How to help adolescents manage their anger using a REBT approach?

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Anger

- Emotional response
  - uncomfortable
  - Strong
  - Instantaneous

- Response to an event that
  - is unwanted
  - is considered unfair
  - is perceived incongruent with:
    - Our values
    - Our beliefs
    - Our rights
Anger

Can involve:

- feelings of disproval, rejection
- lack of power
- feelings of being blocked
- Feelings of being betrayed
- Feelings of being treated unfair
- feelings of revenge
- blaming others
- Feelings of urgency to correct a wrong, or solve an injustice that has been done
Rational Emotional Behavior Therapy (REBT)

- REBT is one form of cognitive behavior therapy (CBT)
- Expounded by Albert Ellis in the mid-1950s
- Continued being developed until his death in 2007.

- Circumstances are facts
- The way that people perceive and give meaning to them is what can disturb them
Beliefs

Thoughts create feelings

Behavior reinforces thoughts

Feelings create behavior
RATIONAL EMOTIVE BEHAVIOR THERAPY

A
Activating Event

B
Beliefs

C
Emotional Consequences

D
Disputing Irrational Beliefs

E
Expected New Behaviors

SOURCE: Albert Ellis, Ph.D.
Figure 13
REBT AND ANGER MANAGEMENT

A – Activating experience or adversity

B – Our beliefs about the activating experience. Irrational beliefs lead to uncomfortable emotional response.

C – The emotional or behavioral consequence   Ex. Anger

D – Disputing irrational beliefs by challenging their accuracy and usefulness. Replacing irrational beliefs with rational ones that can help you to experiment more healthy negative feelings and avoid unhealthy feeling

E – Expected new behavior – to experiment more healthy negative feelings
REBT AND ANGER MANAGEMENT

healthy negative feelings – disappointment, regret, frustration or sadness

unhealthy feelings – rage, depression, panic, self pity, low frustration tolerance
Some irrational thoughts that lead to anger:

1. Everybody talks about me
2. No one likes me
3. Teachers always are picking on me
4. I should always be treated fairly
5. I can’t stand your irresponsible behavior
REBT AND ANGER MANAGEMENT

Cont. Some irrational thoughts that lead to anger:

6. Bad things happen to bad people, or Good things happen to good people.

7. I can’t.

8. It is awful when things don’t go the way I would like them to

9. People should have the same values and belief as me, and they should do things the way that I do them

10. I must win. I need to have the last word.
Cont. Some irrational thoughts that lead to anger:

11. Everything should go my way and I should always get what I want.

12. Things should come easily to me.

13. The blame is always on me.

14. They should

15. Jumping to conclusions (She/He is talking about me.)

16. All or nothing
Small Group Session 1

EXPLORING DAY

Objectives:
Students will think about what anger is and how they express it. They will identify anger triggers and their reaction. They will also be able to identify consequences. They will be able to apply the cycle of anger in daily situations.

Homework:
Students will record the anger episodes experienced during the week and will give themselves a score (anger thermometer).
Activating Experience or Adversity: What makes you angry? It is the external trigger (what others do, the event, the fact)
Examples - a friend is late for lunch, your parents don't give you permission to go to the party

Beliefs - Irrational Thoughts: It is the internal trigger (what you say to yourself and how you interpret an event).
Examples: "My friend was late because he does not think that I am important." or "My parents do not trust me." "They do not want me to be happy." "They do not understand me."

Emotional or Behavioral Consequence: How do you feel?/How do you express your anger
Examples: irritation, annoyance, anger, fury

Cycle of Anger

How anger is caused and maintained
Student Hand Out

- List some things that makes you angry (Activating Experience)
  _______________________
  _______________________
  _______________________

- How do you express your anger? (Consequence)
  ________________________
  ________________________
  ________________________

- List some ways that anger may be negatively affecting you
  ________________________
  ________________________
  ________________________
Homework: Anger Thermometer

Record Anger episodes

Your weekly score
Small Group Session 2

- **Crucial Day**
  - **Objectives:**
    Students will be able to share with the group their progress. (Homework)
    They will identify the beliefs or irrational thoughts that are internal triggers.
    They will confront the beliefs identified with a list of common irrational thoughts.
    They will select one or two thoughts that they want to dispute.
    They will read some examples of disputing.

- **Homework:**
  Dispute the irrational thought. Students will write some rational thoughts to dispute the thoughts that they used to have.
1. Think about an activating experience from your list and try to express what thoughts come to your mind that feed the anger

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

2. Revise the list of irrational thoughts provided and add the thoughts that are listed and you experience but you did not write before

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

3. From the previous thoughts, select two thoughts that you would like to dispute

_________________________________________________________________
_________________________________________________________________
Some irrational thoughts
1. Everybody talks about me
2. Nobody likes me
3. Teachers always are picking on me
4. I should always be treated fairly
5. I can’t stand your irresponsible behavior
6. Bad things happen to bad people, or Good things happen to good people.
7. I can’t.
8. It is awful when things don’t go the way I would like.
9. People should have the same values and belief as me, and they should do things the way that I do them.
10. I must win. I need to have the last word.
11. Everything should go my way and I should always get what I want.
12. Things should come easily to me.
13. The blame is always on me.
14. They should
15. Jumping into conclusions (She/He is talking about me)
16. All or nothing
#### Homework: Dispute

**Irrational Thought:** “I should always be treated fairly”

**Rational response:** “Fairness is a value and a virtue”

- “I like when I feel treated fairly.”
- “People not always treat others fairly”
- “Treating others unfairly is wrong and poor but people commit mistakes”
- “I cannot change other people, but I can do things that make me feel better when people treat me unfairly”
- “Other’s bad manners don’t have to take away my inner peace.”
- “I can express to others my thoughts and my feelings”
  - “They can disagree with me”
- “I can decide to stay away from them”
- “I can feel sorry or disappointed instead of angry”
Small Group Session 3 – 4 – 5

▸ **Practice Days**

▸ **Objectives:**

Students will be able to share with the group their progress. (Homework)
They will share rational thoughts to dispute the irrational ones.
Peer will give feedback and add their own experiences
Students will experience cognitive and sensory examples that support their decision to develop more healthy negative thoughts instead of anger

▸ **Homework:**

Practice the implementation of Rational Thoughts when an activating event occurs and record the experience.
Session 3 – 4
Homework: Rational Thoughts – New Behavior

Experience of this week

1. ______________________________________

2. ______________________________________

3. ______________________________________

4. ______________________________________
After Session 5
Homework: Celebration Preparation

Write two ways that you can reward yourself to celebrate your achievements

1. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Cognitive-sensory experience 1
“Devastating force/Useful force”
Cognitive-sensory experience 1
“Devastating force/Useful force”

Reflection
Thoughts about the experience
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Cognitive-sensory experience 2
“Holding/Letting go”
Cognitive-sensory experience 2
“Holding/Letting go”

Reflection
Thoughts about the experience
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Cognitive-sensory experience 3
“Floating/Drowning”
Cognitive-sensory experience 3 “Floating/Drowning”

Reflection
Thoughts about the experience
Cognitive-sensory experience 4
“STRESS – Popping Balloons”

- Exercise
  - Each student has 3 balloons
  - A good day with little stress, blow the first balloon. (1 puff)
  - A day with some stress moments, blow the second balloon. (3 puffs)
  - A very stressful day, blow the third balloon. (5-7 puffs)
  - Try to pop the balloon with a pencil.
Reflection
Thoughts about the experience
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_____________________________________________________________________
Cognitive-sensory experience 4
“STRESS – Popping Balloons”
Cognitive-sensory experience 5
“Relaxation”

- Listen to Music while scribbling or drawing
- Dance or exercise
- Play – basket of fruit
- Identify ways to relieve daily stress
- Moment to share
Cognitive-sensory experience 5
“Relaxation”

Reflection
Thoughts about the experience
Small Group Session 6

**Celebration Day**

**Objectives:**

Students will be able to reward themselves and celebrate their achievements. (Homework)

They will share a healthy snack while listening to music.

Peer will give feedback by playing the hot chair and saying positive comments to each other.
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