Manualized Anger Treatment

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Anger is common

- Anger is a basic emotion (Plutchik, 1980)

- Anger is frequently experienced even by normative samples (Tafrate, Kassinove, & Dundin, 2002)

- Anger is a clinical problem (Lachmund, DiGiuseppe, & Fuller, 2005)

What Treatments Work?

- **Cognitive Therapy**
- **Relaxation/Behaviorally Based**
- **Skills Training**
- **Exposure Based**
- **Combined**

Treatment Efficacy

Meta-analysis by DiGiuseppe & Tafrate 2003
Good News

- Many treatments influence change in many different types of clients: college students, outpatients, prison inmates, and spouse abusers
- Equally effective regardless of age and gender

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Treatment Efficacy (2)

Good News
- Change is large (effect sizes for most effective are around 1.00 for Cohen's d)
- Follow-up studies support maintenance

Bad News
- Most studies use volunteers
- These effect sizes are smaller than those found for anxiety and depression treatment- socially sanctioned, adaptive at times, less attention

Treatment

- **Manual**
    - ♦ Session 1-3   Overview and Model
    - ♦ Session 4-9   Skills Acquisition
    - ♦ Session 10-14   Exposure plus Coping
    - ♦ Session 15-16   Relapse Prevention
- **General**
    - ♦ Organized by components
    - ♦ Flexible, but skill focused

What are the skills?

- **Assertiveness Training**
- **Problem Solving**
- **Self-monitoring**
- **Response Prevention**
- **Consequential Thinking**
- **Time Projection**

Problem Solving:
A Misplaced Fundamental

- **Definitions**
  - ◆ **Problem:** a situation that presents difficulty
  - ◆ **Problem Solving:** a structured strategy that elicits a multitude of responses that contains steps to maximize the likelihood of implementing a viable one

Problem Solving:

Examples

1. Difficult situation at work with client, vendor, employer, employee
2. I am getting into arguments with my spouse
3. How to furnish a new room
4. My diet plan is not producing the results I want
5. I can't find a job or appropriate romantic partner

Problem Solving:

An Empirical Approach

Goldfried and Davison (1976)

1. **General Orientation**

2. **Define problem**

3. **Generation of Alternatives**

4. **Decision making**

5. **Verification**

Problem Solving: Step 1

1. **General Orientation**

   a. Normalize- assume that situation is a normal part of life

   b. Acknowledgement- that it is possible others have coped with something similar

   c. Inhibit- halt the tendency to respond with initial impulse

Problem Solving: Step 2

2. **Define problem**

- **a. Operationalize-** define all aspects of the issue in concrete (observable and measurable) ways

- **b. Dissect-** reclassify parts into smaller more manageable elements

Problem Solving: Step 3

3.   **Generation of Alternatives**

   a. Brainstorming

   ■   i. Criticism omitted

   ■   ii. Welcome novelty and divergence

   ■   iii. Encourage quantity of ideas

   ■   iv. Improvement and integration of
                suggested ideas

Problem Solving: Step 4

Decision making

   Temporal Consequential Thinking (TCT)

- i. What is the probability it will achieve the desired result?

- ii.   If it does work what are the likely advantages in the immediate, near, mid, and long-term future?

- iii. What are the likely disadvantages in the immediate, near, mid, and long-term future?

Problem Solving: Step 5

Verification & Assessment

Test-Operate-Test-Exit

(TOTE; Miller, Galanter & Pribram, 1960)

Was the implemented plan effective?

- 1.   Yes→ Exit

- 2.   No→ Go back to step 4

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Assertiveness

- **Definition**
- **What is it not?**
  - ◆ Aggressive
  - ◆ Passive
- **Definition #1**
  - ◆ Assertiveness: proper expression of any emotion other than anxiety toward another person- Joseph Wolpe (1973)

Assertiveness: Goals

- Improve interpersonal environment

- Enhance self-efficacy

- Emote

Assertiveness

Two Critical Components in definition

- The communication of feelings, desires, wants, and preferences

- The acceptance of another person's right of refusal and recognition he/she may also agree but not act congruently

Assertive Communication

Four Communication Statements

- When. . . . . (Specific Behavior and Context)

- I feel. . . . .(Specific Emotional State, this is ONE word, not a metaphor or simile)

- Because. . . . . (What I tell myself that causes the   emotion, not about him/her)

- What I would appreciate/like. . . . .(Specific   request of other person)

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Assertive Acceptance

My Communication Rights

- I have a right to tell someone what I am feeling.
- I have a right to ask for what I want.

After communicating

- **Assertive Acceptance Statements**
  - *Recognition others may not give us what we want*
    - I recognize that I may not get what I want even when someone says I will.
    - Other people have a right to ignore my requests, deny my requests, promise to grant my request and then not fulfill the commitment **And/Or** become emotionally upset