeling in this situation?
- How do you think Regina is feeling?
- Why is Regina behaving this way?
- If Regina and Graciela don't resolve this problem, what might Graciela learn from the experience?
- Talking it out:
  - What would you say?
  - How would you say it?
  - What is the right time?

## **Self-Respect Effectiveness**

---

1. Be fair to yourself and others.
2. Remember your values, and act accordingly.
3. Be truthful.

## Friendship Inventory

---

Every friendship has its ups and downs, but it can be difficult to decide when a friendship is worth saving. A **friendship inventory** is a series of questions that you can ask yourself to help clarify difficult situations.

1. What do you need from a friendship? What makes a good friend?
2. What are your responsibilities in the friendship? What are your friend's responsibilities?
3. What would your friend have to do in order for you to decide to end the friendship?
4. What would *you* have to do in order for *your friend* to decide to end the friendship?
5. What are the pros and cons of ending the friendship?

## TAME Skills Review

---

- Deep Breathing
- Concept of ABCs
  - Antecedents
    - Triggers
    - Faulty Reminders
  - Behavior
  - Consequences
- Mindfulness and Avoiding Rumination
- Assertion Techniques (DEAR MAN, GIVE, etc.)
- Reminders
- Thinking Ahead
- Problem Solving:
  1. What is the problem?
  2. What *can* I do?
  3. What will happen if...?
  4. What *will* I do?
  5. How did it work?