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The Effectiveness of Cognitive-Behavioral Anger Management Group in Reducing Measured Attitudes of Aggression

Nathaniel B. Thomas

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The Effectiveness of Cognitive-Behavioral
Anger Management Group in Reducing
Measured Attitudes of Aggression

by

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Presented to the Faculty of
George Fox College
in partial fulfillment of the
requirements for the degree of
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Clinical Psychology

Newberg, Oregon

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Anger Management Group in Reducing
Measured Attitudes of Aggression

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Abstract

This study was designed to analyze the effectiveness of a cognitive-behavioral anger management class available to both voluntary and probation-mandated clients from the general public. Clients enrolled in the existing 8 week program were asked to complete the Interpersonal Behavior Survey (IBS) on a pre/post treatment basis ($N=36$). The program curriculum is similar to Novaco's (1975) anger treatment in which clients prepare themselves for potential anger provocation by developing personal competence. A comparison group ($N=41$) was developed with a pre/post administration of the IBS at an eight week interval. Analysis of covariance and analysis of treatment effects were used to test the hypothesis that exposure to the anger management class curriculum

lowers measured attitudes of aggression. The data analysis supported the hypothesis that treatment lowers attitudes of aggression. An unexpected result was a significant increase in attitudes of assertiveness as measured by the IBS. A call for future research to examine the relation of attitudes of assertiveness to anger management is noted.

Dedication

The end of a matter is
better than its beginning.

(Ecclesiastes 7:8)

My partner and wife, Sylvia, deserves "a thousand
thanks", as the Swedish say, for her help in this
accomplishment.

Nat, 1990.

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CHAPTER 1

INTRODUCTION

Anger can be a very powerful emotion affecting, in one form or another, virtually all people. Anger has influenced mankind throughout history. Ancient writings often describe people being angry and acting aggressively. Many people are familiar with biblical accounts of angry people, for example, Cain killing Abel, Jonah being angry with the Lord, and Jesus dispersing the money changers.¹ Greek mythology is well known for its portrayal of angry men and gods (Stapleton, 1978).

Today, anger and aggression is thought to be a negative influence in society (Mander, 1978). Families are struggling with anger and violence within the home. Statistics indicate that a fairly high rate of violent actions occur in the home. Nearly 37% of wives in a Delaware study mentioned physical abuse as a problem in their relationships (Roy, 1977). In spite of having a

¹Committee on Bible Translation (1978). The Holy Bible: New International Version. Grand Rapids: Zondervan.

from their "ancestors", the animals. He claimed that animals feel pride, self-complacency, shame, modesty, anger, and so forth, similar to human feelings. To Darwin, all expressions of feelings are biologically based, and their origins can be found in lower animal species. These feelings were adaptive in nature and contributed to the evolutionary process of survival of the fittest.

Darwin's goal was to find a theory of emotions that applied to both animals and humans. His theory was based on the paradigm that an emotion is a biological reflex that is adaptive in nature to ensure survival. He hypothesized three principles of emotional expression that challenged contemporary scientists. First, he postulated that expressive movements may indicate internal emotional states even though they have little or no adaptive value. Second, he asserted that expressive movements are bipolar in nature. Third, he stated that expressive movements are a direct expression of the nervous system, or "excess nerve force" (Darwin, 1872). Although his work resulted from observations and knowledge of his day, it has little impact on theorists today.

A modern theorist that has based his work on principles of evolution is Plutchik (1980). Mandler

not that we cry, strike or tremble, because we are sorry, angry or fearful, as the case may be" (Mandler, 1982, p. 94). Perception leads to visceral, skeletal and muscular changes which in turn lends, in a feedback form, emotional feeling to the object or event (Mandler, 1982).

Walter Cannon (1929) developed his own neuro-physiological theory of emotion, and criticized the James-Lange theory in the process. His five criticisms included:

1. Total separation of the viscera from the central nervous system does not alter emotional behavior.
2. The same visceral changes occur in very different emotional states and in non-emotional states.
3. The viscera are relatively insensitive structures.
4. Visceral changes are too slow to be a source of emotional feeling.
5. Artificial induction of the visceral changes typical of strong emotions does not produce them.

Cannon's theory is linked with the concept of homeostasis through the development of the sympathetic nervous system. First, the organism evaluates the environment through cognitive interpretive processes

Schachter and Singer made the important connection of cognition with states of arousal, which is still being researched today.

Dynamic

Freud (1938) strongly influenced the field of psychology with his theories of mental structures. He defined the mind as "processes of the nature of feeling, thinking, and wishing, and it [psychoanalysis] maintains that there are such things as unconscious thinking and unconscious wishing" (p. 23). Freud assumed that the energy of the body was transformed into "psychic energy" which is the basis for the two instincts or drives. These two structures, which he labeled life instincts and death instincts, give rise to unconscious conflicts, which in turn are the roots of emotional phenomena. Whether there is guilt from an overactive id or depression from a death instinct or happiness from a satisfied superego, emotions were believed by Freud to be symptoms of activities of the unconscious mind (Schultz, 1981; Tavris, 1982).

Many psychologists built their theories on the foundations laid by Freud. Madow (1972), for example, built on the idea that emotions are a form of psychic energy. Specifically, he claimed that anger builds over time in people's lives because of frustration with

functioning. Ellis noted that "we can apply the stimulus indirectly, through the individual's perceiving, moving, and thinking, thereby affecting the central nervous system and brain pathways which, in turn, connect with and influence the emotional (hypothalamic and autonomic) centers" (p. 19). Much of emotional reactions stem from interpretation of perceptions, "thought biases" that influence a person's response to a given situation. "You feel, rather, because you evaluate things as good or bad, favorable or disadvantageous to your chosen goals" (p. 22). To control emotional reactions, a person controls his/her thoughts.

Social Role

Averill (1982) defined emotions as "socially constituted syndromes (transitory social roles) which include an individual's appraisal of the situation and which are interpreted as passions, rather than as actions" (p. 6). He theorized that there were at least three conditions present in the etiology of emotions. First, the "transitory social roles" condition is explained as a tendency for people to respond to situations as society around them expects them to. For example, at a funeral of someone a person did not particularly like, he or she may act in a grieving

emotions such as fear, pain, or insecurity. For example, if a child runs into a street and is almost hit by a car, the child's parent is likely to react first with fear. Within a few seconds after the child is safe, however, the parent would likely become angry at the child for being disobedient (Deschner & McNeil 1986; Nickle & Purdy, 1980).

Novaco (1975) identified six functions of anger and combinations of them:

1. Energizing behavior as it raises the amplitude of responses.

2. Disrupting ongoing behavior by agitation, by interference with attention and information processing, and by inducing impulsivity.

3. Expressing or communicating negative feelings to others.

4. Defending against vulnerability to ego threat by preempting anxiety and externalizing conflict.

5. Instigating or eliciting antagonism as a learned stimulus for aggression.

6. Discriminating an event as a provocation, which serves as a cue to act in ways that cope with stress.

These six functions provide both positive and negative reasons and uses for anger reactions, whatever their etiology. For example, people who normally are

aggressive behaviors. An examination of theories of aggression follows in order to better understand its etiology and expression.

Theories of Aggression

Instinct. Freud (1922) theorized that aggression in people is a result of basic life and death instincts from the unconscious mind. Aggression results from the libido being thwarted from its desired pleasure. His original theory only identified the life instinct with the libido driving toward pleasure. Later he introduced an opposite death instinct that tends to promote self-destruction. The life instinct, Eros, prevents self-destruction by directing that energy outward to the external world as aggression. All forms of human behavior can be explained in terms of the interactions of these opposing life and death forces.

Lorenz (1963) developed his theory of aggression on evolutionary premises that an innate aggressiveness developed over time for survival of the species. This aggressive instinct results from energy generated internally in organisms continuously at a constant rate. Aggression is released when enough aggressive energy is accumulated and a strong enough stimulus releases the aggression. These two constructs are counter-releasing, meaning that if the aggressive

determine the strength of the aggressive drive. The degree of frustration is the first variable to be considered. The greater the degree of frustration, the greater the aggressive behavior. But Dollard et al. proposed also that the greater the negative consequence for aggression, the greater the degree of inhibition of that aggression. The consequence does not thwart the instigation of aggression, but it does inhibit it as well as increase the amount of frustration and a greater amount of aggressive drive available for the next incident of frustration. The aggression can be displaced toward substitute targets if there is enough similarity with the original target.

The reduction of aggressive instigation has been theorized by Dollard et al. (1939) to be responsive to catharsis of the aggressive drive. They proposed both direct and indirect means of catharsis. Examples of indirect catharsis are aggressive fantasies, hitting inanimate objects, and verbal altercations. Direct catharsis is expressing hostility toward the original source of frustration. Catharsis is proposed to be accumulative in their theory. The result is that aggressive drive can be gradually diminished with similar cathartic exercises.

may occur as a result of negative consequences to aggressive behaviors and create a learning experience. This experience which will be remembered in future similar circumstances.

Bandura (1973) identified instigating factors as being the anticipated rewards of aggressive behavior as well as reacting to unpleasant or threatening circumstances. Frustration over dealing with long term problems can lead to provocation of aggressive responses.

Variables that maintain and strengthen the tendency for aggressive behaviors include the initial acquisitional factors as well as peer modeling. Another variable is positive feedback from peers and/or self administered cognitive rationalization. Cognitive rationalizations identified by Bandura (1973) include:

1. Slighting aggressive acts by comparing them to more violent, hideous deeds.
2. Justifying aggression in light of higher principles and ideals.
3. Displacing responsibility for aggressive actions onto others.
4. Diffusion of responsibility.
5. Dehumanizing and degrading victims.

it were, and must seek an escape by which it can find an outlet for its cathexis (change of energy) in conformity with the demands of the pleasure principle: it must elude, eschew the ego" (p. 314). As the libido finds release through meaningful activities, the inner conflict is lessened until balance is restored.

Freud's theory of libido has had a great impact on the treatment of anger. John Marshall, a psychiatrist, in 1972, noted:

There is a widespread belief that if a person can be convinced, allowed, or helped to express his feelings, he will in some way benefit from it. This conviction exists at all levels of psychological sophistication. Present in one or another form, it occupies a position of central importance in almost all psychotherapies...The belief that to discharge one's feelings is beneficial is also prevalent among the general public...it is accepted that there is some value in hitting, throwing, or breaking something when frustrated. (p. 787)

Many counselors have advocated cathartic behaviors to release anger. Bach and Bernhard (1971), for example, developed "creative aggression" in which participants engage in a variety of exercises designed

McFall, 1981). The basic goal of treatment is to substitute a relaxation response for fear, anxiety, or in this case, anger. The assumption is that emotional responses are learned and can be changed through conditioning. The first step entails getting an accurate account of the situations which trigger the anger. After establishing the serial actions leading to anger, the subject is taught to associate relaxation with each stage. Initially, mental imagery is utilized after which behavioral conditioning helps the subject to practice relaxation in situations which formerly evoked aggressive responses (Bornstein et al., 1981; Wolpe, 1958).

Operant controls such as punishment, extinction, and over correction are used commonly in homes for discipline of children and in the legal system but haven't been adapted widely for clinical use. Bufford (1982) defined punishment as "a decrease in the frequency of a target response when a stimulus is either removed or presented following that response" (p. 135). The idea that there is a consequence following an inappropriate anger reaction or aggression is accepted as effective in certain circumstances. Time out procedures are often used in inpatient and prison settings to punish aggressive behavior.

Ellis' colleagues, Paul Hauck (1976), identified two irrational beliefs that undergird most hostility: (a) I must always have my way, and (b) people are bad and should be punished because they do not give me what I want. Hauck contended that when people with anger problems stop thinking they "must have their own way," the anger problems will diminish. Treatment is a matter of confronting clients with their faulty thinking and eventually behavior changes will follow. Ellis and Harper (1975) defined some irrational beliefs that they advocate are at the base of all dysfunctional behavior. Their therapy also consists of confronting clients with irrational beliefs, helping them to see reality and live in a way that adapts to reality.

Cognitive-Behavioral. The strengths of two distinct theories have been combined in the past 15 years to form a treatment modality that is gaining in popularity. This cognitive-behavioral approach suggests that both a person's thoughts and behavior need to be modified in order to effectively change his/her dysfunctional responses to functional ones. Bornstein et al. (1981) noted in regard to the treatment of anger, that Raymond Novaco had developed a cognitive-behavioral anger management curriculum that is considered effective. Novaco (1976) stated that:

rehearsal of skills), are utilized to ensure the efficacy of treatment.

Critique of Theories of Treatment

In the course of studying the etiology of anger and aggression, research has been conducted which may shed some light on which modality to incorporate in anger management courses. It is important for mental health workers to base effective treatment on empirically proven components.

Seymour Feshbach (1956) found in his research that the long-assumed hydraulic theory of Freud was not necessarily true. He arranged to have some young boys who were known to be nonaggressive exposed to periods of free time in which they played aggressively. Instead of getting their pent-up feelings out, they became more aggressive after the free time was over. There was no cathartic effect on the boys, but rather they learned how to act out in new ways. Feshbach (1964) later concluded that "the etiology of aggression is a learned drive whose primary antecedents are past exposure to punishment and present threats to self esteem" (p. 257). Feshbach made important contributions to research on effective treatment of anger. Whereas Freud's original premises were based on his interpretation of clinical observations, Feshbach

The pure cognitive modality is difficult to critique because of the lack of empirical evidence. For example, Rational Emotive Therapy techniques are a cognitive process that are awkward to describe in behavioral terms. Ledwidge (1978) in his article questioned the efficacy of cognitive therapies and advocated behavioral techniques for therapy. He noted: "I am forced to the conclusion that the best way to change thoughts and feelings is to change behavior directly; changes in thoughts and feelings will then follow" (p. 371). Cognitive interventions are of relatively new origin with little research to guide their use. It has however been found useful to use cognitive techniques in conjunction with other modalities (Biaggio, 1987; Ledwidge, 1978).

Using a combination of cognitive and behavioral modalities for anger management groups has been researched by Raymond Novaco (1975, 1976a, 1976b, 1977). He found significant results using experimental and control groups with self-instruction procedures combined with relaxation techniques. In one journal article he concluded: "The findings stand as an endorsement for the continued development of cognitive self-control procedures for the regulation of anger states" (1976b, p. 681). In her report on anger

aggressive attitudes from assertive attitudes, and multiple subclasses of these attitudes (Mauger & Adkinson, 1980). With its adequate psychometric properties, it appears to be a useful instrument for the purposes of this study. It is surprising then that there were not studies found that utilize the IBS in assessing anger treatment modalities.

Summary

Emotions are postulated to arise from physiological reactions, inner psychological conflicts, and/or sociologically learned responses. There is some agreement that emotions are a combination of autonomic arousal and cognitive interpretations of environmental stimulation. Anger is one of many emotions that people experience. It is important to note that anger has many means of expression, both ones of explosion and ones of implosion (Tavris, 1982). This study has focused on anger dyscontrol of the explosive type, or that type that leads to aggressive attitudes rather than depressive and/or other attitudes.

With the focus on anger as an emotion, the discussion went on to examine how anger is linked to aggression. Anger and aggression are two distinct

anger dyscontrol. This is a study that hopefully will be a piece of the puzzle of finding effective treatments.

Anger is one emotion that can easily lead to interpersonal problems due to aggressive behaviors associated with the expression of angry feelings. These attitudes of aggression can be decreased through new learned behaviors. There is a lack of research which identifies the most effective means of helping people gain these anger management skills. Therefore, it is desirable to develop research that focuses on what types of interventions are most effective in helping people reduce attitudes of aggression. There is some research support for utilizing cognitive-behavioral methodologies for general behavior changes.

The psychometric properties of anger dyscontrol measurement devices currently used are of questionable strength. The IBS has been shown to possess adequate psychometric properties. Therefore, the question is raised as to whether anger dyscontrol is reduced after persons are exposed to cognitive-behavioral treatment as measured by the IBS.

CHAPTER 2

METHODS

Design

This study utilized a treatment group and comparison group to determine whether involvement in an anger management class could significantly reduce attitudes of aggressiveness. An ongoing anger management class was surveyed for attitudes on a presurvey/postsurvey basis for the treatment group. The comparison group was asked to complete the survey on a presurvey/postsurvey basis with the same time interval between surveys as the treatment group. The data were analyzed using Analysis of Covariance (ANCOVA) to determine the degree of significance between mean group scores. The details of methodology are discussed in this chapter, while results and discussion are presented in Chapters 3 and 4, respectively.

The most realistic method of determining the efficacy of Cognitive Behavioral Anger Management

Table 1

Nonequivalent Comparison Group Design

	Pre	X	Post
Treatment Group	0	X	0
	-	-	-
Comparison Group	0		0

Note. ANCOVA with the Pretest Scores and participants' age, gender, education, marital status, and occupation as covariates; 0 = observation with IBS; X = treatment by participation in cognitive-behavioral anger management group (Campbell and Stanley, 1963).

Statistical analysis was accomplished through analysis of covariance with the pretest scores, age, gender, education, marital status and occupation of participants as the covariates (Kerlinger, 1986). The dependent variable, Interpersonal Behavior Survey (IBS) test scores, will be examined for significant change at the .05 level as influenced by the independent variable, participation in a cognitive-behavioral anger management group.

female, with a mean age of 31.2. Consult Table 2 for a description of participants' gender and age.

Table 2

Demographics of Treatment and Comparison Groups

		Presurvey	Pre/Postsurvey	Mean Age
Treatment	Male	69	29	33.7
Group	Female	13	7	28.7
Comparison	Male	41	21	43.6
Group	Female	38	20	42.0

Comparison Group

There were four identified demographic characteristics of the subjects participating in the anger management class. They included blue-collar workers, white-collar workers, people professing Christian beliefs and recovering alcoholics. Approximately sixty percent of the subjects were blue-collar workers and forty percent white-collar workers. The other identified characteristics are a rough estimate of population. Roughly one third voluntarily

they failed to meet inclusion criteria, later described. See Table 2 for a description of the participants' gender and age.

Instrument: Interpersonal Behavior Survey

The Interpersonal Behavior Survey (IBS) is an instrument that is designed to distinguish aggressive attitudes from assertive attitudes and to sample subclasses of these attitudes (Mauger & Adkinson, 1980). It is the instrument used in this study to determine whether a cognitive-behavioral anger management group significantly reduced attitudes of aggressiveness.

Aggressive and assertive attitudes have been shown to be conceptualized as independent response classes. Aggressive attitudes should be distinguishable from assertive attitudes on both theoretical and clinical grounds. Aggressive attitudes have been defined as "feelings of hostility toward others" (Mauger & Adkinson, 1980). The purpose of aggressive attitudes is to gain control and/or exert power over other people in some fashion. Usually aggressive attitudes and/or behaviors are rationalized as helping to attain a goal. Aggressive people may deliberately wish to violate the

These four categories make up the sections of the profile summary sheet.

The validity scales reflect test-taking attitudes. The person's attitude toward the inventory affects the scores on the three categories of scales. The validity scales determine whether a profile is interpretable (Mauger & Adkinson, 1980).

The aggressiveness scales are designed to measure aggressive behaviors, attitudes and feelings. There are six subscales in addition to a global measure of aggression.

The assertiveness scales are designed to measure a person's response set that is assertive rather than aggressive. There are seven subscales as well as a global measure of assertiveness.

The relationship scales are designed to assess a person's preference for emotional intimacy or distance. There are three subscales to aid interpretation in this area (Mauger & Adkinson, 1980).

In samples in which no treatment is taking place, the IBS scales are very stable. The reliability studies have indicated that the modal test/retest reliability values over both a 2-day period and a 10-week period were greater than .90. Comparisons of the scale means from the first and second test

The comparison group was formed through a packet distribution system to the four demographic groups previously described. Ninety-six packets containing the IBS survey, a consent form, questionnaire, and instructions were distributed. The questionnaire was devised to screen people that would be appropriate for an anger management class wait-list. The questionnaire requested the following information:

1. I am at least 18 years old.
2. I have experienced strong feelings of anger that have disturbed me in the recent past (within 2 years).
3. Family members and/or others believe that I have problems expressing my anger.
4. My feelings of anger have disturbed me enough for me to want to learn how to deal with anger more effectively.
5. I have been in an anger management class.

People were placed in the comparison group only if they met several criteria:

1. They answered "yes" to at least one of questions #2, #3, or #4.
2. They answered negatively to question #5.
3. They completed both the presurvey and postsurvey eight weeks apart.

The purpose of the first session was to introduce the idea that anger management is important for the health of relationships and that the feeling of anger in itself is not the problem. Behavior that scares or hurts others is the problem. A brief overview of the effects of domestic violence, the negative and positive uses of anger, and intergenerational effects of abuse were discussed. Time was provided for clients to voluntarily complete the IBS with the directions that participation in the class was not contingent on completion of the survey and that the survey was completely voluntary.

The purpose of session two was to introduce two basic ideas. The first was the etiology of feelings, with discussion centering on how sensory input interacts with preconceived thought patterns such as beliefs, memories, goals, values, traditions, and attitudes. The second idea discussed was "anger first aid" and how anger management starts with the behavioral intervention of a "time out". This entails removing oneself from the situation until the strong feeling has subsided. Homework included charting an anger log and practicing time outs during the week.

Session three was focused on how belief systems are often irrational in nature and need to be

allowing each person to express ideas that they think may solve the problem; and (d) conflict resolution, working out a solution which satisfies both parties.

The last session was reserved for review and discussion of the need to not only continue to use anger management, but to keep new skills in order to cope with other life difficulties. Time was reserved for completion of the second administration of the IBS survey.

Summary

This study incorporated a quasi-experimental design of a treatment group and comparison group to determine whether cognitive-behavioral anger management curriculum materials could effectively reduce attitudes of aggression. The treatment group completed the IBS at the first and last session of the anger management class. The comparison group was selected from individuals who both completed a pre-post IBS and admitted to having experienced anger that made them or others uncomfortable. The data were statistically analyzed with the ANCOVA system to determine if there was a significantly lower degree of aggressive attitudes on the part of the treatment group compared

CHAPTER 3

RESULTS

This chapter presents the results of the investigation. First, the descriptive statistics are presented, including demographics and IBS survey scores. The demographics include the continuous variable of age and categorical variables of gender, education, marital status, race and occupation. The IBS survey results are presented for both presurvey and postsurvey scores of both the treatment and comparison groups. Second, the Analysis of Covariance (ANCOVA) will be presented. Third, analysis of treatment effect is examined and fourth, the significant IBS result differences are reported.

Descriptive Statistics

Demographics

Demographics were collected on both participants in the treatment group (TG) and comparison group (CG). These are summarized in Table 3. The mean age difference between the treatment group and comparison

Table 3--Continued

	TG ^a		CG ^b	
		<u>Total %</u>		<u>Total %</u>
Single	7	19.4	6	14.6
Married	16	44.4	33	80.5
Divorced or Separated	13	36.1	2	4.9
Race				
White	35	97.2	40	97.6
Other	1	2.8	1	2.4
Occupation				
Management, professional	4	11.1	15	36.6
Technical, Sales	6	16.7	5	12.2
Service workers	3	8.3	4	9.8
Farmer, Forestry	1	2.8	1	2.4
Precision production	6	16.7	2	4.9
Operators, fabricators	9	25.0	3	7.3
Not working	7	19.4	11	26.8

$a_n = 36.$ $b_n = 41.$

group was 9.63 years. Specific group demographics are reviewed separately.

TG. demographics. The male to female ratio was about 4:1 with the majority of participants being white

education and worked at jobs reflecting this. The CG had a greater ratio of married participants and fewer singles than the TG. Both groups had the same racial composition. These variables will be discussed as issues of control in the analysis of data.

IBS results. Tables 4 and 5 display the results of computing presurvey and postsurvey scale means, and standard deviations, with minimum and maximum scores noted as well. These data are organized so as to easily compare the group survey mean differences which is the basis for the analyses that will be used to test the hypotheses. The significant survey mean differences will be presented later. The use of group mean scores allowed the use of protocols with isolated spike scores. On 10 of 216 validity T-scores, the scores were considered to be of questionable validity, but it was decided to retain the use of these protocols since the effect on the mean would be insignificant.

The correlation matrices for treatment and comparison groups are displayed in Appendix C. The listed variables include gender, age, education,

Table 4--Continued

Scale	TG ^a				CG ^b			
	<u>X</u>	<u>SD</u>	Min	Max	<u>X</u>	<u>SD</u>	Min	Max
IA	43.556	12.00	22	63	47.683	9.80	29	64
DA	47.861	10.87	23	62	48.000	11.03	20	65
FR	49.500	9.54	26	69	48.317	10.19	30	66
PR	43.250	10.88	24	66	47.439	10.38	29	66
RE	44.889	9.87	30	63	49.854	9.60	26	63
RF	49.806	11.28	23	65	52.220	10.66	23	65
CA	49.333	9.97	34	65	51.463	9.19	31	72
DP	51.833	11.75	28	74	48.927	9.46	32	70
SH	60.278	12.11	40	80	55.220	11.21	38	80

Note. DE = Denial; IF = Infrequency; IM = Impression Management; GGR = General Aggressiveness, rational; GGE = General Aggressiveness, empirical; HS = Hostile Stance; EA = Expression of Anger; DR = Disregard for Rights; VE = Verbal Aggressiveness; PH = Physical Aggressiveness; PA = Passive Aggressiveness; SGR= General Assertiveness, rational; SGE= General Assertiveness, empirical; SC = Self Confidence; IA = Initiating Assertiveness; DA = Defending Assertiveness;

(table continues)

Table 5

Interpersonal Behavior Survey (IBS): Postsurvey T-
Scores for Treatment Group (TG) and Comparison Group
(CG)

Scale	TG ^a				CG ^b			
	<u>X</u>	<u>SD</u>	Min	Max	<u>X</u>	<u>SD</u>	Min	Max
DE	55.000	11.14	37	73	52.195	9.11	37	78
IF	46.667	9.23	40	78	43.732	4.43	40	55
IM	52.083	10.589	31	73	52.902	10.42	26	71
GGR	43.583	13.05	28	71	39.390	7.73	28	58
GGE	46.389	14.37	29	80	42.585	8.25	32	62
HS	42.806	13.03	26	70	39.341	8.21	26	60
EA	49.583	10.60	34	71	45.293	9.21	34	67
DR	43.806	10.97	33	72	39.829	5.75	33	62
VE	44.306	10.63	31	68	42.829	7.63	34	61
PH	47.139	10.66	35	72	42.439	9.10	31	72
PA	47.139	9.51	33	65	41.927	7.22	33	60
SGR	50.222	9.85	30	67	49.073	12.19	21	68
SGE	47.194	10.53	27	62	45.805	10.73	24	67
SC	49.444	9.89	26	65	47.902	11.79	23	65

(table continues)

Table 5--Continued

IA = Initiating Assertiveness; DA = Defending Assertiveness; FR = Frankness; PR = Praise (Giving/Receiving); RE = Requesting Help; RF = Refusing Demands; CA = Conflict Avoidance; DP = Dependency; SH = Shyness.

$a_n = 36.$ $b_n = 41.$

marital status, race, occupation, and the presurvey/postsurvey scores. The correlation matrices were computed with a two-tailed significance test. These data are not a focus of this present study.

Tests of Hypothesis

The hypothesis asks whether there is a significant change in test scores as a result of exposure to treatment. To determine whether the changes in test scores were significant to the degree of supporting the hypothesis, four steps of analysis were performed.

The analyses focused on group mean-score differences both between the TG and CG groups and differences of pretest and posttest mean scores. The differences were determined to be significant if the significance of p was at .054 or less (rounding to the

Table 6

Levels of Significance for Scales <.05 for Four
Analyses of Covariance

Scale	TG/CG ^a Pretest Difference	TG/CG ^a Posttest Difference	TG/CG ^b Posttest Difference	TG ^c Pre/Posttest Difference
Validity				
DE	NS	NS	NS	NS
IF	NS	NS	NS	NS
IM	NS	NS	NS	NS
Aggressiveness				
GGR	NS	NS	NS	.014
GGE	NS	NS	NS	NS
HS	NS	NS	NS	.018
EA	.002	NS	NS	NS
DR	.025	NS	NS	NS
VE	.051	NS	NS	.006
PH	NS	NS	NS	.049
PA	.054	NS	NS	.029
Assertiveness				
SGR	NS	NS	.036	NS

(table continues)

Table 6--Continued

Aggressiveness; PH = Physical Aggressiveness; PA = Passive Aggressiveness; SGR= General Assertiveness, rational; SGE= General Assertiveness, empirical; SC = Self Confidence; IA = Initiating Assertiveness; DA = Defending Assertiveness; FR = Frankness; PR = Praise (Giving/Receiving); RE = Requesting Help; RF = Refusing Demands; CA = Conflict Avoidance; DP = Dependency; SH = Shyness.

^aAnalysis with demographics (Age, Gender, Educational Level, Marital Status and Occupation), held as covariates. ^bAnalysis with demographics and pretest scores held as covariates. ^cAnalysis utilizing Hotellings Test of significance.

aggressiveness scales were shown to be significantly higher at the posttest level for the TG. See Table 5 for specific test mean scores and Table 6 for specific levels of significance.

Differences of group posttest means with pretest as a covariate. When the differences on the pretest were controlled for in the ANCOVA, TG did not differ from CG on any of the Aggression scales and other IBS scales were found to be significantly higher at the

Table 7

Analysis of Covariance for SGR General Assertiveness -
Rational Scale: TG/CG Posttest Difference

Analysis of Covariance

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u> Ratio	<u>F</u> Sig
Covariates	5306.309	6	884.385	15.982	.000
SGR pre	4639.815	1	4639.815	83.848	.000
Age	.605	1	.605	.011	.917
Gender	153.042	1	153.042	2.766	.101
Ed Level	29.805	1	29.805	.539	.465
Mar Stat	95.674	1	95.674	1.729	.193
Occ Level	19.529	1	19.529	.353	.554
Main Effects	251.798	1	251.798	4.550	.036
Group	251.798	1	251.798	4.550	.036
Explained	5558.108	7	794.015	14.349	.000
Residual	3818.204	69	55.336		
Total	9,376.312	76	123.373		

Note: N = 77. Analysis with demographics and pretest scores held as covariates.

Table 9

Analysis of Covariance for SC Self-Confidence Scale:
TG/CG Posttest Difference

Analysis of Covariance					
Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u> Ratio	<u>F</u> Sig
Covariates	3825.189	6	637.531	9.286	.000
^a S14 Pre	3075.916	1	3075.916	44.802	.000
Age	137.149	1	137.149	1.998	.162
Gender	100.541	1	100.541	1.464	.230
Ed Level	3.523	1	3.523	.051	.821
Mar Stat	29.568	1	29.568	.431	.514
Occ Level	.026	1	.026	.000	.985
Main Effects	479.685	1	479.685	6.987	.010
Group	479.685	1	479.685	6.987	.010
Explained	4304.874	7	614.982	8.958	.000
Residual	4737.204	69	68.655		
Total	9,042.078	76	118.975		

Note: N = 77. Analysis with demographics and pretest scores held as covariates. ^aS14 = Self-Confidence scale.

Table 11

Analysis of Covariance for RE Requesting Help Scale:
TG/CG Posttest Difference

Analysis of Covariance

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u> Ratio	<u>F</u> Sig
Covariates	3633.913	6	605.652	9.261	.000
RE pre	3465.291	1	3465.291	52.986	.000
Age	1.951	1	1.951	.030	.863
Gender	16.073	1	16.073	.246	.622
Ed Level	44.345	1	44.345	.678	.413
Mar Stat	49.888	1	49.888	.763	.385
Occ Level	6.602	1	6.602	.101	.752
Main Effects	300.341	1	300.341	4.592	.036
Group	300.341	1	300.341	4.592	.036
Residual	4512.629	69	65.400		
Total	8,446.883	76	111.143		

Note: N = 77. Analysis with demographics and pretest scores held as covariates.

Receiving). Consult Table 6 for specific levels of significance.

Relationship Scales Results

The TG/CG posttest difference showed a significant change in the Conflict Avoidance scale after showing no significant group difference at the pretest level. The difference between the pretest/posttest results on the treatment group showed a significant decrease in two relationship scales in addition to the five aggression scales that were significantly affected as discussed in the Aggression Scales Results section. These were the Dependency scale and the Shyness scale. Refer to Table 5 for specific test score means and Table 6 for specific levels of significance.

Summary

The results of this investigation were reviewed in this section. After examining the demographics and descriptive statistics, the ANCOVA analyses and significant test differences were reported.

Analysis of demographic data revealed important differences between the TG and CG. Thus, it was determined to include age, gender, educational level, marital status, and occupational level as covariates in

General Assertiveness-Empirical, Self Confidence, Praise (Giving and Receiving) and Requesting Help. The relationship scales with significant change included the Conflict Avoidance scale when analyzed at the posttest difference level between the TG/CG. The pretest/posttest difference analysis of the TG showed significant change for the Dependency and Shyness scales.

The next section incorporates these results into a discussion of whether the hypothesis was supported. Implications for generalization are also discussed.

the results. The third section looks at future research, suggesting possible directions for further research of anger management in order to clarify unanswered questions. Last, there is a summary of this work presented to refocus on what has been accomplished in this study.

Results Interpreted

It was hypothesized that the exposure to cognitive behavioral anger management curriculum would have a net effect of lower IBS Aggression scores for the treatment group contrasted with the comparison group.

There were four ANCOVA analyses conducted on the pretest/posttest differences between the TG and CG. Four of the TG aggression scales were shown to be significantly greater than the CG at pretest. No Aggression or Assertiveness scales had significant differences at the posttest level. The fact that the pretest/posttest means on four aggression scales were lowered supports the hypothesis that treatment lowers attitudes of aggression, but the quality is weakened by only four scales showing the effects and the potential confounding variable of regression toward the mean. There is potential that regression toward the mean had a role in these analyses. The effect of regression

Aggressiveness, (d) Physical Aggressiveness, and (e) Passive Aggressiveness. Two of these scales, VE and PA, overlapped with the first two analyses on Table 6. There were a total of seven scales of aggression that showed some significant support for the use of cognitive behavioral anger management curriculum to decrease attitudes of aggression. They are listed below with a description of the attitudes they are intended to measure.

General aggression-rational scale (CGR). This scale was shown to respond to treatment effects by the pretest/posttest difference analysis. It is intended to measure the general response class that includes aggressive behaviors, feelings, and attitudes (Mauger & Adkinson 1980). There is support for the hypothesis that exposure to the treatment regime lowers these general attitudes of aggression.

Hostile stance (HS). The pretest/posttest difference analysis lends support for the view that attitudes of hostility, or an antagonistic orientation toward other people, is lessened with cognitive behavioral treatment. People may develop a more open style of relating to others.

Expression of anger (EA). The trait identified by this scale is a tendency for the respondent to lose

as a result of treatment. Thus, two different approaches to analysis supported the hypothesis.

Physical aggressiveness (PH). The pretest/posttest difference analysis on the TG showed a significant reduction in a tendency to use or fantasize using physical force as a means to an end (Mauger & Adkinson, 1980). Treatment effect implies that participants began to utilize other means than physical force to satisfy their needs.

Passive aggressiveness (PA). Mauger and Adkinson (1980) described the traits measured by this scale as those of indirect aggression such as stubbornness, negativism, procrastination, and complaining. As with the VE scale, two different approaches to analysis supported the hypothesis with this scale. Both the TG/CG pretest analysis and TG pretest/posttest difference analysis supported the hypothesis. There was a significant reduction of these measured traits as a result of exposure to the TG.

Effects on Assertiveness Scales

A study that explored the use of assertiveness training for anger dyscontrol management found that assertiveness training led to a reduction in felt anger for the participants in treatment. The authors theorized that "assertive training provided responses

that this is self-confidence in one's interpersonal relationship skills (Mauger & Adkinson, 1980). The results of the posttest analysis with the pretest covariate shows that exposure to the treatment group gave participants more confidence that they could effectively cope with relationships.

Praise, giving/receiving scale (PR). This scale reflected an increase in the comfort level among the treatment group with the giving and receiving of praise as a result of exposure to the curriculum (Mauger & Adkinson, 1980). The analysis of posttest differences with the pretests as covariate supported the idea that being more open with others may reflect more honest communication.

Requesting help scale (RE). This indicates that the respondent is open to ask for reasonable favors and help when legitimately needed (Mauger & Adkinson, 1980). Participation in the anger management treatment group apparently increased openness to acknowledging the need for help, a more vulnerable attitude than an unwillingness to request help. The analysis of posttest differences with the pretest as covariate was used to support this claim.

Shyness scale (SH). People with high measured attitudes of shyness tend to be socially introverted and enjoy socializing with family members and/or a small circle of friends rather than large groups (Mauger & Adkinson, 1980). The TG pretest/posttest analysis showed that the treatment tended to reduce measured attitudes of shyness.

In summarizing the eight significant assertiveness/relationship scales, it is possible to theorize that exposure to the treatment group curriculum increased assertiveness attitudes in a variety of ways. The increase in self-confidence and corroborating willingness to communicate more openly about rights, feedback and need for help indicate a modification of thought and behavior patterns that possibly would help reduce interpersonal tensions, thereby reducing the need for anger.

Confounding Variables

The two weaknesses that Campbell and Stanley (1963) cited for the Nonequivalent Control Group Design for quasi-experimental research, the design used by this study, were: (a) the effects of selection and maturation on the outcome of the study, and (b) the interaction of the pretest on the curriculum in the treatment group. Both of these issues bear discussion,

unlikely to experience spontaneous recovery from his or her problem during an eight week period. It is the researcher's experience that the vast majority of people with anger dyscontrol admit to it being a longstanding problem that they have found difficult to overcome. There are many reinforcers to maintain anger dyscontrol. Subjects discover that they get what they want with anger; other people fear them and are intimidated by them, and it reduces some of the internal tension they are experiencing. It is not the type of problem that might easily be overcome without treatment. The treatment curriculum is seen as the independent variable influencing the control of anger problems rather than maturation.

People with anger dyscontrol problems sometimes deny its existence or minimize its effects on others. The few protocols with questionable validity scores may be a slight confounding variable that could be eliminated in future studies. The use of group mean analyses should have minimized any effect, but it would be easily rectified by eliminating any questionable profiles.

Interaction of pretest with treatment. The possibility that the pretest had an influence on the treatment outcome seems remote. The IBS has 272

program. The effect of the therapist on the treatment may be influenced by the degree of charisma, degree of comfort with the subject and amount of therapist experience with facilitating groups. These issues are difficult to assess for the degree of influence on the treatment curriculum. It should suffice to say that all treatment groups received the same materials and were facilitated by the same therapist, who also served as the primary investigator. Other research of similar ilk may utilize multiple therapists to control this variable. This particular study was not able to utilize this control due to the lack of funds and number of clients available.

Mortality. There were a number of treatment participants that did not finish treatment, which were referred to in Chapter 2. These dropouts may have had an influence on treatment outcome in several ways. The other participants may have been emotionally impacted by their absence. Irvin Yalom (1975), an expert on group dynamics, noted that irregular attendance could be contagious and demoralizing. This contagiousness may have served to decrease the number of participants completing the treatment to a greater degree than had there not been absenteeism. The net effect was that the number of completed survey sets for the study were

Third, the high reliability of the IBS suggests regression should be minimal. Thus, regression was unlikely to have been a significant factor in this study.

Future research

Although the hypothesis was only partially supported by this study, there are several interesting possibilities implied in the results. Most obvious is the use of the IBS in research for functional anger management programs. At the outset it would be beneficial to study the degree of validity the aggression scales hold for anger management groups. The majority of presurvey scores were unexpectedly depressed, with the given population admitting to having anger problems by their presence in the group. It may be helpful to study the degree of significance between an identified anger population of the explosive type, and a control group. The analytical format of utilizing group mean scores obscures individual variability of scores. A study that examines individual scores as its analytical format would provide different results and possibly clarify some of the inconsistency in the analyses done in this study.

1986). A study that identifies which therapist factors have greatest influence in anger management work would benefit effectiveness.

The durability of change was not assessed in this study. Future research should focus on whether treatment using cognitive-behavioral modalities have the degree of long range change of other treatment styles. Assessment done at 6-month intervals for 18 months would provide information showing durability or show the point in time that a refresher course could be provided to maintain the skills necessary for functional relationships.

Integrative Statement

Anger is a complex emotion that stems from a large number of factors. In spite of the reason for a person's anger, the biblical model for dealing with feelings of anger is that of self control. Paul admonished Christians in Ephesians to not sin when angry. He does not advocate that the anger itself is sin, but that it can lead to sinful behaviors. The point here is that the feeling of anger is normal, but that problems can arise when these angry feelings are translated into negative aggressive behaviors. In Galatians, Paul identifies self-control as one of the

in detail in Chapter 1 along with various views of the role aggression plays in anger. Of treatment modalities reviewed, cognitive-behavioral techniques had enough empirical support to warrant their use in this study.

Little research has been conducted in effective treatment modalities for anger dyscontrol. It was hypothesized that attitudes of aggression would be lowered as a result of exposure to a cognitive-behavioral anger management curriculum. This study examined the efficacy of cognitive-behavioral curriculum materials in diminishing attitudes of aggression as measured by the Interpersonal Behavior Survey (IBS).

Results partially supported the experimental hypothesis. Several aggressiveness scales on the IBS were favorably influenced by treatment effects. The results are encouraging, but weak due to two primary factors. First, the quasi-experimental design allowed for a nonequivocal control group, which in turn had problems such as group mortality and variable demographics. Second, the analyses showed inconsistent results. Unexpected positive results were noted with a significant increase in attitudes of assertiveness as measured by the IBS. A theory was discussed regarding

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Appendix A

Example of Information Given to Comparison
Group Participants

Instructions

1. Locate the survey booklet, survey answer sheet, brief questionnaire and consent form. Remember that at this time there is only one survey answer sheet included. The second survey answer sheet will be sent to you in the mail 7 weeks after you have returned the first completed survey answer sheet to me.
2. Read the consent form. If you are willing to participate in the study, sign the consent form. If you do not want to participate, please return the packet to Nat Thomas in the same manila envelope you received the materials in. Nat's address is on the envelope.
3. Answer the brief questionnaire and provide a first name and address for receiving the second part of the test and notification of the cash drawing winner.
4. Follow the instructions on the test booklet. You will need 45-60 minutes to complete it. Please answer the questions yourself, not with any help, to keep the data valid for my study.
5. Please provide the information asked for on the survey answer sheet. You may want to only provide your first name, which is fine, but the rest of the information is important.
6. I have deadlines, so it is important to get the survey taken and returned to me right away. Mail back to Nat Thomas the completed answer sheet, instruction booklet, questionnaire, and signed consent form in the manila envelope which is pre-addressed and stamped. Remember to include your first name and address on the envelope to qualify for the prize and to enable me to send the second survey and booklet back to you for completion. It will be the very same survey both times since the comparison of my study requires an 8 week interval between taking the survey the first time and the second time. Be sure to mark on your calendar exactly 8 weeks from the time that you take the first survey so that you take the second survey in the time frame that I need. Please take the survey as soon as you can!

understand that all identifying information will be destroyed when the survey analysis is completed.

Signature

Date

Again, please remember to return this with your completed survey.

Appendix B
Examples of Materials Given to
Anger Group Participants

National statistics document that 1.8 million wives are beaten by their husbands each year. It is estimated that the true incidence rate is closer to 50%-60% of all couples.

The National Center on Child Abuse and Neglect estimates that approximately one million children are maltreated by their parents each year. Of these children, as many as 100,000-200,000 are physically abused, 60,000-100,000 are sexually abused, and the remainder are neglected.

Physical violence which comes to the attention of law enforcement agencies occurs more frequently between family members than between any other group of individuals.

What Are the Causes of Domestic Violence?

In most cases the use of violence against a family member is a learned response to stress. Whether people use violence or not largely depends on how they have learned to cope with tension and life stress. People learn to use violence in families from:

1. Family of Origin: Many assailants were abused as children or witnessed physical assault between parents.

2. Culture: Violence is seen as a way to solve problems in everything from cartoons to newspaper reports, jokes to advertisements.

3. Prior Experiences: An incident of assault is reinforced as acceptable behavior when assailants are not punished for their actions. They learn that violence works and they can get away with it. The violence is not a function of the relationship between the victim and assailant. (Example: If a man assaults his wife and she leaves him, he will probably assault his next wife because he has not learned any way to deal with stress except by striking out in his family.) Many abusers experience intense and mounting pressure and physiological tension prior to a violent episode. Usually this tension is from a number of sources including their work, how they feel about themselves, and economics. When abusers use violence, they experience a release from pent-up stress and tension. This feeling of release can be a powerful reinforcement

Controlling Anger Reactions

Anger is a common feeling that can result in good or bad behavior. When we are attacked or endangered, it serves to energize us with adrenalin so that we can defend ourselves. Controlled anger gives us the ability to express our feelings forcefully. The emotion of anger is a signal that we feel threatened or under attack. It tells us that strong feelings are surging within. These functions of anger can be positive and beneficial.

However, there is a real danger with anger. It can disrupt the thinking process and make us less rational. We cannot think clearly or make logical decisions when uncontrolled anger is present. Many people have difficulty controlling anger. Some allow themselves to become angry over small unimportant matters. Others allow themselves to become provoked to a point of violence when they feel offended. Those who don't control their anger should realize that their anger frightens others, ruins relationships, and may even result in legal actions. The lack of anger control is a major reason for family breakups. Anger is a problem when it is expressed too frequently; is expressed too intensely; lasts too long; there is aggressive behavior; and/or people fear you when you are angry.

The way we respond to feelings of anger is learned. If your parents yelled every time they felt angry, you more than likely are a yeller also. If "dad" go violent when provoked, you may have a similar reaction when frustrated. Fortunately, the past doesn't need to dictate the future; new behavior can be learned. There are no magic cures for anger problems. It takes hard work and a willing attitude to master new behavior.

The Source of Feelings

Our feelings are always changing, often confusing us and are a source of pain and pleasure. Where do they come from? First, the only source of information that the brain has is from what it receives from our five senses: sight, smell, taste, hearing and touch. The senses are the beginning source of feelings. The information from the senses goes to the brain and is filtered through "preconceived thought patterns" which are made up of our beliefs, expectations, values,

to be pre-planned to prevent confusion when a real crisis occurs.

We all talk to ourselves in our minds. When we are angry this self dialogue may occur so fast that we are not aware of it, but it is there. It is this self talk that can partly determine whether or not we become violent. For example, during an argument we may talk to ourselves in the following ways: "If I let her get away with this I'll never live it down"; or "This person really needs to be put in his place"; or "She has no right to treat me this way."

Self talk can push us into violence, but just as easily it can help us control our anger. We can train ourselves to ignore the negative mind talk and listen to the positive. We can just as easily listen to such statements as: "I don't have to react to insults" or "I don't want to do something I'll regret later" or "I don't have to have my own way all the time." Remember, we have the power to control our actions. If we make the effort to create our own positive self talk, then we are taking an important step in controlling our anger.

First Aid for problem anger includes: (a) Refocusing your attention by leaving the escalating situation for a set amount of time, (b) getting exercise to burn up the adrenalin, (c) creating positive self talk in your mind and then possibly, (d) doing something that relaxes you. After you have cooled off, the communication process has a better chance of succeeding.

Anger Cure

Even though First Aid is an effective means of dealing with a crisis, your relationships suffer if there are too many of them. In order to build healthy relationships, there needs to be a systematic reduction of both the intensity and frequency of crises. An anger crisis is most often a result of immature thought patterns you are carrying in your head. As you consciously examine your thought patterns, it is possible to reconstruct them and to reduce the number of anger incidents. This material introduces the idea of examining your own head instead of blaming other people or circumstances for your problems. When these ideas are made into a lifestyle the anger problems will

People have a tendency to blame others for their problems. (If only she wouldn't...if only my boss...if only...). Throw out the "if only's". Life is difficult. Period. Only you can create the life you want. You are 100% responsible for the quality of your life. Therefore, take responsibility for your own actions, feelings and life. If you don't like how you are living, then it is up to you to search for a better way to live. (Obviously in a family situation other opinions need to be considered for group decisions.) Your individual quality of life is not dependant on where you live, how much money you have, or other external differences. Happiness and peace are found between your ears.

To reduce daily tensions:

1. Take 30 minutes for relaxation. Go for a walk, soak in the tub, listen to music, read a book, work on a project, stare at the landscape, etc. Don't be lazy--this needs to be a daily routine.
2. If you have a problem with procrastinating, learn how to manage your time more effectively. Doing things at the last minute creates tension.
3. Be sure what you are eating gives you the nutrition you need for a healthy body. Poor eating habits can lead to fatigue and then to stress/tension.
4. Sleep is important to coping with daily problems. Be sure you are getting enough sleep to feel rested; you may need more during times of stress.
5. Tension usually is associated with relationships and problems within them. Learning communication skills, problem solving skills, and/or parenting skills, can help keep tension down. Having healthy relationships takes hard work; read books, take classes or see a counselor to develop the skills to get the most from your relationships.

It is easy to let tensions build up over time and then blow up. Be responsible and don't allow this to happen. If there is a specific problem that you can verbalize, then find someone you trust to talk it over with. Talking reduces tension when you feel comfortable with the other person. People need to share their burdens. Find the areas in your life where ongoing, repeated frustrations occur and make changes to reduce the stress. Going to a counselor may be the

are able to give as well as to receive love then we will find contentment. Remember to use things and love people, not visa vers.

These are just a few of the common, basic false beliefs people have trouble coping with. There are many other lies to confront as well as variations of these. Take the time to challenge yourself and find which false beliefs you struggle with or are causing you problems.

Memories

Some memories are painful. As part of the maturing process people need to let go of their childhood and establish their own lifestyle. If allowed to follow its natural course, your life can resemble your childhood memories in many ways. Remember, if allowed to follow its natural course means that you don't think things through and make purposeful decision about changing.

You need to look ahead to what you want instead of looking back at what you don't want. Looking back doesn't give your life direction. Just a better chance at tripping because you aren't watching where you are stepping. "I want to be this or that" not "I will never do that". What we concentrate on has a big influence on where we end up. So concentrate on what you want not what you don't want. It is important to deal with past pain, but that doesn't mean to continually wallow in it. Forgiveness is an important part of giving up painful memories. Resentment and bitterness are emotional acids that eat away at your emotions. Wash the acid away with forgiveness. Forgiveness is for your sake, not others.

Forgiveness is not so much forgetting as it is the process of coming to the point of having a willingness to "do good to those who did you wrong". Yes, someone may have done you wrong, but maintaining the bitterness is doing you more harm than the other person. Even retaliation will not bring peace, only more bitterness. As some people say, "Let go and get going".

In Summary

Controlling your anger is a matter of changing both behavior and thought patterns. Anger first aid is a series of actions to take when an anger crisis

Session Two Handouts

A Partial List of Primary Feelings

Commonly Turned Into Anger

DISCOUNTED: Feeling like people don't think you are important

EMBARRASSED: Self doubt, shame

FEAR: Anxious concern (losing someone, unknown situations, etc.)

FOUND OUT: Feeling like you have been pretending to be strong or secure and having someone know when you are not.

GUILTY: Feeling as though you deserve punishment (valid or not)

HUMILIATED: To have your feelings of self worth lowered

HURT: Anguished, feeling wronged

IGNORED: Feeling unnoticed, neglected

INADEQUATE: Feeling like you are not good enough

INSECURE: Feeling unsure of yourself

OUT OF CONTROL OF THE SITUATION

REJECTED: To be refused, repulsed

THREATENED: Feeling a possibility of being attacked; hostility from someone

NOT LISTENED TO: The frustrated desire to communicate

VULNERABLE: Exposed to being wounded, taken advantage of

Session Three Handouts

Beliefs Inventory

When you think thoughts that are irrational you can have many negative emotional reactions such as anxiety, depression, rage, guilt, a sense of worthlessness and even muscle tension. Some examples of irrational thoughts are, "People always ignore me at parties. It's obvious that I'm either boring or unattractive to them. This is terrible." "I made a mistake, so I am no good".

Just as emotions can result from irrational thoughts, you can change these emotions through practicing changing the thoughts that bring anxiety in the first place. It takes time to help yourself believe that new input, but the rewards are certainly worth it to your self esteem.

The following test is designed to uncover your irrational ideas which contribute to stress and unhappiness in your life. Mark you answers quickly, don't think too long over any item, marking how you really are, not how you want to be.

Agree	Dis agree	Score	
*	_____	_____	1. It is important to me that others approve of me.
*	_____	_____	2. I hate to fail at anything
*	_____	_____	3. People who do wrong deserve what they get.
**	_____	_____	4. I usually accept what happens thoughtfully.
**	_____	_____	5. If a person wants to, he can be happy under almost any circumstances.
*	_____	_____	6. I have a fear of some things that often bothers me.
*	_____	_____	7. I usually put off important decisions.
*	_____	_____	8. Everyone needs someone he can depend on for help and advice.
*	_____	_____	9. Once a bum, always a bum.
*	_____	_____	10. I prefer quiet leisure above all things

- * _____ _____ 34. I often get disturbed over situations I don't like.
- ** _____ _____ 35. People who are miserable have usually made themselves that way.
- ** _____ _____ 36. If I can't keep something from happening, I don't worry about it.
- ** _____ _____ 37. I usually make decisions as promptly as I can.
- * _____ _____ 38. There are certain people that I depend on greatly.
- ** _____ _____ 39. People overvalue the influence of the past.
- ** _____ _____ 40. I most enjoy throwing myself into a creative project.
- ** _____ _____ 41. If others dislike me, that's their problem, not mine.
- * _____ _____ 42. It is highly important to me to be successful in everything I do.
- ** _____ _____ 43. I seldom blame people for their wrongdoings.
- ** _____ _____ 44. I usually accept things the way they are, even if I don't like them.
- ** _____ _____ 45. A person won't stay angry or blue long unless he keeps himself that way.
- * _____ _____ 46. I can't stand to take chances.
- * _____ _____ 47. Life is too short to spend it doing unpleasant tasks.
- ** _____ _____ 48. I like to stand on my own two feet.
- * _____ _____ 49. If I had had different experiences, I could be more like I want to be.
- * _____ _____ 50. I'd like to retire and quite working entirely.
- * _____ _____ 51. I find it hard to go against what others think.
- ** _____ _____ 52. I enjoy activities for their own sake, no matter how good I am at them.
- * _____ _____ 53. The fear of punishment helps people be good.
- ** _____ _____ 54. If things annoy me, I just ignore them.
- * _____ _____ 55. The more problems a person has, the less happy he will be.

- * _____ _____ 80. I love to lie around.
- * _____ _____ 81. I have considerable concern
with what people are feeling about
me.
- * _____ _____ 82. I often become quite annoyed
over little things.
- ** _____ _____ 83. I usually give someone who has
wronged me a second chance.
- * _____ _____ 84. People are happiest when they
have challenges and problems to
overcome.
- ** _____ _____ 85. There is never any reason to
remain sorrowful for very long.
- ** _____ _____ 86. I hardly every think of such
things as death or atomic war.
- ** _____ _____ 87. I dislike responsibility.
- ** _____ _____ 88. I dislike having to depend on
others.
- * _____ _____ 89. People never change basically.
- * _____ _____ 90. Most people work too hard and
don't get enough rest.
- ** _____ _____ 91. It is annoying but not
upsetting to be criticized.
- ** _____ _____ 92. I'm not afraid to do things
which I cannot do well.
- ** _____ _____ 93. No one is evil, even though
his deeds may be.
- ** _____ _____ 94. I seldom become upset over the
mistakes of others.
- ** _____ _____ 95. Man makes his own hell within
himself.
- * _____ _____ 96. I often find myself planning
what I would do in different,
dangerous situations.
- ** _____ _____ 97. If something is necessary, I
do it even if it is unpleasant.
- ** _____ _____ 98. I've learned not to expect
someone else to be very concerned
about my welfare.
- ** _____ _____ 99. I don't look upon the past
with any regrets
- * _____ _____ 100. I can't feel really content
unless I'm relaxed and doing
nothing.

responsibilities.

8, 18, 28, 38, 48, 58, 68, 78, 88, 98 and enter total here:____. The higher the total, the greater your agreement with the irrational idea that it is O.K. to let someone else be responsible for your life.

9, 19, 29, 39, 49, 59, 69, 79, 89, 99 and enter total here:____. The higher the total, the greater your agreement with the irrational idea that the past determines the present.

10, 20, 30, 40, 50, 60, 70, 80, 90, 100 and enter total here:____. The higher the total, the greater your agreement with the irrational idea that happiness can be achieved by inaction, passivity and endless leisure.

Irrational Ideas

At the root of irrational thinking is the assumption that things are done to you: "That really got me down...She makes me nervous...Places like that scare me...He makes me mad..." Nothing is done to you. Events happen in the world. You (a) experience those events, then, (b) engage in self talk, and (c) experience an emotion resulting from that self-talk. (A) does not cause (c)--(b) causes (c). If your self-talk is irrational and unrealistic, you create unpleasant emotions.

Two common forms of irrational self-talk are statements that "awfulize" and "oughts". Things that you tell yourself are worse than reality, creating emotions that are too strong for the actual situation, i.e. a momentary chest pain is a "heart attack"; your friend "hates" you because they cancelled a visit, you are an "idiot" because you forgot something.

The "oughts" include thoughts that things should, must, ought, always or never should be a certain way. They are rigid ways of thought that can lead a person to believe that they are bad because they have not lived up to the standard they have set in their minds.

Just because a person thinks something, it is not necessarily reality. You will be a happier person when you can train your thoughts to be centered on reality. When you catch yourself "awfulizing" a situation, ask yourself, "Is this the worst it can get? If this isn't

Session Four Handouts

Irrational Beliefs Handout

1. It is an absolute necessity for an adult to have love and approval from peers, family, and friends.

In fact, it is impossible to please all the people in your life. Even those who basically like and approve of you will be turned off by some behaviors and qualities.

2. You must be unfailingly competent and almost perfect in all you undertake.

The results of believing you must behave perfectly are self-blame for inevitable failure, lowered self esteem, perfectionistic standards applied to mate and friends, and paralysis and fear at attempting anything.

3. Certain people are evil, wicked, and villainous and should be punished.

A more realistic position is that they are behaving in ways that are antisocial or inappropriate. They are perhaps acting stupidly, ignorantly, or neurotically, and it would be well if their behavior could be changed.

4. It is horrible when people and things are not the way you would like them to be.

This might be described as the spoiled child syndrome. As soon as the tire goes flat, the self-talk starts: "why does this happen to me? I can't take this. It's awful. I'll get all filthy." Any inconvenience, problem, or failure to get your way is likely to be met with such awfulizing self-statements.

5. External events cause most human misery--people simply react as events trigger their emotions.

A logical extension of this belief is that you must control the external events in order to create

considerable control over interpersonal situations, we control how we interpret and emotionally respond to each life event.

11. If you don't go to great lengths to please others, they will abandon or reject you.

This belief is a by-product of low self-esteem. You usually run less risk of rejection if you offer others your true unembellished self. They can take it or leave it. But if they respond to the real you, you don't have to worry about slacking off, letting down your guard, and being rejected later.

12. When people disapprove of you, it invariably means you are wrong or bad.

This extremely crippling belief sparks chronic anxiety in most interpersonal situations. The irrationality is contained in the generalization of one specific fault or unattractive feature to a total indictment of the self.

13. Happiness, pleasure, and fulfillment can only occur in the presence of others, and being alone is horrible.

Pleasure, self-worth, and fulfillment can be experienced alone as well as with others. Being alone is growth producing and desirable at times.

14. There is a perfect love and a perfect relationship.

Subscribers to this belief often feel resentful of one close relationships after another. Nothing is quite right because they are waiting for the perfect fit. It never comes.

15. You shouldn't have to feel pain. You are entitled to a good life.

The realistic position is that pain is an inevitable part of human life. It frequently accompanies tough, healthy decisions and the process of growth. Life is not fair, and sometimes you will suffer no matter what you do.

- People are going to act the way they want to, not the way I want.
- I feel angry that must mean I have been hurt or scared.
- This may be upsetting, but I know how to cope.
- Remember, lose your cool and you lose control.
- If I can control my thinking, I can control my anger.
- Anger is a signal that I need to take control of myself. Trade in cool thoughts for the hot ones.

After you are through with the issue, reflect on what happened:

- I kept my cool and I kept control of myself.
- I'm getting better and better
- What could I have done to cool myself off even more?

8. Have you overcome your fears of being trapped by a committed love relationship or marriage?
9. Are you free from excessive striving and unrealistic expectations that make you a slave to your work?
10. Are you good at setting limits for people who impose upon you?
11. Do you and your spouse or partner work through your arguments without blaming or holding on to resentments?
12. Do you appreciate and love yourself fully?
13. Do you feel fulfilled by your current home environment and family life?
14. Do you enjoy being responsible for your own happiness, emotions and the quality of your life?

Session Five Handouts

Short-term and Long-term Effects
of Stress on the Body

Body Change	Action or Short-term Effect	Potential Long-term Effect
Tense muscles	Quick reaction	Headache;back; neck, shoulder and jaw pain; fatigue
Restricted flow of blood to skin	Blood diverted to other areas to minimize blood loss in injury	Pallor;skin rash itching, dryness
Increased perspiration	Cools body	Loss of fluids; body odor
Blood clotting mechanism activated	Minimizes blood loss in injury	Blood clots; stroke;heart attack
Increased production of white blood cells	Fights infec- tion	Immune system becomes unba- lanced
Increased heart rate	Increased flow of blood carrying oxygen and nutrients	High blood pressure; irre- gular heart sounds; rapid heart rate; damage to heart muscle
Increased respiratory rate	Provides more oxygen; elimi- nates carbon dioxide	Impaired breathing;hyper- ventilation

Dealing With Potential Stress

A Day in the Life of Joe and Roscoe

Potential Stress	Joe (Chronic Stress Pattern)	Roscoe (Healthy Stress Pattern)
Oversleeps:wakes at 7:30 not6:30	<p>Action: Gulps coffee, skips breakfast, cuts himself shaving, tears button off shirt dressing</p> <p>Thoughts: I can't be late again! The boss will be furious! I just know this is going to ruin my whole day.</p> <p>Result: Leaves home anxious, worried and hungry</p>	<p>Action: Phones office to let them know he'll be late, eats a good breakfast</p> <p>Thoughts: No problem. I must have needed the extra sleep</p> <p>Result: Leaves home calm and relaxed</p>
Stuck behind slow driver	<p>Action: Flashes lights, honks, grits teeth, curses, bangs on dash with fist. Finally passes on blind curve and nearly collides with oncoming car.</p> <p>Thought: What an idiot! Slow drivers should be put in jail.</p>	<p>Action: Time spent on relaxation exercises and listening to favorite radio station.</p> <p>Thought: Here's a gift of time --how can I use it?</p>

Part B

In the space provided, indicate the number of times that each applicable event happened to you within the last two years.

	Number of times	Mean X Value =	Score
13. Major personal injury or illness	_____	_____	_____
14. Death of a close family member (other than spouse)	_____	_____	_____
15. Death of spouse	_____	_____	_____
16. Death of a close friend	_____	_____	_____
17. Gaining a new family member (through birth, adoption, oldster moving in)	_____	_____	_____
18. Major change in the health or behavior of a family member.	_____	_____	_____
19. Change in residence.	_____	_____	_____
20. Detention in jail or other institution.	_____	_____	_____
21. Minor violations of the law (traffic tickets, jay-walking, disturbing the peace)	_____	_____	_____
22. Major business readjustment (merger, reorganization, bankruptcy, etc.)	_____	_____	_____
23. Marriage	_____	_____	_____
24. Divorce	_____	_____	_____
25. Marital separation from spouse	_____	_____	_____
26. Outstanding personal achievement.	_____	_____	_____
27. Son or daughter leaving home (marriage, college, etc.)	_____	_____	_____
28. Retirement from work	_____	_____	_____
29. Major change in working hours or conditions	_____	_____	_____
30. Major change in responsibilities at work (promotion, demotion, lateral transfer)	_____	_____	_____
31. Being fired from work	_____	_____	_____
32. Major change in living conditions (building a new home, remodeling)	_____	_____	_____

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11	-----	35
12	-----	39
13	-----	53
14	-----	63
15	-----	100
16	-----	37
17	-----	39
18	-----	44
19	-----	20
20	-----	63
21	-----	11
22	-----	39
23	-----	50
24	-----	73
25	-----	65
26	-----	28
27	-----	29
28	-----	45
29	-----	20
30	-----	29
31	-----	47
32	-----	25
33	-----	26
34	-----	31
35	-----	17
36	-----	30
37	-----	13
38	-----	20
39	-----	36
40	-----	26
41	-----	45
42	-----	40

Session Six Handouts

Interpersonal Communication Inventory

Being an effective communicator seems to be based on five interpersonal components: 1. An adequate self-concept, the single most important factor affecting people's communication with others; 2. the ability to be a good listeners, a skill which has received little attention until recently; 3. the skill of expressing one's thoughts and ideas clearly--which many people find difficult to do; 4. being able to cope with one's emotions, particularly angry feelings, and expressing them in a constructive way; and 5. the willingness to disclose oneself to others truthfully and freely. Such self-disclosure is necessary for satisfactory interpersonal relationships.

In recent years, several research techniques and devices have been developed in a number of areas involving the study of interpersonal communication: marriage counseling, parent-child counseling, group therapy, and small-group communication.

The "Interpersonal Communication Inventory" (ICI) is applicable generally to social interaction in a wide variety of situations. It is an attempt to measure general tendencies in interpersonal communication and it may be used as a counseling tool, as a teaching devise, as a supplement to an interview, by management or for further research.

A 54 item scale measures the process of communication as an element of social interaction; it is not intended to measure content but to identify patterns, characteristics, and styles of communication.

The items included were drawn from a review of the literature in the field and from the author's counseling experience and his work on related communication scales.

The instrument is probably best suited for individuals of high school age or older. It can be adapted to either sex and any marital status.

Items in the ICI are designed to sample the dimensions of self-concept, listening, clarity of

Yes No Some-
(usually) (seldom) times

Is it easy for you to express your views to others?	_____	_____	_____
Do others listen to your point of view?	_____	_____	_____

The YES column is to be used when the question can be answered as happening most of the time or usually. The NO column is to be used when the question can be answered as seldom or never.

The SOMETIMES column should be marked when you definitely cannot answer YES or NO. Use this column as little as possible.

Read each question carefully. If you cannot give the exact answer to a question, answer the best you can. Be sure to answer each one. There are no right or wrong answers, Answer according to the way you feel at the present time. Remember, do not refer to family members in answering the questions.

Yes No Some-
(usually) (seldom) times

1. Do your words come out the way you would like them to in conversation?	_____	_____	_____
2. When you are asked a question that is not clear, do you ask the person to explain what he means?	_____	_____	_____
3. When you are trying to explain something, do other persons have a tendency to put words in your mouth?	_____	_____	_____
4. Do you merely assume the other person knows what you are trying to say without your explaining what you really mean?	_____	_____	_____
5. Do you every ask the other person to tell you how he/she feels about the point you may be trying to make?	_____	_____	_____
6. Is it difficult for you to talk with other people?	_____	_____	_____

	Yes <u>(usually)</u>	No <u>(seldom)</u>	Some- <u>times</u>
21. Do you pout and sulk for a long time when someone upsets you?	___	___	___
22. Do you become very uneasy when someone pays you a compliment?	___	___	___
23. Generally, are you able to trust other individuals?	___	___	___
24. Do you find it difficult to compliment and praise others?	___	___	___
25. Do you deliberately try to conceal your faults from others?	___	___	___
26. Do you help others to understand you by saying how you think, feel and believe?	___	___	___
27. Is it difficult for you to confide in people?	___	___	___
28. Do you have a tendency to change the subject when your feelings enter in a discussion?	___	___	___
29. In conversation, do you let another person finish talking before reacting to what he says?	___	___	___
30. Do you find yourself not paying attention while in conversation with others?	___	___	___
31. Do you every try to listen for meaning when someone is talking?	___	___	___
32. Do others seem to be listening when you are talking?	___	___	___
33. In a discussion is it difficult for you to see things from the other person's point of view?	___	___	___
34. Do you pretend you are listening to others when actually you are not?	___	___	___
35. In conversation, can you tell the difference between what a person is saying and what he/she may be feeling?	___	___	___
36. While speaking, are you aware of how others are reacting to what you are saying?	___	___	___

(Scoring continued)

	<u>Yes</u>	<u>No</u>	<u>Sometimes</u>		<u>Yes</u>	<u>No</u>	<u>Sometimes</u>
1.	3	0	2	21.	0	3	1
2.	3	0	2	22.	0	3	1
3.	0	3	1	23.	3	0	2
4.	0	3	1	24.	0	3	1
5.	3	0	2	25.	0	3	1
6.	0	3	1	26.	3	0	2
7.	3	0	2	27.	0	3	1
8.	0	3	1	28.	0	3	1
9.	3	0	2	29.	3	0	2
10.	0	3	1	30.	0	3	1
11.	3	0	2	31.	3	0	2
12.	3	0	2	32.	3	0	2
13.	0	33	1	33.	0	3	1
14.	3	0	2	34.	0	3	1
15.	3	0	2	35.	3	0	2
16.	0	3	1	36.	3	0	2
17.	0	3	1	37.	0	3	1
18.	0	3	1	38.	3	0	2
19.	3	0	2	39.	0	3	1
20.	3	0	2	40.	3	0	2

Means and Standard Deviations for the ICI

<u>Age Groups</u>	<u>Males</u>	<u>Females</u>
17-21	Average 82	Average 82
22-25	Average 86	Average 94
26 and up	Average 91	Average 87
All age groups by sex	Average 86	Average 85
All age groups; Males and Females combined	Average 86	Average 86

(S.D. = 19)

something terribly wrong with your spouse and that something more than simple problem behavior that might be easily resolved is at issue.

8. Blaming: Make it clear that the fault lies entirely with your spouse and that once again you are simply the innocent victim. Don't admit that your behavior plays any part in the difficulty. make sure your spouse realizes that you will not change first.
9. Pulling Rank: Rather than depend on the merits of your argument, pull rank by reminding your partner that you make more money, have more education, are older or younger, or are wiser or more experienced in such matters. Anything that will enhance your status at your spouse's expense should be considered.
10. Not Listening, Dominating: Any time you appear to be listening you run the risk of suggesting that you value your partner's opinion. Consider taking while your spouse is talking, pretending to read, or falling asleep.
11. Listing Injustices: This is a great morale builder. By reciting every slight injustice or inequity you have suffered in the relationship, you will experience a renewed sense of self-righteousness. You can use this approach to justify almost any activity you have always wanted to engage in. For example, "Since you went ahead and bought that dress, I can buy a new car."
12. Labeling: By labeling somebody in a negative manner, you can create the impression that person is totally at fault. Psychological labels, such as "childish", "neurotic," "insecure," or "alcoholic," are particularly effective in obscuring issues where you may be vulnerable.
13. Mind-reading: By deciding that you know the real reason why someone is acting in a certain way, you can avoid having to debate issues. For example, "You only said that to set me up" or "You don't really feel that way" are particularly effective.
14. Fortune-telling: Predicting the future can save you the effort of really trying to resolve problems. "You will never change" or "It would be

unless you are so unfortunate as to have perfect children.

23. Using Relatives: "When you do that, you are just like your mother: can be used to break your spouse's concentration and undermine confidence.
24. Giving Advice: Be telling people how to act, think, and feel, you can maintain a position of superiority while insisting that you are only trying to be helpful.
25. Getting Even: Don't settle for a compromise or an apology. Hold grudges for as long as possible; you might need those complaints in future arguments.
26. Using Terminal Language: For example, if you happen to be upset by the fact that the room wasn't straightened, start with "You slob..." to suggest that it is your spouse's existence and not behavior that is at question.
27. Being Inconsistent: Keep your spouse off balance by changing your position. Try complaining that your spouse never talks to you and then ignore whatever your spouse says.
28. Others: This list should only be considered suggestive of the range of tactics to be drawn from. With practice and creativity, you should be able to come up with numerous innovations.

Principles for Facing Conflict Effectively

Basic Ground Rules

1. Complain with a spirit of good will.

2. Avoid attacking each other.

Sarcasm, insults, name-calling, criticism of relatives and personality attacks elicit feelings of anger and revenge as well as obscuring the issue under discussion.

3. Focus on the here and now.

What you are doing now is important. Going into the past is often a diversionary fight tactic. By avoiding past history, the argument can focus on one issue in the here and now. As the here-and-now relationship improves, the mistakes and disagreements from the past will probably become more understandable.

4. Admit your feelings.

Use "I" messages. I think...I need...I feel...I like... Discover and define your own feelings. You can only read your own mind.

5. Select an appropriate time.

Cooperative effort is more likely when a mutually convenient time is chosen for discussing a grievance. A future appointment gives you both an opportunity to reflect on your feelings and to organize your thoughts. Unfortunately, irritation and conflict often emerge in stressful situations, and a "hit and run" attack might be tempting. One option is to admit that something is bothering you and to make a mutual promise to discuss the problem at a later and better time.

6. Be specific.

Generalities obscure the real problem between you and your partner. Talk about the specific problem, not everything that in some obscure way relates to it.

7. Deal with one issue at a time.

Trey to determine your primary grievance--what is really bothering you. Is a trivial issue serving as a decoy? A seemingly absurd complaint may be camouflaging an important issue. Gunny-sacking refers to storing up many unexpected resentments. When the sack is finally opened, most of the complaints come

Problem Solving Exercise Sheet

Directions: Select one problem that has recently been bothering you and respond to each of the following steps with that problem in mind.

1. Define the problem:
2. Identify the various aspects of the problem:
 - a.
 - b.
 - c.
3. Set a specific goal you would like to accomplish:
4. Generate alternative means for reaching that goal:
 - a.
 - b.
 - c.
5. Evaluate each alternative:
 - a.
 - b.
 - c.
6. Select the best solution:
7. Outline specific steps i.e. when, where, how, to put your solution into effect:
8. Take action and evaluate it:
9. Redefine the problem if necessary and repeat the above steps if necessary.

.....Appearing to ignore the other

Many of the unfair behaviors are things that we learned as kids. Learning new behavior is part of growing up. If things get too hot, utilize agreed on "time outs" for 30 minutes to relax. Have a cup of tea, go outside--do not go for a drive or have alcohol.

Session Eight Handouts

Entropy

Entropy: The law of physics which observes that everything is in the process of falling apart, including relationships, unless some intervention is made on a continuing basis. Relationships are like a boat with a permanent hole in it. It is always sinking and therefore always needs pumping out. Use positive skills to keep your relationships "pumped out".

Constructive Skills:

Destructive Skills:

me wrong" you may not be aware of your own expressions and their effects on others. Practice becoming congruent in your expressions and language.

3. Lack of Self Acceptance: Whatever the reason that you have difficulty accepting yourself, there are several positive steps to learn to do so.

a. Don't compare yourself to others. Just because your qualities are not the same as another's simply means that each person is unique--not better or worse.

b. Don't set standards of measurement for being okay. Set goals for change where needed, but be sure that they are not ways to measure yourself for acceptance.

c. Focus on your qualities--compliment yourself for your success, both big and small.

d. Forgive yourself for mistakes.

e. Don't let the criticism of others affect how you think about yourself--accept feedback when you did something wrong, but don't let a mistake cloud your ideas about you as a person.

f. Surround yourself with people who like you.

atmosphere for both people in which they can feel satisfied and secure.

3. Jealousy is usually the secondary problem. Try to honestly evaluate just what is really making you feel threatened.
4. Women and men are likely to experience/see jealousy differently. A woman may wonder if the action that caused their feeling of jealousy means that the man doesn't like the way that she looks anymore. A man may easily conclude that the actions that aroused their feeling of jealousy means that the woman is having an affair.
5. Jealousy often is expressed through efforts to control and through accusations. Some ways to avoid this negative usage of jealousy are to:
 - a. Live in the present
 - b. Use anger control techniques, not punishment
 - c. Believe in the possibility of change

Data Information

<u>Variable Labels</u>	<u>Values</u>
Gender	Gender of subject
Age	Age in years
Edlevel	Educational level
Marstat	Marital status
Race	Race of subject
Occlevel	Occupational level of subject
S1Pre S1Post	Denial scale
S2Pre S2Post	Infrequency scale
S3Pre S3Post	Impression management scale
S4Pre S4Post	General aggressiveness, rational scale
S5Pre S5Post	General aggressiveness, empirical scale
S6Pre S6Post	Hostile stance scale
S7Pre S7Post	Expression of anger scale
S8Pre S8Post	Disregard for rights scale
S9Pre S9Post	Verbal aggressiveness scale
S10Pre S10Post	Physical aggressiveness scale
S11Pre S11Post	Passive aggressiveness scale
S12Pre S12Post	General assertiveness, rational scale
S13Pre S13Post	General assertiveness, empirical scale

Variable Labels:

- Gender 1. Male 2. Female
- Edlevel 1. No high school diploma
 2. High school diploma
 3. College or graduate degree
- Marstat 1. Single
 2. Married
 3. Divorced or separated
- Race 1. White
 2. Black
 3. North American Indian
 4. Asian
 5. Other
- Occlevel 1. Management professional
 2. Technical, sales & administrative
 3. Service workers
 4. Farmer, forestry & fish workers
 5. Precision production workers, craftsmen
 and repair workers
 6. Operators, fabricators, laborers
 7. Not currently in labor force

Correlations:

	GENDER	AGE	EDLEVEL	MARSTAT	RACE	OCCLEVEL
S10POST	.250-	.302-	.453 *	.401*	-.201	.009
S11POST	.003	-.133	-.347	.402*	-.197	.040
S12POST	-.168	.172	.257	-.355+	.077	-.098
S13POST	-.051	.199	.152	-.383+	-.076	-.135
S14POST	-.096	.214	.187	-.351+	.082	-.217
S15POST	-.231	.164	.284	-.354+	.023	-.168
S16POST	-.151	-.016	.083	-.326+	.218	-.013
S17POST	.087	.183	.177	-.340+	-.117	-.005
S18POST	-.095	.192	.128	-.306	.119	-.136
S19POST	.027	-.002	.062	-.331+	.172	-.079
S20POST	.104	.024	.109	-.232	.068	.022
S21POST	-.088	-.064	.066	.174	.167	-.073
S22POST	-.041	-.240	-.118	-.079	.029	-.082
S23POST	-.019	-.089	.005	.224	.308+	.164

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S1PRE	S2PRE	S3PRE	S4PRE	S5PRES	6PRE
S17POST	-.031	-.336+	.176	-.014	-.091	.065
S18POST	.079	-.531**	.430*	-.302	-.398*	-.163
S19POST	.003	-.475*	.189	-.058	-.275	.025
S20POST	.040	-.288	.176	-.018	-.224	.095
S21POST	-.049	.389+	-.191	.021	.248	.025
S22POST	-.182	-.022	-.253	.057	.181	-.022
S23POST	-.132	.243	-.252	.101	.194	.024

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S7PRE	S8PRE	S9PRE	S10PRES	11PRES	12PRE
S16POST	-.126	.015	.057	.033	-.352+	.791**
S17POST	.009	.015	.142	.015	-.429*	.710**
S18POST	-.252	-.242	-.144	-.234	-.602**	.769**
S19POST	-.170	.098	-.056	-.036	-.398*	.675**
S20POST	-.187	-.029	.052	-.044	-.385+	.681**
S21POST	-.070	.173	-.134	-.093	.416*	-.653**
S22POST	.244	.189	-.009	.017	.332+	-.489*
S23POST	.084	.242	-.024	-.001	.412*	-.639**

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S13PRE	S14PRE	S15PRE	S16PRE	S17PRE	S18PRE
S16POST	.587**	.712**	.643*	.874**	.691**	.574**
S17POST	.507**	.631**	.627*	.647**	.752**	.539**
S18POST	.320+	.780**	.472	.666**	.594**	.770**
S19POST	.416*	.737**	.396	.709**	.611**	.660**
S20POST	.516**	.669**	.496*	.691**	.630**	.560**
S21POST	-.431*	-.640**	-.495	-.660**	-.700**	.555**
S22POST	-.258	-.407*	-.370	-.416*	-.320+	-.249
S23POST	-.498**	-.549**	-.648	*-.493*	-.475*	-.376+

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S19PRE	S20PRE	S21PRE	S22PRE	S23PRE	S1POST
S16POST	.756**	.437*	-.546**	-.332+	-.553**	.211
S17POST	.598**	.475*	-.656**	-.287	-.468*	.262
S18POST	.662**	.574**	-.513**	-.401*	-.515**	.306
S19POST	.820**	.567**	-.422*	-.081	-.374+	.219
S20POST	.592**	.640**	-.624**	-.499**	-.502**	.243
S21POST	-.598**	-.436*	.718**	.316+	.442*	-.279
S22POST	-.335+	-.378+	.391+	.772**	.398*	-.489*
S23POST	-.377+	-.385+	.373+	.435*	.826**	-.264

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S2POST	S3POST	S4POST	S5POST	S6POST	S7POST
S18POST	-.552**	.413*	-.375+	-.550**	-.305	-.325+
S19POST	-.349+	.176	-.112	-.450*	-.129	-.125
S20POST	-.300	.149	-.111	-.317+	-.082	-.204
S21POST	.306	-.025	-.039	.222	.112	-.148
S22POST	.167	-.369+	.258	.384+	.195	.361+
S23POST	.300	-.195	.146	.249	.200	.140

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S8POST	S9POST	S10POST	S11POST	S12POST	S13POST
S17POST	.008	-.010	-.058	-.431*	.816**	.660**
S18POST	-.043	-.130	-.150	-.556**	.770**	.528**
S19POST	.126	-.012	-.012	-.345+	.715**	.497**
S20POST	.074	-.071	-.104	-.398*	.690**	.551**
S21POST	.154	-.297	-.099	.405*	-.644**	-.577**
S22POST	-.022	.180	.078	.445*	-.478*	-.272
S23POST	.229	-.091	.044	.365+	-.647**	-.699**

+ = $p \leq .05$ * = $p \leq .01$ ** = $p \leq .001$

Correlations:

	S14POST	S15POST	S16POST	S17POST	S18POST	S19POST
S18POST	.881**	.551**	.623**	.678**	1.000	.640**
S19POST	.808**	.441*	.737**	.676**	.640**	1.000
S20POST	.664**	.421*	.682**	.568**	.468*	.612**
S21POST	-.597**	-.458**	.637**	-.728**	-.595**	-.530**
S22POST	-.458*	-.242-	.341+	-.333+	-.470*	-.207
S23POST	-.531**	-.602**	-.527**	-.554**	-.562**	-.311+

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations: S20POST S21POST S22POST S23POST

S18POST	.468*	-.595**	-.470*	-.562**
S19POST	.612**	-.530**	-.207	-.311+
S20POST	1.000	-.614**	-.535**	-.424*
S21POST	-.614**	1.000	.335+	.530**
S22POST	-.535**	.335+	1.000	.448*
S23POST	-.424*	.530**	.448*	1.000

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	GENDER	AGE	EDLEVEL	MARSTAT	RACE	OCCLEVEL
S12POST	.010	.147	.140	.045	.170	-.315+
S13POST	.274	-.031	-.022	-.365+	.127	.094
S14POST	-.209	.327+	.167	.107	.026	-.014
S15POST	.216	.079	.118	-.219	.043	-.173
S16POST	.183	.112	.145	.096	.068	-.439*
S17POST	.075	-.216	.128	-.116	.205	-.159
S18POST	-.292	.199	.108	.125	.167	-.120
S19POST	-.146	.348+	.139	.144	-.267	.093
S20POST	.025	.059	-.012	.314+	.181	-.234
S21POST	-.146	.145	-.247	.266	-.269	.085
S22POST	-.127	.056	-.197	-.316+	-.189	.260
S23POST	-.455*	.010	.073	-.130	-.053-	.012

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S1PRE	S2PRE	S3PRE	S4PRE	S5PRE	S6PRE
S17POST	-.031	-.334+	.025	-.179	-.180	-.104
S18POST	.322+	-.444*	.084	-.347+	-.401	-.353+
S19POST	.062	-.002	.006	-.106	-.053	-.119
S20POST	.034	-.433*	-.062	-.215	-.257	-.247
S21POST	.030	.264	.015	-.002	.016	-.081
S22POST	-.101	.629**	-.306	.396+	.363+	.322+
S23POST	.177	.261	-.145	.099	.101	.115

+ = $p \leq .05$ * = $p \leq .01$ ** = $p \leq .001$

Correlations:

	S7PRE	S8PRE	S9PRE	S10PRE	S11PRE	S12PRE
S16POST	.032	-.323+	-.189	.087	-.302	.313+
S17POST	.095	-.168	-.193	-.003	-.279	.413
S18POST	-.022	-.217	-.349+	-.047	-.325+	.279
S19POST	.228	-.147	-.107	.055	-.001	-.042
S20POST	.050	-.165	-.166	.116	-.096	.302
S21POST	-.083	.063	.101	-.177	.154	-.430*
S22POST	.191	.396+	.448*	-.003	.494*	-.396+
S23POST	-.018	.409	.011	-.004	.239	-.372+

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S13PRE	S14PRE	S15PRE	S16PRE	S17PRE	S18PRE
S16POST	.244	.247	.243	.495*	.409	.118
S17POST	.355+	.366+	.356+	.342+	.488*	.379+
S18POST	.083	.447*	.094	.208	.159	.516*
S19POST	-.178	.116	-.025	-.062	-.206	-.014
S20POST	.094	.310+	.134	.327+	.296	.361+
S21POST	-.389+	-.407	-.380+	-.344+	-.551**	-.255
S22POST	-.244	-.358+	-.244	-.345+	-.396+	-.446*
S23POST	-.339+	-.184	-.331+	-.399	-.369+	-.132

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S19PRE	S20PRE	S21PRE	S22PRE	S23PRE	S1POST
S20POST	.471*	.289	-.200	-.145	-.299	.313+
S21POST	-.287	-.210	.527**	.190	.494*	.156
S22POST	-.130	-.341+	.185	.610**	.393+	-.191
S23POST	-.205	-.106	.441*	.129	.670*	-.019

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S2POST	S3POST	S4POST	S5POST	S6POST	S7POST
S16POST	-.743**	.357+	-.363+	-.467*	-.372+	-.280
S17POST	-.347+	.042	-.062	-.057	-.003	.059
S18POST	-.544**	.534**	-.503*	-.539**	-.459*	-.608**
S19POST	-.096	.286	-.128	-.113	-.079	-.116
S20POST	-.788**	.305	-.571**	-.598**	-.522*	-.459*
S21POST	.344+	.067	-.128	-.047	-.111	-.203
S22POST	.651**	-.242	.447*	.422	.409	.284
S23POST	.343+	-.219	.206	.303	.239	.127

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S8POST	S9POST	S10POST	S11POST	S12POST	S13POST
S16POST	-.352+	-.276	-.189	-.500*	.733**	.281
S17POST	-.045	.020	-.092	-.144	.697**	.457*
S18POST	-.146	-.504*	-.221	-.494*	.722**	.178
S19POST	-.162	-.175	-.031	-.219	.362+	.121
S20POST	-.395+	-.575**	-.103	-.399	.640**	.034
S21POST	-.042	-.251	-.139	.119	-.648**	-.512*
S22POST	.229	.376+	.162	.472*	-.504*	.061
S23POST	.242	-.007	.089	.408	-.461*	-.287

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

Correlations:

	S14POST	S15POST	S16POST	S17POST	S18POST	S19POST
S16POST	.403	.546**	1.000	.397+	.383+	.200
S17POST	.365+	.585**	.397+	1.000	.389+	.096
S18POST	.786**	.425*	.383+	.389+	1.000	.293
S19POST	.700**	.203	.200	.096	.293	1.000
S20POST	.513*	.275	.590**	.312+	.572**	.331+
S21POST	-.340+	-.589**	-.534**	-.798**	-.272	-.092
S22POST	-.275	-.184	-.506*	-.460*	-.353+	.039
S23POST	-.201	-.383+	-.445*	-.379+	-.128	-.150

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

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Correlations:	S20POST	S21POST	S22POST	S23POST
S18POST	.572**	-.272	-.353+	-.128
S19POST	.331+	-.092	.039	-.150
S20POST	1.000	-.293	-.509*	-.404
S21POST	-.293	1.000	.456*	.472*
S22POST	-.509*	.456*	1.000	.395+
S23POST	-.404	.472*	.395+	1.000

+ = $p \leq .05$

* = $p \leq .01$

** = $p \leq .001$

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0010 1 1 38 3 2 0 1 2 56 55 56 30 39 31 40 33 38 39 41
 46 31 43 41 48 53 42 41 58 58 40 42 45 40 56 28 37 33
 36 33 34 35 39 51 39 40 50 51 42 47 30 58 60 37 42 1 1
 2 1 2 99
 0060 1 1 35 2 2 0 1 3 45 40 53 38 37 36 40 38 46 39 39
 58 43 63 47 62 65 66 62 58 41 46 54 40 40 51 38 39 38
 45 38 46 44 44 55 43 60 50 59 57 61 62 58 43 60 60 1 1
 1 1 2 99
 0070 1 2 61 2 2 0 1 7 61 41 49 35 36 35 40 36 38 37 40
 58 44 58 46 51 55 65 53 65 44 39 47 78 41 64 33 34 35
 38 47 38 37 34 60 49 61 46 56 66 60 58 65 44 32 41 1 1
 2 1 2 99
 0100 1 1 63 3 2 0 1 7 56 40 53 36 39 38 38 43 38 35 51
 54 48 46 50 59 57 42 62 50 46 53 60 67 40 43 33 32 31
 38 38 34 35 39 51 41 46 41 59 46 47 51 50 48 44 59 1 2
 1 2 2 99
 0110 1 1 47 3 2 0 1 1 40 55 36 66 65 63 62 48 68 52 54
 43 58 34 58 42 42 33 41 43 51 44 62 51 40 71 28 37 28
 36 38 38 35 36 52 51 51 55 40 53 56 35 35 65 37 45 1 1
 2 9 2 99
 0120 1 1 54 3 2 0 1 1 62 45 78 33 29 33 38 38 38 39 33
 55 43 54 55 45 42 47 51 65 48 35 45 62 40 71 36 32 36
 36 38 42 35 33 55 48 57 61 48 50 56 46 50 48 33 44 1 1
 2 2 2 99
 0170 1 1 47 3 2 0 1 7 40 55 36 66 65 63 62 48 68 52 54
 43 58 34 58 42 42 33 41 43 51 44 62 45 45 26 56 62 53
 58 38 57 44 46 53 60 34 63 51 53 38 41 58 41 46 45 1 1
 1 1 1 3
 0190 1 1 55 2 2 0 1 2 62 40 58 35 39 38 34 48 38 35 46
 59 55 60 52 65 53 56 57 58 43 53 47 51 45 53 33 44 33
 38 43 42 35 44 67 58 65 66 65 61 61 62 58 46 49 40 1 1
 1 2 1 8
 0210 1 2 52 3 2 0 1 1 49 47 64 41 49 42 36 52 42 37 45
 32 40 34 39 35 37 33 42 44 65 57 55 49 47 59 38 41 40
 38 42 45 42 47 39 40 45 39 43 48 33 53 51 65 57 59 1 1
 1 2 2 99
 0220 1 2 54 3 2 0 1 1 43 59 37 49 66 61 38 47 49 42 54
 37 58 31 57 41 48 33 36 23 65 57 48 37 53 37 47 56 51
 40 36 53 42 45 42 53 45 51 41 44 38 42 51 61 52 54 1 2
 1 1 2 99
 0240 1 2 49 3 1 0 1 1 55 41 52 36 44 37 43 47 38 42 37
 55 46 53 49 54 44 51 53 58 63 39 43 55 41 54 35 39 35
 36 42 38 42 39 58 49 55 54 56 48 56 53 51 63 39 40 1 1
 2 1 2 99
 0250 1 1 54 3 1 0 1 1 45 40 58 40 42 31 64 33 53 39 38
 61 60 63 58 65 65 61 62 50 36 46 44 56 40 66 35 32 26
 53 33 46 44 33 67 65 65 66 65 69 66 62 58 31 40 44 1 1
 2 1 2 99

Anger Management - 211

0580 1 2 56 3 2 0 1 7 43 47 37 44 51 47 38 52 49 37 50
 47 49 34 59 54 55 42 42 51 40 41 61 55 41 42 39 44 37
 45 42 45 37 44 61 53 50 57 62 66 47 53 58 47 41 59 1 2
 2 1 2 99
 0590 1 1 21 3 1 0 4 6 40 45 48 48 47 51 40 43 46 35 44
 51 55 46 47 59 42 56 57 58 60 53 55 40 40 53 38 37 43
 38 38 42 31 33 55 41 54 50 65 42 56 62 58 63 49 79 1 1
 2 1 2 99
 0610 1 2 24 2 2 0 1 1 49 47 49 55 56 58 56 42 53 81 52
 61 64 58 64 64 62 56 63 58 47 43 40 55 47 49 54 54 54
 60 47 60 72 50 60 58 53 59 64 59 47 63 65 47 37 50 1 1
 1 1 2 99
 0630 1 1 22 2 1 0 1 6 40 40 58 33 42 38 40 33 38 39 38
 53 48 51 58 48 61 56 51 58 58 53 44 40 40 56 33 42 33
 43 38 34 39 43 52 53 51 58 51 57 52 51 50 53 51 44 1 1
 2 2 2 99
 0660 1 2 43 2 3 0 1 7 37 59 49 50 64 51 47 47 53 50 59
 20 33 26 31 20 37 33 42 23 68 65 71 43 53 42 46 56 49
 54 42 49 55 59 21 35 23 34 22 29 33 26 23 68 54 75 1 1
 1 1 2 99
 0690 1 1 50 3 2 0 1 2 62 45 46 40 52 41 40 43 38 39 44
 28 31 29 30 20 30 38 35 43 72 60 72 62 45 53 31 37 31
 34 38 34 35 36 32 24 29 36 31 34 38 41 20 75 62 71 1 1
 1 1 2 99
 0700 1 1 34 2 2 0 1 1 45 40 36 43 44 38 53 33 42 48 54
 45 48 43 47 45 34 47 41 43 60 57 59 45 45 46 41 49 48
 43 48 46 39 44 49 36 43 50 42 57 42 46 43 55 53 64 1 1
 2 2 2 99
 0710 1 2 35 3 2 0 1 7 49 53 39 60 64 61 56 52 53 55 44
 54 46 53 44 54 66 51 63 65 40 39 71 61 53 49 36 41 35
 47 36 42 42 40 54 38 50 44 49 62 47 63 65 44 39 68 1 1
 1 1 2 99
 0720 1 1 34 2 2 0 1 2 45 40 36 43 44 38 53 33 42 48 54
 45 48 43 47 45 34 47 41 43 60 57 59 40 45 43 55 60 56
 56 33 61 52 60 35 46 34 41 37 30 42 41 28 60 66 52 1 2
 2 1 2 99
 0780 1 2 37 2 2 0 1 1 55 41 44 44 51 44 58 42 38 46 52
 29 31 34 29 38 40 47 42 51 54 54 59 49 41 49 43 51 44
 60 42 38 55 45 30 31 39 34 33 48 51 42 44 51 52 62 1 1
 2 1 2 99
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 39 39 43 36 48 50 33 51 50 55 62 69 45 40 53 31 35 28
 47 33 34 39 38 37 29 46 30 42 50 42 62 50 58 44 66 1 1
 2 2 2 99
 0830 1 1 39 3 2 0 1 1 56 40 61 36 37 41 38 38 38 39 43
 57 48 60 50 51 50 66 57 65 48 40 42 67 40 58 31 32 33
 38 38 38 35 41 60 53 63 52 54 53 61 62 65 48 42 42 1 1
 2 2 2 99

Anger Management - 213

1008 2 1 26 1 3 0 1 5 45 40 31 51 52 53 56 43 61 52 59
 55 60 48 52 54 57 61 46 65 51 55 66 45 40 36 38 47 43
 40 38 38 44 60 52 51 48 44 45 61 61 41 65 55 46 67 9 9
 9 9 9 99
 1009 2 1 45 1 2 1 1 6 45 59 41 46 57 46 51 62 50 52 72
 26 39 20 39 23 38 28 30 28 65 71 76 73 78 46 65 80 63
 53 38 57 35 60 37 58 46 44 31 42 42 51 28 60 71 74 9 9
 9 9 9 99
 1010 2 1 27 1 2 1 1 6 56 50 48 55 62 56 60 43 50 48 44
 39 34 37 28 42 34 42 30 50 63 40 67 40 64 48 53 65 60
 58 72 50 60 51 34 29 43 28 23 42 42 51 35 68 60 57 9 9
 9 9 9 99
 1011 2 2 25 1 1 0 1 3 43 47 39 58 56 54 73 47 53 72 45
 55 49 53 49 56 59 42 63 58 37 46 48 43 47 44 54 59 54
 65 47 49 72 47 54 49 55 49 54 55 47 63 58 40 43 50 9 9
 9 9 9 99
 1012 2 1 31 1 3 1 1 5 40 78 31 73 75 70 56 62 72 64 73
 27 36 32 28 34 26 24 51 50 65 64 78 45 45 51 41 49 43
 45 38 34 48 55 37 31 48 28 48 30 38 57 65 65 64 66 9 9
 9 9 9 99
 1013 2 1 39 2 3 0 1 3 51 50 31 53 52 43 67 57 61 48 70
 20 24 26 22 23 38 28 30 35 58 62 80 62 40 53 28 29 26
 43 33 31 48 47 43 27 48 33 56 26 42 51 58 60 51 62 9 9
 9 9 9 99
 1014 2 1 50 3 3 0 1 7 45 50 28 58 62 48 71 43 65 52 65
 49 48 51 44 48 57 61 51 58 34 66 55 62 45 68 30 32 26
 36 33 38 39 38 54 51 60 50 45 38 66 57 65 51 44 42 9 9
 9 9 9 99
 1015 2 2 34 2 1 0 1 6 43 53 32 57 54 51 73 52 57 77 67
 47 55 34 51 51 51 42 36 51 42 59 59 37 47 34 55 56 51
 69 42 53 72 59 49 62 53 57 51 44 47 47 58 49 52 54 9 9
 9 9 9 99
 1016 2 2 38 2 2 0 1 7 37 47 37 54 49 56 49 47 53 50 64
 54 58 45 59 56 51 56 58 58 42 46 50 55 47 54 46 41 44
 49 42 53 50 54 60 58 61 62 59 62 60 63 65 40 43 43 9 9
 9 9 9 99
 1017 2 1 36 3 3 0 1 6 40 50 33 46 52 41 69 33 50 64 44
 31 39 37 33 28 38 52 41 35 55 57 64 62 40 53 35 42 36
 53 38 34 52 38 62 39 65 47 59 69 61 57 58 41 28 50 9 9
 9 9 9 99
 1018 2 1 33 2 2 1 1 4 45 45 28 66 70 70 62 62 61 64 62
 42 46 51 47 37 50 47 57 43 36 60 55 40 50 36 70 70 70
 62 67 65 68 60 52 53 54 47 48 53 52 51 50 41 49 57 9 9
 9 9 9 99
 1019 2 2 23 2 3 1 1 2 49 41 59 39 41 42 38 36 45 37 45
 51 53 31 51 59 55 47 31 65 49 28 41 72 41 64 35 31 35
 36 36 38 37 40 53 46 39 51 59 48 47 36 58 56 28 40 9 9
 9 9 9 99

Anger Management - 215

1032 2 1 47 1 3 0 1 7 51 45 46 43 52 38 64 33 46 60 39
47 48 40 58 42 34 28 41 43 65 46 79 56 40 63 30 32 28
34 38 34 39 33 54 53 60 52 54 42 56 62 50 55 49 45 9 9
9 9 9 99
1033 2 1 21 1 1 1 1 6 67 59 56 66 60 68 49 62 57 64 52
56 58 57 55 51 53 47 51 65 51 37 50 45 50 53 66 67 63
53 72 61 60 54 55 55 57 55 54 53 61 46 43 36 49 52 9 9
9 9 9 99
1034 2 1 43 1 3 0 1 2 62 45 51 35 35 28 62 38 46 44 38
61 53 60 58 59 61 56 62 58 43 46 45 62 40 61 30 32 28
51 33 34 39 36 61 51 54 58 56 57 52 57 65 53 46 47 9 9
9 9 9 99
1035 2 1 29 2 2 0 1 6 45 64 31 68 75 63 71 67 65 68 62
33 29 32 28 45 53 33 51 43 38 53 72 40 55 31 60 70 60
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54 46 51 50 56 53 52 46 58 46 51 69 51 45 51 35 47 33
43 48 38 35 43 50 34 48 44 59 38 52 46 43 58 51 69 9 9
9 9 9 99

Nathaniel B. Thomas

EDUCATION:

<u>School</u>	<u>Degree</u>	<u>Date</u>
George Fox College	Candidacy for PsyD	Dec. 1990
Western Seminary	M.A. Clinical Psychology	1988
Seattle Pacific Univ.	M.A. Guidance/Counseling	1979
Northwest College	B.A. Literature	1977

CLINICAL EXPERIENCE:

<u>Site</u>	<u>Position</u>
Dammasch State Hospital Wilsonville, OR	Clinical Psychology Internship Sept.1989-Sept.1990
Evergreen School District Vancouver, WA	School Psychologist Internship Sept.1988-June 1989
Columbia Counseling Center Vancouver, WA	Therapist and Anger Management Educator Aug. 1985-Jan. 1990
Human Affairs E.A.P. Portland, OR	Therapist May 1988-Sept. 1988
Elahan Community Mental Health Vancouver, WA	Contract Therapist July 1987-June 1988
Clark County Family Court Vancouver, WA	Child Custody Consultant Sept. 1986-Jan. 1990
Women in Safe Homes Ketchikan, AK	Domestic Violence Counselor May 1981-June 1985