

## Appendix D

# Session-by-Session Fidelity Checklists

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# Teen Anger Management Education

## Fidelity Checklist

Facility: \_\_\_\_\_ Date: \_\_\_\_\_ TAME Session Number: \_\_\_\_\_

Length of Session: \_\_\_\_\_ Number of Youth Attending: \_\_\_\_\_ Number of Leaders: \_\_\_\_\_

<i>Session 1: Group Orientation</i>	Circle Y or N
<b>Skills and Techniques</b>	
Leaders introduced themselves	Y N
Leaders discussed confidentiality	Y N
Leaders explained rationale of the program	Y N
Leaders explained the rules of the program	Y N
Group practiced mindfulness exercise	Y N
Leaders introduced emotions	Y N
Leaders explained emotions and moods	Y N
Leaders discussed cultural differences regarding emotions and moods	Y N
Leaders explained the steps to naming emotions	Y N
Leaders introduced anger as main focus of the group	Y N
Leaders introduced the Hassle Log	Y N
Leaders distributed and reviewed concepts in Hassle Log	Y N
Leaders demonstrated how to fill out a Hassle Log	Y N
Leaders discussed the rationale for using Hassle Logs	Y N
<b>Exercises</b>	
Group generated a list of physical cues and other cues noticed when anger builds	Y N
Group generated names for different intensities and variations of anger and rated them	Y N
Group participated in Take Three exercise	Y N
Group generated a list of physiological cues they experience when they feel angry	Y N
Leaders demonstrated how to stop and remember to relax when they notice anger building	Y N
Group demonstrated relaxation techniques by provoking each other	Y N
Group practiced diaphragmatic breathing	Y N
<b>Summary and Homework</b>	
Leaders summarized anger and Hassle Logs	Y N
Leaders assigned homework for next session	Y N

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<i>Session 2: Self-Assessment of Anger and the ABCs of Behavior</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders explained reason for homework assignments to students who did not comply	Y N
Leaders reviewed brief relaxation techniques and asked if students had difficulty practicing them	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders handed out ABCs worksheet	Y N
Leaders discussed overt activating events	Y N
Leaders discussed covert activating events	Y N
Leaders introduced Antecedents as “A” in ABC chain	Y N
Leaders defined direct triggers	Y N
Leaders defined indirect triggers	Y N
Leaders involved youth in discussion of triggers	Y N
Leaders introduced Behavior as “B” in ABC chain	Y N
Leaders discussed negative statements to self	Y N
Leaders discussed physiological cues	Y N
Leaders involved youth in discussion of cognitive and physiological cues	Y N
Leaders introduced Consequences as “C” in ABC chain	Y N
Leaders elicited examples of positive and negative consequences of temper loss	Y N
<b>Exercises</b>	
Group participated in Trigger Finger exercise	Y N
Leaders demonstrated how direct and indirect triggers can heighten a conflict	Y N
Leaders asked students to role-play provoking each other	Y N
Group participated in Going to the Head exercise	Y N
Group generated a list of positive and negative consequences	Y N
Leaders demonstrated role play of provocative event using ABCs	Y N
Group demonstrated role play of provocative event using ABCs	Y N
<b>Summary and Homework</b>	
Leaders summarized ABCs	Y N
Leaders assigned homework for next session	Y N

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<i>Session 3: Refuting Aggressive Beliefs</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders discussed anger-provoking scenarios	Y N
Leaders reviewed aggressive beliefs and asked if students had difficulty recognizing them	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced the interpretation of events	Y N
Leaders discussed the relationship between events and emotions	Y N
Leaders introduced refuting aggressive beliefs	Y N
Leaders discussed the role beliefs play in leading to thoughts	Y N
Leaders defined aggressive beliefs	Y N
Leaders defined nonaggressive beliefs	Y N
Leaders elicited examples of aggressive and nonaggressive beliefs	Y N
Leaders discussed the benefit of interpreting situations nonaggressively	Y N
Leaders involved youth in discussion of interpreting situations nonaggressively	Y N
<b>Exercises</b>	
Group participated in All the Reasons Why exercise	Y N
Group generated a list of nonaggressive explanations	Y N
Group discussed the plausibility of their nonaggressive explanations	Y N
<b>Summary and Homework</b>	
Leaders summarized differences between aggressive and nonaggressive beliefs/interpretations	Y N
Leaders assigned homework for next session	Y N

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<i>Session 4: Mindfulness and Rumination</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders reviewed refuting aggressive beliefs	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced mindfulness	Y N
Leaders discussed ABCs of mindfulness	Y N
Leaders explained what mindfulness is not	Y N
Leaders introduced concept of rumination	Y N
Leaders contrasted rumination and reappraisal	Y N
<b>Exercises</b>	
Group discussed Emily and Joe scenario	Y N
Group reflected on Ice Cube mindfulness activity	Y N
<b>Summary and Homework</b>	
Leaders reviewed definition of mindfulness	Y N
Leaders described pitfalls of rumination	Y N
Leaders assigned homework for next session	Y N

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<i>Session 5: Assertiveness Techniques</i>	Circle Y or N
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders reviewed aggressive and nonaggressive beliefs and asked if students had difficulty distinguishing them	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced objectives effectiveness	Y N
Leaders explained how to be effective in relationships	Y N
Leaders introduced skills to enhance objectives effectiveness	Y N
Leaders explained “Describe”	Y N
Leaders explained “Express”	Y N
Leaders explained “Assert”	Y N
Leaders explained “Reinforce”	Y N
Leaders explained “Mindful”	Y N
Leaders explained “Appear confident”	Y N
Leaders explained “Negotiate”	Y N
Leaders explained other techniques for achieving objectives	Y N
<b>Exercises</b>	
Group participated in DEAR MAN exercises	Y N
<b>Summary and Homework</b>	
Leaders summarized differences between assertive versus withdrawal or aggressive responses	Y N
Leaders assigned homework for next session	Y N

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<i>Session 6: Relationship-Building Techniques</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders asked for examples of practicing assertiveness	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced relationship effectiveness	Y N
Leaders introduced relationship effectiveness skills	Y N
Leaders explained “Gentle”	Y N
Leaders explained “Interested”	Y N
Leaders explained “Validate”	Y N
Leaders explained “Easy manner”	Y N
<b>Exercises</b>	
Group participated in GIVE role plays	Y N
<b>Summary and Homework</b>	
Leaders discussed importance of maintaining connections with others	Y N
Leaders assigned homework for next session	Y N



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<i>Session 7: Self-Instruction Training</i>	Circle Y or N
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders reviewed relationship techniques and asked if students had practiced them	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced self-instruction training	Y N
Leaders defined reminders	Y N
Leaders provided examples of how reminders can be used	Y N
Leaders explained how to implement reminders	Y N
Leaders explained how reminders can be helpful	Y N
Leaders explained the difference between overt and covert reminders	Y N
Leaders role-played overt reminders	Y N
Leaders role-played covert reminders	Y N
Leaders explained the rationale for using covert reminders	Y N
Leaders explained why timing of reminders is critical	Y N
Leaders discussed, with group, situations in which they would not ignore a direct provocation	Y N
<b>Exercises</b>	
Group generated a list of reminders to utilize	Y N
Group participated in It's Hot in the Middle exercise	Y N
<b>Summary and Homework</b>	
Leaders summarized the concept of reminders and the effective use of reminders	Y N
Leaders assigned homework for next session	Y N

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<i>Session 8: Thinking Ahead</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders asked group to give each other feedback on how hassles were managed	Y N
Leaders reviewed overt and covert reminders and asked if students had difficulty using them	Y N
Leaders briefly reviewed content from prior sessions (deep breathing, ABCs, assertion techniques, etc.)	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced Thinking Ahead	Y N
Leaders defined Thinking Ahead	Y N
Leaders explained using future negative consequences as reminders to prevent aggressive behaviors	Y N
Leaders defined covert and overt consequences of aggressive behavior	Y N
Leaders explained thinking before acting	Y N
<b>Exercises</b>	
Group generated a list of covert and overt, short- and long-term, internal and external consequences for aggressive behavior	Y N
Group participated in provocation exercise to practice Thinking Ahead	Y N
Group participated in role play using an event from their Hassle Logs	Y N
<b>Summary and Homework</b>	
Leaders summarized the concept of Thinking Ahead by identifying negative consequences	Y N
Leaders assigned homework for next session	Y N

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<b>Session 9: Problem Solving Training</b>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders reviewed Thinking Ahead and asked if students had difficulty doing so	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders introduced problem solving training	Y N
Leaders explained Step 1: problem definition	Y N
Leaders explained Step 2: generation of alternative solutions	Y N
Leaders explained Step 3: consequence evaluation	Y N
Leaders explained Step 4: choosing a solution	Y N
Leaders explained Step 5: self-evaluation	Y N
Leaders explained Step 6: feedback	Y N
<b>Exercises</b>	
Group participated in Where There's a Will, There's a Way exercise	Y N
Group demonstrated problem solving techniques using an example from their Hassle Logs	Y N
<b>Summary and Homework</b>	
Leaders summarized the problem solving sequence	Y N
Leaders assigned homework for next session	Y N

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<i>Session 10: Bullying Prevention</i>	<b>Circle Y or N</b>
<b>Review</b>	
Leaders reviewed Hassle Logs	Y N
Leaders reviewed problem solving techniques and asked if students had difficulty using them	Y N
Group practiced mindfulness activity	Y N
<b>Skills and Techniques</b>	
Leaders defined relational aggression	Y N
Leaders discussed positive and negative aspects of friendships	Y N
Leaders explained good/friendly teasing	Y N
Leaders explained bad/unfriendly teasing	Y N
Leaders explained the benefits and fears of discussing difficult topics with friends	Y N
Leaders explained the benefits and challenges of apologizing	Y N
Leaders discussed methods of apologizing	Y N
Leaders explained the power of words	Y N
Leaders discussed the power of specific words	Y N
Leaders explained self-respect effectiveness	Y N
<b>Exercises</b>	
Group participated in Rumors exercise	Y N
Group participated in Talking It Out exercise	Y N
Group generated a list of ideas for confronting Regina	Y N
Group role-played confronting Regina	Y N
Group role-played apologizing to Graciela	Y N
<b>Summary and Homework</b>	
Leaders summarized bullying prevention skills	Y N
Leaders assigned homework for next session	Y N