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Mindfulness-based and Cognitive-behavior Therapy for Anger-management: an Integrated Approach

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MINDFULNESS-BASED AND COGNITIVE-BEHAVIOR THERAPY FOR ANGER-MANAGEMENT: AN INTEGRATED APPROACH

By Jeffrey R. Kelly

Submitted in Partial Fulfillment of the Requirements of the Degree of Doctor of Psychology

September 2007
PHILADELPHIA COLLEGE OF OSTEOPATHIC MEDICINE
DEPARTMENT OF PSYCHOLOGY

Dissertation Approval

This is to certify that the thesis presented to us by Jeffrey Kelly on the 30th day of May, 2006, in partial fulfillment of the requirements for the degree of Doctor of Psychology, has been examined and is acceptable in both scholarship and literary quality.

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Abstract

This monograph presents an anger-management treatment manual utilizing mindfulness and cognitive-behavior approaches. This program was implemented and evaluated in accordance with Chen’s (2005) recommendations for program evaluation. This study employed a single-subject design with a high-school aged individual. Post-session and post-program evaluation forms from the subject and program facilitator, along with pre- and post-program measures in the form of State-Trait Anger Expression Inventory (STAXI) scores, discipline records, and survey/assessment questionnaires from the parent and a teacher were obtained. The Mindfulness-Based and Cognitive-Behavioral Therapy for Anger-Management program manual received positive ratings for the structure of the sessions, for the content in sessions, for the usefulness of the manual in implementing activities and exercises, and for the suggested readings indicated throughout the manual. Outcome measures for the participant suggested improvements in personal and social functioning. The current study suggests that the integration of mindfulness-based and cognitive-behavioral approaches to treat adolescents with anger-related difficulties is a promising intervention approach that warrants further research.
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Mindfulness-Based and Cognitive-Behavior Therapy
For Anger-Management: An Integrated Approach
Chapter One
Introduction

Statement of the Problem

Dealing with violence in the schools has become an important issue in most school districts across the United States. The highly publicized occurrences of mass killings, like the incidents in Littleton, Colorado; Jonesboro, Arkansas; and Edinboro, Pennsylvania, perpetrated by our youth upon their peers and other members of the school community have brought significant attention to the problem. However, smaller incidences of violence and aggression occur in many schools on a daily basis. The *Indicators of School Crime and Safety* (Devoe, Peter, Kaufman, Ruddy, Miller, Planty, Snyder, & Rand, 2003) reported that 1.5 million violent incidents occurred in public elementary and secondary schools in 1999-2000. Furthermore, seventy-one percent of public schools had one or more violent incidents during that same time period.

School administrators, guidance counselors, social workers, and school psychologists are some of the participants faced with the daunting task of decreasing the frequency of violent and aggressive behavior in our schools. How to effectively deal with anger and subsequent aggression has been explored and researched throughout many circles and from many perspectives (Herrman & McWhirter, 2003; Kellner & Bry, 1999; Robinson, Smith, & Miller, 2002; Webster-Stratton & Reid, 2003; Wilde, 2001). Legislation on the national and state levels has played an integral role in spurring the research in this area.
(Limber & Small, 2003). This has yielded a substantial amount of research in the field. From this research, school officials have implemented various initiatives including anti-bullying programs (Stevens, De Bourdeaudhuij, & Van Oost, 2001), peer mediation programs (Johnson & Johnson, 1996), and anger-management counseling services, to highlight a few. Are these programs working? It appears that time and close monitoring will answer that question. However, the research to this point has been optimistic. Devoe et al. (2003) reported that violent victimization declined from 48 incidents per 1,000 students to 28 per 1,000 students between the years 1992 and 2001.

Although the research has been optimistic to this point, there continues to be a need for further intervention strategy development that can be used in a school setting to decrease violent and aggressive behavior invoked by anger. This monograph examines the context, assessment, and treatment of anger. Based on a review of the literature, this monograph then provides an evaluation of a pilot study that is designed to treat anger.

Purpose of the Study

This pilot study facilitated the development and refining of a mindfulness-based anger-management program for adolescents. This pilot study incorporated CBT and mindfulness-based techniques and evaluated the effect this mindfulness-based approach to anger-management had on a school-aged individual with anger-management difficulties. The Mindfulness-Based and Cognitive-Behavior Therapy for Anger-Management program is a manualized treatment protocol that can be administered to students individually or in a small group setting. The
theoretical underpinnings of the manual will be described in the literature review, and the session content will be described in the Method section. A copy of the manual used during the implementation stage of this study is available in Appendix A.

This pilot study explored the ability to disseminate the mindfulness-based approach to a youth with anger difficulties. It is a unique treatment intervention because this approach has not been used with children for anger-management. It is a brief intervention that integrates both mindfulness-based and CBT techniques to treat school-aged individuals with anger-management difficulties. The program relies heavily on the programs designed by Kabat-Zinn (1990) and Segal et al. (2002). It was hoped that this study would aid in the development of an effective, time-limited treatment intervention for school-aged children with anger-management difficulties. The study sought to answer the following research questions:

1) Does the intervention provide individuals with strategies to effectively and appropriately deal with anger?

2) How does the intervention and treatment manual need to be adjusted or refined in order to improve upon its receptivity and ease of use?

Rationale for this Study

The use of a mindfulness-based approach to therapy has been documented as being successful in treating depression and anxiety related disorders in adults, and a recent study suggested promise in the treatment of anger. Recent research has supported the use and receptivity of mindfulness-based approaches in treating
Mindfulness-Based children with anxiety and attention problems. Cognitive-behavioral therapy has also been found to be successful in treating disorders related to depression and anxiety, as well as other psychological, behavioral, and emotional disorders, not excluding anger. However, the use of a mindfulness-based approach has not been well documented with youth experiencing difficulties controlling anger. It was believed that this approach to therapy could be disseminated to treating individuals with anger related difficulties because the program for this study has the appropriate elements to address thought processes, physiological reactions, and behavioral manifestations. The program’s sessions were designed to build upon previously learned skills and activities. Session activities and discussions alternated between more traditional cognitive-behavior exercises and mindfulness-based exercises. By integrating the two approaches, it was felt that an effective anger-management program could be designed.

Anticipated Results

It was expected that this study would facilitate the further development and refining of the anger-management program through completion of evaluation forms to assess and improve the quality and effectiveness of the program. It was expected that this pilot study, consisting of this anger-management program, would facilitate the reduction in a subject’s anger experience with respect to negative behavioral and emotional outcomes assessed through the examination of discipline referrals and the STAXI. It was expected that the subject’s post-intervention STAXI results would yield percentile ranks that fell within the normal range in all areas assessed by this instrument. It was expected that the
subject’s discipline referrals would decrease by at least 10% one month following program participation in comparison to the first month of participation in the program.
To understand how anger, aggression, and violence are interacting and impacting our educational system, one must look at the dynamics and characteristics of one’s system and the individuals functioning within it. Taking into consideration the variables inherent in a system will ultimately aid in the decision of what approach might work best with the population and the setting. The concept of anger must also be examined if one is to begin to understand the problem.

Kassinove (1995) defined anger in terms of a negative, internal feeling state, which is associated with specific cognitive and perceptual distortions and deficiencies, subjective labeling, physiological changes, and action tendencies. These components result in the engagement of socially constructed and reinforced organized behavioral scripts. Anger varies in frequency, intensity, duration, and response from person to person. Aggression in response to anger-provoking events can be thought of as a motor behavior with the goal of contact and intent to harm.

Novaco (1975) considered anger to be an emotional response to an anger-provoking incident that is experienced in stages and on multiple levels. These levels included the cognitive, the somatic-affective, and the behavioral. Coie and Dodge (1998) reviewed theoretical and empirical literature on aggression and antisocial behavior and concluded that “an environmental variable will influence
human aggressive behavior if it affects one or more of three mental processes: (a) the perception of threat and experience of irritation or fear; (b) the accessibility of aggressive responses in one’s memorial repertoire; and (c) the evaluation that aggression will lead to desirable positive consequences” (p. 795).

For the purpose of this study, a combination of Novaco’s and Kassinove’s definitions for anger will be used. Anger will be defined as an emotional state that is experienced on multiple levels. These levels include the cognitive, the affective, the physiological, and the behavioral.

Anger and aggression tend to go hand in hand, but when individuals experience anger, they do not always react aggressively. Personality traits (DiGiuseppe & Froh, 2002), executive functioning (Giancola, Mezzich, & Tarter, 1998; Seguin, Pihl, Harden, Tremblay, & Boulerice, 1995), social affiliation (Hoff, DuPaul, & Handwerk, 2003), and environmental or cultural influences (Hay, Pawlby, Angold, Harold, & Sharp, 2003) are a few moderators that appear to play a role in the behaviors exhibited and in the emotional response experienced when anger-provoking events occur.

Anger Assessment

The assessment of anger and subsequent results requires evaluation of multiple sources of information. This will ultimately lead to more effective intervention strategies and a more comprehensive view of an individual’s emotional functioning.

The assessment of anger should include multiple sources of information, including interview information from the individual, interview information from
individuals with direct knowledge and contact with the individual in multiple settings, and observation information. Useful qualitative information can be obtained through these various methods of information gathering. Quantitative information can be obtained through various behavior rating scales as well. Standardized instruments and behavior rating scales exist to assess the various aspects of anger. The Children’s Inventory of Anger (ChIA) (Nelson & Finch, 2000) and the State-Trait Anger Expression Inventory (STAXI) (Spielberger, 1996) are two scales that are useful in the evaluation of anger.

The ChIA is a self-report instrument used to assess anger-related concepts in young children, adolescents, and young adults. It yields a Total score and has four subscales covering areas that might lead to an angry response in youngsters. The subscales include: Frustration, Physical Aggression, Peer Relationships, and Authority Relations. This instrument assesses the subjective state of anger and can be useful in treatment planning and in evaluating changes in the experience of anger by individuals.

Analysis of the subscale scores of the ChIA can aid in the development of a treatment plan. Nelson and Finch (2000) contend children who are experiencing high levels of frustration may benefit from learning to put things into perspective, to look beyond the initial exposure to a frustrating event, and look to the resolution of a problem. Elevated levels on the Physical Aggression scale may indicate a child who is vulnerable to conflicts that result in aggressive action. Interventions that help the child respond in ways that are more appropriate (i.e., conflict resolution techniques) could be beneficial. A significantly high score on
the Peer Relations subscale might be indicating a child has difficulty with interpersonal interaction and is easily upset by peer rejection or disagreements. Group counseling sessions and interactions that provide support and conversation with similar peers might be helpful. High scores on the Authority Relations subscale may signal a child with difficulty relating to authority figures and coping with directions and discipline. An individual’s sense of control is generally of issue in these instances. Learning skills to handle situations and outcomes that benefit the individual prior to disciplinary action can be effective.

The response to anger-provoking situations can take many forms. Individuals do not feel, react to, or control feelings of anger in the same way. Nelson and Finch (2000) point out that high levels of anger, and high levels of aggressive behavior, require an individual to resolve the source of anger because it is most likely the source of the behavior problem. Alternatives to aggression would most likely be a secondary goal of an intervention. High levels of anger and low levels of aggression may indicate that an individual has good coping skills, but this combination may lead to internalizing disorders when those coping skills are exhausted. Low levels of anger and high levels of aggression can reflect a deficit in an individual’s awareness of internal feelings and the way feelings are related to overt aggressive behavior, or may not know appropriate ways of expressing anger. Effective ways to channel anger would be a necessary intervention strategy. Low levels of anger and low levels of aggression generally indicate an individual with effective coping strategies and personality traits that allow for stable emotional responses.
The STAXI is a self-report instrument designed for use with individuals thirteen and over and consists of six scales and two subscales. Spielberger (1996) defines trait anger as a disposition to perceive events as annoying or frustrating with the tendency to respond to such events with more frequent elevations in state anger. State anger is defined as an emotional state marked by subjective feelings that vary in intensity. It is typically accompanied with physiological arousal.

The Trait Anger (T-Anger) scale from the STAXI measures individual differences in the disposition to experience anger. The Angry Temperament (T-Anger/T) subscale, a subscale of the Trait Anger scale, measures the propensity to experience and express anger without specific provocation. The Angry Reaction (T-Anger/R) subscale, a subscale of the Trait Anger scale, measures individual differences in the disposition to express anger when criticized or unfairly treated by other individuals.

The Anger-in (AX/In) scale from the STAXI measures the frequency with which angry feelings are held in or suppressed. The Anger-out (AX/Out) scale measures how often an individual expresses anger toward other people or objects in the environment. The Anger Control (AX/Con) scale measures the frequency with which an individual attempts to control the expression of anger. The Anger Expression (AX/EX) scale provides a general index of the frequency with which anger is expressed, regardless of the direction.

Analysis of scale and subscale scores of the STAXI provides valuable information into an individual’s personality dynamics with respect to anger. This information can be used in conjunction with other assessment information in order to devise
more effective treatment strategies. This instrument has been widely used in
many treatment outcome studies (Herrman & McWhirter, 2003; Linkh & Sonnek,
2003; Robinson et al., 2002; Tang, 2001).

Assessment plays an important role prior to intervention planning.
Assessment should include various sources of information, using both qualitative
and quantitative measures, in order to provide a more comprehensive description
of personality traits, of manners in which anger is experienced and expressed, and
of cultural disposition in counseling participants. This information is essential to
proper goal setting and intervention formulation. After assessment has been
completed, how to treat individuals becomes clearer. There appears to be a
growing body of literature and empirical support for various intervention
strategies. These intervention strategies typically fall under the classification of
anger-management interventions.

*Operational Definition of Anger-Management*

The various approaches to anger-management intervention have many
common threads regardless of how the interventions are designed and
implemented. Therefore, for the purpose of this study, an adapted version of
Thomas' (2001) definition of anger-management will be used. Based on this
definition, anger-management will be defined as a psycho educational
intervention that creates the potential for behavior change by increasing
knowledge, providing new perspectives, and teaching specific strategies that can
be learned and practiced by participants in order to handle anger.
Anger Management

The emphasis on empirically validated approaches to treatment of various disorders has become prominent. This is no different in the treatment of anger and related concepts. DiGiuseppe & Tafrate (2003) performed a meta-analytic review of anger-management treatment interventions for adults. Results of their examination showed that individuals who received the various anger-management interventions showed significant and moderate improvement with respect to anger-related concepts when compared to control groups and pretest measures. They found that anger treatments produced moderate to large improvements on anger self-reports, aggressive behavior measures, measures of positive non-angry behaviors, cognitions, and physiological measures. DiGiuseppe & Tafrate’s metaanalysis provides some empirical support for anger-management interventions with adult populations. The anger-management interventions appeared to produce reductions in the affect of anger, reductions in aggressive behaviors, and increases in positive behaviors in response to anger-provoking situations in adults.

School-based prevention programs have been the focus of most anger-management and aggression related intervention research. The intervention programs studied have been programs targeted at both the primary and tertiary levels. Goldstein, Harootunian, & Conoley (1994) commenting on the work of Baker, Swisher, Nadenichek, & Popowicz (1984) noted interventions with psychological education programs, communications skills training, and a
combination of psychological and moral education programs all show large effect sizes.

Goldstein et al. (1994) initially developed a tertiary intervention program coined *Aggression Replacement Training*. This program consisted of (1) *skillstreaming*, which is a fifty-skill curriculum of prosocial behavior, (2) *anger-control training*, which teaches self-regulation and inhibition of anger, aggression, and antisocial behavior, and (3) *moral education*, which is based on Kohlbergian moral education. Goldstein and colleagues later developed the *Prepare Curriculum*. This program incorporated the three components of *Aggression Replacement Training*, however courses in problem solving, empathy, situational perception training, stress management, cooperation training, recruiting supportive models, and understanding and using group processes were added.

The Student Created Aggression Replacement Education (SCARE) program (Herrmann & McWhirter, 2003) was developed for use with late childhood and early adolescent children. The SCARE program was developed using input from students whose lives have been affected by violence. The developers essentially asked students how violence could be reduced in their schools. This information was used in conjunction with empirical literature to develop topics and activities for the program. The primary objectives of the SCARE program include affective education, recognition of alternative behaviors to violence, and decision-making in response to anger-provoking situations. The fifteen session program groups the activities into three categories, which include
Mindfulness-Based recognition of anger and violence in the community, managing and reducing anger expressions, and defusing anger and aggression in others.

Herrmann & McWhirter (2003) found that the SCARE program significantly lowered the level of State-Anger and Trait-Anger as Assessed by the STAXI in students participating in the program. Participants were also found to judge themselves as less aggressive and have less aggressive attitudes after program completion. The authors noted that the SCARE program participants in this study were without follow-up sessions, which might have limited the long-term effectiveness of the program in these individuals. Booster sessions have subsequently become a standard practice in the SCARE program.

Robinson et al. (2002) designed the Anger Control Curriculum (ACC) for middle school students in an alternative school setting for students with emotional and behavioral disorders. This ten-lesson program administered over a five-week period includes psychoeducational lessons, effective communication strategies, relaxation techniques, problem-solving exercises, modeling exercises, and practice through role-playing. The ACC program is rooted in cognitive-behavioral theory and incorporates the theory's perspective throughout the lessons. Participants in the ACC were found to have significant differences as compared to control groups in State Anger, Angry Temperament, Angry Reaction, Anger-Out, and Anger Control as assessed by the STAXI.

Bosworth, Espelage, & Dubay (1998) developed the SMART Talk multimedia tool to teach anger-management to adolescents. This computer program uses games, simulations, cartoons, animation, and interactive interviews
to teach alternative ways of resolving peer conflicts. Students learn about the concept of anger and anger triggers in the first set of modules. Problem-solving techniques are discussed in the dispute resolution module. The final module discusses perspective taking through the use of interactive interviews with celebrities. *SMART Talk* participants were found to have improved their ability to identify incidents that would escalate a conflict and strategies that could be used to defuse situations.

*Cognitive-Behavioral Therapy and Anger-Management*

The cognitive-behavioral approach to therapy evolved from two approaches to therapy, as its name would suggest. This approach utilizes components of cognitive and behavioral psychology. It emerged as part of the cognitive revolution of the 1940’s and 1950’s (Hunt, 1993). Albert Ellis’ work was at the forefront of this movement. He refined his form of therapy throughout the years since that time to what he now terms rational emotive behavior therapy (REBT). As Ellis was developing his form of therapy, Aaron Beck, was working on his own form of therapy, which he called cognitive therapy (CT). His approach shared with Ellis’ an active, directive, time-limited, present-centered, and structured approach to therapy (Corey, 1996, p. 337). These are two examples of the cognitive-behavioral therapy (CBT) approach to psychotherapy. According to Corey, all CBT approaches are based on a psychoeducational model that emphasizes the role of homework, incorporates the client as an active participant inside and outside of therapy, and utilizes both behavioral and cognitive strategies to bring about change (p. 319).
Corey (1996) reviewed much of Ellis' writings and concluded that Ellis believes emotional disturbance is rooted in childhood. People begin to tell themselves irrational and illogical thoughts early in life and continue this self-perpetuating process throughout their lives. Humans are thought to be happiest when they establish important life goals and purposes and actively striving to attain them. Rational beliefs are evaluative cognitions of personal significance that are preferential, that must be flexible, and that do not impede the attainment of our goals and purposes. The goal of REBT is to get people to accept themselves as fallible, but to learn to live at peace with themselves in light of their faults. Through REBT, people learn the process of identifying and disputing irrational beliefs, and learn how to replace these beliefs with more effective ways of thinking, which will ultimately lead to changes in their emotional reactions to events (pp. 318-22).

Corey (1996) stated, "The A-B-C theory of personality is central to REBT theory and practice" (p.322). Corey explains Ellis' A-B-C view of personality in the following way. The 'A' refers to the activating event. Activating events are influenced by our cognitive, emotional, and behavioral consequences. People are thought to bring their beliefs into play when activating events occur. Beliefs (B) are the cognitions, thoughts, and ideas people hold as true. Consequences (C) are the cognitive, affective, and behavioral reactions based on beliefs. REBT teaches individuals to dispute their irrational beliefs by detecting, debating, and discriminating them in order to develop a more effective way of thinking. This is called the disputing intervention (D). "D' will lead to 'E', which is an effective
and rational philosophy to replace the inappropriate thought. This process will lead to a new set of feelings, called ‘F’ (pp. 322-3).

Carver & Scheier (1996) outlined Aaron Beck’s CT approach in their book Perspectives on Personality. As they noted, Beck believed people develop ideas, or an assumption about the world that is inaccurate, or distorted. They use these thoughts, or schema to interpret events. Schemata, or schemas, as described by Judith Beck (1995), are the underlying cognitive structures that organize an individual’s experience and that can form the basis for the individual instances of bias or distortion. They are thought of as core beliefs by many. They are the complex patterns of thoughts that determine how experiences will be perceived and conceptualized. Carver & Scheier (1996) also noted that these distorted schemas, which Aaron Beck called “automatic thoughts”, influence behavior and feelings. Negative feelings lead to the use of negative schemas, which ultimately leads to a self-perpetuating style of psychosis. Aaron Beck used the term “cognitive triad” to refer to this self-perpetuating mode of thinking. The triad involves negative thinking about the self, the world, and the future (p. 490).

Beck (1995) described the first step in the CT approach to therapy as conceptualizing the problem of the individual. The first element of the conceptualization process is identifying the schemas and discovering the relevance of those schemas to the individual’s behavior. The compilation of a problem list that can be prioritized in terms of identifying a sequence of problems to be dealt with is the next step in the conceptualization process. Problems can have debilitating effects on the individual, or the solutions may cause a ripple
effect in solving other problems. This process helps in determining treatment
goals for the individual. Developing strategies, techniques, and interventions that
will help effect the strategies is the next step in the conceptualization process.
Various techniques are selected to suit the purpose and goals of therapy. These
techniques can be cognitive, behavioral, or a combination of both.

According to Corey (1996), the cognitive-behavioral approaches of Beck
and Meichenbaum, along with the rational emotive behavior therapy approach of
Ellis, have similar attributes. The approaches utilize a collaborative relationship
between the client and therapist. They contend that psychological distress is
largely a function of disturbances in cognitive processes. The approaches focus
on changing cognitions in order to produce desired changes in affect and
behavior. They are generally time-limited, educational treatments focusing on
specific and structured target problems (p. 319).

The cognitive-behavioral approach to therapy has many uses in the field of
school psychology. As will be noted, the various techniques and strategies that a
cognitive-behavior therapist employs have been found to be useful in the
treatment of anger and aggression in school-aged children. The use of cognitive-
behavioral therapy techniques and social skills training have shown through
research to be two approaches with effective results in the treatment of anger and
aggression. The cognitive-behavioral approach emphasizes the cognitive and
physiological processes involved during anger-provoking events and the
behaviors resulting from those processes. Social skill training generally focuses
on the development of positive, cross-situational skills and interpersonal strategies for minimizing interpersonal conflict and anger.

The use of relaxation techniques and social skills training, typical strategies taught in CBT, in the treatment of Generalized Anxiety Disorder (GAD) and anger reduction have been supported by research. Borkovec and Costello (1993) found applied relaxation and CBT provided permanence of change and enhanced improvement in end-state functioning for individuals with GAD. Deffenbacher, Thwaites, Wallace, and Oetting (1994) compared the use of social skill training and cognitive-relaxation coping skills training. The treatment groups showed significant anger reduction. Reductions were found for trait anger, general anger, and anger across situation. Anger expression also showed consistent improvement. The cognitive-relaxation group significantly lowered outward, negative expressions of anger. The social skills training group tended to show the greatest effect on lowering day-to-day anger and reducing anger suppression. In an earlier separate study, a fifteen-month follow-up investigation conducted by Deffenbacher, Oetting, Maureen E., and Thwaites (1995) showed counseled groups reported lower trait anger, lower general anger, less anger across situations, and reduced anger related physiological arousal. In addition, these researchers found less anger suppression and outward negative expression, greater calm, and controlled expression than in the control group. This study was able to show consistent, long-term maintenance of treatment effects. Prior to this earlier study, Deffenbacher (1988) found similar long-term treatment effects when using both cognitive relaxation techniques and social skills training.
The cognitive-behavioral approach to therapy has many uses in the field of school psychology. As previously noted, the use of cognitive-behavioral therapy techniques and social skills training have shown through research to be two approaches that are having effective results in the treatment of anger and aggression (Borkovec & Costello, 1993; Deffenbacher, et al., 1994; Deffenbacher, 1988; Kendall, 1994). As previously noted, the cognitive-behavioral approach emphasizes the cognitive and physiological processes involved during anger-provoking events and the behaviors resulting from those processes. Social skill training generally focuses on the development of positive, cross-situational skills and interpersonal strategies for minimizing interpersonal conflict and anger.

The use of cognitive-behavioral therapy (CBT) techniques has shown through research to be an effective treatment approach for anger and aggression (Kellner, Bry, & Colletti, 2002; Linkh & Sonnek, 2003; Tang, 2001). The cognitive-behavioral approach emphasizes the cognitive and physiological processes involved during anger-provoking events and the behaviors resulting from those processes. The use of CBT to treat various disorders in children is becoming well documented. In one such study, Kendall (1994) implemented a sixteen-week CBT anxiety treatment study. Results of this study revealed that many subjects were found to be without a diagnosis for an anxiety related disorder at posttest and at follow-up one-year later. Barrett, Duffy, Dadds, and Rapee (2001) had similar results after evaluating the long-term effectiveness of CBT for childhood anxiety disorders. In treating Panic Disorder, Otto, Pollack, and Maki (2000) compared CBT treatment to pharmacotherapy and found that
CBT was at least equal to pharmacotherapy in terms of posttreatment severity and acute treatment outcome. CBT was also more cost-effective.

The Art of Self-Control program (Feindler & Ecton, 1994) is a cognitive-behavioral, group anger-management program based on Novaco's (1975) program. The program utilizes the Stress Inoculation Training model. The three-fold goal of the program is on prevention (reducing the frequency of angry, aggressive outbursts), regulation (understanding anger in order to regulate the intensity and duration), and execution (teaching adolescents how to respond to anger provocation more constructively). The program aims at promoting the self-management of negative cognitive, physiological, and behavioral patterns of anger by providing positive alternatives to thinking, feeling, and acting.

The Art of Self-Control program consists of three training phases, which are interrelated and incorporated throughout program sessions. The Educational/Cognitive Preparation Phase consists of establishing therapeutic rapport, teaching the cognitive, physiological, and behavioral components of anger, identifying triggers, and identifying positive and negative reactions to anger-provoking events. The Skill Acquisition Phase consists of teaching cognitive-behavioral techniques that can be used to cope more effectively with anger-provocation. Distinct cognitive and behavioral components exist. The program utilizes the acronym, CALMDOWN, to remind adolescents of the cognitive and behavioral components taught. The first three letters of the acronym constitute the cognitive component and the final five letters constitute the behavioral component. The C represents cuing adolescents to personal
triggers. The A represents altering the view of the individual with respect to the anger-provoking event. The L represents letting the adolescent use what the authors have termed private speech to prepare, guide, and direct them through anger-provoking situations. The M represents moderation of physiological arousal through relaxation training. The D represents direct communication to be more effective assertive communicators. The O represents organizing the problem-solving approach. The W represents work on modeling the effective use of cognitive-behavioral anger control skills. Finally, the N represents negotiate, which establishes a commitment through utilizing contracting techniques. The Skill Application Phase utilizes role-plays to expose participants to graduated anger-provoking situations and instruct adolescents how to apply the information and skills learned to real-life situations.

Larson and Lochman (2002) outline their version of a cognitive-behavioral intervention named *The Anger Coping Program*. This intervention, largely developed from social-cognitive and anger arousal models, is now described in terms of a social information-processing model. In this model, the steps involved in the processing of social information include encoding social cues, interpreting these cues, identifying goals, generating solutions to the problem, evaluating the solutions, and choosing a response. Aggressive individuals have been found to have difficulties at each point of this process. This program was designed to address difficulties with emotional and cognitive self-regulation, including anger management, physiological and emotional awareness, perspective training and attribution retraining, and social problem solving.
In a follow-up study conducted by Lochman (1992), aggressive boys who completed the program had lower rates of drug and alcohol involvement and higher levels of self-esteem and social problem-solving skills three-years later than the control group. This study indicated that cognitive-behavioral intervention with aggressive boys could produce long lasting effects in certain areas of functioning. The anger-coping intervention focuses heavily on social problem-solving training, and results indicated that the treated boys benefited from the training by avoiding illogical solutions that did not lead to the planned resolution of the problems. The intervention appeared to have the biggest impact on clarified means-end thinking.

Kellner & Tutin (1995) adapted traditional CBT techniques used in anger-management training to a population of high school students in a special day school. Students had pervasive developmental disorders, attention deficit/hyperactivity disorder, mental retardation, and depressive disorder. These authors incorporated the use of a daily log, called the “Hassle Log,” to record incidents that made the students angry. The log included the setting in which the anger-provoking event occurred, noting the incident, noting how the situation was handled, noting the self-judgment of the degree of anger experienced, and noting the self-judgment of how well the situation was handled. The program utilized psychoeducational activities on anger as well. The ability to recognize anger triggers was taught, and students created an individual list of personal triggers. Students were taught relaxation techniques that could be used in response to anger triggers. Based on classroom reports and observational information from group
sessions, it was felt that anger-management counseling could be beneficial to this population when modified to their specific learning needs. Later validation studies conducted by Kellner and colleagues (Kellner & Bry, 1999; Kellner, et al., 2002) yielded positive empirical evidence for anger-management counseling with special populations in nontraditional school settings.

Multicultural Issues Within Anger and Anger-Management Programs

Anger is an emotion that exists in all cultures across the world. How this emotion is experienced might vary within and across cultures. Kovecses (2000) investigated the characteristics of the concept of anger across several cultures. Kovecses offered a conceptual view called the “body-based social constructionism” view that contends anger is both universal and culture specific. Through the use of cognitive linguistic methodology, Kovecses found that four of the cultures examined (English, Chinese, Japanese, and Hungarian) had universal aspects of the emotional concept. Each culture appeared to have a successive stage conceptualization of anger. These stages consisted of a cause, an existence, and an expression. All four cultures also share the idea that anger invokes physiological changes. The culture specific aspects of the concept are related to how members of each culture interpret their emotional experience and subsequently react to the experience.

Other investigators have examined variations in the expression of anger-related experiences. Fischer, Mosquera, Vianen, and Manstead (2004) found differences in anger expressions in women among cultures. They found that women in cultures that had higher female empowerment (i.e., Western countries)
had more anger expressions than women in lower empowerment cultures (i.e., non-Western countries).

Within culture variations appear to exist with respect to violent behavior. Nisbett (1993), in an examination of regional trends of violence in the United States, found that White Southern males had higher homicide rates than White Northern males. Furthermore, Southerners were also found to endorse violence in response to insults and were more likely to propose violent solutions to conflicts.

Research suggests that aspects of anger have commonalities and differences between cultures. There appears to be variation within cultures with respect to anger, especially in the area of expression. Cultural mores appear to play an integral part in the differences among and between cultures. This information can be useful to anger-management approaches and strategies during design and implementation.

Banks, Hogue, Timberlake, and Liddle (1996) compared an Afrocentric approach to social skills training to a traditional social skills training program with inner-city African-American youth. The authors Afrocentric approach incorporated African-American-centered themes and culturally specific content. Both social skills training programs focused on problem solving, anger-management, and conflict resolution. Both programs yielded statistically significant gains in social skills in participants. Participants in the programs also showed statistically significant reduced levels of general anger and a decrease in the disposition to experience anger.
Serious consideration to the complex environments and cultures with which anger-management participants exist must be taken into consideration when designing and implementing programs. Cultural differences in the interpretation and expression of anger must also be taken into consideration when designing and implementing programs. Although the concept of anger appears to have consistent themes of a physiological basis and a stage approach to experiencing the emotional concept across cultures, interpretation of events and expression appears to vary between and within cultures.

*Ethical Issues in Anger-Management*

School personnel providing counseling services have several ethical obligations to those served in the school setting. Jacob & Hartshorne (2003) outlined the ethical and legal obligations to students and parents when providing psychological intervention services. Parental consent (or the consent of an adult student) must be obtained prior to providing any psychological services. Even with consent, the student should be given the opportunity to decide if participation is wanted. The student should be informed of the reason why intervention services are being implemented and the scope and nature of the intervention. All options should be offered to parents and students prior to planning an intervention, so a decision on the best course of action can be considered.

Jacob & Hartshorne (2003) also indicated an ethical obligation to consider the cultural heritage of not only the parent and student prior to providing psychological services but also of the practitioner. Practitioners must be free from bias toward parents and students and aware of their own background.
characteristics. It is also the practitioner’s obligation to gain information about
the culture of the parents and students to which services are provided.

School psychologists have a legal duty to take reasonable steps to prevent
others from harm when clients make threats toward another individual.
Considering the potential nature and characteristics of individuals in anger­
management counseling, this duty is not unusual. Jacob & Hartshorne (2003) cite
this obligation as having been established legally as part of a court ruling

The National Association of School Psychologist (NASP) developed the
“Principles for Professional Ethics” (2000). It states that school psychologists are
ethically obligated to keep confidential information obtained while providing
psychological services. An exception to this ethical obligation exists when failure
to release information places another person at risk for harm. Confidentiality can
also be broken when a client requests that information be provided to another
person, or when there is a legal obligation to testify in a court of law. The limits
of confidentiality and other parameters of counseling services should be discussed
with parents and students at the outset of services being provided.

The American Psychological Association’s, Ethical Principles of
Psychologists and Code of Conduct (2002), discusses the need for psychologists
to avoid harming individuals. Section 3.04 Avoiding Harm states that
psychologists must take reasonable steps to avoid harming those to which services
are provided, and must minimize harm where it is foreseeable and unavoidable.
Mindfulness

According to Horowitz (2002), “mindfulness means awareness centered on the here and now without excessive preoccupation with memories of the past or fantasies about the future” (p. 116). Jon Kabat-Zinn (1990) described moments of mindfulness as, “...moments of peace and stillness, even in the midst of activity” (p.60). Both Eastern and Western religious-philosophical practices use the term mindfulness. Mindfulness is not a technique, or method, it is a way of being. Thoughts are events in awareness that must be examined without trying to change them and without trying to replace them, but rather should be observed (Kabat-Zinn, 1990). This is accomplished through the practice of meditation.

Kabat-Zinn (1990) states, “When your whole life is driven by doing, formal meditation practice can provide a refuge of sanity and stability that can be used to restore balance and perspective” (p. 60). He contends that thinking is not bad, or undesirable, during meditation. The important thing is to be aware of thoughts and feelings and how they are handled. For instance, the goal of mindfulness in dealing with stress is to facilitate responding to stress rather than reacting to stress. “Moment to moment awareness allows you to exert control and to influence the flow of events at those very moments when you are most likely to react automatically and plunge into hyperarousal and maladaptive attempts to cope” (p. 264). He believes by increasing the level of awareness when events occur, one can change the situation before he, or she, does anything. Inner change gives a new range of options in reacting, thereby influencing what will happen next.
Bishop, Lau, Shapiro, Carlson, Anderson, Carmody, Segal, Abbey, Speca, Velting, & Devins (2004) convened meetings in order to establish a consensus on mindfulness and to develop an operational definition for future research. These authors described mindfulness in contemporary psychology as an approach for increasing awareness and skillful responding to mental processes that contribute to emotional distress and maladaptive behavior. This group proposes a two-component model of mindfulness. According to Bishop et al., mindfulness is, “a process of regulating attention in order to bring a quality of nonelaborative awareness to current experience and a quality of relating to one’s experience within an orientation of curiosity, experiential openness, and acceptance” (p. 234).

Bishop et al. (2004) contends that mindfulness is a metacognitive skill because it requires both the control of cognitive processes through attention self-regulation and the monitoring of the stream of consciousness. Self-regulation of attention is explained as involving sustained attention, attention switching, and inhibition of elaborate processing. Mindfulness is not a practice in thought suppression. It is a practice of curiosity, openness, and acceptance of thoughts. It is an active process of taking what is offered in awareness with an attitude of openness, receptivity, and acceptance.

Mindfulness-Based Therapy

Dimidjian & Linehan (2003) reviewed the clinical models utilizing mindfulness interventions. These authors found that, although different terminology was utilized to describe the components of mindfulness, the conceptual overlap among the models was considerable. Dimidjian & Linehan
identified three activities related to all of the models when practicing mindfulness. The first activity included observing, noticing, and bringing awareness to the moment. The second activity included describing, labeling, and noting. The third activity included participating. Three qualities were also identified in the way in which an individual does these activities. The first quality included performing these activities nonjudgementally, with acceptance and allowance. The second quality included doing the activities in the present moment, with a beginner's mind. The final quality involved performing these activities effectively.

Jon Kabat-Zinn began his mindfulness approach to therapy at the University of Massachusetts Medical School. The University’s Stress Reduction Clinic has been operating for over twenty years and attempts to stimulate people to learn more about their own bodies and about the role of the mind in health and illness. It is a behavioral medicine clinic that recognizes the unity of mind and body, and believes people must be active participants in their own health care. Its clinicians believe in healing, not curing. Healing does not mean curing, although these terms are usually used interchangeably. Kabat-Zinn (1990) states, “Healing implies the possibility for us to relate differently to illness, disability, even death as we learn to see with eyes of wholeness” (p. 173). Feelings of wholeness lead to a sense of being larger than an illness or problem, in order to come to terms with it.

Attitude plays an important role in whether the mindfulness approach to therapy is right for the individual. “Healing always involves an attitudinal and emotional transformation” (Kabat-Zinn, 1990, p. 168). Kabat-Zinn identifies
seven attitudinal factors at the core of mindfulness practice. They are non-judging, patience, a beginner’s mind, trust, non-striving, acceptance, and letting go.

Kabat-Zinn (1990) explains, “Mindfulness is cultivated by assuming the stance of an impartial witness to your own experience” (p. 33). That is what is meant by non-judging. He further explains, “The habit of categorizing and judging our experience locks us into mechanical reactions that we are not even aware of and that often have no objective basis at all” (p. 33). He feels to deal with stress, one must be aware of automatic judgments, so they can elevate above the effect of stress.

Patience demonstrates that individuals understand and accept the fact that sometimes things must happen in their own time. It requires openness to each moment and acceptance of each moment as it is, allowing things to unfold in their own time. (Kabat-Zinn, 1990, pp. 34-35)

The beginner’s mind allows an individual to be receptive to new things. It allows one to be open to new possibilities, and prevents getting stuck in old patterns of thought based on past experiences and knowledge. (Kabat-Zinn, 1990, p. 35)

Trust is crucial to mindfulness practice because, “In practicing mindfulness, you are practicing taking responsibility for being yourself and learning to listen to and trust your own being” (Kabat-Zinn, 1990, p. 36-37). The more an individual trusts the more that allows trust in other people.
Nonstriving is important to mindfulness because in meditation, “... the best way to achieve your own goals is to back off from striving for results and instead to start focusing carefully on seeing and accepting things as they are, moment to moment” (Kabat-Zinn, 1990, p. 37).

Acceptance requires seeing things as they actually are in the moment. One must come to terms with things as they are and accept them. The sooner one is able to accept problems the sooner one can start healing (Kabat-Zinn, 1990, p. 38).

The final attitude essential to mindfulness is ‘letting go.’ Letting go means non-attachment to thoughts and feelings. In mindfulness practice, one must purposefully put aside the habit of elevating some experiences and rejecting other experiences. The individual must practice observing and let the experience be what it is whether negative or positive (Kabat-Zinn, 1990, p. 40).

The stress reduction clinic hopes to facilitate the learning of new coping strategies to reduce stress. Jon Kabat-Zinn (1990) explains that when stress occurs in an individual’s life, the way an individual handles the stress will determine its effect. Most maladaptive approaches to stress reduction come from reacting to stress. Maladaptive coping causes more stress due to a build-up of non-problem solving behaviors. Over time this can cause physiological and psychological problems. The goal is to move from a reactive approach to stress reduction to a responsive approach to stress reduction. He explains, “Automatic reactions, triggered out of unawareness, usually compound and exacerbate stress, making what might have remained basically simple problems into worse ones” (p.
Stressors take various forms. Some occur outside of the body and mind. This causes the inside mind to change in response to perception of the outside forces. This change uses energy and creates a demand. Internal stressors (i.e., thoughts and feelings) cause an automatic alarm reaction. "This alarm reaction enables us to call on the full power of all our internal resources in life-threatening situations" (Kabat-Zinn, 1990, p. 251). This process has been termed the 'fight or flight' response.

The 'fight or flight' response can create problems because, "By causing us to react so quickly and so automatically, the 'fight or flight' reaction often creates problems for us in the social domain rather than giving us additional energy for resolving our problems" (Kabat-Zinn, 1990, p. 254). He contends that mindful awareness, at the moment of the event, becomes the key to alleviating the individual from stress reactions. By being mindful, or aware, of what is actually happening while it is happening, an individual can then respond to the stress rather than react to it automatically. He argues, "...by increasing your level of awareness, you are actually changing the entire situation, even before you do anything" (p. 266). "This simple momentary shift from mindless reaction to mindful recognition can reduce the power of the stress reaction and its hold over you" (p. 266). Ultimately, awareness offers an opportunity to choose the route of stress response.

Mindfulness-based cognitive therapy (MBCT) is a relatively recent movement in the field of CBT. It shares a similar philosophical basis with traditional CBT, although MBCT deviates from traditional CBT in its emphasis
on the way thoughts are viewed. Teasdale, Segal, Williams, Ridgeway, Soulsby, and Lau (2000) stated, “Unlike CBT, there is little emphasis in MBCT on changing awareness of and relationship to thoughts. Aspects of CBT included in MBCT are primarily those designed to facilitate ‘decentered’ views, such as ‘Thoughts are not facts’ and ‘I am not my thoughts’” (p. 618). In the treatment of depression, “CT and MBCT may reduce relapse by changing relationships to negative thoughts rather than by changing belief in thought content” (Teasdale, Moore, Hayhurst, Pope, Williams, and Segal, 2002).

Lau & McMain (2005) explain the difference between a mindfulness-based approach and a cognitive, or cognitive-behavioral approach in terms of an acceptance-based approach versus a change-based approach to therapy, respectively. In the authors’ view, this can create a challenge to change-oriented cognitive, behavioral, and cognitive-behavioral therapists attempting to integrate the approaches.

In Mindfulness-Based Cognitive Therapy for Depression: A New Approach to Preventing Relapse, Segal, Williams, and Teasdale (2002) outline their eight-session program in preventing depression relapse. This program utilizes various aspects of meditation in a group setting and incorporates the technique of homework assignments for participants. The program’s designers contend, “…that mindfulness starts when we are able to recognize the tendency to be on ‘automatic pilot’ and become aware of each moment” (p. 100). Depressive thoughts begin when the wandering mind engages in automatic pilot thoughts when the mood is sinking. The authors contend, “…we can’t stop what
thoughts come to our minds, but we can control what we do with them” (p. 105).

“The program is about being able to move to a place of awareness from which we can choose what the next step is, rather than run off old habits of the mind” (p. 109).

In treating depression relapse with MBCT, one research study found (Teasdale, Moore, et al., 2002), “...that the ability to relate to depressive thoughts and feelings within a wider, decentered, perspective affects whether mild states of depression will escalate to more severe and persistent syndromal states characteristic of relapse” (p. 280). This same study also found that MBCT increased an individual’s awareness to negative thoughts and feelings, and that by changing the relationship to negative thoughts and feelings, without attempting to change the content of the thoughts and feelings, reduced recurrence of depression. Teasdale, Segal, et al. (2000) evaluated the effectiveness of their MBCT program in another study and once again found that MBCT significantly reduced the risk of depression relapse.

Mindfulness training can be accomplished through different teaching methods. MBCT and Kabat-Zinn’s mindfulness-based stress reduction (MBSR) utilize formal meditation practice as one component of the program. Some mindfulness models utilize other forms of mindfulness practice, which are considered more informal in nature.

One such approach to therapy exists in the work of Marsha Linehan. Her work with individuals suffering from borderline personality disorder (BPD) using dialectical behavior therapy (DBT) is well documented. Linehan’s (1994) DBT
focuses therapy on reducing life-threatening behaviors, suicidal behaviors, and parasuicidal episodes. DBT also focuses on behaviors that interfere with treatment, patterns that interfere with quality of life, and increasing general coping skills. In DBT, therapy blends validation and acceptance treatment strategies with comprehensive cognitive-behavior therapy in both the individual and group settings implemented simultaneously. In DBT, group therapy strategies teach self-regulation and change skills, along with self and acceptance skills. It is considered a therapy approach that integrates both change and acceptance skills.

Smith & Peck (2004) outlined the four stages of treatment in DBT. As the authors explain, the first stage consists of facilitating the individual's attainment of basic capacities. These capacities include the decrease in life-threatening behavior, the focus on therapy-interfering behaviors, and the focus on behaviors that interfere with the quality of life. In stage one, the focus is also on increasing mindfulness, interpersonal effectiveness, emotion regulation, distress tolerance, and self-management. Core mindfulness skills consist of observing, describing, and participating in one's environment as well as adopting a nonjudgmental stance.

Linehan (1994) has found subjects receiving DBT had significantly better scores on measures of anger, interviewer-rated global social adjustment, the Global Assessment Scale, and tended to rate themselves better on overall social adjustment than individuals receiving other treatment approaches.
More recently, the use of mindfulness-based approaches to therapy has been attempted with children. Unlike the approaches previously mentioned, which were designed for use with adult individuals, research efforts have explored the use of mindfulness-based therapy approaches for children to cope with bullying (McCloy, 2004), to enhance attention (Semple, 2005), and to reduce anxiety (Semple, Reid, & Miller, 2005).

McCloy (2004) introduced a coping program for bullying victims that used mindfulness as a framework for the intervention program. The researcher utilized constructs from Ellen Langer’s theory of mindfulness in designing the intervention. The construct of “mindful thinking” was the basis for the intervention. The researcher described the process of mindfully thinking about bullying as enabling children to mindfully think about bullying in order to consider other perspectives, recognize situation novelty, avoid mindlessness, and generate and consider appropriate reactions in physically or socially threatening situations. The researcher found that constructs within mindfulness were appropriate and relevant frameworks for investigating children’s coping with peer aggression and victimization.

Semple, Reid, and Miller (2005) based a pilot initiative on a cognitively oriented model that utilized mindfulness practice and exercises to treat anxiety. The authors integrated mindfulness into short-duration, simple breathing, walking, and sensory exercises. Although the study had a small sample size, four out of the five children responded enthusiastically to the program exercises. At the completion of the study, improvements were reported for all children in at
least one area, which included academic functioning, internalizing problems, or externalizing problems.

Semple (2005) adapted the group program of MBCT developed by Segal and his colleagues into a 12-session manualized group-therapy program named Mindfulness-Based Cognitive Therapy for Children (MBCT-C). This study evaluated the feasibility and acceptability of the MBCT-C with middle-school aged children. Among the findings, the researcher found that individuals exhibited fewer attention problems than had been previously reported prior to program participation. Semple concluded that the MBCT-C appeared to be both feasible and acceptable to children.

MBCT and CBT share some important characteristics and techniques. Most notable is the emphasis both place on thoughts and feelings. The difference between the two is the way that each deal with thoughts and feelings. CBT attempts to identify, evaluate, and change irrational, or distorted, thoughts. More rational, or functional, thoughts are believed to lead to more positive feelings. MBCT entails changing the relationship one has with thoughts, by viewing negative thoughts and feelings as events in the mind, rather than as absolute truths. When the ability to shift the relationship to thoughts and feelings is present, then the ability to respond effectively to events is developed. MBCT uses a psychoeducational model that considers the individual as an important, active participant in the therapeutic process, and emphasizes the use of homework to facilitate positive outcomes. These characteristics are also at the theoretical basis of CBT.
It is believed that these two approaches to therapy can be integrated in a program that will effectively aid individuals in dealing with anger. Diebold (2003) adapted Kabat-Zinn’s MBSR program and Segal and colleagues’ MBCT program into a treatment protocol for college students to reduce driving anger. Diebold found reductions in general anger and expressions of anger tended to be small, however participants showed decreases on the Trait Anger Scale and on the Anger Expression Inventory. Diebold concluded that mindfulness-based cognitive therapy was a promising intervention for driving anger and general anger.

The cognitive-behavioral approach utilizes exercises and activities that individuals can use during, or after, experiencing anger. One goal of cognitive-behavior therapy is to identify the thoughts, feelings, physiological changes, and behaviors that occur in response to an event. The theory contends that through identifying these cognitive and behavioral aspects, an individual can then work to change these aspects, and ultimately change future experiences and functioning. However, fostering the ability to recognize when one is engaged in thoughts, experience a change in emotion, or experience change in physiology can be difficult for individuals. In order to engage in activities from a cognitive-behavioral perspective that will eventually lead to more desirable experiences for individuals, one must first be able to become aware of the changes. This is the point mindfulness-based activities and exercises can be most useful. By cultivating awareness, an individual will be more able to engage in activities that will ultimately lead to more desirable outcomes. Mindfulness practice will foster
the skill of awareness. With greater awareness will come a greater ability to engage in cognitive-behavioral activities and exercises at the time of the event.
Chapter Three

Method

Design

The research design of this study employed a single subject case design (Kazdin, 2003). The design used post-session and post-intervention assessments of the participant's and facilitator's perceptions about program content. Information from the participant and facilitator was collected following each session and at program completion through the use evaluation/survey forms consisting of likert-type assessments and open-ended questions. The evaluation/survey forms were used to refine the anger-management treatment manual, which is presented in Appendix B of this monograph. Following each session, the facilitator collaborated with an investigator to debrief how each session transpired. This provided an opportunity to address possible issues that arose during sessions and to prepare for future sessions; however the activities and discussions of the program remained without being adjusted. The participant’s parent and one teacher also completed pre-intervention and post-intervention evaluation/survey forms consisting of likert-type assessments and open-ended questions. This information, along with discipline records and a self-report quantitative measure, was used to obtain a sense of the effectiveness of the anger-management program.

This design closely modeled the recommendations of Chen (2005) for the initial implementation stage of a program. According to Chen, a formative evaluation seeks to collect first-hand information about potential implementation
problems and their management. Formative evaluation research methods utilize key informant interviews and small-scale surveys. This method seeks to answer questions about program implementation from the perspective of the implementer and receptivity to the intervention by the participant.

Chen (2005) outlined six steps to applying formative evaluation, which included (1) reviewing program documents and noting assumptions; (2) identifying crucial elements and noting where vulnerabilities lie; (3) selecting data collection methods; (4) identifying problems; (5) finding the source of the problems; and (6) documenting changes.

Based on Chen’s steps, the following procedures were implemented: (1) all materials used for the study were reviewed with the program facilitator during training sessions; (2) the crucial elements of the program and the study were discussed between the investigator and the facilitator and areas of concern were examined; (3) data collection instruments were either specifically designed for this study or validated instruments were utilized; (4) post-session conferencing between an investigator and the facilitator were held to document and discuss implementation problems; (5) attempts to resolve implementation problems were undertaken; (6) and changes were documented. In the case of potential program changes, changes to the revised version of the anger-management program were made for future use.

**Participant**

This study consisted of one subject from a high school setting. The subject for this study was a tenth grade student attending high school in Southern
New Jersey. The subject will be referred to as the “participant” for the remainder of this monograph. The participant was a sixteen-year-old African-American female. She was referred for anger-management counseling by a school administrator with the permission of her parent. The school district, which the participant attended, was in a geographically rural area of the state, although the environmental and social characteristics of the area are more closely related to an urban setting.

The participant was the second individual to participate in this study. The first participant discontinued participation in the study following removal from the daytime high school and subsequent placement in the evening alternative high school. The first participant was an eighteen-year-old, twelfth grade student of African-American ethnicity. She completed the initial meeting with an investigator and three sessions of the program with the facilitator before discontinuing participation. Participation in this pilot study was voluntary, and the participant was able to withdraw at anytime without consequence. Alternative counseling was offered to the first participant after her participation in the study was discontinued.

Materials

The Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management program utilizes psychoeducational components throughout its ten sessions. It also contained cognitive and behavioral strategies that could be used to respond to anger-provoking situations. The sessions were designed to be structured and fairly predictable from session to session. The activities and
concepts were introduced and structured to build upon previously learned concepts and techniques. It was felt that this program effectively integrated the necessary components and themes of both the cognitive-behavioral and mindfulness-based approaches to therapy into a program that would produce the desired outcomes of an anger-management program.

The participant completed all ten-sessions of the Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management program. The structure of the sessions, with the exclusion of the first session, used a cognitive-behavioral treatment format (Beck, 1995) that began with an agenda setting exercise that included: (1) a brief mood check-in/update; (2) a bridge from the previous session; (3) a review of the homework; (4) a discussion of the agenda items, (5) an open discussion; (6) a new homework assignment, and (7) a summary and feedback discussion.

The first session begins with an introduction of the facilitator to the participant. An overview of how the sessions are structured and implemented is then discussed. The facilitator then discusses the rationale for the structure of the sessions, followed by the rationale for the anger-management program. An overview of the program is discussed, along with the methods utilized. The participant was informed of the theoretical underpinnings of the program, skills the program attempts to teach, and how the two approaches are integrated. The first homework assignment is assigned following this overview. The homework assignment asks the participant to generate personal goals for participating in an anger-management program. The participant is then invited to ask any questions
or to express any concerns. The facilitator then summarizes the discussions of the first session and solicits feedback from the participant. The facilitator and participant complete the respective post-session evaluations, upon completion the forms were secured, placed in a sealed envelope, and given to the investigator. This protocol was followed throughout the program.

The first session serves to provide an introduction to the program facilitator and to the training program. It also serves to establish goals for the participant. After the introductions and overview of the program, participants will have a better understanding of the mindfulness approach, how sessions will transpire, how this program can aid in dealing with anger, and provides the foundation for future sessions.

The second session begins with the agenda setting exercise. The first item on the agenda for this session is the mood check-in. The mood check-in is an opportunity for the participant to assess the current level of anger experienced at the time of the session. This will be based on a scale of zero (0) to ten (10). The participant informs the facilitator orally and the facilitator notes this assessment on the post-session evaluation form. This protocol is followed throughout all sessions. A bridge from the previous session comes in the form of a brief discussion about the initial session and a clarification of any questions that the participant might have. A review of the homework assignment and subsequent discussion about the participant’s goal(s) follows the review from the first session. The next item on the agenda includes a discussion about anger and its characteristics. This is followed by the open discussion, which provides
participants an opportunity to discuss a related topic of choice. The homework assignment is assigned and discussed. The assignment consists of the completion of the assertiveness exercise worksheet. This is followed by a summary of the session and feedback is solicited.

The second session serves to provide an introduction to the processes related to the emotion, anger. This is largely an educational session, and borrows heavily from the cognitive-behavioral perspective to experiencing anger. The assertiveness worksheet completed as homework following the second session entails generating alternative solutions and behaviors to scenarios in an assertive nature. It is a psychoeducational exercise that facilitates introspection and examination of behaviors.

The third session focuses on introducing the Body Scan technique, which is the first of the mindfulness-based exercises to be introduced in this program. The homework assigned during the third session includes practicing the body scan technique and completing the Anger Provocation Triggers worksheet. The body scan technique is the first of the mindfulness-based exercises. It is the starting point because one must become mindful of the breath and body in order to gain greater awareness of the self. This technique is important to the program because anger is generally felt strongly throughout the body. The technique will foster greater awareness of body reactions to anger-provoking situations and the physiology related to these situations.

Session four covers a review of the obstacles experienced by participants during the body scan technique and suggestions for overcoming obstacles. The
Mindfulness-Based anger triggers worksheet provides the impetus for the next discussion, which is the Thoughts and Feelings exercise. The connection between thoughts, feelings, and behaviors is described. This comes mainly from the cognitive-behavioral perspective. The fourth session also introduces the next mindfulness-based exercise called the Sitting Meditation. Practice and then feedback follow the introduction. Feedback after each meditative exercise is important to the mindfulness approach and the cognitive-behavioral approaches as well. The homework assignment consists of practicing the Sitting Meditation and noting the obstacles experienced during meditation. The session concludes with the completion of the post-session evaluations.

The agenda for session five includes an introduction to the 3-Minute Breathing Space technique and an introduction to the Anger-Provoking Events Calendar activity. Homework review in session five is a discussion generated from feedback and the providing of tips on how to handle obstacles experienced during meditation practice. Sitting meditation practice becomes an item on all session agendas for the remainder of the program. The 3-minute breathing space is introduced and an overview of the technique is provided. This technique will be taught as a future coping mechanism. The Anger-Provoking Events Calendar is explained and will be completed as part of homework. This calendar entails the documentation of unpleasant events between sessions. This provides an opportunity to track anger-provoking situations, the emotions experienced during these situations, and the reactions to these situations. This exercise draws heavily from the cognitive-behavioral model. The homework assignments between
sessions will include recording events on the Anger-Provoking Events Calendar, practicing the sitting meditation technique, and practicing the 3-minute breathing space technique.

The sixth session agenda includes an activity that introduces the 3-minute breathing space as a coping mechanism. The homework assignment between sessions includes meditation practice, breathing space practice, and records of attempts to utilize the breathing space as a coping strategy. The unpleasant event record is used to reinforce the thoughts, feelings, and behaviors exercise from session four. The use of the breathing space technique will hopefully provide an opportunity to respond appropriately to anger-provoking situations, as well as providing a calming mechanism to lower heightened levels of arousal. Homework includes breathing space and sitting meditation practice, while also attempting to use the breathing space as a coping mechanism.

The seventh session’s agenda includes an introduction to the Acceptance, Allowing, and Being exercise. During review of the homework assignments in this session, the participant is encouraged to discuss instances when the 3-minute breathing space was used as a coping mechanism. The Acceptance, Allowing, and Being exercise follows the meditation discussion. This exercise is centered upon Kabat-Zinn’s attitudinal factors and how they are related to experiencing life, especially anger-related experiences. Homework includes practice of the sitting meditation, practice of the 3-minute breathing space daily, and practice using it as a coping mechanism when appropriate.
The agenda for the eighth session includes a problem-solving exercise. The homework review is designed to encourage discussion about the use of the breathing space as a coping mechanism. The next activity includes discussion of several problem-solving strategies that can be used to resolve conflicts. As noted in the literature review, the teaching of problem-solving strategies has been found to be an important component of effective anger-management programs.

The focus of session nine is on review, reinforcement, and the connection between the models discussed throughout this program. The agenda for this session includes a review of previous mindfulness and cognitive-behavioral exercises. Reviewing past exercises provides an opportunity for clarification of any lingering questions, and provides an opportunity for reinforcement of previously learned concepts. A summative exercise that connects the cognitive-behavioral model with mindfulness practice is the core exercise of this session. Conveying how these two models can work together when experiencing anger is the goal of this session. By this point in the program, the hope is that participants will have adopted the meditation practices and the groundwork for a shift in awareness will have taken hold. The use of problem-solving and coping strategies has been reinforced and will be practiced for future use in daily life.

Session ten is designed to provide feedback to the program facilitator. The participant is encouraged to discuss what was learned from the program and what obstacles are left to overcome. The goal sheet completed by the participant is returned from the first homework assignment and compared with current attitudes and thoughts. It is also used to assess goal attainment. The mindfulness
activities are reviewed in order to reinforce these concepts for future independent use.

As previously noted, the structure of the sessions is based largely on the cognitive-behavioral model. Each session begins with an agenda setting activity, which includes the mood check-in, the bridge from the previous session, the other various activities for the session, the open discussion, the homework assignment, and the summary and feedback discussion. This approach to session structure facilitates activity completion for each session. Since there are time constraints for each session, using this approach will decrease the likelihood of not covering all activities and topic areas. It also provides consistency and structure to the sessions and the overall program. The participant is able to place a topic on the agenda, which is covered under the open discussion. The facilitator encourages the participant to provide topics for this allotted time and provides a sense of collaboration to the participant, and can be used to cover topics and hold discussions about concepts not covered as part of the program. However, the open nature of this discussion time might place time constraints on session activities. Therefore, open discussions need to be confined in length and in breadth in order to minimize the likelihood of running out of time for other program activities.

Facilitator Training

The facilitator is the individual implementing this anger-management program for this pilot-study. The facilitator met with the investigator on two occasions prior to program implementation. The first meeting focused on
providing the facilitator with the theoretical underpinnings of this program. At this meeting, the facilitator was provided with chapter two of this dissertation proposal, with the program manual, and with the suggested reading materials for each session as described in the program manual. The investigator and facilitator established a reasonable time frame in which this material could be reviewed.

The second meeting was scheduled for three-weeks following the initial meeting. The first meeting took approximately one-half hour. The second meeting focused on examination of the manual. Each session was reviewed. This meeting gave the facilitator an opportunity to ask questions about the readings provided during the first meeting and about session content. Each session was reviewed, questions were answered, and the protocol for evaluation form completion was reviewed.

This meeting took approximately two hours to complete. The facilitator also met with an investigator to debrief following each session. This provided an opportunity to address problems with facilitator preparedness, time constraint issues of each session, and to track problems that interfered with program implementation. It should be noted that all confidentiality procedures were followed during these debriefings with respect to student and counselor responsibilities.

The emphasis in facilitator training was placed on the reading materials selected. These reading materials were selected because each reading detailed how to implement the various activities. The readings also provided the theoretical background for each activity. The facilitator was strongly encouraged to begin a formal mindfulness practice. It was considered paramount that the
facilitator practice mindfulness exercises prior to implementing the various exercises. The facilitator was guided through the mindfulness activities at least one time, and was provided with recordings to assist in personal practice. These recordings were similar to manual transcripts and provided additional exposure to future activities.

Measures

The State-Trait Anger Expression Inventory (STAXI) (Spielberger, 1996) is designed to measure various aspects of anger experience and expression for individuals aged thirteen and above. This measure is generally completed in ten to twelve minutes, and requires a fifth-grade reading level to complete. The hand-scored (form HS) version was used. Form HS is a four-page, forty-four-item booklet. The STAXI is a self-report instrument, which consists of six scales and two subscales. State Anger (S-Anger), Trait Anger (T-Anger), Anger-in (Ax/In), Anger-out (Ax-Out), Anger Control (Ax/Con), and Anger Expression (Ax/Ex) are the six scales contained within this instrument. The Trait Anger scale contains two subscales termed Angry Temperament (T-Anger/T) and Angry Reaction (T-Anger/R). Spielberger (1996) suggested that scale scores between the 25th and 75th percentile fall in what may be considered the normal range.

The Trait Anger (T-Anger) scale from the STAXI measures individual differences in the disposition to experience anger. The Angry Temperament (T-Anger/T) subscale, a subscale of the Trait Anger scale, measures the propensity to experience and express anger without specific provocation. The Angry Reaction (T-Anger/R) subscale, a subscale of the Trait Anger scale, measures individual
differences in the disposition to express anger when criticized or treated unfairly by other individuals.

The Anger-in (AX/In) scale from the STAXI measures the frequency with which angry feelings are held in or suppressed. The Anger-out (AX/Out) scale measures how often an individual expresses anger toward other people or objects in the environment. The Anger Control (AX/Con) scale measures the frequency with which an individual attempts to control the expression of anger. The Anger Expression (AX/EX) scale provides a general index of the frequency with which anger is expressed, regardless of the direction.

The participant’s discipline record was collected at the one-month post-intervention point in time. The number of discipline referrals that were categorized as either “Unnecessary Physical Contact,” “Fighting,” or “Threats to Staff or Peers” were considered to be explicit examples of aggressive and anger-related behavioral demonstrations. The discipline referrals were used to provide a functional measure of the social impact of this anger-management program in the school setting.

The post-session evaluation forms were questionnaires utilizing open-ended questions and likert-type assessments that the participant completed at the end of each session. These forms were used for evaluating session content and for refining program activities in the final version of the Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management-Revised program (see Appendix B). In the case of the participant evaluation forms (see Appendix C), the likert-type rating assessments pertain to specific procedures, strategies, or
exercises from the anger-management program. The questions in the evaluation forms were worded in a positive fashion so that the higher the rating on a scale from one (1) to ten (10), the more positively the procedure, activity, or exercise was perceived. In the case of the facilitator evaluation forms (see Appendix D), the questions were worded in a positive fashion and the ratings were also based on a scale that range from one (1) to ten (10), however these questions pertain to specific procedures, exercises, and usefulness of the manual.

The post-intervention interview (See Appendix E) was a structured interview with open-ended questions and likert-type ratings conducted with the participant after all sessions had been implemented. This evaluation form utilized the same approach to assessment as the post-session evaluation forms, but the questions were more global in nature with respect to the perceptions of the overall anger-management program.

The post-intervention interview (See Appendix F) with the facilitator was a structured interview with open-ended questions and likert-type ratings conducted after all sessions had been implemented. This evaluation form utilized the same approach to assessment as the post-session evaluation forms, but the questions were more global in nature with respect to the perceptions of the overall anger-management program.

The pre-intervention interview and evaluation form (See Appendix G) and the post-intervention interview and evaluation form (See Appendix H) consisted of a combination of open-ended format questions and likert-type ratings that provided information about the participant and assessments of the participant’s
anger as observed by the parent. The assessment questions were worded in a
positive fashion and the ratings were also based on a scale that ranged from one
(1) to ten (10).

The pre-intervention interview and evaluation form (See Appendix I) and
the post-intervention interview and evaluation form (See Appendix J) consisted of
a combination of open-ended format questions and likert-type ratings that
provided information about the participant and assessments of the participant’s
anger as observed by a teacher familiar with the participant. The assessment
questions were worded in a positive fashion and the ratings were also based on a
scale that ranged from one (1) to ten (10).

Consent Forms

The guardian/adult student consent form (See Appendix K) was a letter
describing the nature and scope of this pilot study. In the future, all references to
guardian/adult student will be addressed as solely “guardian.” This letter
informed the guardian of the requirements of the pilot study, the subject’s ethical
rights, as well as the manner in which the information collected would be
described and reported. This consent form also allowed the investigator to obtain
discipline records from the school database.

The student assent form (See Appendix L) was a letter addressed to the
participant of the pilot study and indicated the nature and scope of the study, as
well as the ethical rights and role as a subject in a scientific study.
Procedure

A participant recruitment letter (See Appendix M) was sent to the lead guidance counselor coordinating counseling services for all high school students, to the vice-principal for discipline at the high school, and to the child study team that serves the high school. This letter informed the reader that a participant was being sought to participate in a pilot study of an anger-management program. In accordance with school district policy, all referrals for anger-management would have signed permission from a student’s guardian in order to participate in any counseling activity, or in the case of an adult student, signed permission would be obtained from the adult student prior to anger-management participation.

Once initial participation consent had been obtained for anger-management counseling, a participant recruitment letter (See Appendix N) was given to these individuals. This letter provided a description of the study, outlined subject requirements for participation, and informed the guardian that the study was being conducted as part of a psychology dissertation required for completion of the Doctor of Psychology in School Psychology program at the Philadelphia College of Osteopathic Medicine.

A guardian or adult student who was interested in participating in the pilot study was required to read, sign, and return the consent form (See Appendix K) to the investigator. Upon receipt of this consent form, the potential participant and guardian met with an investigator regarding the pilot study.

During the initial meeting, the potential participant was requested to read, sign, and return the student assent form (See Appendix L). Once assent was
obtained, the subject completed the STAXI (form HS). The guardian or adult student also provided background information pertaining to the student’s developmental history with respect to anger difficulties and completed a questionnaire rating form. This information and rating form was entered on the subject background information form (See Appendix G).

A teacher familiar with the participant was asked to complete the pre-intervention interview and evaluation form (See Appendix G) prior to program implementation; following program completion, the same teacher was asked to complete the post-intervention interview and evaluation form (See Appendix H).

The participant completed the ten sessions of the _Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management_ program over an eight-week period. The participant completed the STAXI during the initial interview and re-administered during the post-intervention interview after the final session had been completed. The investigator conducting the post-treatment interview obtained the participant’s discipline record at the one-month post-treatment point in time.

The program facilitator completed post-session evaluation/survey forms and participated in a post-intervention interview with the investigator. The post-session evaluation forms were secured in a sealed envelope after being completed and were kept in a locked filing cabinet in the facilitator’s office. The post-intervention interview information was kept by the investigator conducting the interview and kept in a sealed envelope and stored in the investigator’s locked filing cabinet.
At the conclusion of the program, the participant and guardian were provided with an explanation and preliminary results of the study. The purpose of the study, which entailed the development of the *Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management* program, was explained. The parent completed a post-intervention questionnaire rating form, which was sealed in an envelope and collected by an investigator. This envelope was locked in a filing cabinet with all study information.

**Analysis**

To answer the questions of this study, various forms of evaluation were conducted. One form of evaluation used incorporated an ABA, single-subject design. This study incorporated multiple measures that included, (a) the participant’s discipline referrals as recorded by the school district, and (b) quantitative results yielded through the completion of the STAXI (Spielberger, 1996). Using an ABA design, the study compared pre/post measures of the participant’s anger through assessment using the STAXI and discipline referrals. Additional information in the form of survey/evaluation and questionnaire forms was collected from the guardian and a teacher familiar with the student at the pre/post-intervention points in time. This information was examined to see if noticeable changes were observed in the participant with respect to how she is dealing with anger.

The other form of evaluation incorporated interview information and survey assessments in the form of evaluation forms that were collected from the program facilitator, the participant, the participant’s guardian, and a teacher.
familiar with the participant. Evaluation forms pertaining to session content and program implementation were used to develop the revised version of the *Mindfulness-Based and Cognitive-Behavior Therapy for Anger Management* program. Questions that had response ratings from seven to ten were considered concepts that were perceived positively, and would not require modification for the final version of this anger-management program. Questions that were responded to with a rating from four to six were considered concepts that needed modification for the final version of this anger-management program. Questions that were responded to with a rating from one to three would be considered concepts that needed significant modification or consideration of removal from the final version of this anger-management program. The open-ended questions that were in all evaluation forms would be reported and examined qualitatively in order to assess possible modification to this anger-management program. This information was evaluated in a qualitative and quantitative nature, following Chen’s (2005) steps to formative evaluation, to assess the internal qualities of the program. The evaluation and survey forms completed by the participant’s guardian and teacher were used to assess the affect the program had on the participant.
Chapter Four

Results

State-Trait Anger Expression Inventory

Table 1 presents pre- and post-program scores on the State-Trait Anger Expression Inventory (STAXI). These scores were based on the self-report responses of the participant’s perceptions. Raw scores were transformed into percentiles and T-scores using Table A6, Percentiles and Normalized T-Scores for Female Adolescents, from Spielberger (1996).

Pre-program scores on the STAXI were as follows: State-Anger (S-Anger) was at the 48th percentile with a corresponding T-score of 50, Trait-Anger (T-Anger) was at the 90th percentile with a corresponding T-score of 63, Trait-Anger/Angry Temperament (T-Anger/T) was at the 76th percentile with a corresponding T-score of 57, Trait-Anger/Angry Reaction (T-Anger/R) was at the 91st percentile with a corresponding T-score of 63, Anger-in (AX/In) was at the 90th percentile with a corresponding T-score of 63, Anger-out (AX-Out) was at the 99th percentile with a corresponding T-score of 80, Anger Control (AX/Con) was at the 2nd percentile with a corresponding T-score of 28, and Anger Expression (AX/EX) was at the 99th percentile with a corresponding T-score of 80.

Post-Program scores on the STAXI were as follows: S-Anger was at the 36th percentile with a corresponding T-score of 46, T-Anger was at the 36th percentile with a corresponding T-score of 47, T-Anger/T was at the 37th percentile with a corresponding T-score of 46, T-Anger/R was at the 63rd
Table 1

Pre/Post-Program Scores on the State-Trait Anger Expression Inventory

<table>
<thead>
<tr>
<th>Scale score</th>
<th>Pre-Program</th>
<th>Post-Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Percentile</td>
<td>T-score</td>
</tr>
<tr>
<td>S-Anger</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>T-Anger</td>
<td>90</td>
<td>63</td>
</tr>
<tr>
<td>T-Anger/T</td>
<td>76</td>
<td>57</td>
</tr>
<tr>
<td>T-Anger/R</td>
<td>91</td>
<td>63</td>
</tr>
<tr>
<td>AX/In</td>
<td>90</td>
<td>63</td>
</tr>
<tr>
<td>AX/Out</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>AX/Con</td>
<td>2</td>
<td>28</td>
</tr>
<tr>
<td>AX/EX</td>
<td>99</td>
<td>80</td>
</tr>
</tbody>
</table>

Note. S-Anger = State Anger; T-Anger = Trait Anger; T-Anger/T = Angry Temperament; T-Anger/R = Angry Reaction; AX/In = Anger-in; AX/Out = Anger-out; AX/Con = Anger Control; AX/EX = Anger Expression.

percentile with a corresponding T-score of 53, AX/In was at the 36th percentile with a corresponding T-score of 46, AX-Out was at the 56th percentile with a corresponding T-score of 51, AX/Con was at the 14th percentile with a corresponding T-score of 39 and AX/EX was at the 55th percentile with a corresponding T-score of 51.

Based on the self-report responses on the STAXI, the participant’s State Anger was within the average range prior to program implementation and remained within the average range following program completion. The participant’s Trait Anger was above average prior to program implementation, and following program completion, was found to be within the average range. The participant’s Angry Temperament was within the above average range prior to program implementation, and following program completion was found to be
within the average range. The participant’s Angry Temperament was within the above average range prior to program implementation, and following program completion was found to be within the average range. The participant’s Anger-in was within the above average range prior to program implementation, and following program completion was within the average range. The participant’s Anger-out was within the above average range prior to program implementation, and following program completion was within the average range. The participant’s Anger Control was within the below average range prior to program implementation, and following program completion remained within the below average range. The participant’s Anger Expression was within the above average range prior to program implementation, and following program completion was within the average range.

Discipline Referrals

The participant had two discipline referrals after one-month of program initiation. The first discipline referral was for Tardiness. Once a student has reached a determined number of late arrivals to school, each subsequent late arrival results in a discipline referral. The consequence for excessive lateness is typically alternative classroom instruction (ACI) during regular school hours or on Saturday. Once a student has reached a determined number of late arrivals after receiving ACI, the consequence is an out-of-school suspension. The second discipline referral was for Continue Willful Disobedience. This discipline referral was implemented for using a cellular phone in the hallway and refusing to give it to a teacher when he followed her to her classroom. She was described as being
disrespectful and uncooperative. The second discipline referral was implemented following the third session of the anger-management program.

The participant had one discipline referral one-month following anger-management program completion. This discipline referral was for Tardiness. The consequence for this discipline referral was an out-of-school suspension.

There was a reduction in discipline referrals from two to one when comparing referrals from the first month of anger-management program participation to the one-month post-program point in time. The number of discipline referrals that the school district categorized either as, “Unnecessary Physical Contact,” “Fighting,” or “Threats to Staff or Peers,” were considered explicit examples of aggressive and anger-related behavioral demonstrations. There were no discipline referrals of this nature within the time frames chosen for analysis.

It should be noted that the participant had a significant discipline referral history prior to program implementation. The participant had eight discipline referrals during the current school year, and throughout her entire educational career, she had eighty-two.

**Pre-Intervention Survey and Questionnaire-Parent**

The participant’s mother completed the *Pre-Intervention Survey and Questionnaire*. The first question from this form asked, “When did you first notice that your child had difficulties controlling his or her anger?” Her response was “9th grade.” The next question asked, “What attempts were made to correct the problem at that time?” Her response was, “No, trouble during summer/Court
mandated anger-management—but never followed through.” The third question asked, “What appears to make your child angry now?” The response was, “D.K. (Don’t Know).” The next question asked, “How does your child react now when he or she is feeling angry?” She responded, “Wants to fight verbally/physically.” The fifth question asked, “What do you do when your child is feeling angry?” She responded, “Try to talk to her.” The last open-ended question asked, “Do you feel that anger-management counseling will help your child with his or her anger?” She responded, “I hope so.”

The following questions were responded to by circling a number on the continuum from one to ten. A low response of one to three corresponded with the reflection of *Not at all*, a reflection of *somewhat* was corresponded with a rating from four to six, and a reflection of *definitely* corresponded with a rating from seven to ten. The first question, “My child appears to have difficulty controlling his or her anger,” was responded to with a seven. The next question, “My child gets angry over things that he or she should not get angry over,” was responded to with an eight. The third question asked, “My child reacts inappropriately when he or she is angry” had a response of six. The next question asked, “My child’s anger has gotten worse over time,” was responded to with a nine. The final question asked, “I feel my child will be able to control his or her anger with help from counseling,” was responded to with a ten.

*Post-Intervention Survey and Questionnaire-Parent*

The participant’s mother completed the *Post-Intervention Survey and Questionnaire-Parent* form to assess her perceptions of her daughter’s anger
following participation in the anger-management program and the benefits from participating in the program. The following questions were responded to by circling a number on the continuum from one to ten. A low response of one to three corresponded with the reflection of *Not at all*, a reflection of *somewhat* corresponded with a rating from four to six, and a reflection of *definitely* corresponded with a rating from seven to ten. The first question, “My child continues to have difficulty controlling his/her anger,” was responded to with a rating of three. The next question, “My child continues to get angry over things that he or she should not get angry over,” was responded to with a rating of three. The third question, “My child continues to react inappropriately when he or she is angry,” was responded to with a response of five. The next question, “My child’s anger has gotten worse since attending counseling sessions,” was responded to with a rating of one. The final question, “I feel my child has been able to control his or her anger with help from counseling,” was responded to with a rating of one.

Table 2 lists the parent rating form questions and responses from the pre-intervention and post-intervention surveys and questionnaires, respectively.

*Pre-Intervention Survey-Teacher*

One of the participant’s teachers, who was knowledgeable about the participant, completed the *Pre-Intervention Survey-Teacher* form to assess perceptions about the participant’s anger. The following questions were responded to by circling a number on the continuum from one to ten. A low response of one to three corresponded with the reflection of *Not at all*, a reflection
Table 2

Parent Pre/Post-Intervention Surveys and Questionnaires

<table>
<thead>
<tr>
<th>Survey</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre Intervention</td>
<td>My child appears to have difficulty controlling his/her anger?</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>My child gets angry over things that he/she should not get angry over?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>My child reacts inappropriately when he/she is angry?</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>My child’s anger has gotten worse over time?</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I feel my child will be able to control his/her anger with help from counseling?</td>
<td>10</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>My child continues to have difficulty controlling his/her anger?</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>My child continues to get angry over things that he/she should not get angry over?</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>My child continues to react inappropriately when he/she is angry?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>My child’s anger has gotten worse since attending counseling sessions?</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I feel my child has been able to control his/her anger with help from counseling?</td>
<td>1</td>
</tr>
</tbody>
</table>

of somewhat corresponded with a rating from four to six, and a reflection of definitely corresponded with a rating from seven to ten. The first question asked, “The student appears to have difficulty controlling his or her anger in the school setting” was responded to with a rating of nine. The next question asked, “The student gets angry over things that he or she should not get angry over,” was responded to with a rating of eight. The third question, “The student reacts inappropriately when he or she is angry,” was responded to with a rating of nine. The next question, “The student’s anger has gotten worse over time,” was responded to with a rating of eight. The last question, “I feel the student will be able to control his or her anger with help from counseling,” was responded to with a rating of ten.
Post-Intervention Survey-Teacher

The teacher completed the Pre-Intervention Survey-Teacher form also completed the Post-Intervention Survey-Teacher form to assess perceptions about the participant's anger following the completion of the anger-management program. The following questions were responded to by circling a number on the continuum from one to ten. A low response of one to three corresponded with the reflection of Not at all, a reflection of somewhat corresponded with a rating from four to six, and a reflection of definitely corresponded with a rating from seven to ten. The first question asked, “The student continues to have difficulty controlling his or her anger in the school setting” was responded to with a rating of six. The second question asked, “The student continues to get angry over things that he or she should not get angry over,” was responded to with a rating of six. The next question, “The student continues to react inappropriately when he or she is angry,” was responded to with a rating of four. The fourth question asked, “The student’s anger has gotten worse over time,” was responded to with a rating of five. The last question from this form asked, “I feel the student has been able to control his or her anger with help from counseling,” was responded to with a rating of nine.

Table 3 lists the questions and responses from both the teacher pre-intervention and post-intervention surveys, respectively.
Table 3

Teacher Pre/Post-Intervention Surveys

<table>
<thead>
<tr>
<th>Survey</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Intervention</td>
<td>The student appears to have difficulty controlling his/her anger in the school setting?</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The student gets angry over things that he/she should not get angry over?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The student reacts inappropriately when he/she is angry</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The student’s anger has gotten worse over time?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>I feel the student will be able to control his/her anger with help from counseling</td>
<td>10</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>The student continues to have difficulty controlling his/her anger in the school?</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The student continues to get angry over things that he/she should not get angry over?</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The student continues to react inappropriately when he/she is angry?</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The student’s anger has gotten worse over time?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>I feel the student has been able to control his/her anger with help from counseling</td>
<td>9</td>
</tr>
</tbody>
</table>

Session One

Table 4 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session One, respectively. All Post-Session Evaluation forms used the same rating system. Questions that were responded to with a rating from seven to ten were considered concepts that were perceived positively, and would not require modification for the final version of this anger-management program. Questions that were responded to with a rating from four to six were considered concepts that needed modification for the final version of this anger-management program. Questions that were responded to with a rating from one to three would be considered concepts that needed significant modification or consideration of removal from the final version of this anger-management program. The open-ended questions that were in all
Table 4

Session One Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The suggested readings for this session were helpful when preparing for the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The rationale for this anger-management program was easy to explain</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was easy to explain</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the program</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Rapport was established with the participant</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>6</td>
</tr>
</tbody>
</table>

| Participant| The reason for using an agenda for each session was clearly explained | 10     |
|           | Using an agenda for each session will be useful in completing session activities | 8      |
|           | The approach this program uses to anger-management was clearly explained | 10     |
|           | The psychoeducational approach to anger-management will be useful in helping me with my anger | 6      |
|           | The mindfulness approach to anger-management will be useful in helping me with my anger | 7      |
|           | The homework assignment between sessions can be easily completed | 10     |
|           | This session was well paced | 10     |

evaluation forms would be reported and examined qualitatively in order to assess possible modification to this anger-management program.

The results from the Post-Session Evaluation Form completed by the facilitator indicated that the facilitator felt prepared to implement the activities for the session and the suggested readings were helpful in preparing for the session. The facilitator indicated the agenda setting activity was helpful in structuring the session. The facilitator indicated the rationale for this anger-management program was easy to explain, as was the homework assigned for between sessions. It was indicated that the participant offered comments and asked questions about the program. The facilitator indicated that rapport was
established. On the question, “This session was well paced,” the response was a six. On the open-ended question, “Would you make any changes to this session? If so, what would they be,” the facilitator responded, “One hour is too long for the first session.”

The results from the Post-Session Evaluation Form completed by the participant indicated that the reason for using an agenda for each session was clearly explained. Using an agenda for each session was considered useful in completing session activities. The participant indicated the approach this program uses for anger-management was clearly explained. The psychoeducational approach to anger-management received a “somewhat” rating for the usefulness the approach will have in helping the participant with her anger. The mindfulness approach to anger-management received a rating of seven for the usefulness the approach will have in helping the participant with her anger. The participant indicated the homework assignment could be completed with ease. The session was perceived as well paced. The participant offered no suggestions for changes to be made to this session.

Based on facilitator and participant responses, the pacing of the session is the only area in need of adjustment for session one. The first session did not require one-hour and the time allotted was considered too long.

Session Two

Table 5 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Two, respectively.
Table 5

Session Two Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The suggested readings for this session were helpful when preparing for the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The mood check-in was easy to explain</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant and I were able to establish a realistic goal</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Explaining the emotion &quot;anger&quot; was easy with the help of the manual</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The “Communication Styles for Interaction” exercise was easy to explain with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the program</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>The agenda for this session was fully explained</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The mood check-in exercise was understandable</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was a useful activity to complete</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The discussion about the emotion “anger” was understandable</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Cognitive Model Worksheet” helped understand how anger is experienced</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Communication Styles for Interaction” handout was helpful in understanding the various ways people interact with each other verbally</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The homework assignment between sessions can be easily completed</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>9</td>
</tr>
</tbody>
</table>

The results from the Post-Session Evaluation Form completed by the facilitator indicated the facilitator felt prepared to implement the activities and exercises for the second session. The suggested readings for this session were considered to be helpful in preparing for the session. The facilitator indicated setting an agenda was helpful in structuring the session. The mood check-in was considered easy to explain. The facilitator indicated that a realistic goal could be established for the participant. The facilitator indicated explaining the emotion was easy, with the help from the manual. The facilitator indicated the Communication Styles for Interaction exercise was easy to explain with the help
of the manual. The participant offered and asked questions about session content. The session was considered well paced. The facilitator did not make a suggestion for changes to the session.

The results from the Post-Session Evaluation Form completed by the participant indicated the agenda for this session was fully explained. The mood check-in exercise was considered to be understandable. Reviewing the previous session’s activities was a helpful reminder, and the homework assignment was considered a useful activity. The participant considered the discussion about the emotion, anger, to be understandable. The Cognitive Model Worksheet was considered helpful in understanding how anger is experienced. The Communication Styles for Interaction handout was also considered helpful in understanding the various ways people interact with each other verbally. The homework assignment for between sessions was perceived as easy to complete, and the session was considered well paced. The participant did not offer any suggestions for changes to be made to this session.

Based on facilitator and participant responses, there were no revisions needed for session two.

Session Three

Table 6 lists the questions and ratings from both the facilitator and participant Post-Session Evaluation Forms from Session Three, respectively.

The Post-Session Evaluation Form completed by the facilitator indicated that the facilitator was prepared to implement the activities and exercises for this session. The suggested readings for this session as well as setting the agenda
Table 6

Session Three Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The suggested readings for this session were helpful when preparing for the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignment, it appeared the concept was grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Body Scan” exercise was easy to implement with the help of the manual</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the “Body Scan” exercise after it was implemented</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Anger Provocation Triggers” exercise was easy to explain with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session’s activities (i.e., anger, CB model) was a helpful Reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was completed without too much time</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was a helpful activity in understanding interaction styles</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Body Scan” exercise was well explained</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable participating in the “Body Scan” exercise</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how the “Body Scan” exercise went for me</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment for the next session (Anger Provocation Triggers) was explained well</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment can be easily completed</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

were considered helpful when preparing for the session. Setting the agenda for this exercise was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. The facilitator indicated that after reviewing the homework assignment, it appeared the participant grasped the concept. The facilitator considered the Body Scan exercise easy to implement with the help of the manual. The facilitator indicated
an ability to discuss the Body Scan exercise after it was implemented. The facilitator perceived that she was able to address the open discussion portion of the session effectively. The Anger Provocation Triggers exercise was considered easy to explain with the help of the manual. It was indicated the participant offered comments and asked questions about the session content. The session was considered well paced. A more specific script for the Body Scan exercise was requested.

The Post-Session Evaluation Form completed by the participant indicated that reviewing the last session’s activities was a helpful reminder. The homework assignment was able to be completed without expending too much time and was considered to be a helpful exercise in understanding interaction styles. The Body Scan exercise was considered well explained, and the participant was comfortable in participating in the exercise. The participant was comfortable discussing how the Body Scan exercise went for her. The homework assignment was considered well explained and easy to complete. The session was considered well paced. No suggestions were made for changes in session content.

Based on facilitator and participant responses, the only suggested revision for session three was to provide a more specific script for the Body Scan exercise that carried through until the completion of the exercise.

Session Four

Table 7 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Four, respectively.
Table 7

Session Four Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The suggested reading for this session were helpful when preparing for the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignment, it appeared the concept was grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Thoughts, Feelings, and Behaviors” exercise was easy to implement with the help of the manual</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>The participant appeared to grasp the concept</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Sitting Meditation” exercise was easy to implement with the help of the manual</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following implementation</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing last session’s activities (i.e., Body Scan, obstacles, anger triggers) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was completed without too much time</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment helped support what I learned in the previous session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignment went</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Thoughts, Feelings, and Behaviors” exercise was well explained</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I agree that thoughts, feelings, and behaviors are all connected</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was comfortable participating in the “Sitting Meditation” exercise</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to complete the homework assignment on my own</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

Session Four’s Post-Session Evaluation Form completed by the facilitator indicated the facilitator was prepared to implement the activities and exercises for this session. The suggested readings were considered helpful in preparing for the session. Setting an agenda for the session was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignment, the facilitator considered
the concept to be understood and grasped by the participant. The Thoughts, Feelings, and Behaviors exercise received a “somewhat” rating in the ease of implementation with the help of the manual. The facilitator indicated that the participant appeared to grasp the concept. The Sitting Meditation exercise was considered easy to implement with the help of manual. The facilitator indicated an ability to discuss the meditation exercise following implementation. The facilitator indicated an ability to address the open discussion portion of the session effectively. The participant offered comments and asked questions about the session content. The session was considered well paced. The facilitator indicated that there was some confusion about the Thoughts, Feelings, and Behaviors exercise. The facilitator was unclear whether or not this was a review of content from session two or a separate activity.

Session Four’s Post-Session Evaluation Form completed by the participant indicated that review of last session’s activities was a helpful reminder. The homework assignment was completed without requiring too much time, and was also considered helpful in supporting what was learned in the previous session. The participant indicated comfort with discussing how the homework assignment went. The Thoughts, Feelings, and Behaviors exercise was considered well explained. The participant agreed that thoughts, feelings, and behaviors are all connected. The participant indicated comfort participating in the Sitting Meditation exercise. The participant felt able to complete the homework assignment on her own. The session was considered well paced. The participant suggested no changes for session content.
Based on facilitator and participant responses, clarification of the Thoughts, Feelings, and Behaviors exercise was suggested. The facilitator was unsure if this was a review of session two content or an independent exercise.

**Session Five**

Table 8 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Five, respectively.

Session Five’s Post-Session Evaluation Form completed by the facilitator indicated the facilitator was prepared to implement the activities and exercises for this session. The suggested reading for this exercise was considered helpful in preparing for the session. Using an agenda for the session was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignment, the facilitator considered the concept grasped by the participant. The facilitator indicated an ability to discuss the meditation exercise following practice. The 3-minute breathing space was considered easy to explain and implement with the help of the manual. The facilitator indicated an ability to address the open discussion portion of the session. The Anger-Provoking Events Calendar was considered easy to explain with the help of the manual. The facilitator indicated the fact that the participant offered comments and that she asked questions about session content. The session was considered well paced. The response to the open-ended question stated, “This session is very repetitive. It is imperative to conduct further sessions in a quiet environment. Too many outside distracters (distractors).”
Table 8

Session Five Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The suggested reading for this session were helpful when preparing for the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session's activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignment, it appeared the concept was grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “3-Minute Breathing Space” was easy to explain with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “3-Minute Breathing Space” was easy to implement with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Anger-Provoking Events Calendar” was easy to explain with the help of the manual</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>9</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session’s activities (i.e., Thoughts, Feelings, Behaviors, Sitting Meditation) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignment was completed without too much time</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignment went</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “3-Minute Breathing Space” was well explained</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable participating in the 3-Minute Breathing Space exercise</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Anger-Provoking Events Calendar” was explained well</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to complete the homework assignments on my own</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

Session Five’s Post-Session Evaluation Form completed by the participant indicated that reviewing last session’s activities was a helpful reminder. The participant considered the homework assignment as requiring too much time and effort, although she indicated comfort with discussing how the homework assignment went. The participant indicated comfort practicing meditation during the session and indicated the 3-minute breathing space was well explained. The
participant indicated comfort participating in the 3-minute breathing space exercise. The participant reported that the Anger-Provoking Events Calendar was explained well. The participant indicated the ability to complete the homework assignment independently. The session was considered well paced. The response to the open-ended question stated, “A much quiet(r) room, so (I) can focus more.”

Based on facilitator and participant responses, the homework assignment was considered difficult to complete due to distractions in the home environment.

Session Six

Table 9 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Six, respectively.

Session Six’s Post-Session Evaluation Form completed by the facilitator indicated the facilitator was prepared to implement the activities and exercises for this session. Setting an agenda was considered helpful in structuring the session. Reviewing the session’s activities was considered a helpful reminder. After reviewing the homework assignment, the facilitator indicated the participant appeared to grasp the concepts. The facilitator indicated comfort discussing the meditation exercise following practice. Explaining the 3-minute breathing space as a coping mechanism was considered easy when following the manual. The facilitator indicated an ability to effectively address the open discussion portion of the session. The facilitator indicated the participant offered comments and asked questions about session content. The session was considered well paced. No changes were indicated or suggested for session content.
### Table 9

Session Six Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignments, it appeared the concepts were grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>If not, what concept(s) does the participant appear to be struggling with</td>
<td>no answer</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Explaining the 3-minute breathing space as a coping mechanism was easy with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>8</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session’s activities (i.e., meditation exercises) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignments were completed without too much time and effort</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignments went</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel the homework assignments are supporting what I have done during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>How to use the 3-minute breathing space as a coping mechanism was explained well</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to use this coping mechanism in my everyday life</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to complete the homework assignments on my own</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

The Post-Session Evaluation Form completed by the participant indicated reviewing the previous session’s activities was a helpful reminder. The homework assignment was completed without too much time and effort, and the participant indicated comfort discussing how the homework assignment went.

The participant indicated the homework assignments were supporting what was done during the session. The participant indicated comfort practicing meditation during the session. The participant indicated how to use the 3-minute breathing...
space as a coping mechanism was explained well. An ability to use the 3-minute breathing space as a coping mechanism in the everyday life of the participant was indicated. The participant indicated the ability to complete the homework assignments independently. The session was considered well paced. The response to the open-ended question stated, “The interruptions.”

Based on facilitator and participant responses, the implementation of this session was marked with distractions in the environment.

Session Seven

Table 10 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Seven, respectively.

The Post-Session Evaluation Form completed by the facilitator following session seven indicated the facilitator was prepared to implement the activities and exercises for this session. The suggested readings for this session were considered helpful when preparing for the session. Setting an agenda for the session was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignments, the facilitator considered that the concepts were grasped by the participant and the facilitator indicated the participant appeared to have the ability to discuss the meditation exercise, following practice of the exercise. The Attitudinal Factors exercise was considered easy to implement with the assistance of the manual. The facilitator indicated the ability to address the open discussion portion of the session effectively. It was reported that the participant offered comments and asked questions about session content. The session was considered
Table 10

Session Seven Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The suggested readings for this session were helpful when preparing</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>for the session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignments, it appeared the concepts</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>were grasped</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If not, what concept(s) does the participant appear to be struggling</td>
<td>no answer</td>
</tr>
<tr>
<td></td>
<td>with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles,</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>barriers)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>following practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The “Attitudinal Factors” exercise was easy to implement with the</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>help of the manual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>effectively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>7</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session’s activities (i.e., meditation, coping</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>mechanism) was a helpful reminder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The homework assignments were completed without too much time and</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>effort</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignments went</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I feel the homework assignments are supporting what I have done</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>during the session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I was able to use the 3-minute breathing space as a coping</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>mechanism</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “Attitudinal Factors” exercise was explained well</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to incorporate the attitudinal factors into</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>my life</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to complete the homework assignments on my own</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

well paced. The response to the open-ended question stated, “It is difficult to find a quiet spot to work.”

The Post-Session Evaluation Form was completed by the participant following session seven and indicated reviewing last session’s activities was a helpful reminder. The participant indicated the 3-minute breathing space homework assignment required too much time and effort. The participant
Mindfulness-Based indicated a lack of comfort discussing how the homework assignment proceeded because of her difficulty in finding a quiet place to meditate and her difficulty practicing the 3-minute breathing space on multiple occasions during each day. The participant did not consider the homework assignments supportive to what was learned during the previous session. The ability to use the 3-minute breathing space as a coping mechanism received a “somewhat” rating. The participant indicated comfort practicing meditation during the session. The participant indicated the Attitudinal Factors exercise was explained well, and indicated an ability to incorporate the attitudinal factors into her life. The participant indicated an ability to complete the homework assignments independently. The session was considered well paced. When asked about possible changes to the session, the participant replied, “The noise.” Based on facilitator and participant responses, the homework assignment was difficult to complete due to distractions in the home environment.

Session Eight

Table 11 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Eight, respectively.

The Post-Session Evaluation Form completed by the facilitator following session eight indicated the facilitator was prepared to implement the activities and exercises for this session. The suggested readings were considered helpful in preparing for the session. Setting an agenda for the session was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignments,
Table 11
Session Eight Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The suggested readings for this session were helpful when preparing for the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session's activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignments, it appeared the concepts were grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>If not, what concept(s) does the participant appear to be struggling with</td>
<td>no answer</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The problem-solving process was easy to explain with the help of the manual</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>I was able to address the &quot;open discussion&quot; portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session's activities (attitudinal factors) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignments were completed without too much time and effort</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignments went</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel the homework assignments are supporting what I have done during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Continuing to complete the &quot;Anger-Provoking Events Calendar&quot; has been useful</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>I was able to use the 3-minute breathing space as a coping mechanism</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The problem-solving process was well explained</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to incorporate the problem-solving process into my everyday life</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
</tbody>
</table>

the facilitator indicated the concepts appeared to have been grasped by the participant. The facilitator indicated an ability to discuss the meditation exercise following practice. The problem-solving process was considered easy to explain with the help of the manual. The facilitator indicated an ability to address the open discussion portion of the session. It was indicated that the participant
offered comments and asked questions about session content. The session was considered well paced. No changes were suggested for this session.

The Post-Session Evaluation Form completed by the participant following session eight indicated a review of the previous session’s activities was a helpful reminder. The homework assignments felt to be completed without too much time and effort. The participant indicated comfort discussing the homework assignments. The participant considered the homework assignments as supportive to what was done during the session. Continuing to complete the Anger-Provoking Events Calendar was not considered useful. The participant indicated an ability to use the 3-minute breathing space as a coping mechanism. During the session, the participant indicated she had experienced comfort practicing meditation. The problem-solving process was considered well explained. The ability to incorporate the problem-solving process into everyday life by the participant received a “somewhat” rating. The session was considered well paced. No changes were recommended to session content.

Based on facilitator and participant responses, the problem-solving process needed a concrete example because the participant did not have a recent incident that required problem-solving. The participant indicated difficulty incorporating this process into her everyday life. The participant also indicated continuing to complete the Anger-Provoking Events Calendar was not considered useful because it was repetitive.

Session Nine
Table 12 lists the questions and ratings from the facilitator and participant Post-Session Evaluation Forms from Session Nine, respectively.

The Post-Session Evaluation Form completed by the facilitator following session nine indicated the facilitator was prepared to implement the activities and exercises for this session. Setting an agenda for this session was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignments, the facilitator indicated that the participant appeared to grasp the concepts. The facilitator indicated an ability to discuss the meditation exercise following practice. The connecting exercise was considered easy to explain with the help of the manual. The facilitator indicated an ability to address the open discussion portion of the session. It was indicated that the participant offered comments and asked questions about session content. The session was considered well paced. The response to the open-ended question stated, “The Anger Provoking Events Calendar seems to (be) missing a part (Reactions) between Thoughts and Thoughts After.”

The Post-Session Evaluation Form completed by the participant following session nine indicated reviewing last session’s activities was a helpful reminder. The homework assignments were felt to be completed without too much time and effort. The participant indicated comfort discussing the homework assignments. The participant considered the homework assignments as supportive to what was done during the session. The ability to use the 3-minute breathing space as a coping mechanism received a “somewhat” rating. The participant indicated
Table 12

Session Nine Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Reviewing the previous session's activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>After reviewing the homework assignments, it appeared the concepts were grasped</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>If not, what concept(s) does the participant appear to be struggling with? no answer</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>The connecting exercise was easy to explain with the help of the manual</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>The participant offered comments and asked questions about the session</td>
<td>10</td>
</tr>
<tr>
<td>Facilitator</td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session’s activities (problem-solving) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>The homework assignments were completed without too much time and effort</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>I felt comfortable discussing how my homework assignments went</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>I feel the homework assignments are supporting what I have done during the session</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>I was able to use the 3-minute breathing space as a coping mechanism</td>
<td>6</td>
</tr>
<tr>
<td>Participant</td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>I can see the connection between the cognitive-behavioral model and the mindfulness perspective</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>At this point, I feel that this program has helped me become more aware of how I experience anger</td>
<td>10</td>
</tr>
</tbody>
</table>

comfort practicing meditation during the session. The participant indicated an ability to see the connection between the cognitive-behavioral model and the mindfulness perspective. The participant indicated, at this point in the program, the activities and exercises in the program had helped her become more aware of how she experiences anger. No changes were suggested to session content.
Based on facilitator and participant responses, it was suggested that modification was needed to the Anger Provoking Events Calendar and the 3-minute breathing space as a coping mechanism.

Session Ten

Table 13 lists the questions and ratings from both the facilitator and participant Post-Session Evaluation Forms from Session Ten, respectively.

The Post-Session Evaluation Form completed by the facilitator following session ten indicated the facilitator was prepared to implement the activities and exercises for this session. Setting an agenda was considered helpful in structuring the session. Reviewing the previous session’s activities was considered a helpful reminder. After reviewing the homework assignments, the facilitator indicated the participant appeared to grasp the concepts. The facilitator indicated an ability to discuss the meditation exercise following practice. The facilitator felt the participant’s goal was attained from participating in the program. The remaining obstacles and barriers for the participant to overcome were considered having been adequately addressed. The facilitator indicated the participant had an adequate plan to address the areas of improvement that the participant continued to have with respect to anger. The facilitator indicated an ability to address the open discussion portion of the session effectively. It was indicated the participant offered comments and asked questions about the session. The session was considered well paced. No changes were suggested to session content.

The Post-Session Evaluation Form completed by the participant following
Table 13

Session Ten Post-Session Evaluation Forms

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement the activities and exercises for this session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda for this session was helpful in structuring the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session's activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>After reviewing the homework assignments, it appeared the concepts were grasped</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>If not, what concept(s) does the participant appear to be struggling with</td>
<td>no answer</td>
</tr>
<tr>
<td></td>
<td>I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>It would appear that the participant's goal(s) have been attained from participation in this program</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I feel I adequately addressed the remaining obstacles and barriers that the participant felt they needed to overcome</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel the participant has an adequate plan to address the areas of improvement they feel they have with respect to their anger</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to address the “open discussion” portion of the session effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The participant offered comments and asked questions about the session</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>This session was well paced</td>
<td>10</td>
</tr>
<tr>
<td>Participant</td>
<td>Reviewing last session's activities (connecting the models) was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignments were completed without too much time and effort</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable discussing how my homework assignments went</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel the homework assignments are supporting what I have done during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I was able to use the 3-minute breathing space as a coping mechanism</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable practicing the meditation during the session</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I have achieved my goal(s) for participating in this program</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I feel I will be able to deal with any future obstacles, or obstacles that still remain</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>I feel I will continue to use the meditation exercises learned during this program</td>
<td>10</td>
</tr>
</tbody>
</table>

Session ten indicated reviewing the previous session’s activities was a helpful reminder. The homework assignments were considered completed without too much time and effort. The participant indicated comfort discussing the homework assignments. The homework assignments were considered supportive of what was done during the session. The ability to use the 3-minute breathing space as a
coping mechanism received a “somewhat” rating. The participant indicated comfort practicing meditation during the session. The participant indicated she achieved the goal for participating in this program. The ability to deal with any future obstacles, or obstacles that still remained, received a “somewhat” rating. The participant indicated utilization of the meditation exercises would continue. No changes were recommended for session content.

Based on facilitator and participant responses, the homework assignment was difficult for the participant to complete due to the home environment.

Post-Program Evaluation Forms

Table 14 lists the questions and ratings from the facilitator and participant Post-Program Evaluation Forms, respectively. Questions with response ratings from seven to ten were considered concepts that were perceived positively, and would not require modification for the final version of this anger-management program. Questions with response ratings from four to six were considered concepts that needed modification for the final version of this anger-management program. Questions with response ratings from one to three would be considered concepts that needed significant modification or consideration of removal from the final version of this anger-management program. The open-ended questions that were in all evaluation forms would be reported and examined qualitatively in order to assess possible modification to this anger-management program.

The Post-Program Evaluation Form completed by the facilitator indicated that she felt prepared to implement the program effectively. The suggested
### Table 14

Post-Program Evaluation Forms from the Facilitator and Participant

<table>
<thead>
<tr>
<th>Rater</th>
<th>Item</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator</td>
<td>I felt prepared to implement this program effectively</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The suggested readings were helpful in implementing session activities</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Setting an agenda at the outset of each session was helpful in structuring the sessions</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The mood check-in exercise was helpful in gauging how the participant was feeling</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing the previous session’s activities was a helpful reminder</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The “open discussion” was a good way for the participant to discuss related ideas</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Reviewing what was done during each session at the end of each session was helpful</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Rapport was established with the participant and lasted throughout the program</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The manual was easy to use</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The manual was specific enough to effectively implement the cognitive-behavioral exercises</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The manual was specific enough to effectively implement the mindfulness-based exercises</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The session activities kept the participant interested</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>What percentage of the material covered during this program was new to you? (0% to 100%)</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>The sessions were well planned</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I would use this program again in the future</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The topics covered in this anger-management program were understandable</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The topics covered in this anger-management program will be useful</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I have a better understanding of how “anger” affects my life</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I have more control over how I respond to anger-provoking events</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>I feel this program taught me at least one specific strategy I can, and will, use to improve how I respond to my anger</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I feel I will continue to use the meditation exercises on my own</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>The sessions were interesting</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The homework assignments were useful in supporting what was discussed in the program</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The counselor seemed to understand the material in the program</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The counselor explained the material in way I could understand</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>The counselor treated me with respect</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I felt comfortable asking questions and giving my opinion during the program</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I would recommend this program to a friend that had difficulties with “anger”</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>I am glad I attended this program</td>
<td>10</td>
</tr>
</tbody>
</table>
readings were considered helpful in preparing to implement session activities. Setting an agenda at the outset of each session was considered helpful in structuring the sessions. The mood check-in exercise was considered helpful in gauging how the participant was feeling. Reviewing the previous session’s activities was considered a helpful reminder. The facilitator considered the open discussion as a good way for the participant to discuss related ideas. The helpfulness of reviewing what was done during each session at the end of the session received a “somewhat” rating. The facilitator considered rapport established with the participant and that rapport lasted throughout the program. The manual was considered easy to use and specific enough to effectively implement both the cognitive-behavioral and mindfulness-based exercises. The facilitator considered the activities for the sessions as able to keep the participant interested. The facilitator determined that ninety percent of the material covered during this program was new to her. The sessions were considered well planned. The facilitator would use this program again in the future.

The Post-Program Evaluation Form completed by the participant indicated the topics covered in this program were understandable and useful. The participant indicated a better understanding of how anger affects her life, and reported feeling she had more control over how she responded to anger-provoking events. The participant felt that this program taught at least one specific strategy to use to improve how she would respond to anger. The participant felt she would continue to use the meditation exercises on her own. The sessions were considered interesting, and the homework assignments were considered useful in
supporting what was discussed in the program. The participant felt the facilitator understood the material in the program, and the material was explained in a way that was understandable. The participant felt she was treated with respect. She felt comfortable asking questions and giving her opinion during the program. The participant would recommend this program to a friend who had difficulties with anger. The participant indicated she was glad to have attended this program, and did not suggest any change to the program.
Chapter Five
Discussion

*The Participant*

Based on evaluation form information, this program did provide the participant with strategies effectively and appropriately deal with anger. The participant indicated that at least one strategy was learned to deal with anger as a result of participating in the program. The participant indicated that the use of mindfulness-based and cognitive-behavioral exercises would continue to be utilized. This would likely promote continued improvement with respect to anger-related difficulties. Questions that assessed her perceptions of her ability to now control her anger and to now understand how anger affects her life were rated highly, which suggested a positive perception.

Teacher information provided prior to program participation suggested that the participant was experiencing anger-related difficulties. Responses to survey questions suggested difficulties controlling anger, reacting inappropriately to anger-provoking situations, and getting angry over things the participant should not get angry over. Teacher information provided following program participation suggested that the participant continued to have anger-related difficulties; however, there was a reduction in ratings across all areas previously mentioned. The teacher also indicated that counseling appeared to help the participant control her anger.

Parent information provided prior to program participation also suggested that the participant had anger-related difficulties. These difficulties were
perceived in the form of controlling her anger, reacting to anger-provoking situations, and getting angry over things one should not get angry over. Parent information provided following program completion suggested improvement in all areas mentioned above as reflected in ratings from the post-intervention survey; however the parent did not attribute these improvements to program participation.

The greatest support for improvement with respect to the participant’s anger-related characteristics was in STAXI scores following program completion. Prior to program participation, the participant’s STAXI profile suggested significant difficulties (e.g., above average percentile scores) in the domain areas of Trait Anger, Angry Temperament, Angry Reaction, Anger-in (internalized anger), Angry-out (externalized anger), Anger Control, and Anger Expression. Following program completion, the participant had average range percentile scores in all areas with the exception of Anger Control. The Anger Control scale assesses the frequency with which the participant attempts to control the expression of anger. The participant improved from the 2nd percentile prior to program implementation to the 14th percentile following program completion. Although the participant did not improve this subscale score to the average range, modest gains were made in this area.

The use of discipline referrals as a measure of social functioning did not yield the expected results. There were so few discipline referrals in general, and no referrals for anger-related incidences at the first-month of participation and at the one-month post-program points in time, that comparative evaluation was not
possible. In retrospect, examining the participant's overall discipline history might have yielded greater insight into the participant's anger-related social difficulties. Comparative evaluation with post-program referrals would have been more relevant if such information were available.

Taking into account all information, the participant appeared to improve her ability to handle her anger. Other individuals indicated noticeable changes in social functioning. The self-report measure and questionnaire responses indicated improved perceptions in her ability to appropriately handle her anger, however the participant did express concern with her ability to overcome future obstacles. This was reflected in her response to the question, “I feel I will be able to deal with any future obstacles or obstacles that still remain.” Having just completed the final session of the program, the participant expressed concern about her future without the help of counseling. This suggested the need for a maintenance component that is not currently a part of the anger-management program. The participant was re-enrolled in counseling through the school district.

Hesitation to discontinue a counseling relationship is not uncommon. The participant and facilitator appeared to develop a strong working relationship. The benefits of the relationship facilitated participant improvements personally and socially. Maintenance components have been developed for most anger-management and mindfulness-based programs, which have resulted in long-term benefits. Considering that future program participants will be involved in formal meditation practice for only several weeks prior to completion of program sessions, it appears imperative that a maintenance component be developed. This
will provide future participants with an opportunity to discuss independent formal meditation practice and personal anger-management issues. Details of a maintenance component need to be developed, however a likely piece would also include a meditation support group design that would provide opportunities to discuss meditation practice with others in addition to the program facilitator.

**Mindfulness-Based and Cognitive-Behavior Therapy for Anger-Management Program**

The manual for this anger management program was designed so that implementation by individuals without extensive training in either the mindfulness or cognitive-behavioral perspectives would be possible. The facilitator in this study was a school psychologist intern and had master's level training and education in counseling procedures and theoretical orientations; however, the facilitator had little “hands-on” experience. Suggested readings were incorporated throughout the sessions in order to provide the theoretical underpinnings of each activity, and training was provided. With training provided to the facilitator and with the scope of the suggested readings, the knowledge base for competency and implementation integrity appeared to be achieved. The facilitator consistently indicated positive ratings for the suggested readings and commented during training and interviewing that these readings were necessary and invaluable. Considering the diverse nature and ability levels of those professionals providing counseling services in the school setting, the use of supplementary reading materials appears essential.
Based on facilitator and participant post-session and post-program evaluations and interview information, there was support for the structure of each session in the anger-management program. Utilizing an agenda for session content structure was rated positively throughout the sessions. Activities that were consistently employed throughout all sessions (i.e., mood check-in/update, bridge from the previous session, review of the homework, discussion of the agenda items, open discussion, assigning new homework, and summary and feedback) received positive ratings from the facilitator and participant. This supports the use of the cognitive therapy session model for this program. All sessions were completed within one-hour, and all session content was covered during that time. This resulted in no sessions having to be implemented over multiple meetings. Considering the time constraints placed upon most counseling sessions, especially those in the school setting, the ability to keep sessions under one-hour is an important aspect with respect to the use of the program in a school setting.

Recommended changes to session activities were minimal. The first two sessions were implemented without problem. Post-session evaluations indicated that all activities were implemented without deviation. The manual provided the guidance necessary to effectively implement session activities. The manual provided a script for the beginning of the Body Scan activity in session three. The facilitator noted that the script was helpful in implementing the activity, however the script did not lead the facilitator through the majority of the activity, and the facilitator was required to follow through to other body parts.
without a detailed script. The manual suggested using similar dialogue already provided for the various body parts in order to complete the activity. This presented the facilitator with some difficulty because of her limited experience implementing this activity. Therefore, the manual was revised. The manual now contains a full script for the Body Scan activity. This was the only suggested revision for this session.

The Thoughts, Feelings, and Behaviors exercise in session four was utilized to establish the connection between an anger trigger and subsequent thoughts, feelings, physiological changes, and behaviors. The exercise was meant to build upon the discussion held in the second session, which was an introduction to the cognitive-behavioral model. The facilitator expressed uncertainty whether this was a review of the exercise from the second session or an independent activity. The introduction to the session in the manual does explain the connection between the two exercises, however this connection is not restated within the session content area in the manual. Therefore, section E in the session content area was revised to clarify the connection between the exercises in session two and session four.

Implementation difficulties were experienced during session five due to environmental factors. The facilitator and participant both noted that frequent interruptions and noise interfered with session implementation during meditation. This is a common problem in most school settings. Unfortunately, a quiet, interruption-free workspace is difficult to secure in a school setting. The manual did not make a recommendation to secure an appropriate site for session
implementation. Considering the nature of the activities contained within this program, a recommendation for a quiet, distraction-free location for session implementation was added to the revised manual.

Noise created an obstacle for the participant during meditation practice at home as well. During homework review throughout the sessions, the participant noted that meditation practice was difficult to engage in at home. This was reflected in evaluation form ratings following session seven, which suggested difficulties with homework assignments. The ratings were directly related to this obstacle. The participant and facilitator did address approaches to alleviate the obstacle, however this obstacle was not specifically identified in session content prior to homework being assigned. The manual was revised in session three in order to address the likelihood of this obstacle in the home setting. Although sessions include time to address the obstacles experienced during meditation practice, this specific obstacle is likely and should be addressed prior to the assignment of homework.

The facilitator recommended adding a section to the Anger-Provoking Events Calendar introduced in session five. The facilitator noted that there was no section for the participant to record the behavioral reaction to an anger-provoking event. This section was added to Handout 5.2 in the revised manual and was also added to the session content area in session five. Following session eight, the participant indicated that continuing to complete the Anger-Provoking Events Calendar was not considered useful. This was evident in her minimal use of the calendar following session six, however the use of the calendar is
considered important when examining how the participant is experiencing anger and reacting to anger-provoking events. Therefore, the calendar will remain as a homework assignment following session five and continuing through session nine.

The facilitator recommended adding a scenario for the problem-solving activity in session eight. This was due to the participant's inability to recall a recent problem situation. The facilitator was hesitant to use a problem identified earlier in the program because she did not want to reintroduce a problem, or trigger, that might have been resolved. Using a problem that the participant has encountered, or continues to experience, will provide an important contextual framework from which to explore the problem-solving process. Therefore, no predetermined scenario will be provided, although the manual was revised to address this problem. It is noted that if the participant is unable to identify a problem, then the facilitator must attempt to use a problem which the participant would likely encounter. This will hopefully facilitate a more meaningful discussion.

The 3-minute breathing space exercise received less receptivity from the participant than the other mindfulness-based exercises. Although the exercise continued to receive ratings that suggested it was being used, the participant found it difficult to practice this exercise due to time constraints. Ratings from the facilitator and participant indicated no implementation difficulties during sessions, therefore the exercise will remain unchanged in the program. It was expected that not all activities and exercises contained within this program would
have equal influence, or receptivity, by the participant. Although ideal, it could not be expected that the participant would incorporate all exercises and activities into daily life.

**Limitations**

There are several limitations to this study. The most prominent limitation to this study was the use of a single-case research design. The sample size did not provide the amount of information needed in order to utilize statistical measures. This limits the usefulness of quantitative pre/post results. The use of a single-case design for this study was warranted considering the objectives of this study. Although statistical validation was not possible, the statistical data and survey information collected in this study did suggest positive outcomes were achieved for the participant.

There was subject bias in selecting an individual to participate in the study, therefore internal validity of this study was diminished. The student assent form indicated that meditation exercises would be used in the anger-management program. This was included in the assent form to reduce the likelihood of the participant’s discontinuing participation and counseling needs not being met. This requires the analysis of the participant’s receptivity to be evaluated with caution.

The single-case design did limit establishing age-range and diversity in participants. These internal threats affect the external validity of the study and the ability to generalize the findings to a larger population. Once again, this was not the objective of this study. Although, considering the receptivity to the program
on the part of the participant, there was support that this type of program would be well received if implemented in larger scale to similarly aged peers.

The types of assessment measures used might not have been a true measure of the construct being studied. The diverse and subjective nature of anger and its behavioral and emotional manifestation variations makes assessing this construct extremely difficult. Although the quantitative measure chosen for this study has strong statistical properties, the true relationship of the scale to the construct is difficult to determine. The parent and teacher questionnaires used for this study were observation-based and required ratings of perceptions of the participant. Although the questions were focused on observable behaviors related to anger, the perception and subsequent ratings were subjective in nature. These ratings were also subject to expectancy effects as both the teacher and guardian were aware that the participant was involved in anger-management counseling.

The number and timing of the assessments were possible threats to internal validity. Kazdin (2003) explains that information collected on two occasions is subject to testing, instrumentation, and statistical regression threats. The rating forms used were not designed or evaluated to reduce the impact of these threats to validity.

History and maturation also presented potential threats to internal validity; the duration of the anger-management intervention and components of the study were designed to reduce these threats, however the impact of these threats is difficult to control. There were indications that the participant had events in her life that prompted need for counseling and motivation for improvement. The
impact of this on outcome measures is unclear, although questionnaire responses and STAXI information would suggest that the anger-management program had a more significant role in improvements than did history and/or maturation dynamics.

The evaluation forms used in this study were global ratings in nature. Although the questions attempted to gain assessment on a specific concept, the concepts being assessed by the evaluation forms do contain multiple aspects. As previously noted, these evaluation forms do not have data to establish construct validity, and rely heavily on face validity. Kazdin (2003) explains that this type of data is influenced by assessment conditions (e.g., reactivity), artifact (socially desirable responding), and contextual conditions (order of presentation, and how questions are worded). Interview and questionnaire information suggested a positive, therapeutic relationship was established between the facilitator and the participant. This might have influenced ratings on post-session and post-program evaluation forms; however, the pattern of responses suggested that the participant was honest. This was evident in the variation of ratings that existed for session content and in STAXI responses prior to program implementation. The responses to STAXI items and subsequent percentiles and T-scores did not suggest socially desirable responses.

Future Research

This study was the first attempt to systematically implement and evaluate the Mindfulness-Based and Cognitive-Behavior Therapy for Anger-Management program. This study facilitated the revision of the program so there could be
empirical evidence established in the future. This program is now closer to being implemented and studied utilizing various research designs. It will be necessary to study the components of the program through dismantling designs in order to determine the therapeutic dynamics of the program.

Baer (2003) expressed the need for methodologically sound investigations to clarify the utility of interventions based on training in mindfulness skills. Although this study does not provide strong empirical evidence, it does contribute to the growing body of research in the field. Like this study, many of the recent studies in the field using children as subjects have had significant limitations. As efforts are made to design and study interventions and treatments for children and adolescents with various emotional, behavioral, and psychological difficulties, the closer the field will come to empirically validating mindfulness-based approaches. The efforts to this point have been encouraging.

Bishop and colleague’s work will likely assist in focusing and directing future research in the field. Establishing an operational definition of mindfulness will assist researchers in measuring the construct. As Bishop et al. (2004) stated, “One of our main objectives for establishing a consensus on mindfulness is to provide a theoretical and conceptual basis for instrument development” (p. 237). These authors argue, “If mindfulness is a learned skill, then an instrument must be able to demonstrate both incremental validity and sensitivity to change” (p. 237). Hayes & Feldman (2004) have taken steps to this end through the development of the Cognitive Affective Mindfulness Scale (CAMS). This instrument attempts to assess the awareness, attention, present-focus, and acceptance/nonjudgment
aspects of the mindfulness construct. The progress of this instrument, along with other instruments that have been created in the past and that are currently being designed, will need to be monitored for future use in research projects. This will help alleviate the criticism of study designs that cannot attribute treatment outcomes to mindfulness practice.

This study of mindfulness-based approaches to treating various disorders with varying populations appears to be in the infancy stage. There are numerous aspects that need exploring. Based on the characteristics of this study alone, these aspects include, but are not limited to the difference between individual and group setting implementation, the effect facilitator training dynamics on participant outcomes, the effect omitting spiritual discussions in the program on program effectiveness, and the usefulness of using metacognitive concepts with individuals with cognitive skills not yet fully developed.

Conclusion

The first research question for this study, “Does the intervention provide individuals with strategies to effectively and appropriately deal with anger?” was answered. The results suggested that this anger-management program did provide the participant with coping strategies to deal with anger. This anger-management program also contributed to improving the participant’s anger-related characteristics as suggested by self-report and observation measures. The results of this study suggested personal and social functioning improvements were obtained through participation in this anger-management program.
The second research question for this study, “How does the intervention and treatment manual need to be adjusted, or refined, in order to improve upon its receptivity and ease of use?” was also answered. The results of this study suggested only minor changes were needed to the anger-management manual in order to improve upon the receptivity and ease of use. Clarifying information, a more detailed script, and notations were added to the revised version of the anger-management manual in order to improve upon the receptivity and ease of use. The Mindfulness-Based and Cognitive-Behavioral Therapy for Anger-Management program manual received positive ratings for the structure of the sessions, for the content in sessions, for the usefulness of the manual in implementing activities and exercises, and for the suggested readings indicated throughout the manual. Although not all activities and exercises were as well received as others, the overall program did receive positive ratings from both the facilitator and participant.

Given the success of past and present studies utilizing the mindfulness approach with adults and the promise of more recent studies with children, mindfulness-based approaches to therapy appear to be a rapidly emerging area of research that is worthwhile. The current study suggests that the integration of mindfulness-based and cognitive-behavioral approaches to treat adolescents with anger-related difficulties is a promising intervention approach that warrants further research.
References


Mindfulness-Based Social skills and cognitive-relaxation approaches to general anger reduction. *Journal of Counseling Psychology, 41* (3), 386-396.


Appendix A

The Mindfulness-Based and Cognitive-Behavior Therapy

For Anger-Management Manual

Sessions

This program is a ten-session anger-management program. Implementation of the entire program is designed to take between eight to ten weeks. The structure of the sessions is designed to create consistency among sessions and predictability to each session’s activities in order to facilitate the goals of each session. The structure of the sessions uses a cognitive-behavioral treatment format and will include: (1) an agenda-setting exercise, (2) a brief mood check-in/update, (3) a bridge from the previous session, (4) a review of the homework, (5) a discussion of the agenda items, (6) an assigning of new homework, and (7) a summary and feedback discussion. This format will be used following the first session, however the nature and scope of the first session necessitates the need for an altered format initially. Each session is designed to last for approximately one-hour. All aspects of each session need to be covered, therefore sessions might need to carry over to the next meeting. In this case, the activities not covered in a session should become priorities for the next session’s agenda.

Session Size

This is an individual counseling anger-management program. Session participants include the program facilitator and one participant.
Goals of the Program

The goal of the program is to aid individuals with anger related difficulties. This is accomplished through teaching cognitive and behavioral strategies to the participant. These strategies can be used to appropriately deal with anger-provoking situations. It is a psychoeducational program that teaches individuals the cognitive, affective, behavioral, and physiological aspects of anger. Through the use of the mindfulness-based and cognitive-behavioral based activities, individuals will gain the skills and perspective necessary to effectively deal with anger.

Facilitator Requirements

The facilitator implementing the sessions needs to have the educational qualifications necessary to function as a counseling provider. Considering that this program is designed for implementation in the school setting, the facilitator should be a master-level school social worker or school psychologist. The facilitator should have an understanding and knowledge of individual counseling procedures. Experience in the field’s of cognitive, cognitive-behavior, and/or mindfulness-based cognitive therapy would be ideal, however this program and manual are designed in such a way as to not be a requirement. Suggested readings are provided at the beginning of each session for the facilitator without knowledge of the psychological perspectives previously noted. These readings provide the background knowledge needed to successfully implement each session for those without experience in these perspectives and can also serve as reinforcement for those with experience in these perspectives.
Suggested Readings


Session One

The first session serves to provide an introduction to the program facilitator, to the guidelines that dictate a counseling relationship, to the anger-management program, and to establish goals for the participant. After the introductions and overview of the program, the participant will have a better understanding of the mindfulness approach, how the sessions will transpire, and lay the foundation for future sessions.

Suggested Reading


Session Content

A. The first activity requires setting the agenda. The sequential order for setting this session agenda includes: (1) an introduction; (2) a description of counseling guidelines; (3) a description of the time, frequency, and duration of sessions; (4) a description and rationale for session structure; (5) a description of the rationale and activities for this anger-management program; (6) homework assignment; (7) an open discussion; (8) and a summary of the session.

B. The facilitator will introduce himself or herself to the participant. A brief discussion about their background and function within the school system should occur. The background information (i.e., reason for participation in counseling [anger-management issues], educational background, and family dynamics) that the facilitator has about the participant should be discussed. The participant
should be allowed to clarify or add additional information about themselves during this time.

C. The counseling guidelines are established. This includes confidentiality issues and termination of program guidelines. (Jacobs & Hartshorne, 2003)

D. Issue a statement about the time (approximately 60 minutes), frequency (two-times per week), and number of sessions (ten-sessions) for the program.

E. A description and overview of the session structure is provided. The rationale for using this structure should follow the overview. It should be described as an approach to session structure that facilitates activity completion for each session. Since there are time constraints for each session, using this approach will decrease the likelihood of not covering all activities and topic areas. It also provides consistency and structure to the sessions and the overall program. The participant is able to place a topic on the agenda, which is covered under the open discussion. The facilitator encourages the participant to provide topics for this allotted time. This provides a sense of collaboration to the participant. Agreement on this format between the facilitator and participant should be secured before continuing.

F. The rationale for this anger-management program is provided. The program is described as a psychoeducational approach to anger-management that incorporates specific activities that will increase the likelihood of effectively handling anger. The concept of psychoeducation is described as a learning process that will teach participants to identify the thought processes that occur in response to anger-provoking situations, how these thought processes affect mood,
perception, and physiology, and how these concepts influence behavior. The mindfulness approach is briefly described with the use of a handout (see Handout 1.1) that contains various definitions.

G. Issue a statement explaining that this program utilizes both psychoeducational activities and mindfulness activities. These activities include goal setting, education about anger, identifying anger-triggers, assertiveness training, problem-solving, breathing exercises, meditation, and mindfulness perspective taking.

H. The homework assignment for this session requires the participant to describe during the next session their goals for participating in this program. The participant is instructed to write their goals on the Goal Sheet handout (see Handout 1.2). This assignment can be as simple as a single statement or goals presented in a bullet format.

I. The participant is offered the opportunity to ask any questions or make any comments following the homework assignment.

J. The facilitator should summarize the session by reviewing all activities following the introduction. This is accomplished by issuing statements that this program is a psychoeducational program that teaches individuals the cognitive, affective, physiological, and behavioral components of anger, that all sessions will follow the same format, that this program utilizes the cognitive-behavior and the mindfulness approaches and activities, and a review of the homework assignment.

K. A time and date is established for the next session.

**Handouts**

Handout 1.1 Definitions of Mindfulness
Handout 1.2 Goal Sheet
Handout 1.1

Definitions of Mindfulness

“Mindfulness means awareness centered on the here and now without excessive preoccupation with memories of the past or fantasies about the future”

Horowitz (2002)

“(Mindfulness)...moments of peace and stillness, even in the midst of activity”

Jon Kabat-Zinn (1990)

“Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgementally.”

Jon Kabat-Zinn (1994)

Mindfulness=Awareness
Handout 1.2

*Goal Sheet*
Session Two

The second session serves to provide an introduction to the processes related to anger. The session’s contents are educational in nature. The goal of the session is to educate participants in the physiological, the cognitive, the affective, and the behavioral aspects of anger. This will lay the foundation for future activities and provide valuable insight into the processes related to anger. The homework assignment is an extension of session content. It serves as a reinforcement exercise, as well as providing perspective to how anger is experienced and handled in the “real world” setting. The Assertiveness Worksheet has participants generate solutions and behaviors to scenarios in an assertive verses aggressive, passive, or passive-aggressive nature.

Suggested Readings


Session Content

A. The first activity entails setting the agenda. The sequential order of the agenda for this session include: (1) a mood check-in, (2) a review or bridge from the previous session, (3) a review of the homework, (4) a psychoeducational exercise on the cognitive-behavioral model and how this model is applied to anger, (5) an assigning of homework, (5) an open discussion, (6) and a summary and feedback discussion.

B. The mood check-in is a rating of the participant’s anger that was experienced between sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” Clarification might need to be made as to what these numbers mean or how a value is assigned. This can be clarified by also issuing the statement, “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” This self-report evaluation can be used for comparison purposes in the future and provides the facilitator with information as to the participant’s recent functioning. Each participant will have their own self-evaluation of their mood.

C. The review of the previous session follows the mood check-in. The core objectives and activities of the previous session contained a discussion about how sessions will be structured, how this program utilizes a psychoeducational approach, how the mindfulness approach and activities will be incorporated into
this program, and how homework assignments will be assigned between sessions. Issuing a statement to elicit any questions that might have been formulated between sessions should be made. Time to answer any questions should be given. If there are no questions, then proceed to the next activity.

D. A review of the homework assignment follows the review. The homework assignment between sessions entailed the participant formulating goals for participation. The Goal Sheet should be reviewed. The participant’s goals should be acknowledged, and if these goals appear to be achievable, then a statement about the positive likelihood should be made. If the goals appear too broad, unrelated to anger-management improvement, or unachievable, then a refining or rewording of the goals can be discussed. This evaluation must be made with collaboration between the participant and facilitator. Since the focus of this program is on psychoeducation, on perspective building, on teaching effective strategies to deal with anger, and on teaching maintenance strategies, the participant’s goals need to be framed within these parameters. If appropriate goals cannot be formulated after collaboration, then the participant should be referred to another counseling provider.

E. The psychoeducational component follows the bridge from the previous session. This component begins with a discussion about anger. This program considers anger to be defined as an emotional state that is experienced on multiple levels. These levels include the cognitive, the affective, the physiological, and the behavioral. The participant is asked to explain what they think this definition means. Collaboration between the participant and facilitator might be needed,
and is encouraged. Since this program’s definition of anger is broad, more specific descriptions should be elicited from the participant. This will promote a more personal understanding, or frame of reference, of the emotion. Next, the participant is taught about the cognitive-behavioral model. This can be done through using personal examples of situations that evoked anger. First, explain how situations, or events, evoke thoughts, which result in emotions, which creates physiological changes in the body, which eventually influences behavior. Ask the participant for an event that led them to act in a negative manner. This example can be used to explain how an activating event evokes cognitions. Issue statements that people are thought to largely bring their beliefs into play when activating events occur. Beliefs are the cognitions, thoughts, and ideas people hold as true. These cognitions evoke an emotional response. In this example, anger is the most likely emotion evoked. The feeling of this emotion evokes physiological changes in the body. This process then influences how individuals react. It might be helpful to use a model of this process. The Cognitive Model Worksheet (see Handout 2.1) is a visual representation of this model and will provide a more concrete reference in order to grasp this interplay of concepts. Explaining the components of each concept, at each stage in the process, is essential. It might be helpful to use the participant’s example of an anger-provoking situation during the explanation.

F. The assigning of homework is the next activity. The Assertiveness Worksheet (see Handout 2.2) is to be completed by the participant. This exercise requires an introduction to communication styles that are used when people interact. The
Communication Styles for Interaction handout (see Handout 2.3) is given to the participant. The facilitator reads the handout to the participant. The participant is instructed to use the handout as a guide, or reference, when completing the homework assignment. The homework assignment requires the participant to respond to the scenarios presented in the worksheet in an assertive manner. The participant should be asked if they have any questions about the assignment.

G. The open discussion activity follows homework assignment. This agenda item is filled during the initial session agenda setting activity. If a question, or topic, was placed on the agenda at the beginning of the session, then this is the time to address the item placed on the agenda by the participant. If there was no item placed on the agenda at the beginning of the session, then the participant should be asked if any questions, or thoughts, have arisen during the session that have not been discussed. This process for the open discussion will be followed throughout each future session.

H. The review and summary activity follows the open discussion. The review and summary includes brief discussions about: the goals of the participant; the definition of anger; how anger fits into the cognitive-behavioral model; what it means to interact in an assertive manner; and the homework assignment. Since this session’s contents and activities will be shaped through the use of personal examples to convey the various concepts, the review and summary of the session should be framed within the context of the discussion.

I. An appointment should be made for the next session.
Handouts

Handout 2.1 Cognitive Model Worksheet

Handout 2.2 Assertiveness Worksheet

Handout 2.3 Communication Styles for Interaction
Handout 2.1

Cognitive Model Worksheet

<table>
<thead>
<tr>
<th>EVENT</th>
<th>BELIEFS</th>
<th>EMOTION</th>
<th>PHYSIOLOGY</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigger</td>
<td>Thoughts</td>
<td>Anger</td>
<td>Heart Rate</td>
<td>Fight/Flight</td>
</tr>
<tr>
<td>Ideas</td>
<td>Anxiety</td>
<td>Sweat Glands</td>
<td>Aggression</td>
<td></td>
</tr>
<tr>
<td>Cognitions</td>
<td>Sadness</td>
<td>Blood Flow</td>
<td>Avoidance</td>
<td></td>
</tr>
</tbody>
</table>
Handout 2.2

Assertiveness Worksheet

Directions: Respond to the situations below with an assertive response.

You’re feeling lonely and left out. Your two friends are in the other room talking. You say,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You’ve been rushing around all day. It’s very hot and you don’t have air conditioning. Your
parent comes home and wants you to help finish painting a bedroom. You say,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You’re in your favorite fast food restaurant and the worker asks, “Who’s next?” It’s your turn, but
a woman who came in after you says, “I am!” You say,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

You receive a notice that you have been placed in the classroom of a teacher whom you don’t like
and you think doesn’t like you. You go to the principal and say,

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Handout 2.3

*Communication Styles for Interaction*

**Passive**—You let people walk all over you without saying anything about it. You don’t want to cause any trouble or be a bother to others. You rarely make a choice, preferring to let others decide. You put the needs of others before your own and often feel resentful.

**Aggressive**—You settle your problems forcefully and don’t care how others feel about it. You want your needs met and don’t care how it affects others. You can be loud and don’t listen well to what others say.

**Passive-Aggressive**—You are not outright aggressive but you use more passive means to express your aggressive intentions. You might not show up at your scheduled detention or not turn in your homework because you are feeling angry with your teacher.

**Assertive**—You solve your problems and stand up for yourself, but not without listening to others and considering their needs as well. You ask for what you want in a non-confrontational manner. You don’t use aggression, like fighting, to solve your problems.

*While there are times that it is appropriate to be passive or aggressive, the generally preferred strategy for communication is assertiveness. It enables you to stand up for your rights and needs without causing more problems and conflicts in your life!*
Session Three

Session three begins to introduce the first of the mindfulness activities. Although the first session contained an introduction to mindfulness, this session will utilize a mindfulness exercise. The Body Scan exercise (Segal, Williams, & Teasdale, 2002) will be introduced. It is the starting point of mindfulness practice in this program because it is believed that one must become mindful of the breath and body in order to gain greater awareness of the self. This exercise is important to the program because anger is generally felt so strongly throughout the body. The aim of this exercise is to bring detailed awareness to each part of the body. It will help to develop concentration, calmness, attention, and mindfulness. This exercise will hopefully foster greater awareness of the body’s physiological responses to anger-provoking situations. Once one becomes mindful of their thoughts and body, then they will have a greater opportunity to handle anger in a more appropriate way. Practicing this exercise and an additional cognitive-behavioral exercise will encompass the homework assignment. The Anger Provocation Triggers exercise will begin the process of self-exploration and understanding of how anger affects them on different levels (Rose, 1998). It entails the examination of anger on a personal level through the cognitive-behavioral model (Friedberg & McClure, 2002). This exercise will become a key to implementing future intervention strategies of the program.
Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session three. The agenda will include: the mood check-in; the bridge from the previous session; the homework review; the introduction to the Body Scan exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in the second session. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.
C. The bridge from the previous session is the next item on the agenda. A brief discussion about the goals that were set by the participant, the definition of anger, how anger fits into the cognitive-behavioral model, and what it means to interact in an assertive manner. This should lead to a review of the homework assignment.

D. The review of the homework assignment entails having the participant read aloud the assertive responses to the scenarios provided on the worksheet. Evaluation and collaboration between the participant and facilitator might be needed to respond to scenarios in an assertive manner. Alternative responses might be necessary, but the participant should not be made to feel that the responses provided are wrong. A review of the possible interaction styles might be necessary if it appears that the participant has not grasped the concept. If there are no questions, and if the facilitator feels the participant has grasped the concept, then move on to the next item on the agenda.

E. The Body Scan exercise is the next item on the agenda. Inform the participant that the next activity is an exercise in awareness. Inform them of the name of the exercise. Inform them that this exercise involves intentionally attending to various parts of the body. The objective for doing the body scan is to become aware of physical sensations in the body. This will be accomplished by attending to one’s breath, while moving one’s mind through the different parts of the body. This exercise entails bringing awareness to a particular part of the body, to hold it in awareness for a short period of time, and to release and “let go” of that part of the body before moving on to the next part. Inform the participant that
throughout the upcoming dialog that these instructions are guides, that there is no right or wrong was to do this exercise, and that stray thoughts, or distractions, are normal. These distractions and thoughts are not to be avoided or suppressed. They are going to happen. They should be acknowledged and observed. Follow the dialogue as outlined in Body Scan Meditation handout (see Handout 3.1).

F. Following the body scan meditation, it is important to discuss how the experience went for the participant. It might be helpful to remind them that success or failure is not the proper outlook. It is important that the facilitator embrace the participant’s difficulties as positive events. The aim of the exercise is to become aware of whatever one feels, or thinks, at the time.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in Session Two.

H. Assigning homework is the next activity on the agenda. The homework assignment entails completing the Anger Provocation Triggers worksheet (see handout 3.2). An anger trigger needs to be explained to the participant. Asking what they think an anger trigger means is helpful at first. If the definition provided is sufficient, then explain the homework assignment. If the definition provided needs further clarification, or development, then provide the participant with a definition. The main idea is to convey that an anger trigger is an event, or even possibly a thought, which occurs. When it does, this occurrence initiates a change in mood, thought, or body functioning that sets a course for anger to be experienced and potentially negative behaviors to be exhibited. Ask the participant to list two, or more, personal anger triggers. The worksheet also
requires listing how often these anger triggers occur and how angry they become as a result of the trigger. The other homework assignment requires the participant to practice the body scan exercise once between sessions.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the assertiveness exercise completed as homework, about the body scan exercise, about the difficulties experienced during this meditation exercise, and about the homework assignments.

J. A meeting should be scheduled for the next session.

Handouts

Handout 3.1 Body Scan Meditation

Handout 3.2 Anger Provocation Triggers
Handout 3.1

**Body Scan Meditation**

1. Make yourself comfortable. If possible, lie down. If not, take a comfortable seated position. Allow your eyes to close gently.

2. Take a minute to get in touch with the movement of your breath and the sensations in the body. When you are ready, bring your awareness to the physical sensations in your body, especially to the sensations created by your body touching the floor or seat. Each time you outbreath, allow yourself to sink deeper into the floor or seat.

3. The aim is not feel any different, relaxed, or calm; this might happen or it might not. The aim is to bring awareness to any sensations you detect, as you focus your attention on each part of the body.

4. Now bring your awareness to the physical sensations in the lower stomach area, becoming aware of the changing patterns of sensations in the lower stomach area as you breathe in, and as you breathe out. Take a moment to feel the sensations as you breathe in and as you breathe out.

5. Having connected with the sensations in the lower stomach, bring your awareness down the left leg, into the left foot, and out to your left toes.

6. When you are ready, on an inbreath, feel the breath entering your lungs, and then passing down into your lower stomach, into the left leg, and out to the toes of your left foot. Then, on the outbreath, feel the breath coming all the way back up, out of the foot, into the leg, up through you body, and out through your nose. As best you can, try this for a few moments.
7. Try breathing with the sensations. Be aware of the breath in the background, as, in the foreground, you explore the sensations of that area.

8. Continue to bring awareness, and a gently curiosity, to the physical sensations in each part of your body in turn. In each area, as best you can, bring the same detailed level of awareness and gently curiosity to the bodily sensations present. As you leave each major area, breathe in to it on the inbreath, and let go of that area on the outbreath.

9. When you are ready, bring your awareness to the right leg. Feel the breathe entering the lungs, and then passing through your body, in to the right leg, the right foot, and out to the toes on your right foot. On the outbreath, feel the breath coming all the way back up, out of the foot, into the leg, up through the body, and out through the nose. Try this for a few moments.

10. When you are ready, on the outbreath, let go of the right leg. Bring your awareness to the sensations of the left arm. Feel the breathe entering the lungs, and then passing through the chest, into the left arm, and through to the fingers on your left hand. As best you can, continue this for a few breaths. Follow through to the right arm, to the back, to the head, and finally to the face.

11. When you become aware of tension, or of other intense sensations in a particular part of the body, you can breath in to them, using the inbreath gently to bring awareness right into the sensations, and, as best you can, have a sense of their letting go, or releasing, on the outbreath.

12. The mind will inevitably wander away from the breath and the body from time to time. That is normal. It is what minds do. When you notice it, gently
13. After you have “scanned” the whole body in this way, spend a few minutes being aware of a sense of the body as a whole, and of the breath flowing freely in and out of the body.

Adapted from Segal, Williams, & Teasdale (2002)
Handout 3.2

**Anger Provocation Triggers**

Directions: Please list below at least two situations, thoughts, or events that occur that cause you to feel angry. Indicate how often this tends to happen to you on average (e.g., 1x/day, 5x/week). Finally, indicate how angry you feel when the anger trigger occurs on a scale from 1 to 10, with 1 equal to “not very angry” and 10 equal to “extremely angry.”

<table>
<thead>
<tr>
<th>Anger Trigger</th>
<th>How Often</th>
<th>How Angry</th>
</tr>
</thead>
</table>
Session Four

The fourth session contains exercises that are both cognitive-behaviorally based and based on the practice of mindfulness. Now that the participant has identified personal anger triggers, the first aim of this session is to establish the connection between an anger trigger and subsequent thoughts, feelings, physiological changes, and behaviors. This discussion will build upon the discussion held in session two, and will reinforce the concepts of the cognitive-behavioral model that were previously introduced. The other aim of this session is to transition from the body scan exercise introduced in the previous session, which focused on bringing awareness to parts of the body, to the Sitting Meditation exercise (Segal et al., 2002), which focuses on bringing awareness and attention to the breath. The connection between the cognitive-behavioral exercise and the mindfulness exercise will begin to emerge. It is believed that once a greater ability to understand the cognitive-behavioral processes involved in anger is established and a greater ability to attend is established through mindfulness practice, then the better equipped one will be to effectively deal with their anger.

Suggested Reading


Session Content

A. The agenda setting exercise is the first activity for session four. The agenda will include: the mood check-in; the bridge from the previous session; the
homework review; the thoughts, feelings, and behaviors exercise, the introduction to the Sitting Meditation exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the body scan exercise, obstacles confronted with during the body scan, and anger triggers.

D. The review of the homework entails first discussing the participant’s experience of practicing the body scan between sessions. This discussion should include any further barriers that the participant might have had during practice. The anger triggers worksheet is the next activity that requires discussion. The personal anger triggers listed by the participant should be reviewed. This review will lead to the next activity on the agenda.

E. The Thoughts, Feelings, and Behaviors exercise is the next activity on the agenda. One of the anger triggers listed by the participant should be used as an example to relate how this event affects the individual. The connection between how an event causes thoughts and feelings to occur should be
discussed. The participant should be asked what thoughts, what feelings, what bodily sensations, and what images go through their mind when this anger trigger occurs. Through the use of their statements, their thoughts, feelings, and physiological sensations should be identified. The facilitator should work collaboratively with the participant on this exercise. The participant should be asked what behaviors typically occur in response to the anger trigger. The relationship between one’s cognitive processes and behavior can be established at this point.

F. The Sitting Meditation is the next exercise on the agenda. The participant should be asked to get in a comfortable sitting position. A position that is comfortable, yet still having a proper posture, is most desirable. Once this is established, the participant is asked to bring attention to the breath. The focus is to pay close attention to the breathing process. Each inhale and exhale should be attended to through its full course. The participant should be made aware that the mind is expected to drift from attending to the breath. When this happens, they are instructed to take note of the thought that made them wander, then simply bring attention back to the breath. Wandering from attention to the breath and becoming able to bring attention back will improve the ability to attend in other areas of life. This exercise should last for approximately ten minutes. Follow the Sitting Meditation handout (see Handout 4.1) for complete transcript instructions.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.
H. The homework assignment between sessions will consist of practicing the sitting meditation exercise. The participant is asked to practice for one ten-minute session. After practicing, the participant should be asked to write any comments down about the practice session. These comments can include obstacles or any thoughts that occur during practice.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the Thoughts, Feelings, and Behaviors exercise, the Sitting Meditation exercise, about the difficulties experienced during this meditation exercise, and about the homework assignment.

J. A meeting should be scheduled for the next session.

Handouts

Handout 4.1 Sitting Meditation
Handout 4.1

Sitting Meditation

1. Settle into a comfortable sitting position. Allow your back to adopt an erect, dignified, and comfortable posture. Gently close your eyes.

2. Bring your awareness to the level of physical sensations by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and whatever you are sitting on. Spend a minute or two exploring these sensations, just as in the body scan.

3. Now bring your awareness to the changing patterns of physical sensations in the lower abdomen as the breath moves in and out of your body.

4. Focus your awareness on the sensations of slight stretching as the abdominal wall rises with each inbreath and of gently deflation as it falls with each outbreath. As best you can, follow with your awareness the changing physical sensations in the lower abdomen all the way through as the breath enters your body on the inbreath and all the way through as the breath leaves your body on the outbreath. Perhaps noticing the slight pauses between one inbreath and the following outbreath, and between one outbreath and the following inbreath.

5. There is no need to try to control the breathing in any way. Let the breath breathe itself. As best you can, also bring this attitude of allowing to the rest of your experience. There is nothing to be fixed, no particular state to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is.
6. Your mind will wander away from the focus on the breath in the lower abdomen to thoughts, daydreams, and drifting along. This is perfectly all right. This is what minds do. When you notice that your awareness is no longer on the breath, gently congratulate yourself. You may want to acknowledge briefly where the mind has been. Then, gently bring the awareness back to a focus on the sensations in the lower abdomen.

7. As best you can, congratulate yourself each time on reconnecting with your experience in the moment, gently escorting the attention back to the breath, and simply resume following in awareness the changing pattern of physical sensations that come with each inbreath and outbreath.

8. As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience.

Adapted from Segal, Williams, and Teasdale (2002)
Session Five

At this point in the program, the participant has begun to establish a mindfulness practice in their life. Session five is designed to continue and support mindfulness practice. The session includes a ten-minute sitting meditation practice session, where the attention will remain on the breath. Along with the sitting meditation, an additional meditation exercise is introduced called the 3-minute breathing space. Segal et al. (2002) described this exercise as a “minimeditation.” The aim of this exercise is to bring mindfulness practice to everyday life. The eventual goal of this exercise is to have the participant incorporate this exercise as a coping mechanism in the future when anger-provoking events occur. The cognitive-behavioral activity for this session includes an introduction to the Anger-Provoking Events Calendar exercise. Previous sessions have discussed the cognitive-behavioral model with respect to anger and personal anger triggers. This exercise will draw upon those discussions and require the participant to record and track anger provoking situations in their life.

Suggested Reading


Session Content

A. The agenda setting exercise is the first activity for session five. The agenda will include the mood check-in; the bridge from the previous session; the
homework review; sitting meditation practice; an introduction to the 3-Minute Breathing Space exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation exercise and the Thoughts, Feelings, and Behaviors discussion.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation between sessions. This discussion should include any further barriers or comments that the participant might have had during practice.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. An introduction to the 3-Minute Breathing Space is the next activity on the agenda. Describe to the participant that this exercise is designed to start bringing mindfulness into everyday life. There are three steps to the exercise.
The first step is to recognize and acknowledge where one is at that moment. The next step involves bringing attention to the breath. The third step involves extending awareness to include the breath and the body as a whole. Follow the 3-Minute Breathing Space transcript (see Handout 5.1).

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. An introduction to the Anger-Provoking Events Calendar follows the open discussion. Using the Anger-Provoking Events Calendar worksheet (see Handout 5.2), describe the aspects of the worksheet. Ask the participant to list at least one situation that provoked anger. An example might be beneficial to further explain the worksheet. It might be helpful to use one of the participant’s anger triggers or refer back to the previous discussion in which the cognitive-behavioral model was explained. The worksheet requires the participant to indicate whether they were aware of their anger at the time of the event, to indicate how their body felt during the event, to indicate their thoughts during the event, and to indicate what thoughts they now have after the event. Additional homework assignments between sessions will consist of practicing the sitting meditation exercise and the 3-minute breathing space. The participant is asked to practice the sitting meditation for one ten-minute session. After practicing, the participant should be asked to write any comments down about the practice session. These comments can include obstacles or any thoughts that occur during practice. The participant is also asked to practice the 3-minute breathing space exercise three times a day.
I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation exercise, about the difficulties experienced during this meditation exercise, about the 3-minute breathing space, and about the homework assignments.

J. A meeting should be scheduled for the next session.

Handouts

Handout 5.1 3-Minute Breathing Space

Handout 5.2 Anger-Provoking Events Calendar
Handout 5.1

3-Minute Breathing Space

1. Awareness

Bring yourself into the present moment by deliberately adopting an erect and dignified posture. If possible, close your eyes. Then ask:

“What is my experience right now...in thoughts...in feelings...and in bodily sensations?”

Acknowledge and register your experience, even if it is unwanted.

2. Gathering

Then, gently redirect full attention to breathing, to each inbreath and to each outbreath as they follow, one after the other.

Your breath can function as an anchor to bring you into the present and help you tune into a state of awareness and stillness.

3. Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of the body as a whole, your posture, and facial expression.

*The breathing space provides a way to step out of automatic pilot mode and reconnect with the present.*

The key skill in using MBCT is to maintain awareness in the moment. Nothing else.

From Segal, Williams, & Teasdale (2002)
Handout 5.2

**Anger-Provoking Events Calendar**

Directions: Please complete each section, the best you can, after you have experienced an anger trigger.

<table>
<thead>
<tr>
<th>Trigger</th>
<th>Awareness (Y/N)</th>
<th>Body Experience</th>
<th>Thoughts</th>
<th>Thoughts After</th>
</tr>
</thead>
</table>

Session Six

Session six focuses on practicing the meditation exercises introduced to this point in the program. Practice during session meetings is important because it gives the facilitator an opportunity to work through barriers and obstacles with the participant following practice. Homework assignments are reinforcing and adding to session discussions and are establishing a mindful lifestyle for the participant, however ensuring that the participant is completing homework assignments between sessions is left to the participant. This session will discuss how to use and bring the mindfulness perspective to everyday life. Using the 3-minute breathing space exercise as a coping technique when anger-provoking situations occur is the focus of this session. The various cognitive-behavioral exercises discussed to this point in the program should have established the groundwork for identifying and becoming aware of anger’s effect on individuals. This heightened awareness is used in conjunction with the mindfulness exercises to provide a strategy for effectively dealing with anger.

Session Content

A. The agenda setting exercise is the first activity for session six. The agenda will include the mood check-in; the bridge from the previous session; the homework review; sitting meditation practice; an introduction to the 3-minute breathing space exercise as a coping strategy; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on
average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation exercise and the 3-minute breathing space exercise.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation and 3-minute breathing space exercises between sessions. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. Reviewing the worksheet will give the facilitator an opportunity to work collaboratively with the participant. This review will provide an assessment of how well the participant is grasping the cognitive-behavioral model as it applies to anger. Clarification and further discussion about the model might be necessary at this time.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. Using the 3-minute breathing space as a coping mechanism is the next item on the agenda. Issue a statement expressing that the 3-minute breathing space is
going to be used at times when anger-provoking events occur in addition to the times it is practiced during the day. The facilitator should discuss with the participant that when the awareness of anger occurs, which might be due to a trigger, random thought, or physiological change that the 3-minute breathing space can be used to effectively deal with the emotion. This can be accomplished through two ways. The participant is instructed to either practice the breathing space as they would during scheduled practice or to simply bring awareness to what is happening in the mind and body at the time anger is being experienced. Since anger-provoking events can occur randomly, the ability to follow the usual 3-minute breathing space exercise might not be possible, or recommended. Momentarily bringing awareness to the breath, mind, and body, will foster the ability to appropriately respond to the emotion. The participant should be encouraged to use the skills they have learned to this point in identifying and becoming aware of cognitions, physiological changes, and behaviors related to anger in order to use this coping strategy and be reassured that the ability to do so is within their grasp.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation exercise, the 3-minute breathing space exercise, and attempting to use the 3-minute breathing space as a coping mechanism. The participant is asked to practice the sitting meditation for one ten-minute session, and practice the 3-
minute breathing space exercise three times a day. The participant is also asked to write down on the Anger-Provoking Events Calendar worksheet the attempts that were made to use the new coping strategy.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation exercise, about the 3-minute breathing space exercise as a coping mechanism, and about the homework assignments.

J. A meeting should be scheduled for the next session.
Session Seven

The emphasis of session seven is on the mindfulness perspective and practice. The Attitudinal Factors exercise focuses on Kabat-Zinn’s (1990, 1994) attitudinal factors and how they are related to experiencing life. Kabat-Zinn explains that the attitudinal factors are at the core of mindfulness practice. They cultivate awareness, enable one to build a strong meditation practice, and are, in turn, strengthened through mindfulness practice.

Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session seven. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the introduction to the Attitudinal Factors exercise, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation practice and the 3-minute breathing space exercise as a coping mechanism. This brief review should lead the session into the next activity.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation and 3-minute breathing space exercises between sessions. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism. Reviewing the worksheet will provide an opportunity to discuss the use of the exercise as a coping mechanism. The barriers and obstacles to using the exercise as a coping mechanism might become evident. Remember, simply becoming aware of the breath when experiencing anger will influence how they experience the emotion. The participant might need further encouragement to simply become aware of the breath or to implement the full 3-minute breathing space exercise.
E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. The Attitudinal Factors exercise is the next item on the agenda. The facilitator should hand out the Attitudinal Factors worksheet (see Handout 7.1). The attitudinal factors include non-judging, patience, beginner’s mind, trust, non-striving, acceptance, and letting go. The facilitator should read through the worksheet with the participant. Each factor should be discussed thoroughly through a collaborative approach between the facilitator and participant. The facilitator might ask the participant the questions, “What do you think this attitudinal factor is attempting to say,” and/or “Do you feel you already use this factor in your life,” and/or “How do you think you can use, or apply, each attitudinal factor in your life.”

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation exercise, the 3-minute breathing space exercise, and continued attempts to use the 3-minute breathing space as a coping mechanism. The participant is asked to practice the sitting meditation for one ten-minute session, and practice the 3-minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the new coping strategy.
I. The review and summary of the session is the next activity on the agenda.
   This includes brief discussions about the sitting meditation exercise, about the
   3-minute breathing space exercise as a coping mechanism, about the
   Attitudinal Factors exercise, and about the homework assignments.

J. A meeting should be scheduled for the next session.

Handouts

Handout 7.1 Attitudinal Factors
Handout 7.1

**Attitudinal Factors**

*Non-judging* is assuming the stance of an impartial witness to your own experience. The habit of categorizing and judging our experience locks us into mechanical reactions that we are not even aware of and that often have no objective basis.

*Patience* means that we understand and accept the fact that sometimes things must happen in their own time. It requires us to be open to each moment as it is and to allow things to unfold in their own time.

The *Beginner’s Mind* allows us to be receptive to new things. It allows us to be open to new possibilities. It helps prevent us from getting stuck in old patterns of thought based on our past experiences and knowledge.

*Trust* means taking responsibility for being yourself and learning to listen to and trust your own being. The more you trust yourself, the more that allows you to trust other people.

*Non-striving* means appreciating that often the best way to achieve your goals is to back off from striving for results and instead start focusing carefully on seeing and accepting things as they are, moment to moment.
Acceptance means seeing things as they actually are in the moment. You come to
terms with things as they are and accept them. The sooner we are able to accept a
problem, the sooner we are able to heal or grow from it.

Letting go means non-attachment to our thoughts and feelings. You purposely put
aside the habit of elevating some experiences and rejecting other experiences.
You practice observing and letting your experience be what it is, whether it is
negative or positive.

(Kabat-Zinn, 1990, 1994)
Session Eight

The focus of session eight is on introducing the problem-solving process. Much of the literature (D’Zurilla & Nezu, 2001; Lochman, Whidby, & FitzGerald, 2000; Rose, 1998) indicates the importance of teaching problem-solving skills to youth with externalizing behaviors and social skill deficits. With some minor variations, the literature identifies the main components of the problem-solving process as including problem identification, generation of multi-response solutions; decision-making; and evaluation. The problem-solving exercise introduced in this program will utilize a cognitive-behavioral approach to the problem-solving process. At this point in the program, it is felt that the participant will also bring the mindfulness perspective to the problem-solving process. By previously teaching the cognitive-behavioral model and with mindfulness practice, the participant will be able to incorporate the two perspectives into the problem-solving process. These perspectives should influence the participant at each level of the problem-solving process.

Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session eight. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the introduction to the problem-solving exercise, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the attitudinal factors. Each attitudinal factor should be reviewed, and the participant should be asked if they have any questions about any factor.

D. The review of the homework entails first discussing the participant’s experience during sitting meditation practice and 3-minute breathing space.
exercises. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. The introduction to the problem-solving process is the next item on the agenda. Use the Problem-Solving worksheet (see Handout 8.1) as a visual aide when introducing this exercise. This exercise should be introduced by stating that all people have problems, that most problems can be handled effectively, and that problem-solving is usually more effective if not handled impulsively. By being able to stop impulsive reactions when problems occur, we can learn to respond to problems, which will ultimately lead to more effective ways to deal with problems. This is the point in which mindfulness practice enables greater awareness of a problem, and referring back to the cognitive-behavioral model enables greater awareness of physiological, cognitive, and affective changes when problems occur. Taking what has already been taught, we can apply this to the first step in the problem-solving process, which is called “problem identification.” Placing the problem-solving process in the context of the participant’s problems might be useful.
The Anger Triggers and/or the Anger-Provoking Events Calendar worksheets might be helpful in identifying a persistent problem for the participant. Problem identification involves acknowledging the problem as a problem and examining all the aspects of the problem. Once the problem has been identified, generating possible responses to the problem is the next process involved in problem solving. The participant should be asked to generate various potential responses to the problem. These responses should be recorded on the worksheet. The next step in the problem-solving process involves decision-making. Among the various responses generated by the participant, a decision should be made with regard to what response would likely be most effective at resolving the problem. A review of potential consequences and outcomes should take place collaboratively between the participant and facilitator. This collaborative exercise will aide in the evaluation process, which is the last step in the problem-solving process. The participant should be encouraged to evaluate each response generated and chose among them the most effective means of resolving the problem. The participant should be informed that utilizing this process might not be readily available for use at the time of a problem, however with practice, which can be done following a problematic situation, when there is time to go through this process, this skill will develop for more immediate use.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.
H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation and the 3-minute breathing space exercises. The participant is asked to practice the sitting meditation for one ten-minute session and practice the 3-minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the problem-solving process between sessions.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation practice, about the problem-solving exercise, and about the homework assignments.

J. A meeting date and time should be established for the next session.

**Handouts**

8.1 Problem-Solving
Handout 8.1

Problem-Solving

Problem Identification

_Acknowledge the problem as a problem!

Possible Responses

_How can I respond to the problem?

Decision-Making

_What response would be most effective at resolving the problem?

Consequences

_What are the consequences related to each decision?

Evaluate

_Pick your response!
Session Nine

The focus of session nine is on review, reinforcement, and connecting the models discussed throughout this program. The agenda for this session will include a review of previous mindfulness and cognitive-behavioral exercises. Reviewing past exercises provides an opportunity for clarification of any lingering questions, while also providing an opportunity for reinforcement of previously learned concepts. A summative exercise that connects the cognitive-behavioral model with mindfulness practice is the core exercise of this session. Conveying how these two models can work together when experiencing anger is the goal of this session. Although there are no new exercises to be introduced during this session from either the mindfulness-based or cognitive-behavioral perspectives, it is an important session to the overall program because it aids in the continuing development of a mindfulness practice and an effective approach to handling anger.

Session Content

A. The agenda setting exercise is the first activity for session nine. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the connecting exercise between the cognitive-behavioral model and mindfulness, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero
anger would suggest that you have been anger-free since we last met, and a
ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-
evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This
should include a brief discussion about the problem-solving process, however
this will be during the connecting exercise. Therefore, a statement should be
issued that the problem-solving process will be further discussed shortly, but
if there are any questions about the process, then they can be addressed at this
time.

D. The review of the homework entails first discussing the participant’s
experience during sitting meditation practice and 3-minute breathing space
exercises. This discussion should include any further barriers or comments
that the participant might have had during practice. The Anger-Provoking
Events Calendar should be reviewed after discussing homework meditation
practice. The homework assignment asked the participant to document on the
worksheet any occasion where they used the 3-minute breathing space as a
coping mechanism or when the participant engaged in the problem-solving
process between sessions.

E. Sitting meditation practice is the next exercise on the agenda. This exercise
should be practiced for approximately ten-minutes. Following practice, there
should be a brief discussion about the experience.
F. The connecting exercise is the next item on the agenda. This exercise begins by reviewing the cognitive-behavioral model as it is related to anger. Activities and discussions from previous sessions utilized personal examples from the participant when explaining the model. The use of past discussion topics can be utilized, or any, more recent, examples that the participant has provided from homework assignments can be used. It is important to cover all aspects related to experiencing anger. This includes the cognitive, affective, physiological, and behavioral aspects. Incorporating the mindfulness exercises can be done at each level of the anger experience. The seven attitudinal factors can be applied to the cognitive aspect of anger influence, which then influences the other aspects related to anger. Mindfulness practice (i.e., meditation, 3-minute breathing space) instills greater awareness, which can influence each aspect related to anger. The goal of this discussion is to convey the idea that through changing the way one relates to the anger experience by using a mindfulness perspective, an individual can create a change in the way anger is experienced. This will ultimately lead to an effective way to respond to the emotion.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation and the 3-minute breathing space exercises. The participant is asked to practice the sitting meditation for one ten-minute session and practice the 3-
minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the problem-solving process between sessions.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation practice, about the connecting exercise, and about the homework assignments.

J. A meeting date and time should be established for the next session.
Session Ten

The previous session concentrated on integrating the two perspectives utilized in the anger-management program. The final session of this anger-management program is designed to encourage introspection on the part of the participant. This is accomplished through reviewing the expectations and goals the participant held at the outset of the program. Current knowledge and views are explored to assess the influence of the program on the participant. This session is the final opportunity for questions to be addressed, for discussion on remaining obstacles and barriers, and for discussion on areas that continue to require improvement. The activities and discussions also focus on maintaining a mindfulness practice for the future.

Session Content

A. The agenda setting exercise is the first activity for session ten. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, a discussion about goal attainment, a discussion about obstacles and barriers left to overcome, a discussion about the work left to be done with respect to experiencing anger, the open discussion, the assigning of homework, and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the integration of the two perspectives, if there are any questions about how the two perspectives can be used together, then they can be addressed at this time.

D. The review of the homework entails first discussing the participant’s experience during sitting meditation practice and 3-minute breathing space exercises. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism or when the participant engaged in the problem-solving process between sessions.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. A discussion about goal attainment is the next item on the agenda. The Goal Sheet that was completed by the participant after the first session should be used to open the discussion. This discussion should be collaborative in nature, however the participant’s perception as to whether their initial goal(s) was/were met should provide insight as to whether the program was
beneficial. Although the potential exists that the goal(s) was/were not met, the potential also exists that the program had influence in other areas of the participant's life. If this is the case, then this should be explored. In the event that the program was not felt to be beneficial, then the participant should be referred for another approach to anger-management counseling.

G. The next item on the agenda is a conversation about obstacles and barriers that are left to overcome. Due to the unpredictable nature of what obstacles are left to overcome, this discussion will be influenced by the participant's admissions. A collaborative discussion should ensue to problem-solve if possible, or in the spirit of the mindfulness perspective, the obstacle might need to be accepted.

H. The next item on the agenda is a discussion about what areas, or aspects, related to anger the participant continues to need improvement in. Once again, this discussion is unpredictable and subjective in nature. Generating a plan of action to facilitate improvement in these areas is important. The participant should end this program with a feeling that they can continue to improve in areas of weakness. Once again, a referral for continued counseling might be necessary.
I. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

J. Homework assignment is the next item on the agenda. The homework assignment for the future is to expand upon and maintain their mindfulness practice and utilize the exercises taught to them throughout the program.

K. The review and summary of the session is the final activity on the agenda. This includes brief discussions about the sitting meditation practice, about goal attainment, about obstacles and barriers left to overcome, about the work left to be done with respect to experiencing anger, and about maintaining a mindfulness practice.
Appendix B

The Mindfulness-Based and Cognitive-Behavior Therapy

For Anger-Management Manual (Revised)
The Mindfulness-Based and Cognitive-Behavior Therapy
For Anger-Management Manual

Jeffrey Kelly, Psy.D., NCSP
Sessions

This program is a ten-session anger-management program. Implementation of the entire program is designed to take between eight to ten weeks. The structure of the sessions is designed to create consistency among sessions and predictability to each session’s activities in order to facilitate the goals of each session. The structure of the sessions uses a cognitive-behavioral treatment format and will include: (1) an agenda-setting exercise, (2) a brief mood check-in/update, (3) a bridge from the previous session, (4) a review of the homework, (5) a discussion of the agenda items, (6) an assigning of new homework, and (7) a summary and feedback discussion. This format will be used following the first session, however the nature and scope of the first session necessitates the need for an altered format initially. Each session is designed to last for approximately one-hour. All aspects of each session need to be covered, therefore sessions might need to carry over to the next meeting. In this case, the activities not covered in a session should become priorities for the next session’s agenda.

Session Size

This is an individual counseling anger-management program. Session participants include the program facilitator and one participant.

Goals of the Program

The goal of the program is to aid individuals with anger related difficulties. This is accomplished through teaching cognitive and behavioral strategies to the participant. These strategies can be used to appropriately deal
Mindfulness-Based 184

with anger-provoking situations. It is a psychoeducational program that teaches
individuals the cognitive, affective, behavioral, and physiological aspects of
anger. Through the use of the mindfulness-based and cognitive-behavioral based
activities, individuals will gain the skills and perspective necessary to effectively
deal with anger.

**Facilitator Requirements**

The facilitator implementing the sessions needs to have the educational
qualifications necessary to function as a counseling provider. Considering that
this program is designed for implementation in the school setting, the facilitator
should be a master-level school social worker or school psychologist. The
facilitator should have an understanding and knowledge of individual counseling
procedures. Experience in the field’s of cognitive; cognitive-behavior, and/or
mindfulness-based cognitive therapy would be ideal, however this program and
manual are designed in such a way as to not be a requirement. Suggested
readings are provided at the beginning of each session for the facilitator without
knowledge of the psychological perspectives previously noted. These readings
provide the background knowledge needed to successfully implement each
session for those without experience in these perspectives and can also serve as
reinforcement for those with experience in these perspectives.

**Suggested Readings**

Guilford Press.


Session One

The first session serves to provide an introduction to the program facilitator, to the guidelines that dictate a counseling relationship, to the anger-management program, and to establish goals for the participant. After the introductions and overview of the program, the participant will have a better understanding of the mindfulness approach, how the sessions will transpire, and lay the foundation for future sessions.

Suggested Reading


Session Content

A. The first activity requires setting the agenda. The sequential order for setting this session agenda includes: (1) an introduction; (2) a description of counseling guidelines; (3) a description of the time, frequency, and duration of sessions; (4) a description and rationale for session structure; (5) a description of the rationale and activities for this anger-management program; (6) homework assignment; (7) an open discussion; (8) and a summary of the session.

B. The facilitator will introduce himself or herself to the participant. A brief discussion about their background and function within the school system should occur. The background information (i.e., reason for participation in counseling [anger-management issues], educational background, and family dynamics) that the facilitator has about the participant should be discussed.
The participant should be allowed to clarify or add additional information about themselves during this time.

C. The counseling guidelines are established. This includes confidentiality issues and termination of program guidelines. (Jacobs & Hartshorne, 2003)

D. Issue a statement about the time (approximately 60 minutes), frequency (two-times per week), and number of sessions (ten-sessions) for the program.

E. A description and overview of the session structure is provided. The rationale for using this structure should follow the overview. It should be described as an approach to session structure that facilitates activity completion for each session. Since there are time constraints for each session, using this approach will decrease the likelihood of not covering all activities and topic areas. It also provides consistency and structure to the sessions and the overall program. The participant is able to place a topic on the agenda, which is covered under the open discussion. The facilitator encourages the participant to provide topics for this allotted time. This provides a sense of collaboration to the participant. Agreement on this format between the facilitator and participant should be secured before continuing.

F. The rationale for this anger-management program is provided. The program is described as a psychoeducational approach to anger-management that incorporates specific activities that will increase the likelihood of effectively handling anger. The concept of psychoeducation is described as a learning process that will teach participants to identify the thought processes that occur in response to anger-provoking situations, how these thought processes affect
mood, perception, and physiology, and how these concepts influence behavior. The mindfulness approach is described with the use of a handout (see Handout 1.1) that contains various definitions and by explaining that mindfulness cultivates awareness, which will allow an individual to be more able to engage in activities that will ultimately lead to more desirable outcomes. Mindfulness practice will foster the skill of awareness. With greater awareness will come a greater ability to engage in cognitive-behavioral activities and exercises at the time of the event.

G. Issue a statement explaining that this program utilizes both psychoeducational activities and mindfulness activities. These activities include goal setting, education about anger, identifying anger-triggers, assertiveness training, problem-solving, breathing exercises, meditation, and mindfulness perspective taking.

H. The homework assignment for this session requires the participant to describe during the next session their goals for participating in this program. The participant is instructed to write their goals on the Goal Sheet handout (see Handout 1.2). This assignment can be as simple as a single statement or goals presented in a bullet format.

I. The participant is offered the opportunity to ask any questions or make any comments following the homework assignment.

J. The facilitator should summarize the session by reviewing all activities following the introduction. This is accomplished by issuing statements that this program is a psychoeducational program that teaches individuals the
cognitive, affective, physiological, and behavioral components of anger, that
all sessions will follow the same format, that this program utilizes the
cognitive-behavior and the mindfulness approaches and activities, and a
review of the homework assignment.

K. A time and date is established for the next session.

Handouts

Handout 1.1 Definitions of Mindfulness

Handout 1.2 Goal Sheet
Handout 1.1

Definitions of Mindfulness

“Mindfulness means awareness centered on the here and now without excessive preoccupation with memories of the past or fantasies about the future”
Horowitz (2002)

“(Mindfulness)…moments of peace and stillness, even in the midst of activity”
Jon Kabat-Zinn (1990)

“Mindfulness means paying attention in a particular way: on purpose, in the present moment, and nonjudgementally.”
Jon Kabat-Zinn (1994)

Mindfulness = Awareness
Handout 1.2

*Goal Sheet*

Directions: Please list your goal(s) for participating in this program.

Goal:


Goal:


Goal:


Goal:
Session Two

The second session serves to provide an introduction to the processes related to anger. The session’s contents are educational in nature. The goal of the session is to educate participants in the physiological, the cognitive, the affective, and the behavioral aspects of anger. This will lay the foundation for future activities and provide valuable insight into the processes related to anger. The homework assignment is an extension of session content. It serves as a reinforcement exercise, as well as providing perspective to how anger is experienced and handled in the “real world” setting. The Assertiveness Worksheet has participants generate solutions and behaviors to scenarios in an assertive verses aggressive, passive, or passive-aggressive nature.

Suggested Readings


Session Content

A. The first activity entails setting the agenda. The sequential order of the agenda for this session include: (1) a mood check-in, (2) a review or bridge from the previous session, (3) a review of the homework, (4) a psychoeducational exercise on the cognitive-behavioral model and how this model is applied to anger, (5) an assigning of homework, (5) an open discussion, (6) and a summary and feedback discussion.

B. The mood check-in is a rating of the participant’s anger that was experienced between sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” Clarification might need to be made as to what these numbers mean or how a value is assigned. This can be clarified by also issuing the statement, “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” This self-report evaluation can be used for comparison purposes in the future and provides the facilitator with information as to the participant’s recent functioning. Each participant will have their own self-evaluation of their mood.

C. The review of the previous session follows the mood check-in. The core objectives and activities of the previous session contained a discussion about
how sessions will be structured, how this program utilizes a
psychoeducational approach, how the mindfulness approach and activities will
be incorporated into this program, and how homework assignments will be
assigned between sessions. Issuing a statement to elicit any questions that
might have been formulated between sessions should be made. Time to
answer any questions should be given. If there are no questions, then proceed
to the next activity.

D. A review of the homework assignment follows the review. The homework
assignment between sessions entailed the participant formulating goals for
participation. The Goal Sheet should be reviewed. The participant’s goal(s)
should be acknowledged, and if this/these goal(s) appear to be achievable,
then a statement about the positive likelihood should be made. If the goal(s)
appear(s) too broad, unrelated to anger-management improvement, or
unachievable, then a refining or rewording of the goal(s) can be discussed.
This evaluation must be made with collaboration between the participant and
facilitator. Since the focus of this program is on psychoeducation, on
perspective building, on teaching effective strategies to deal with anger, and
on teaching maintenance strategies, the participant’s goal(s) need(s) to be
framed within these parameters. If appropriate goals cannot be formulated
after collaboration, then the participant should be referred to another
counseling provider.

E. The psychoeducational component follows the bridge from the previous
session. This component begins with a discussion about anger. This program
Mindfulness-Based considers anger to be defined as an emotional state that is experienced on multiple levels. These levels include the cognitive, the affective, the physiological, and the behavioral. The participant is asked to explain what they think this definition means. Collaboration between the participant and facilitator might be needed, and is encouraged. Since this program's definition of anger is broad, more specific descriptions should be elicited from the participant. This will promote a more personal understanding, or frame of reference, of the emotion. Next, the participant is taught about the cognitive-behavioral model. This can be done through using personal examples of situations that evoked anger. First, explain how situations, or events, evoke thoughts, which result in emotions, which creates physiological changes in the body, which eventually influences behavior. Ask the participant for an event that led them to act in a negative manner. This example can be used to explain how an activating event evokes cognitions. Issue statements that people are thought to largely bring their beliefs into play when activating events occur. Beliefs are the cognitions, thoughts, and ideas people hold as true. These cognitions evoke an emotional response. In this example, anger is the most likely emotion evoked. The feeling of this emotion evokes physiological changes in the body. This process then influences how individuals react. It might be helpful to use a model of this process. The Cognitive Model Worksheet (see Handout 2.1) is a visual representation of this model and will provide a more concrete reference in order to grasp this interplay of concepts. Explaining the components of each concept, at each
stage in the process, is essential. It might be helpful to use the participant’s example of an anger-provoking situation during the explanation.

F. The assigning of homework is the next activity. The Assertiveness Worksheet (see Handout 2.2) is to be completed by the participant. This exercise requires an introduction to communication styles that are used when people interact. The Communication Styles for Interaction handout (see Handout 2.3) is given to the participant. The facilitator reads the handout to the participant. The participant is instructed to use the handout as a guide, or reference, when completing the homework assignment. The homework assignment requires the participant to respond to the scenarios presented in the worksheet in an assertive manner. The participant should be asked if they have any questions about the assignment.

G. The open discussion activity follows homework assignment. This agenda item is filled during the initial session agenda setting activity. If a question, or topic, was placed on the agenda at the beginning of the session, then this is the time to address the item placed on the agenda by the participant. If there was no item placed on the agenda at the beginning of the session, then the participant should be asked if any questions, or thoughts, have arisen during the session that have not been discussed. This process for the open discussion will be followed throughout each future session.

H. The review and summary activity follows the open discussion. The review and summary includes brief discussions about: the goals of the participant; the definition of anger; how anger fits into the cognitive-behavioral model; what
it means to interact in an assertive manner; and the homework assignment.

Since this session’s contents and activities will be shaped through the use of personal examples to convey the various concepts, the review and summary of the session should be framed within the context of the discussion.

I. An appointment should be made for the next session.

Handouts

Handout 2.1 Cognitive Model Worksheet

Handout 2.2 Assertiveness Worksheet

Handout 2.3 Communication Styles for Interaction
Handout 2.1

**Cognitive Model Worksheet**

<table>
<thead>
<tr>
<th>EVENT</th>
<th>BELIEFS</th>
<th>EMOTION</th>
<th>PHYSIOLOGY</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trigger</td>
<td>Thoughts</td>
<td>Anger</td>
<td>Heart Rate</td>
<td>Fight/Flight</td>
</tr>
<tr>
<td>Ideas</td>
<td>Anxiety</td>
<td>Sweat Glands</td>
<td>Aggression</td>
<td></td>
</tr>
<tr>
<td>Cognitions</td>
<td>Sadness</td>
<td>Blood Flow</td>
<td>Avoidance</td>
<td></td>
</tr>
</tbody>
</table>
Handout 2.2

Assertiveness Worksheet

Directions: Respond to the situations below with an assertive response.

You're feeling lonely and left out. Your two friends are in the other room talking.
You say,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

You've been rushing around all day. It's very hot and you don't have air conditioning. Your parent comes home and wants you to help finish painting a bedroom. You say,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

You're in your favorite fast food restaurant and the worker asks, "Who's next?" It's your turn, but a woman who came in after you says, "I am!" You say,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

You receive a notice that you have been placed in the classroom of a teacher whom you don't like and you think doesn't like you. You go to the principal and say,

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Handout 2.3

*Communication Styles for Interaction*

**Passive**—You let people walk all over you without saying anything about it. You don’t want to cause any trouble or be a bother to others. You rarely make a choice, preferring to let others decide. You put the needs of others before your own and often feel resentful.

**Aggressive**—You settle your problems forcefully and don’t care how others feel about it. You want your needs met and don’t care how it affects others. You can be loud and don’t listen well to what others say.

**Passive-Aggressive**—You are not outright aggressive but you use more passive means to express your aggressive intentions. You might not show up at your scheduled detention or not turn in your homework because you are feeling angry with your teacher.

**Assertive**—You solve your problems and stand up for yourself, but not without listening to others and considering their needs as well. You ask for what you want in a non-confrontational manner. You don’t use aggression, like fighting, to solve your problems.

*While there are times that it is appropriate to be passive or aggressive, the generally preferred strategy for communication is assertiveness. It enables you to stand up for your rights and needs without causing more problems and conflicts in your life!*
Session Three

Session three begins to introduce the first of the mindfulness activities. Although the first session contained an introduction to mindfulness, this session will utilize a mindfulness exercise. The Body Scan exercise (Segal, Williams, & Teasdale, 2002) will be introduced. It is the starting point of mindfulness practice in this program because it is believed that one must become mindful of the breath and body in order to gain greater awareness of the self. This exercise is important to the program because anger is generally felt so strongly throughout the body. The aim of this exercise is to bring detailed awareness to each part of the body. It will help to develop concentration, calmness, attention, and mindfulness. This exercise will hopefully foster greater awareness of the body's physiological responses to anger-provoking situations. Once one becomes mindful of their thoughts and body, then he/she will have a greater opportunity to handle anger in a more appropriate way. Be sure to use a quiet room and surrounding environment for this exercise. Distractions, interruptions, and noisy environments will likely detract from the exercise. Practicing this exercise and an additional cognitive-behavioral exercise will encompass the homework assignment. The Anger Provocation Triggers exercise will begin the process of self-exploration and understanding of how anger affects him/her on different levels (Rose, 1998). It entails the examination of anger on a personal level through the cognitive-behavioral model (Friedberg & McClure, 2002). This exercise will become a key to implementing future intervention strategies of the program.
Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session three. The agenda will include: the mood check-in; the bridge from the previous session; the homework review; the introduction to the Body Scan exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in the second session. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. A brief discussion about the goals that were set by the participant, the definition of anger, how anger fits into the cognitive-behavioral model, and what it means to interact in an assertive manner. This should lead to a review of the homework assignment.

D. The review of the homework assignment entails having the participant read aloud the assertive responses to the scenarios provided on the worksheet. Evaluation and collaboration between the participant and facilitator might be needed to respond to scenarios in an assertive manner. Alternative responses might be necessary, but the participant should not be made to feel that the responses provided are wrong. A review of the possible interaction styles might be necessary if it appears that the participant has not grasped the concept. If there are no questions, and if the facilitator feels the participant has grasped the concept, then move on to the next item on the agenda.

E. The Body Scan exercise is the next item on the agenda. Inform the participant that the next activity is an exercise in awareness. Inform them of the name of the exercise. Inform them that this exercise involves intentionally attending to various parts of the body. The objective for doing the body scan is to become aware of physical sensations in the body. This will be accomplished by attending to one’s breath, while moving one’s mind through the different parts of the body. This exercise entails bringing awareness to a particular part of
the body, to hold it in awareness for a short period of time, and to release and “let go” of that part of the body before moving on to the next part. Inform the participant that throughout the upcoming dialog that these instructions are guides, that there is no right or wrong was to do this exercise, and that stray thoughts, or distractions, are normal. These distractions and thoughts are not to be avoided or suppressed. They are going to happen. They should be acknowledged and observed. Follow the dialogue as outlined in Body Scan Meditation handout (see Handout 3.1).

F. Following the body scan meditation, it is important to discuss how the experience went for the participant. It might be helpful to remind them that success or failure is not the proper outlook. It is important that the facilitator embrace the participant’s difficulties as positive events. The aim of the exercise is to become aware of whatever one feels, or thinks, at the time.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in Session Two.

H. Assigning homework is the next activity on the agenda. The homework assignment entails completing the Anger Provocation Triggers worksheet (see handout 3.2). An anger trigger needs to be explained to the participant. Asking what they think an anger trigger means is helpful at first. If the definition provided is sufficient, then explain the homework assignment. If the definition provided needs further clarification, or development, then provide the participant with a definition. The main idea is to convey that an anger trigger is an event, or even possibly a thought, which occurs. When it
does, this occurrence initiates a change in mood, thought, or body functioning
that sets a course for anger to be experienced and potentially negative
behaviors to be exhibited. Ask the participant to list two, or more, personal
anger triggers. The worksheet also requires listing how often these anger
triggers occur and how angry they become as a result of the trigger. The other
homework assignment requires the participant to practice the body scan
exercise once between sessions. It will be helpful to express to the participant
that finding a quiet place to practice this exercise at home will help minimize
distractions.

I. The review and summary of the session is the next activity on the agenda.
   This includes brief discussions about the assertiveness exercise completed as
   homework, about the body scan exercise, about the difficulties experienced
during this meditation exercise, and about the homework assignments.

J. A meeting should be scheduled for the next session.

Handouts

Handout 3.1 Body Scan Meditation

Handout 3.2 Anger Provocation Triggers
Handout 3.1

Body Scan Meditation

1. Make yourself comfortable. If possible, lie down. If not, take a comfortable seated position. Allow your eyes to close gently.

2. Take a minute to get in touch with the movement of your breath and the sensations in the body. When you are ready, bring your awareness to the physical sensations in your body, especially to the sensations created by your body touching the floor or seat. Each time you outbreath, allow yourself to sink deeper into the floor or seat.

3. The aim is not to feel any different, relaxed, or calm; this might happen or it might not. The aim is to bring awareness to any sensations you detect, as you focus your attention on each part of the body.

4. Now bring your awareness to the physical sensations in the lower stomach area, becoming aware of the changing patterns of sensations in the lower stomach area as you breathe in, and as you breathe out. Take a moment to feel the sensations as you breathe in and as you breathe out.

5. Having connected with the sensations in the lower stomach, bring your awareness down the left leg, into the left foot, and out to your left toes.

6. When you are ready, on an inbreath, feel the breath entering your lungs, and then passing down into your lower stomach, into the left leg, and out to the toes of your left foot. Then, on the outbreath, feel the breath coming all the way back up, out of the foot, into the leg, up through your body, and out through your nose. As best you can, try this for a few moments.

7. Try breathing with the sensations. Be aware of the breath in the background, as, in the foreground, you explore the sensations of that area.

8. Continue to bring awareness, and a gently curiosity, to the physical sensations in each part of your body in turn. In each area, as best you can, bring the same detailed level of awareness and gently curiosity to the bodily sensations present. As you leave each major area, breathe in to it on the inbreath, and let go of that area on the outbreath.

9. When you are ready, bring your awareness to the right leg. Feel the breathe entering the lungs, and then passing through your body, in to the right leg, the right foot, and out to the toes on your
right foot. On the outbreath, feel the breath coming all the way back up, out of the foot, into the leg, up through the body, and out through the nose. Try this for a few moments.

10. When you are ready, on the outbreath, let go of the right leg. Bring your awareness to the sensations of the left arm. Feel the breathe entering the lungs, and then passing through the chest, into the left arm, and through to the fingers on your left hand. As best you can, continue this for a few breaths.

11. When you are ready, on the outbreath, let go of the left arm. Bring your awareness to the sensations of the right arm. Feel the breath entering the lungs, and then passing through the chest, into the right arm, and through to the fingers on your right hand. As best you can, continue this for a few breaths.

12. When you are ready, on the outbreath, let go of the right arm. Bring your awareness to the sensations of your back. Feel the breath entering the lungs, and then passing through the chest, and into the back. As best you can, continue this for a few breaths.

13. When you become aware of tension, or of other intense sensations in a particular part of the body, you can breath in to them, using the inbreath gently to bring awareness right into the sensations, and, as best you can, have a sense of their letting go, or releasing, on the outbreath.

14. The mind will inevitably wander away from the breath and the body from time to time. That is normal. It is what minds do. When you notice it, gently acknowledge it, noticing where the mind has gone off to, and then gently return your attention to the part of the body you intended to focus on.

15. When you are ready, on the outbreath, let go of the feeling in your back. Bring your awareness to the sensations of your head. Feel the breath entering the lungs, and then passing through the chest, into the neck, and to the head. As best you can, continue this for a few breaths.

16. When you are ready, on the outbreath, let go of the feeling in your head. Bring your awareness to the sensations of your face. Feel the breath entering the lungs, and then passing through the chest, into the neck, and to the face. Using the inbreath, gently bring awareness right into the sensations of the eyes, the nose, the cheeks, and the mouth, and as best you can, have a sense of their letting go, or releasing, on the outbreath. As best you can, continue this for a few breaths.
17. After you have “scanned” the whole body in this way, spend a few minutes being aware of a sense of the body as a whole, and of the breath flowing freely in and out of the body.

Adapted from Segal, Williams, & Teasdale (2002)
Handout 3.2

*Anger Provocation Triggers*

Directions: Please list below at least two situations, thoughts, or events that occur that cause you to feel angry. Indicate how often this tends to happen to you on average (e.g., 1x/day, 5x/week). Finally, indicate how angry you feel when the anger trigger occurs on a scale from 1 to 10, with 1 equal to “not very angry” and 10 equal to “extremely angry.”

<table>
<thead>
<tr>
<th>Anger Trigger</th>
<th>How Often</th>
<th>How Angry</th>
</tr>
</thead>
</table>


Session Four

The fourth session contains exercises that are both cognitive-behaviorally based and based on the practice of mindfulness. Now that the participant has identified personal anger triggers, the first aim of this session is to establish the connection between an anger trigger and subsequent thoughts, feelings, physiological changes, and behaviors. This discussion will build upon the discussion held in session two, and will reinforce the concepts of the cognitive-behavioral model that were previously introduced. The other aim of this session is to transition from the body scan exercise introduced in the previous session, which focused on bringing awareness to parts of the body, to the Sitting Meditation exercise (Segal et al., 2002), which focuses on bringing awareness and attention to the breath. The connection between the cognitive-behavioral exercise and the mindfulness exercise will begin to emerge. It is believed that once a greater ability to understand the cognitive-behavioral processes involved in anger is established and a greater ability to attend is established through mindfulness practice, then the better equipped one will be to effectively deal with their anger. Once again, be sure to use a quiet room and surrounding environment for the meditation exercise.

Suggested Reading


Session Content

A. The agenda setting exercise is the first activity for session four. The agenda will include: the mood check-in; the bridge from the previous session; the homework review; the thoughts, feelings, and behaviors exercise, the introduction to the Sitting Meditation exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the body scan exercise, obstacles confronted with during the body scan, and anger triggers.

D. The review of the homework entails first discussing the participant’s experience of practicing the body scan between sessions. This discussion should include any further barriers that the participant might have had during practice. The anger triggers worksheet is the next activity that requires discussion. The personal anger triggers listed by the participant should be reviewed. This review will lead to the next activity on the agenda.
E. The Thoughts, Feelings, and Behaviors exercise is the next activity on the agenda. Remind the participant of the Cognitive Model exercise from Session Two. A review of the concepts would be beneficial. One of the anger triggers listed by the participant should be used as an example to relate how this event affects the individual. The connection between how an event causes thoughts and feelings to occur should be discussed. The participant should be asked what thoughts, what feelings, what bodily sensations, and what images go through their mind when this anger trigger occurs. Through the use of their statements, their thoughts, feelings, and physiological sensations should be identified. The facilitator should work collaboratively with the participant on this exercise. The participant should be asked what behaviors typically occur in response to the anger trigger. The relationship between one’s cognitive processes and behavior can be established at this point.

F. The Sitting Meditation is the next exercise on the agenda. The participant should be asked to get in a comfortable sitting position. A position that is comfortable, yet still having a proper posture, is most desirable. Once this is established, the participant is asked to bring attention to the breath. The focus is to pay close attention to the breathing process. Each inhale and exhale should be attended to through its full course. The participant should be made aware that the mind is expected to drift from attending to the breath. When this happens, they are instructed to take note of the thought that made them wander, then simply bring attention back to the breath. Wandering from attention to the breath and becoming able to bring attention back will improve
the ability to attend in other areas of life. This exercise should last for approximately ten minutes. Follow the Sitting Meditation handout (see Handout 4.1) for complete transcript instructions.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. The homework assignment between sessions will consist of practicing the sitting meditation exercise. The participant is asked to practice for one ten-minute session. After practicing, the participant should be asked to write any comments down about the practice session. These comments can include obstacles or any thoughts that occur during practice. It will be helpful to express to the participant that finding a quiet place to practice this exercise at home will help minimize distractions and reduce obstacles.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the Thoughts, Feelings, and Behaviors exercise, the Sitting Meditation exercise, about the difficulties experienced during this meditation exercise, and about the homework assignment.

J. A meeting should be scheduled for the next session.

**Handouts**

Handout 4.1 Sitting Meditation
Handout 4.1

_Sitting Meditation_

1. Settle into a comfortable sitting position. Allow your back to adopt an erect, dignified, and comfortable posture. Gently close your eyes.

2. Bring your awareness to the level of physical sensations by focusing your attention on the sensations of touch and pressure in your body where it makes contact with the floor and whatever you are sitting on. Spend a minute or two exploring these sensations, just as in the body scan.

3. Now bring your awareness to the changing patterns of physical sensations in the lower abdomen as the breath moves in and out of your body.

4. Focus your awareness on the sensations of slight stretching as the abdominal wall rises with each inbreath and of gently deflation as it falls with each outbreath. As best you can, follow with your awareness the changing physical sensations in the lower abdomen all the way through as the breath enters your body on the inbreath and all the way through as the breath leaves your body on the outbreath. Perhaps noticing the slight pauses between one inbreath and the following outbreath, and between one outbreath and the following inbreath.

5. There is no need to try to control the breathing in any way. Let the breath breathe itself. As best you can, also bring this attitude of allowing to the rest of your experience. There is nothing to be fixed, no particular state to be achieved. As best you can, simply allow your experience to be your experience, without needing it to be other than it is.
6. Your mind will wander away from the focus on the breath in the lower abdomen to thoughts, daydreams, and drifting along. This is perfectly all right. This is what minds do. When you notice that your awareness is no longer on the breath, gently congratulate yourself. You may want to acknowledge briefly where the mind has been. Then, gently bring the awareness back to a focus on the sensations in the lower abdomen.

7. As best you can, congratulate yourself each time on reconnecting with your experience in the moment, gently escorting the attention back to the breath, and simply resume following in awareness the changing pattern of physical sensations that come with each inbreath and outbreath.

8. As best you can, bring a quality of kindliness to your awareness, perhaps seeing the repeated wanderings of the mind as opportunities to bring patience and gentle curiosity to your experience.

Adapted from Segal, Williams, and Teasdale (2002)
Session Five

At this point in the program, the participant has begun to establish a mindfulness practice in their life. Session five is designed to continue and support mindfulness practice. The session includes a ten-minute sitting meditation practice session, where the attention will remain on the breath. Along with the sitting meditation, an additional meditation exercise is introduced called the 3-Minute Breathing Space. Segal et al. (2002) described this exercise as a “minimeditation.” The aim of this exercise is to bring mindfulness practice to everyday life. The eventual goal of this exercise is to have the participant incorporate this exercise as a coping mechanism in the future when anger-provoking events occur. The cognitive-behavioral activity for this session includes an introduction to the Anger-Provoking Events Calendar exercise. Previous sessions have discussed the cognitive-behavioral model with respect to anger and personal anger triggers. This exercise will draw upon those discussions and require the participant to record and track anger provoking situations in their life.

Suggested Reading


Session Content

A. The agenda setting exercise is the first activity for session five. The agenda will include the mood check-in; the bridge from the previous session;
homework review; sitting meditation practice; an introduction to the 3-Minute Breathing Space exercise; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation exercise and the Thoughts, Feelings, and Behaviors discussion.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation between sessions. This discussion should include any further barriers or comments that the participant might have had during practice.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. An introduction to the 3-Minute Breathing Space is the next activity on the agenda. Describe to the participant that this exercise is designed to start bringing mindfulness into everyday life. There are three steps to the exercise.
The first step is to recognize and acknowledge where one is at that moment. The next step involves bringing attention to the breath. The third step involves extending awareness to include the breath and the body as a whole. Follow the 3-Minute Breathing Space transcript (see Handout 5.1).

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. An introduction to the Anger-Provoking Events Calendar follows the open discussion. Using the Anger-Provoking Events Calendar worksheet (see Handout 5.2), describe the aspects of the worksheet. Ask the participant to list at least one situation that provoked anger. An example might be beneficial to further explain the worksheet. It might be helpful to use one of the participant's anger triggers or refer back to the previous discussion in which the cognitive-behavioral model was explained. The worksheet requires the participant to indicate whether he/she was aware of his/her anger at the time of the event, to indicate how the body felt during the event, to indicate the thoughts during the event, to indicate the reaction(s) to the event, and to indicate what thoughts he/she now had after the event. Additional homework assignments between sessions will consist of practicing the sitting meditation exercise and the 3-minute breathing space. The participant is asked to practice the sitting meditation for one ten-minute session. After practicing, the participant should be asked to write any comments down about the practice session. These comments can include obstacles or any thoughts that
occur during practice. The participant is also asked to practice the 3-minute breathing space exercise three times a day.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation exercise, about the difficulties experienced during this meditation exercise, about the 3-minute breathing space, and about the homework assignments.

J. A meeting should be scheduled for the next session.

**Handouts**

Handout 5.1 3-Minute Breathing Space

Handout 5.2 Anger-Provoking Events Calendar
Handout 5.1

3-Minute Breathing Space

1. Awareness

Bring yourself into the present moment by deliberately adopting an erect and dignified posture. If possible, close your eyes. Then ask:

“What is my experience right now...in thoughts...in feelings...and in bodily sensations?”

Acknowledge and register your experience, even if it is unwanted.

2. Gathering

Then, gently redirect full attention to breathing, to each inbreath and to each outbreath as they follow, one after the other.

Your breath can function as an anchor to bring you into the present and help you tune into a state of awareness and stillness.

3. Expanding

Expand the field of your awareness around your breathing, so that it includes a sense of the body as a whole, your posture, and facial expression.

The breathing space provides a way to step out of automatic pilot mode and reconnect with the present.

The key skill in using MBCT is to maintain awareness in the moment. Nothing else.

From Segal, Williams, & Teasdale (2002)
Handout 5.2

**Anger-Provoking Events Calendar**

Directions: Please complete each section, the best you can, after you have experienced an anger trigger.

<table>
<thead>
<tr>
<th>Trigger</th>
<th>Awareness (Y/N)</th>
<th>Body Experience</th>
<th>Reaction</th>
<th>Thoughts</th>
<th>Thoughts After</th>
</tr>
</thead>
</table>
Session Six

Session six focuses on practicing the meditation exercises introduced to this point in the program. Practice during session meetings is important because it gives the facilitator an opportunity to work through barriers and obstacles with the participant following practice. Homework assignments are reinforcing and adding to session discussions and are establishing a mindful lifestyle for the participant, however ensuring that the participant is completing homework assignments between sessions is left to the participant. This session will discuss how to use and bring the mindfulness perspective to everyday life. Using the 3-minute breathing space exercise as a coping technique when anger-provoking situations occur is the focus of this session. The various cognitive-behavioral exercises discussed to this point in the program should have established the groundwork for identifying and becoming aware of anger’s effect on individuals. This heightened awareness is used in conjunction with the mindfulness exercises to provide a strategy for effectively dealing with anger.

Session Content

A. The agenda setting exercise is the first activity for session six. The agenda will include the mood check-in; the bridge from the previous session; the homework review; sitting meditation practice; an introduction to the 3-minute breathing space exercise as a coping strategy; the open discussion; the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on
average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation exercise and the 3-minute breathing space exercise.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation and 3-minute breathing space exercises between sessions. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. Reviewing the worksheet will give the facilitator an opportunity to work collaboratively with the participant. This review will provide an assessment of how well the participant is grasping the cognitive-behavioral model as it applies to anger. Clarification and further discussion about the model might be necessary at this time.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. Using the 3-minute breathing space as a coping mechanism is the next item on the agenda. Issue a statement expressing that the 3-minute breathing space is
going to be used at times when anger-provoking events occur in addition to
the times it is practiced during the day. The facilitator should discuss with the
participant that when the awareness of anger occurs, which might be due to a
trigger, random thought, or physiological change that the 3-minute breathing
space can be used to effectively deal with the emotion. This can be
accomplished through two ways. The participant is instructed to either
practice the breathing space as they would during scheduled practice or to
simply bring awareness to what is happening in the mind and body at the time
anger is being experienced. Since anger-provoking events can occur
randomly, the ability to follow the usual 3-minute breathing space exercise
might not be possible, or recommended. Momentarily bringing awareness to
the breath, mind, and body, will foster the ability to appropriately respond to
the emotion. The participant should be encouraged to use the skills they have
learned to this point in identifying and becoming aware of cognitions,
physiological changes, and behaviors related to anger in order to use this
coping strategy and be reassured that the ability to do so is within their grasp.

G. The open discussion is the next activity on the agenda. Follow the session
content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework
assignments between sessions will consist of practicing the sitting meditation
exercise, the 3-minute breathing space exercise, and attempting to use the 3-
minute breathing space as a coping mechanism. The participant is asked to
practice the sitting meditation for one ten-minute session, and practice the 3-
minute breathing space exercise three times a day. The participant is also asked to write down on the Anger-Provoking Events Calendar worksheet the attempts that were made to use the new coping strategy.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation exercise, about the 3-minute breathing space exercise as a coping mechanism, and about the homework assignments.

J. A meeting should be scheduled for the next session.
Session Seven

The emphasis of session seven is on the mindfulness perspective and practice. The Attitudinal Factors exercise focuses on Kabat-Zinn’s (1990, 1994) attitudinal factors and how they are related to experiencing life. Kabat-Zinn explains that the attitudinal factors are at the core of mindfulness practice. They cultivate awareness, enable one to build a strong meditation practice, and are, in turn, strengthened through mindfulness practice.

Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session seven. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the introduction to the Attitudinal Factors exercise, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something." Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the sitting meditation practice and the 3-minute breathing space exercise as a coping mechanism. This brief review should lead the session into the next activity.

D. The review of the homework entails first discussing the participant’s experience during practicing the sitting meditation and 3-minute breathing space exercises between sessions. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism. Reviewing the worksheet will provide an opportunity to discuss the use of the exercise as a coping mechanism. The barriers and obstacles to using the exercise as a coping mechanism might become evident. Remember, simply becoming aware of the breath when experiencing anger will influence how they experience the emotion. The participant might need further encouragement to simply become aware of the breath or to implement the full 3-minute breathing space exercise.
E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. The Attitudinal Factors exercise is the next item on the agenda. The facilitator should hand out the Attitudinal Factors worksheet (see Handout 7.1). The attitudinal factors include non-judging, patience, beginner's mind, trust, non-striving, acceptance, and letting go. The facilitator should read through the worksheet with the participant. Each factor should be discussed thoroughly through a collaborative approach between the facilitator and participant. The facilitator might ask the participant the questions, "What do you think this attitudinal factor is attempting to say," and/or "Do you feel you already use this factor in your life," and/or "How do you think you can use, or apply, each attitudinal factor in your life."

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation exercise, the 3-minute breathing space exercise, and continued attempts to use the 3-minute breathing space as a coping mechanism. The participant is asked to practice the sitting meditation for one ten-minute session, and practice the 3-minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the new coping strategy.
I. The review and summary of the session is the next activity on the agenda.

This includes brief discussions about the sitting meditation exercise, about the
3-minute breathing space exercise as a coping mechanism, about the
Attitudinal Factors exercise, and about the homework assignments.

J. A meeting should be scheduled for the next session.

Handouts

Handout 7.1 Attitudinal Factors
Handout 7.1

Attitudinal Factors

*Non-judging* is assuming the stance of an impartial witness to your own experience. The habit of categorizing and judging our experience locks us into mechanical reactions that we are not even aware of and that often have no objective basis.

*Patience* means that we understand and accept the fact that sometimes things must happen in their own time. It requires us to be open to each moment as it is and to allow things to unfold in their own time.

The *Beginner’s Mind* allows us to be receptive to new things. It allows us to be open to new possibilities. It helps prevent us from getting stuck in old patterns of thought based on our past experiences and knowledge.

*Trust* means taking responsibility for being yourself and learning to listen to and trust your own being. The more you trust yourself, the more that allows you to trust other people.

*Non-striving* means appreciating that often the best way to achieve your goals is to back off from striving for results and instead start focusing carefully on seeing and accepting things as they are, moment to moment.
Acceptance means seeing things as they actually are in the moment. You come to terms with things as they are and accept them. The sooner we are able to accept a problem, the sooner we are able to heal or grow from it.

Letting go means non-attachment to our thoughts and feelings. You purposely put aside the habit of elevating some experiences and rejecting other experiences. You practice observing and letting your experience be what it is, whether it is negative or positive.

(Kabat-Zinn, 1990, 1994)
Session Eight

The focus of session eight is on introducing the problem-solving process. Much of the literature (D’Zurilla & Nezu, 2001; Lochman, Whidby, & FitzGerald, 2000; Rose, 1998) indicates the importance of teaching problem-solving skills to youth with externalizing behaviors and social skill deficits. With some minor variations, the literature identifies the main components of the problem-solving process as including problem identification, generation of multi-response solutions; decision-making; and evaluation. The problem-solving exercise introduced in this program will utilize a cognitive-behavioral approach to the problem-solving process. At this point in the program, it is felt that the participant will also bring the mindfulness perspective to the problem-solving process. By previously teaching the cognitive-behavioral model and with mindfulness practice, the participant will be able to incorporate the two perspectives into the problem-solving process. These perspectives should influence the participant at each level of the problem-solving process.

Suggested Readings


Session Content

A. The agenda setting exercise is the first activity for session eight. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the introduction to the problem-solving exercise, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the attitudinal factors. Each attitudinal factor should be reviewed, and the participant should be asked if they have any questions about any factor.

D. The review of the homework entails first discussing the participant’s experience during sitting meditation practice and 3-minute breathing space
exercises. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. The introduction to the problem-solving process is the next item on the agenda. Use the Problem-Solving worksheet (see Handout 8.1) as a visual aide when introducing this exercise. This exercise should be introduced by stating that all people have problems, that most problems can be handled effectively, and that problem-solving is usually more effective if not handled impulsively. By being able to stop impulsive reactions when problems occur, we can learn to respond to problems, which will ultimately lead to more effective ways to deal with problems. This is the point in which mindfulness practice enables greater awareness of a problem, and referring back to the cognitive-behavioral model enables greater awareness of physiological, cognitive, and affective changes when problems occur. Taking what has already been taught, we can apply this to the first step in the problem-solving process, which is called “problem identification.” Placing the problem-solving process in the context of the participant’s problems might be useful.
The Anger Triggers and/or the Anger-Provoking Events Calendar worksheets might be helpful in identifying a persistent problem for the participant. If completing these forms has been problematic or not completed, then ask for a problem that the participant has recently faced. Problem identification involves acknowledging the problem as a problem and examining all the aspects of the problem. Once the problem has been identified, generating possible responses to the problem is the next process involved in problem solving. The participant should be asked to generate various potential responses to the problem. These responses should be recorded on the worksheet. The next step in the problem-solving process involves decision-making. Among the various responses generated by the participant, a decision should be made with regard to what response would likely be most effective at resolving the problem. A review of potential consequences and outcomes should take place collaboratively between the participant and facilitator. This collaborative exercise will aide in the evaluation process, which is the last step in the problem-solving process. The participant should be encouraged to evaluate each response generated and chose among them the most effective means of resolving the problem. The participant should be informed that utilizing this process might not be readily available for use at the time of a problem, however with practice, which can be done following a problematic situation, when there is time to go through this process, this skill will develop for more immediate use.
G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation and the 3-minute breathing space exercises. The participant is asked to practice the sitting meditation for one ten-minute session and practice the 3-minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the problem-solving process between sessions.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation practice, about the problem-solving exercise, and about the homework assignments.

J. A meeting date and time should be established for the next session.

Handouts

8.1 Problem-Solving
Handout 8.1

**Problem-Solving**

**Problem Identification**

*Acknowledgment the problem as a problem!*

**Possible Responses**

*How can I respond to the problem?*

**Decision-Making**

*What response would be most effective at resolving the problem?*

**Consequences**

*What are the consequences related to each decision?*

**Evaluate**

*Pick your response!*
Session Nine

The focus of session nine is on review, reinforcement, and connecting the models discussed throughout this program. The agenda for this session will include a review of previous mindfulness and cognitive-behavioral exercises. Reviewing past exercises provides an opportunity for clarification of any lingering questions, while also providing an opportunity for reinforcement of previously learned concepts. A summative exercise that connects the cognitive-behavioral model with mindfulness practice is the core exercise of this session. Conveying how these two models can work together when experiencing anger is the goal of this session. Although there are no new exercises to be introduced during this session from either the mindfulness-based or cognitive-behavioral perspectives, it is an important session to the overall program because it aids in the continuing development of a mindfulness practice and an effective approach to handling anger.

Session Content

A. The agenda setting exercise is the first activity for session nine. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, the connecting exercise between the cognitive-behavioral model and mindfulness, the open discussion, the assigning of homework; and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero
anger would suggest that you have been anger-free since we last met, and a
ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-
evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This
should include a brief discussion about the problem-solving process, however
this will be during the connecting exercise. Therefore, a statement should be
issued that the problem-solving process will be further discussed shortly, but
if there are any questions about the process, then they can be addressed at this
time.

D. The review of the homework entails first discussing the participant’s
experience during sitting meditation practice and 3-minute breathing space
exercises. This discussion should include any further barriers or comments
that the participant might have had during practice. The Anger-Provoking
Events Calendar should be reviewed after discussing homework meditation
practice. The homework assignment asked the participant to document on the
worksheet any occasion where they used the 3-minute breathing space as a
coping mechanism or when the participant engaged in the problem-solving
process between sessions.

E. Sitting meditation practice is the next exercise on the agenda. This exercise
should be practiced for approximately ten-minutes. Following practice, there
should be a brief discussion about the experience.
F. The connecting exercise is the next item on the agenda. This exercise begins by reviewing the cognitive-behavioral model as it is related to anger. Activities and discussions from previous sessions utilized personal examples from the participant when explaining the model. The use of past discussion topics can be utilized, or any, more recent, examples that the participant has provided from homework assignments can be used. It is important to cover all aspects related to experiencing anger. This includes the cognitive, affective, physiological, and behavioral aspects. Incorporating the mindfulness exercises can be done at each level of the anger experience. The seven attitudinal factors can be applied to the cognitive aspect of anger influence, which then influences the other aspects related to anger. Mindfulness practice (i.e., meditation, 3-minute breathing space) instills greater awareness, which can influence each aspect related to anger. The goal of this discussion is to convey the idea that through changing the way one relates to the anger experience by using a mindfulness perspective, an individual can create a change in the way anger is experienced. This will ultimately lead to an effective way to respond to the emotion.

G. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

H. Homework assignment is the next item on the agenda. The homework assignments between sessions will consist of practicing the sitting meditation and the 3-minute breathing space exercises. The participant is asked to practice the sitting meditation for one ten-minute session and practice the 3-
minute breathing space exercise three times a day. The participant is also asked to document on the Anger-Provoking Events Calendar worksheet the attempts made to use the problem-solving process between sessions.

I. The review and summary of the session is the next activity on the agenda. This includes brief discussions about the sitting meditation practice, about the connecting exercise, and about the homework assignments.

J. A meeting date and time should be established for the next session.
Session Ten

The previous session concentrated on integrating the two perspectives utilized in the anger-management program. The final session of this anger-management program is designed to encourage introspection on the part of the participant. This is accomplished through reviewing the expectations and goals the participant held at the outset of the program. Current knowledge and views are explored to assess the influence of the program on the participant. This session is the final opportunity for questions to be addressed, for discussion on remaining obstacles and barriers, and for discussion on areas that continue to require improvement. The activities and discussions also focus on maintaining a mindfulness practice for the future.

Session Content

A. The agenda setting exercise is the first activity for session ten. The agenda will include the mood check-in, the bridge from the previous session, the homework review, sitting meditation practice, a discussion about goal attainment, a discussion about obstacles and barriers left to overcome, a discussion about the work left to be done with respect to experiencing anger, the open discussion, the assigning of homework, and the review and summary.

B. The mood check-in will follow the same procedure as outlined in previous sessions. Issue a statement, “Thinking back since the time we last met, on average, how has your anger been on a scale from zero (0) to ten (10).” “Zero anger would suggest that you have been anger-free since we last met, and a ten would suggest that you have been so angry that you have lost control and
hurt another person, yourself, or damaged something.” Please record this self-evaluation for future reference.

C. The bridge from the previous session is the next item on the agenda. This should include a brief discussion about the integration of the two perspectives, if there are any questions about how the two perspectives can be used together, then they can be addressed at this time.

D. The review of the homework entails first discussing the participant’s experience during sitting meditation practice and 3-minute breathing space exercises. This discussion should include any further barriers or comments that the participant might have had during practice. The Anger-Provoking Events Calendar should be reviewed after discussing homework meditation practice. The homework assignment asked the participant to document on the worksheet any occasion where they used the 3-minute breathing space as a coping mechanism or when the participant engaged in the problem-solving process between sessions.

E. Sitting meditation practice is the next exercise on the agenda. This exercise should be practiced for approximately ten-minutes. Following practice, there should be a brief discussion about the experience.

F. A discussion about goal attainment is the next item on the agenda. The Goal Sheet that was completed by the participant after the first session should be used to open the discussion. This discussion should be collaborative in nature, however the participant’s perception as to whether their initial goal(s) was/were met should provide insight as to whether the program was
beneficial. Although the potential exists that the goal(s) was/were not met, the potential also exists that the program had influence in other areas of the participant’s life. If this is the case, then this should be explored. In the event that the program was not felt to be beneficial, then the participant should be referred for another approach to anger-management counseling.

G. The next item on the agenda is a conversation about obstacles and barriers that are left to overcome. Due to the unpredictable nature of what obstacles are left to overcome, this discussion will be influenced by the participant’s admissions. A collaborative discussion should ensue to problem-solve if possible, or in the spirit of the mindfulness perspective, the obstacle might need to be accepted.

H. The next item on the agenda is a discussion about what areas, or aspects, related to anger the participant continues to need improvement in. Once again, this discussion is unpredictable and subjective in nature. Generating a plan of action to facilitate improvement in these areas is important. The participant should end this program with a feeling that they can continue to improve in areas of weakness. Once again, a referral for continued counseling might be necessary.
I. The open discussion is the next activity on the agenda. Follow the session content description for this activity as outlined in previous sessions.

J. Homework assignment is the next item on the agenda. The homework assignment for the future is to expand upon and maintain their mindfulness practice and utilize the exercises taught to them throughout the program.

K. The review and summary of the session is the final activity on the agenda. This includes brief discussions about the sitting meditation practice, about goal attainment, about obstacles and barriers left to overcome, about the work left to be done with respect to experiencing anger, and about maintaining a mindfulness practice.
Appendix C

Post-Session Evaluation Form
Participant

Session One

Directions: Please read the following questions and circle the number that most closely reflects your opinion

The reason for using an agenda for each session was clearly explained

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Using an agenda for each session will be useful in completing session activities

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The approach this program uses to anger-management was clearly explained

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The psychoeducational approach to anger-management will be useful in helping me with my anger

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The mindfulness approach to anger-management will be useful in helping me with my anger

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignment between sessions can be easily completed

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

This session was well paced

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Would you make any changes to this session? If so, what would they be?
Session Two

Directions: Please read the following questions and circle the number that most closely reflects your opinion

**The agenda for this session was fully explained**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The mood check-in exercise was understandable**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**Reviewing the previous session’s activities was a helpful reminder**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The homework assignment was a useful activity to complete**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The discussion about the emotion “anger” was understandable**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The “Cognitive Model Worksheet” helped understand how anger is experienced**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The “Communication Styles for Interaction” handout was helpful in understanding the various ways people interact with each other verbally**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**The homework assignment between sessions can be easily completed**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely

**This session was well paced**

Not at all 1 2 3 4 5 6 7 8 9 10 definitely
Would you make any changes to this session? If so, what would they be?
Session Three

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

**Reviewing last session’s activities (i.e., anger, CB model) was a helpful reminder**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**The homework assignment was completed without too much time**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**The homework assignment was a helpful activity in understanding interaction styles**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**The “Body Scan” exercise was well explained**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**I felt comfortable participating in the “Body Scan” exercise**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**I felt comfortable discussing how the “Body Scan” exercise went for me**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**The homework assignment for the next session (Anger Provocation Triggers) was explained well**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

**The homework assignment can be easily completed**

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
This session was well paced

Not at all  somewhat  definitely

1  2  3  4  5  6  7  8  9  10

Would you make any changes to this session? If so, what would they be?
Session Four

Directions: Please read the following questions and circle the number that most closely reflects your opinion

Reviewing last session’s activities (i.e., Body Scan, obstacles, anger triggers) was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignment was completed without too much time

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignment helped support what I learned in the previous session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable discussing how my homework assignment went

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The “Thoughts, Feelings, and Behaviors” exercise was well explained

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I agree that thoughts, feelings, and behaviors are all connected

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I was comfortable participating in the “Sitting Meditation” exercise

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I will be able to complete the homework assignment on my own

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

This session was well paced

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Participant

Session Five

Directions: Please read the following questions and circle the number that most closely reflects your opinion

Reviewing last session’s activities (i.e., Thoughts, Feelings, Behaviors, Sitting Meditation) was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignment was completed without too much time

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable discussing how my homework assignment went

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable practicing the meditation during the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The “3-Minute Breathing Space” was well explained

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable participating in the 3-Minute Breathing Space exercise

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The “Anger-Provoking Events Calendar” was explained well

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I will be able to complete the homework assignments on my own

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

This session was well paced

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Participant

Session Six

Directions: Please read the following questions and circle the number that most closely reflects your opinion

Reviewing last session’s activities (i.e., meditation exercises) was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignments were completed without too much time and effort

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable discussing how my homework assignments went

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel the homework assignments are supporting what I have done during the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable practicing the meditation during the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

How to use the 3-minute breathing space as a coping mechanism was explained well

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I will be able to use this coping mechanism in my everyday life

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I will be able to complete the homework assignments on my own

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
This session was well paced

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Would you make any changes to this session? If so, what would they be?
**Post-Session Evaluation Form**

**Participant**

Session Seven

**Directions:** Please read the following questions and circle the number that most closely reflects your opinion

**Reviewing last session’s activities (i.e., meditation, and coping mechanism) was a helpful reminder**

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**The homework assignments were completed without too much time and effort**

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**I felt comfortable discussing how my homework assignments went**

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**I feel the homework assignments are supporting what I have done during the session**

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**I was able to use the 3-minute breathing space as a coping mechanism**

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**I felt comfortable practicing the meditation during the session**

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**The “Attitudinal Factors” exercise was explained well**

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**I feel I will be able to incorporate the attitudinal factors into my life**

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**I feel I will be able to complete the homework assignments on my own**

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form

Participant

Session Eight

Directions: Please read the following questions and circle the number that most closely reflects your opinion

Reviewing last session’s activities (attitudinal factors) was a helpful reminder

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The homework assignments were completed without too much time and effort

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I felt comfortable discussing how my homework assignments went

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I feel the homework assignments are supporting what I have done during the session

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Continuing to complete the “Anger-Provoking Events Calendar” has been useful

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I was able to use the 3-minute breathing space as a coping mechanism

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I felt comfortable practicing the meditation during the session

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The problem-solving process was well explained

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I feel I will be able to incorporate the problem-solving process into my everyday life

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Participant

Session Nine

Directions: Please read the following questions and circle the number that most closely reflects your opinion

Reviewing last session’s activities (problem solving) was a helpful reminder
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignments were completed without too much time and effort
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable discussing how my homework assignments went
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel the homework assignments are supporting what I have done during the session
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I was able to use the 3-minute breathing space as a coping mechanism
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable practicing the meditation during the session
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I can see the connection between the cognitive-behavioral model and the mindfulness perspective
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

At this point, I feel that this program has helped me become more aware of how I experience anger
1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form

Participant

Session Ten

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

Reviewing last session’s activities (connecting the models) was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The homework assignments were completed without too much time and effort

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable discussing how my homework assignments went

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel the homework assignments are supporting what I have done during the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I was able to use the 3-minute breathing space as a coping mechanism

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable practicing the meditation during the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I have achieved my goal(s) for participating in this program

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel I will be able to deal with any future obstacles, or obstacles that still remain

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
I feel I will continue to use the meditation exercises learned during this program

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Would you make any changes to this session? If so, what would they be?
Appendix D

Post-Session Evaluation Form
Facilitator

Session One

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement the activities and exercises for this session

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The suggested readings for this session were helpful when preparing for the session

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Setting an agenda for this session was helpful in structuring the session

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The rationale for this anger-management program was easy to explain

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The homework assignment was easy to explain

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The participant offered comments and asked questions about the program

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Rapport was established with the participant

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Two

Mood Check-In

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

I felt prepared to implement the activities and exercises for this session

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Not at all  somewhat  definitely

The suggested readings for this session were helpful when preparing for the session

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Not at all  somewhat  definitely

Setting an agenda for this session was helpful in structuring the session

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Not at all  somewhat  definitely

The mood check-in was easy to explain

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Not at all  somewhat  definitely

The participant and I were able to establish a realistic goal

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Explaining the emotion “anger” was easy with the help of the manual

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Not at all  somewhat  definitely

The “Communication Styles for Interaction” exercise was easy to explain with the help of the manual

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Not at all  somewhat  definitely

The participant offered comments and asked questions about the session

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Not at all  somewhat  definitely
This session was well paced

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<tbody>
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<td></td>
<td>Not at all</td>
<td>somewhat</td>
<td>definitely</td>
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</table>

Would you make any changes to this session? If so, what would they be?
**Post-Session Evaluation Form**

**Facilitator**

Session Three

Mood Check-

In

Directions: Please read the following questions and circle the number that most closely reflects your opinion

<table>
<thead>
<tr>
<th>I felt prepared to implement the activities and exercises for this session</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The suggested readings for this session were helpful when preparing for the session</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Setting an agenda for this session was helpful in structuring the session</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reviewing the previous session’s activities was a helpful reminder</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After reviewing the homework assignment, it appeared the concept was grasped</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The “Body Scan” exercise was easy to implement with the help of the manual</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I felt able to discuss the “Body Scan” exercise after it was implemented</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
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</thead>
<tbody>
<tr>
<td>Not at all</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>I was able to address the “open discussion” portion of the session effectively</th>
<th>1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>somewhat</td>
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</tbody>
</table>
The “Anger Provocation Triggers” exercise was easy to explain with the help of the manual

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The participant offered comments and asked questions about the session

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This session was well paced

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Four

Mood Check-

In _______

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

I felt prepared to implement the activities and exercises for this session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The suggested reading for this session were helpful when preparing for the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Setting an agenda for this session was helpful in structuring the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Reviewing the previous session’s activities was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

After reviewing the homework assignment, it appeared the concept was grasped

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The “Thoughts, Feelings, and Behaviors” exercise was easy to implement with the help of the manual

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The participant appeared to grasp the concept

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The “Sitting Meditation” exercise was easy to implement with the help of the manual

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following implementation

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I was able to address the “open discussion” portion of the session effectively

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The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
**Post-Session Evaluation Form**

**Facilitator**

Session Five

Mood Check-

In

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement the activities and exercises for this session

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The suggested reading for this session were helpful when preparing for the session

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Setting an agenda for this session was helpful in structuring the session

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Reviewing the previous session’s activities was a helpful reminder

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After reviewing the homework assignment, it appeared the concept was grasped

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I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

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The “3-Minute Breathing Space” was easy to explain with the help of the manual

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</table>
I was able to address the “open discussion” portion of the session effectively

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The “Anger-Provoking Events Calendar” was easy to explain with the help of the manual

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The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Six

Mood Check-

In

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement the activities and exercises for this session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Setting an agenda for this session was helpful in structuring the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Reviewing the previous session’s activities was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

After reviewing the homework assignments, it appeared the concepts were grasped

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

If not, what concept(s) does the participant appear to be struggling with

I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Explaining the 3-minute breathing space as a coping mechanism was easy with the help of the manual

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I was able to address the “open discussion” portion of the session effectively

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Seven

In __________

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement the activities and exercises for this session

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The suggested readings for this session were helpful when preparing for the session

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Setting an agenda for this session was helpful in structuring the session

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Reviewing the previous session’s activities was a helpful reminder

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After reviewing the homework assignments, it appeared the concepts were grasped

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If not, what concept(s) does the participant appear to be struggling with ____________________________

I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

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The “Attitudinal Factors” exercise was easy to implement with the help of the manual

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I was able to address the “open discussion” portion of the session effectively

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The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Eight

Mood Check-

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement the activities and exercises for this session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The suggested readings for this session were helpful when preparing for the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Setting an agenda for this session was helpful in structuring the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Reviewing the previous session’s activities was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

After reviewing the homework assignments, it appeared the concepts were grasped

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

If not, what concept(s) does the participant appear to be struggling with____________________________________________________________________

I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The problem-solving process was easy to explain with the help of the manual

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
I was able to address the “open discussion” portion of the session effectively

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The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Nine
In ______

Mood Check-

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

I felt prepared to implement the activities and exercises for this session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Setting an agenda for this session was helpful in structuring the session

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Reviewing the previous session’s activities was a helpful reminder

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

After reviewing the homework assignments, it appeared the concepts were grasped

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

If not, what concept(s) does the participant appear to be struggling with ________________________________

I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The connecting exercise was easy to explain with the help of the manual

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I was able to address the “open discussion” portion of the session effectively

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
The participant offered comments and asked questions about the session

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Would you make any changes to this session? If so, what would they be?
Post-Session Evaluation Form
Facilitator

Session Ten

In

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

I felt prepared to implement the activities and exercises for this session

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

Setting an agenda for this session was helpful in structuring the session

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

Reviewing the previous session’s activities was a helpful reminder

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

After reviewing the homework assignments, it appeared the concepts were grasped

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

If not, what concept(s) does the participant appear to be struggling with

I felt able to discuss the meditation exercise (i.e., obstacles, barriers) following practice

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

It would appear that the participant’s goal(s) have been attained from participation in this program

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

I feel I adequately addressed the remaining obstacles and barriers that the participant felt they needed to overcome

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely
I feel the participant has an adequate plan to address the areas of improvement they feel they have with respect to their anger

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

I was able to address the “open discussion” portion of the session effectively

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

The participant offered comments and asked questions about the session

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

This session was well paced

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

Would you make any changes to this session? If so, what would they be?
Appendix E

Post-Program Evaluation Form
Participant

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

The topics covered in this anger-management program were understandable

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The topics covered in this anger-management program will be useful

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I feel I have a better understanding of how “anger” affects my life

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I feel I have more control over how I respond to anger-provoking events

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I feel this program taught me at least one specific strategy I can, and will, use to improve how I respond to my anger

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I feel I will continue to use the meditation exercises on my own

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The sessions were interesting

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The homework assignments were useful in supporting what was discussed in the program

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The counselor seemed to understand the material in the program

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The counselor explained the material in way I could understand

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The counselor treated me with respect

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I felt comfortable asking questions and giving my opinion during the program

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I would recommend this program to a friend that had difficulties with “anger”

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I am glad I attended this program

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

Would you make any changes to the program? If so, what would they be?
Appendix F

Post-Program Evaluation Form
Facilitator

Directions: Please read the following questions and circle the number that most closely reflects your opinion

I felt prepared to implement this program effectively

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The suggested readings were helpful in implementing session activities

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Setting an agenda at the outset of each session was helpful in structuring the sessions

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The mood check-in exercise was helpful in gauging how the participant was feeling

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Reviewing the previous session’s activities was a helpful reminder

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The “open discussion” was a good way for the participant to discuss related ideas

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Reviewing what was done during each session at the end of each session was helpful

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Rapport was established with the participant and lasted throughout the program

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The manual was specific enough to effectively implement the cognitive-behavioral exercises

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The manual was specific enough to effectively implement the mindfulness-based exercises

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The session activities kept the participant interested

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What percentage of the material covered during this program was new to you?
(0% to 100%) ____________

The sessions were well planned

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I would use this program again in the future

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Would you make any changes to the program? If so, what would they be?
Appendix G

Pre-Intervention Survey and Questionnaire

*Parent*

Directions: Please ask the following questions and record the response.

Age:____  Gender:____  Grade:____

When did you first notice that your child had difficulties controlling his/her anger?

________________________________________________________________________

What attempts were made to correct the problem at that time?

________________________________________________________________________

What appears to make your child angry now?

________________________________________________________________________

How does your child react now when he/she is feeling angry?

________________________________________________________________________

What do you do when your child is feeling angry?

________________________________________________________________________

Do you feel that anger-management counseling will help your child with his/her anger?

________________________________________________________________________
Pre-Intervention Survey and Questionnaire

*Parent*

*Please give this form to the parent to complete.*

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

**My child appears to have difficulty controlling his/her anger**

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

**My child gets angry over things that he/she should not get angry over**

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

**My child reacts inappropriately when he/she is angry**

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

**My child’s anger has gotten worse over time**

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely

**I feel my child will be able to control his/her anger with help from counseling**

1 2 3 4 5 6 7 8 9 10

Not at all somewhat definitely
Appendix H

Post-Intervention Survey and Questionnaire

*Parent*

*Please give this form to the parent to complete.*

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

**My child continues to have difficulty controlling his/her anger**

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**My child continues to get angry over things that he/she should not get angry over**

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**My child continues to react inappropriately when he/she is angry**

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**My child’s anger has gotten worse since attending counseling sessions**

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**I feel my child has been able to control his/her anger with help from counseling**

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Appendix I

Pre-Intervention Survey
Teacher

Please give this form to a teacher familiar with the student to complete.

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

The student appears to have difficulty controlling his/her anger in the school setting

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The student gets angry over things that he/she should not get angry over

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The student reacts inappropriately when he/she is angry

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

The student’s anger has gotten worse over time

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely

I feel the student will be able to control his/her anger with help from counseling

1 2 3 4 5 6 7 8 9 10
Not at all somewhat definitely
Appendix J

Post-Intervention Survey

Teacher

Please give this form to a teacher familiar with the student to complete.

Directions: Please read the following questions and circle the number that most closely reflects your opinion.

The student continues to have difficulty controlling his/her anger in the school setting

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

The student continues to get angry over things that he/she should not get angry over

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

The student continues to react inappropriately when he/she is angry

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

The student’s anger has gotten worse over time

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely

I feel the student has been able to control his/her anger with help from counseling

1  2  3  4  5  6  7  8  9  10
Not at all  somewhat  definitely
INFORMED CONSENT FORM

TITLE OF STUDY
Mindfulness-Based and Cognitive-Behavior Therapy for Anger-Management: An Integrated Approach

Two approaches to therapy will be used in this anger-management program. The mindfulness approach will help to improve self-awareness. The cognitive-behavior approach will help to improve understanding of problems and change behavior.

PURPOSE
The purpose of this research is to find out if two approaches to therapy can be used together in an anger-management program that can be used with high school students. This study will look at what change, if any; this anger-management program has on individuals with anger management difficulties.

Your child is being asked to be in this research study because your child has been referred for anger-management counseling by a school official. If your child is not willing to engage in counseling activities that consist of breathing exercises (i.e., meditation), then this program will likely not be beneficial to your child.

INVESTIGATORS
Principal Investigator
Name: Diane Smallwood, Psy.D., NCSP
Associate Professor of Psychology
Mindfulness-Based 292

Department: Philadelphia College of Osteopathic Medicine, Psychology
Department Address: 4190 City Ave., Philadelphia, PA 19131-1693
Phone: (215) 871-6564

**Responsible Investigator**

Name: Jeffrey Kelly, NCSP, Doctoral Candidate
Department: Millville Public Schools—Special Services Department
Address: 110 N Third St., Millville, NJ 08332
Phone: (856) 327-6022

The doctors and scientists at Philadelphia College of Osteopathic Medicine (PCOM) do research on diseases and new treatments. The anger-management program you are being asked to volunteer for is part of a research project. Even though this research project is to study the effect of this anger-management approach to therapy, no one can say that this will be better than the usual treatment.

If you have any questions about this research, you can call Dr. Smallwood at (215) 871-6564.

If you have any questions or problems during the study, you can ask Dr. Smallwood, who will be available during the entire study. If you want to know more about Dr. Smallwood's background, or the rights of research subjects, you can call Dr. Frederick Goldstein, Chairperson, PCOM Institutional Review Board at (215) 871-6859.

**DESCRIPTION OF THE PROCEDURES**
Your child will be asked to complete the ten-session anger-management program. Your child will be asked to complete a self-report questionnaire about his/her anger on two occasions. Your child will be asked to complete an evaluation form at the end of each session and a final evaluation form at the end of the program. The program will last for ten-sessions, which will consist of at least ten meetings. Each session will last for approximately one-hour. The program will take approximately three to six months to complete.

During each session, your child will participate in activities that will teach him/her about anger, about how anger may affect him/her, and about what he/she can do to handle his/her anger better. Your child will be asked to participate in breathing exercises that are designed to help improve awareness of anger and increase the ability to control anger. Your child will be asked to do some work between sessions that will also help achieve these goals. These homework assignments should take less than one-half hour between sessions.

**POTENTIAL BENEFITS**

You might benefit by becoming more aware of how anger affects your child’s life. Your child may benefit by becoming more aware of how anger affects your child’s life, by becoming more able to handle anger in appropriate ways, and by becoming more aware of changes in himself/herself.

Your child may not benefit from being in this study. Other people in the future may benefit from what the researchers learn from the study.

**RISKS AND DISCOMFORTS**
The potential risk for your child from participating in this study includes not improving the ability to effectively deal with anger. Another potential risk for your child from participating in this study includes increased emotional distress caused by talking about issues related to his/her problems. There may also be other possible side effects of participating in this anger-management program that are not yet known.

ALTERNATIVES

The other choice is to not be in this study and to have the usual treatment for anger-management.

PAYMENT

Your child will not receive any payment for being in this study.

CONFIDENTIALITY

All information and records relating to your child’s participation will be kept in a locked file. Only the researchers, members of the Institutional Review Board, and the U.S. Food and Drug Administration will be able to look at these records. If the results of this study are published, no names or other identifying information will be used.

REASONS YOUR CHILD MAY BE TAKEN OUT OF THE STUDY WITHOUT YOUR CONSENT

If health conditions occur that would make staying in the study possibly dangerous to your child, or if other conditions occur that would damage your child or your child’s health, the researchers may take your child out of the study.
NEW FINDINGS

If any new information develops that may affect your child’s willingness to stay in this study, you and your child will be told about it.

INJURY

If your child is injured as a result of this research study, your child will be provided with immediate necessary care.

However, you and your child will not be reimbursed for care or receive other payment. PCOM will not be responsible for any of your child’s bills, including any routine care under this program or reimbursement for any side effects that may occur as result of this program.

If you or your child believes that you have suffered injury or illness in the course of this research, you or your child should notify Frederick Goldstein, Ph.D., Chairperson, PCOM Institutional Review Board at (215) 871-6859. A review by a committee will be arranged to determine if your child’s injury or illness is a result of being in this research. You or your child should also contact Dr. Goldstein if you think that you or your child have not been told enough about the risks, benefits, or other options, or that you or your child are being pressured to stay in this study against your or your child’s wishes.

VOLUNTARY PARTICIPATION

You or your child may refuse to be in this study. You and your child voluntarily consent to be in this study with the understanding of the known possible effects or hazards that might occur while you and your child are in this study. Not all the possible effects of the study are known.
You or your child may leave this study at any time.

If you or your child drop out of this study, there will be no penalty or loss of benefits to which you or your child are entitled.

I have had adequate time to read this form and I understand its contents. I have been given a copy for my personal records.

I agree for my child to be in this research study.

Name of Child
(printed): ________________________________

Signature of Parent
(Guardian): __________________________________________

Date: ______/_____/_______ Time: ________________ AM/PM

Signature of Witness:
___________________________________________

Date: ______/_____/_______ Time: ________________ AM/PM

Signature of Investigator or Designee:
___________________________________________

(circle one)

Date: ______/_____/_______ Time: ________________ AM/PM
Appendix L

Student Assent Form

Study Title: Mindfulness-Based and Cognitive-Behavior Therapy for Anger-Management: An Integrated Approach

Investigators: Jeffrey Kelly, NCSP (856-327-6022)
Diane Smallwood, Psy. D. (215-871-6564)

You are being asked to help Mr. Kelly and Dr. Smallwood in a project. The goal of this project is to develop an anger-management program that can be used with high school students.

During each meeting, you will be asked to participate in activities that will teach about anger, about how anger may affect your life, and about what you can do to handle your anger better. You will be asked to participate in breathing exercises (meditation) that are designed to help improve awareness of anger and increase the ability to control anger. You will be asked to do some work between meetings that will also help achieve these goals. These homework assignments should take less than one-half hour between meetings.

If you decide to participate, your part in the project will take about 1 ½ hours total per week (one hour of counseling time and ½ hour homework time) until ten sessions are completed, which will take place over three to six months. You will be asked to complete a self-report questionnaire about my anger at the beginning of the program and at the end of the program, you will be asked to complete an evaluation form about the activities in each meeting after each meeting, and complete an evaluation form after you have completed all of the meetings.

If you miss part of a class, then you may have to make up the work you miss. You also understand that thinking about my anger and working on activities that will help you handle your anger better may improve your relationships with others. You understand that the things you say, the answers you give, the forms
you complete, and the activities you participate in will be kept confidential, and your name will not be used when the project is presented to other people.

One or both of your parents have already given written permission for you to be in the study.

This project has been explained to me and I have been allowed to ask questions about it. I understand that I can stop participating in the project whenever I want and no one will treat me badly, nor will I have any disciplinary action (i.e., detention, suspension, loss of privileges) taken against me. I can stop part way through if I want to, I can skip any questions I don’t want to answer, and I do not have to participate in any activities or exercises that I don’t want to participate in.

I was given enough time to read this form and ask questions.

I have been given a copy of this form to keep.

I have read this form, understand the project, and agree to participate in this research study.

Student Signature: ____________________________
Date: _____________

Student Name (printed) ____________________________
Date: _____________

Investigator Signature: ____________________________
Date: _____________

Witness Signature: ____________________________
Date: _____________
Appendix M

**Recruitment Letter**

*School*

School Administrator,

We are looking for a student to participate in a pilot study. The study is designed to develop an anger-management program that can be used with high school students. We are looking for a student that has difficulty appropriately dealing with anger. The study will last for approximately 10 to 12 weeks. The anger-management program is a ten-session program that integrates both cognitive-behavior and mindfulness-based activities.

The student and his/her guardian will be asked to read, sign, and return consent forms prior to participating in the study. The student will be asked to complete the ten-session (one-hour long) anger-management program, which includes approximately one-half hour worth of homework following each session. The student will be asked to complete a self-report questionnaire about his/her anger on two occasions. The student will be asked to complete post-session evaluation forms and a post-intervention evaluation form. The student’s parent will be asked to complete one pre- and one post-intervention survey and questionnaire. One of the student’s teachers will also be asked to complete one pre- and one post-intervention survey and questionnaire. These survey and questionnaire forms are designed to take less than five minutes to complete.
The student’s parent must sign a consent form prior to engaging in any counseling services. As previously noted, the parent and the child will also be asked to sign consent forms for the child to participate in this study.

If you have any questions or concerns, then please feel free to contact Jeffrey Kelly (856-327-6022 or 609-408-2210) or Dr. Diane Smallwood (215-871-6564). We would like to thank-you in advance for your consideration in this matter, and we look forward to working with you in the future. If you have a family and student that you think would be interested in participating, then please contact one of us at the previously noted phone numbers.

Thank-You,

Jeffrey Kelly
Appendix N

Recruitment Letter

Guardian/Student

Guardians:

I am currently conducting research for my Doctor of Psychology (Psy.D.) degree at the Philadelphia College of Osteopathic Medicine (PCOM). The purpose of this research is to find out if two approaches to therapy can be used together in order to develop an anger-management program that can be used with high school students. This study will look at what change, if any, an anger-management program has upon individuals with anger difficulties.

Your child is being asked to be in this research study because he/she has been referred for anger-management counseling by a school official. The study requires a high school student to participate in an anger-management program in order to help in the development and refining of the program. We are looking for a student that has difficulty dealing with anger. The program will last between three to six months.

During each session, your child will participate in activities that will teach him/her about anger, about how anger may affect him/her, and about what he/she can do to handle anger better. He/She will be asked to participate in breathing exercises that are designed to help improve awareness of anger and increase the ability to control anger. He/She will be asked to do some work between sessions that will also help achieve these goals. These homework assignments should take less than one-half hour between sessions.
Your child will be asked to complete the ten-session (one-hour long) anger-management program, which includes approximately one-half hour worth of homework following each session. He/She will be asked to complete a self-report questionnaire about his/her anger on two occasions. He/She will be asked to complete short evaluation forms after each session and at the end of the program. You, as the parent/guardian, will be asked to complete one survey and questionnaire form at the beginning of the program and one at the end of the program. One of your child’s teachers will also be asked to complete one survey and questionnaire form at the beginning and end of the program. These evaluation, survey, and questionnaire forms should take less than five minutes to complete.

In addition to the school district’s counseling consent form, you will be asked to sign an “Informed Consent Form” for your child to participate in this study. Your child will also be asked to sign an “Assent Form” prior to participating in this study. Participation will be completely voluntary. You and your child will be able to stop participation at any time, without any penalty. Your child will be offered alternative counseling if you wish to stop participation. Your child’s name will not be used in any form when the results of the study are presented, and all identifying information will be kept confidential.

If you have any questions or concerns, please feel free to contact Jeffrey Kelly (856-327-6022 or 609-408-2210) or Dr. Diane Smallwood (215-871-6564).
If you are interested in participating in this study, then please contact me as soon as possible so we can begin the process.

Thank-You,

Jeffrey Kelly, NCSP
School Psychologist

(856) 327-6022

(609) 408-2210