

Additional Anger Managers

1. Avoidance---Cooling Off Period, Tune Out (Emotionally Remove Yourself)

Explanation: Not dealing with the anger provoking situation at the time it is happening. This is the point when teen anger is beginning to escalate. This can involve either of two methods.

Using the first method, adolescents take time to “chill out”. They may be able to decide how long they need for this to happen, or may be told to take _____ minutes. Leaving the room to take a drink of water, or to take a short walk can be one way this “cooling off” period can occur.

Another idea is to have young people, “tune out”. This means having them emotionally remove themselves from the situation. This can be described to teens, as if they are watching the whole incident on television or in a movie, with other people going through the situation.

Precaution: Teens are given the time to calm down. However, after this crisis avoidance tool is used, adolescents are told that they need to try to resolve the situation with the other person. They are advised that if the incident isn’t taken care of, the anger they feel toward these other people will resurface at another time and be even greater. This idea can be expressed as people forming grudges against others, that even involves others taking sides against them.

2. Wipe That Frown Off Your Face and Relax

Explanation: The premise is that replacing a frown (which takes more muscles to create than a smile) with a smile, will diminish the anger a person feels. In other words, it’s hard to stay angry when a person has a smile on their face.

Precaution: This anger manager should be suggested in a light hearted manner. The tone you use may entice a smile from the angry adolescents. You need to know how particular angry people respond to humor. If you are unsure, don’t use this anger manager. (This warning also applies to some of the other anger managers that will be described to you later on.)

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3. Quit Trying To Control Others

Explanation: For many people, getting others to do what we want, feel what we feel or follow our suggestions are sources of much frustration and anger. The lesson to be learned is, people can't control other people. Having adolescents try to convince peers to join different groups, go to particular places and participate in activities that they want them to, leads them down the road to alienation and frustration.

Challenging teens beliefs about the music they "should" listen to, kinds of friends they should have, is an exercise in frustration and often leads to some harsh reaction, and building walls between them and you. Listening without judging prevents this problem and leads to discussion and a continuing relationship.

4. Accept Differences

Explanation: This anger manager is similar to quit trying to control others. Thinking differently, feeling differently or acting differently than another person does is okay. People don't have to look at things the same way. Often there is a belief that there is only one right way to look at something or someone. To this way of thinking, differences set two people apart, creating a distance between them, that is negative. This kind of mind set may lead to heated verbal attacks, or in some cases the use of physical force to convince the other person to see, feel or act in one particular way. "You cannot be part of my life, have a relationship with me, or live in my house unless you think, do, feel, the way I do", expresses this idea. The need to belong in some form of relationship is being used in a negative way. Accepting others differences, does not mean agreeing with them, only that they are being recognized as legitimate or okay. The idea that this kind of attitude brings people together, something that most people want, is often easy for someone to say, but certainly not easy to have someone else believe. It is certainly something worth exploring with young people.

(As you go through more of this list, other similarities between different anger managers will be pointed out. Often the same idea can be expressed in many ways. Our goal is to enable teens, and those that deal with them, to pick anger managers that

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will appeal to them. “Whatever works”, is a philosophy I believe in. Applied here, what is understandable and acceptable to adolescents and to those who are a part of their lives, is what this list seeks to provide. Presenting variations of different anger managers often accomplishes this task.)

5. **Ask Don't Demand** (Learn to use wishing/wanting rather than telling someone what they should do or demanding they do it)

Explanation: Asking someone to do something, or putting it like, “I wish that you would ---- ,rather than demanding or telling them, (sometimes referred to as the, “*Do it or else! method*”) is an effective tool to use to avoid fueling a potential fire.

If this tool is used to have teens correct a mistake or undertake a chore that needs to be done, it shows respect for them and puts the request in a non-confrontational form. In other words, doing someone a favor is a lot easier for someone to want to do than being told just “Do It!”. The philosophy behind this anger manager is, “It’s not what you say, it’s how you say it”.

As a tool for adolescents to use, it enables them to be heard, really listened to, rather than be ignored. This is something that can be easily explained to and understood by young people. To illustrate this point, in response to one of the questions asked on the feedback survey administered after The A.M.P. Program was presented to them, many teens noted that this anger manager was one they would be willing to use.

Illustration: 1. Adult to teen: “I’d like you to lower your voice when you speak to me”, rather than “You better show me some respect, or you’ll be grounded for a month!”

2. Adolescent to adult: “I’d really would like to be able to go to that party with my friends”, rather than, “Im going to go to that party with my friends whether you want me to or not!”

Precaution: As with many of the ideas from this list, it is important that you believe that this or any other idea presented to you is worthwhile. If it isn’t, or you consider it in the “no way!” category, don’t attempt to use it. In other words, with this or any other method

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described, if you don't believe in the product's value, don't try to sell it.

6. Reward, Don't Punish or Threaten

Explanation: With this anger manager you are accentuating the positive. With recognition for some task done right, or positive behavior, you are letting youngsters know that the things they are doing right are being noticed. In this case, there is the reward of recognition. In other instances, different kinds of benefits teens have earned, enter the picture. A common complaint many teens have expressed is, “ ___ never tells me when I am doing something right. ___ only notices the things I do wrong”.

Some of you might interpret this idea as meaning, ignore the negative, or, there aren't consequences for inappropriate behavior. Not at all. For this anger manager to be used, consequences, both positive and negative have already been discussed and adolescents know what to expect. This particular idea goes along teens considering consequences for certain actions, the light bulb/buzzer-Is it worth it? anger manager and with the idea of setting boundaries, discussed in Chapter Three. The important point to remember is that things aren't done, or words aren't spoken in the heat of anger

Illustration: An adolescent has improved her/his grades, going from a grade point average of 55 to 65. Noticing the improvement and letting the youngster know you see it is, a Big Plus, both for your relationship and for seeing positive improvement in the her/his actions or behavior. (For some, the progress should be more substantial. The key point is, an improvement has taken place. Contingent on such progress may also be a later curfew, use of a car, or gaining some other privilege that was agreed to when discussion of this issue was discussed.

7. Be Responsible For What You Say And Do

Explanation: Many times people deny that something was said. “I never

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said that”, sums up this idea. In an effort to lessen the impact of some statement that was made the remark, “I didn’t mean it that way” is made. To the people who bring the idea of being wronged by something that was said to or about them, the damage has been done. Any attempt to “weasel out” of this situation is often met by escalating anger. The process for this kind of denial goes something like, denial indicates guilt, guilt means something wrong has been done and so the guilty party is attacked. Corny as it might sound, “Honesty is the best policy”. Admitting something was said or done helps to prevent the anger that exists from intensifying and keeping the level of trust with others high.

Taking responsibility for their words and actions is an important thing for teens to learn to do and see from people they respect. If adolescents have something to say, help them to learn how to say things without inflicting the kind of hurt that can come from words they say. One means of helping them to accomplish this skill may take the form of the “I statement”. This is an anger manager young people have included in the shorter list of anger managers they felt would be useful with and to their peers. The idea of accountability for their actions is something that can be expressed to teens as a way for them to gain respect. The remark, “Real men(women) take responsibility for what they do!”

8. Empathy

Explanation: This means being able to see things from the other people’s view. It can also be thought of as walking in another’s shoes, or understanding where they are coming from. It has to do with how other people think or feel. It is an anger manager that was mentioned when the situations involving family members were analyzed.

Illustration: A girl(Suzanne) found out her boyfriend(Joe) was hanging around with another girl (Joyce) when Suzanne overheard Joe speaking to Joyce on his cell phone in a low tone of

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voice. He was in the next room arranging to meet her after a class. Suzanne trusted Joe before this. Suzanne confronted Joe, shouting at him and telling him he really hurt her and she didn't want to see him anymore. He tried to tell her that Joyce was just a friend. Suzanne wasn't listening to Joe. Some time later when Suzanne was calmer, Joe went to speak to her. "I think I understand why you are so angry. By me not telling you about my relationship with Joyce it was like I was trying to hide something from you. We've always been straight with each other and by doing this it was like I betrayed you and screwed all the trust we've built up." At this point, Suzanne may be more receptive for hearing what Joe had to say. Here Joe might explain, "I was afraid that if I'd told you about me hanging around with Joyce you'd be jealous and then really get on me for having Joyce as a friend that I hang out with."

Precautions:

Be Real- If you really don't understand where other people are coming from don't make a statement like, "I know how you are feeling" or "I understand what you're thinking". In this case, just give your interpretation of the feeling or thought. Such remarks begin with, "What I think you are feeling____". If you are not on target, at the very least you made an attempt to understand why other people felt or thought what they did.

Use Relevant Parallel Situations-When you use a situation that you experienced make sure it is relevant to the one you are trying to show that you understand. In our example above, Joe might have said, "This situation was like the one I had with my best friend Pete, when he didn't tell me he wanted to hang out with some other friends and stood me up. I happened to be going home that day and saw him with these other guys".

9. Throw Yourself Into Your Job or Something You Are Interested In Doing

Explanation: This, as with some of our other anger managers, physical outlets, avoidance, the anger journal, visualizing a calm

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scene, this tool helps divert *the energy* resulting from feeling angry into something productive, rather than destructive. It gives the anger a chance to diminish in intensity and depending on the relationship with the other person, *time to express the reason* for feeling angry in a positive way. For example using the “I statement” with people youngsters want to continue a close relationship with. These diversionary tasks can include focusing on something people have to accomplish at work, a school assignment, hobbies, some form of physical exercise, shopping, or some project that you’ve put off doing.

10. Write to the Other People (e-mail, letter) Then Speak to Them Afterward.

Explanation: When people are so angry, that they know are moving toward a ten on the anger scale, that is, reaching the point

of exploding, they realize that have to let their anger out. At the same time they know that they do not want to express their feeling directly to the people involved in the upsetting situation for fear of saying or doing something that will result in, the loss of a relationship, or further problems. They still have some control over their anger, but feel like they will lose it quickly, so they express it in written form. By taking this detour, their source of anger is out and its intensity is reduced. In other words, they are indirectly venting their emotion to the other person. For some people, writing is an effective way of expressing themselves and can be a useful means of managing anger. Once some time has passed, the angered person can then express their feelings calmly and directly toward those that have made them feel this way. This method, along with the anger journal, represent two ways that the pressure resulting from an upsetting situation can be released without having any negative effects on both parties involved in the conflict.

Precaution: Make sure that whether this expression of anger is written in the form of a letter or e-mail it is not sent. This method of anger management allows writers to direct

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their feelings toward others, to help calm themselves down, without escalating the situation and is a way of avoiding a head-on collision with the other people involved.

11. Recognize Other People's Anger Before Trying to Deal With Them About A Situation

Explanation: Earlier in this book the physical effects of anger were explored. Some of the bodily signs that were mentioned included, reddened face, glaring eyes, tightened facial muscles and clenched fists. These reactions are often accompanied by other signs that teens are experiencing this feeling. These kinds of behaviors can include, curt answers, loud tones of voice or noisy footsteps.

Once these behaviors are noticed, the next step is to see how you can prevent adolescents from letting their anger take control of them. This is something that you can describe to young people that can be helpful to them when they need to deal with angry peers or others in their lives.

The first step toward reaching this destination is to take into account that when people are angry they often feel isolated and alone. When you notice, and let teens know you are aware what they are feeling, they realize there is someone who is trying understand what's going on with them. However, how you describe this state is something that requires more explanation.

Precaution: As with other things that have been discussed earlier in this book, how something is communicated will determine how open adolescents will be to discussing their feelings.. If for example, based on your observations, you ask, "Why are you angry?", youngsters may respond, "Don't tell me how I feel" or "How do you know how I feel?" This is a common complaint by teens, who want adults to recognize them as being capable of expressing themselves, rather than having others speak for them.

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With this likely response comes the concern of how to describe what you observed. For example using expressions like, “You look(sound) as if something is bothering you”, and then being silent. Or saying, “Your expression” or describing behavior by saying “You coming in, slamming the door, throwing down your books, makes me think something is wrong” and patiently wait for a response. Teens may say, “Not really”, “It’s nothing”, “I don’t want to talk about it”, “Not now” or give an emphatic “No”. Whether or not the discussion goes any further doesn’t matter. What you have done is that adolescents know that somebody cares enough about them to notice that something is wrong. The common complaint that, “_____ bothers me” is eliminated and another door between you and young people can be opened.

Let’s take a different direction with our observation. With the absence of an outright “No, the responses, “Not Really”, “Not Now”, indicate that teens do want to go into more depth about the reason for their anger. These remarks are invitations to explore the meaning of “Not Really” further or that they want to discuss their feeling, but sometime later.

With the “Not Really” response, ask “What is it that is kind of annoying you?” or any other phrase that suits this adolescent frame of reference. The words aren’t important. At this point the youngsters may just shrug it off or say, “It’s not worth it, or begin talking about what the anger activating situation was about. If not you have shown them that you were paying attention to what they were saying, and are leaving the door open. It is worth noting that this door may open hours, days or weeks later or the subject may be brought up in a matter-of-fact way. A remark like, “You know the other day when you noticed _____”, exemplifies this indirect discussion opener. Be alert to it. It will enhance your relationship with teens and your role as a good listener.

With the “Not Now” response, you can say, “It sounds like you want to talk about the situation that bothers you, but not right now. Let me know when you feel like talking about it with me. As with the “Not Really” answer, noting that the when of this discussion may take place some time later and your patience is required.

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Physical contact (an arm around the shoulder, a pat on the back or shoulder, a hug, offers a third possibility to show adolescents you are aware something is bothering them, and that you are there for them

Precaution: Here is something that requires you to know how particular teens respond to a physical touch. In some cases, agency policy dictates that staff members do not touch adolescents. In these situations the idea of being accused of doing something wrong comes into play and should not be used. Also, if you are in doubt, or have never seen particular Youngsters reaction to someone being demonstrative, don't use this method. It sometimes can result in these teens taking some their anger out on you. This reaction to being touched sometimes is the result of them being victims of abuse or aggravating injuries from this kind of treatment. There are also other anger managers that knowledge of adolescents reactions is helpful.

12. Listen to and Respect Other People's Suggestions or Opinions Regardless of Their Position

Explanation: This anger manager relates to young people receiving the respect of other for their opinions, thoughts and ideas, as well as them being open to others' ideas. Some of these relationships, include, parents or older siblings and teens, teachers, administrators and staff members in agencies and organizations and adolescents , and employers and employees in the work environment. Young people in most any setting, feel as though what they have to say is not valued. As an employee, son/daughter, player, their views aren't considered important enough by their supervisors, family members and teachers. With this feeling of being placed below others, the need for recognition is frustrated and the possibility of reacting to what these others have to say is very low. Bottom line, listen to what teens have to say, and consider it. If this response is genuine, and adolescents feel this kind of recognition, then what you have to say is more likely to be heard and understood.

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13. Walk Alongside the Person

Explanation: Young people who are angry often feel alone or isolated. They have lost control, causing them to feel embarrassed or not wanting others to get in their way. By walking alongside them you are physically with them, making them feel less isolated. Company, even though silent, for some teens can provide comfort during this stressful time. Asking, “Do you mind if I walk with you?” followed closely by the remark, “We don’t have to talk if you don’t want to” is important, give adolescents the choice of accepting your company or not. You are letting them know, straight out, that you are not there to ask questions. It also tells young people you’re there to keep them company, and to listen to hear what happened if they want to discuss it.

As with other anger managers, this method can be used with others. For example, “Recognize when others are angry____” can be paired with this anger manager.

14. Sabotage Yourself-

Explanation: Demonstrating what uncontrollable anger looks like is the point of this anger manager.

This is where the actor or actress in you comes out. This method involves showing the other person what an extreme angry reaction looks like. In this case you show how you look when your anger is out of control. This can be demonstrated by yelling and screaming, while waving your arms around and stomping the ground.

Ask teens to visualize a really young child throwing a fit. How does it look? Does it look funny? Is it something you like to see? How would you feel if it was you doing this? What some people do when they are angry is throw a fit by banging or kicking things, yelling and doing all sorts of things. Ask them, “See what it looks like when I showed my anger? Is this something you would like doing or have someone else see you doing? The idea is to head off a

strong reaction by being an example of a person gone ballistic. The youngster may laugh at you while you are acting this way. After the situation is over ask, Why wouldn't they like to look like this? Their responses can include, "It looks dumb", "People will think you are crazy", or "Nobody wants to deal with someone who acts like that". If they say they don't care how they look or peers would think they are funny, leave it at that.

Variation: If you are uncomfortable acting this out, describe a young child throwing a fit and ask if it is something they want to do or be seen doing and why not.

Precaution: Something like this may set adolescents off. They may think that you are making fun of them. The important thing is to know what these young people may respond to, either negatively or positively. If they appreciate using humor (another anger manager) or know that you are not the kind of person who would make fun of them, this method can be useful. If you are unsure of their reaction then don't use this anger manager. Previous history, either from observation of these teens to humor when they are angry, or from something you have done with them, will help dictate whether or not this idea with can be useful.

15. Give the Person a Chance To Express Her/His Anger Without Saying Anything. In other words, Just Listen.

Explanation: This for many is just allowing the other person the opportunity to vent their thoughts and feelings. Many of the high school youngsters that I have worked with just needed someone to hear them out, and commented, "All I wanted was for my (mom, dad, brother, teacher) to hear what I have to say". The importance of just listening, can't be stressed enough.

Precaution: Adults too often feel they need to voice their opinion, or help teens by judging their actions and putting them on the right road. Asking adolescents, "What do you want me to do?", or, being more specific, "Do you want me to just listen, or Do you want my opinion?" allows you the opportunity to travel the road that leads to discovering the cause of the young people's agitation and find ways to help them to effectively deal with it. Jumping into the situation causes a roadblock to this process.

16. Clarify the Other Person's and Your Perception of the Situation

Explanation: Many conflicts arise because of differences in perception. Both parties do not see the same situation in the same way.

The first step in using this anger manager is to indicate in some way that many times people see the same thing differently. Using an example based on a previous experience that both you and young people have discussed, or as I have done during an A.M.P. Program seminar, look at an object or person in the room and have two people describe it, is a helpful thing to do. In this case, both you and the teens can describe something you both see. For example, you can use a picture, a piece of furniture or have both you describe a particular person.

Next, ask youngsters what happened in the situation that aroused this strong feeling in them. After doing this ask how someone could see this situation differently. If teens gives you an "I don't know" or shrug of the shoulders response, give some possible scenarios that you can think of. The incidents described in Chapter Seven are useful to accomplish this task.

17. Leave the Conversation or Situation, After Saying Something Like, " We Can Talk When We Are Both Calmer".

Explanation: This is a variation of using avoidance as an anger manager. In this case people are allowing themselves to cool off, while informing the other person that the upsetting situation is going to be discussed later on. This last piece is important, particularly in relationships that are close or ongoing. If this statement, or something similar to it isn't made, the other people involved may feel like they aren't important enough or that they are being ignored. This may add to the intensity of the anger and result in damage to, or the destruction of the relationship.

18. Use Humor, or A Smile With Someone You Know or You've Seen Respond To It In Some Other Situation or Setting.

Explanation: Many people respond to lightheartedness, weird expressions, or other kinds of behavior that attempt to get them out of their mood. Turning a frown into a smile does wonders for reducing the intensity of anger in some people.

Precaution: Some young people may see humor as a form of being “mocked” or made fun of. The thinking might go something like, “You think this is something funny”, or, “You think how I feel is a joke”, followed by some expletives or reactive behavior. The attempt to use humor to reduce the anger in some teens may backfire. If you aren’t sure how particular adolescents respond to humor, don’t use it.

19. Hold Other People Around the Shoulder Or Gently Touch It with Those you Know Respond to This Kind of Physical Contact.

Explanation: Physical contact with angry people is often a source of comfort. The don’t feel as isolated. This is something that is also described with the Walk Alongside The Person anger manager showing the concern and warmth of other people.

Precaution: As with humor, knowing how teens respond to physical contact is helpful. Also keep in mind that in many settings, schools for example, touching is often misinterpreted and shouldn’t be used. This is also true with adolescents who have been abused.

20. Prayer.

Explanation: Seeking the strength from any source is helpful to individuals dealing with difficult situations. It can be expressed using self talk phrases like “Give me the strength to calm down”, “Not harm the other person”. “Move on from this situation”, or with a chant like “Woosah” are helpful ways to reduce the levels of anger.

21. Communicate Your Feeling To The Other Person As Soon As Possible.

Explanation: Things that happen and cause anger that are not dealt within a reasonable period of time tend to allow this feeling to escalate. There is no magic number for how long someone should express this emotion before it causes often irreparable damage. A general idea may be anywhere from a day to perhaps ten days. The longer the anger goes unattended, the more it festers and intensifies. After a time a people’s feelings toward others are negative and relationships are damaged, if not ended. This is the kind of anger that can become like a cancer that grows inside people and darkens their worlds.

Precaution: 1. Expressing the anger, when young people feels intensely anger is not how this anger manager should be used. At this stage when teens are moving toward the higher end of the anger scale,

avoidance by leaving the situation is advisable.

2. Once the adolescents have calmed down they should be able to express the anger using some of the anger managers already described. The “I Statement”, is used with people they have a close or ongoing relationship with. Using the being direct, specific, and polite is one of the anger managers that teens can use with those they describe as people who they say, “Hi , Bye” to , classmates, “associates” (people adolescents do things with, but not necessarily frequently or aren’t really close to them or to teachers or other adults who they have to come in contact.

22. Give Out, “Positive Karma

Explanation: In dealing with the angry people the tone of voice used is best kept soft and non accusatory. By speaking this way young people get the idea that you are not going to pounce on them or blame them for what happened. Teens who are upset should be given physical space, usually at least two feet, a good arm’s length. Body language conveys a willingness to hear what happened to cause their anger. As you engage them in conversation, doing it without glaring, staring or suggesting anything that would make these adolescents feel as if they were about to be “attacked”. In other words you are creating a comfort zone in which these young people have you to help them to deal with the anger they are feeling, or at least not add to it.

Precaution: As with other anger managers that can be used, asking teens if they want to talk about the cause of their anger is helpful. If you can see these adolescents need more space and time to calm down by their reddened face, clenched fists ,peering eyes or some other non verbal signal, provide it. If they say “I don’t want to go there” or “I need space” or wave you off, just let them be. At this point you might also suggest a place for them to chill out.

23. Offer to have something to drink or eat with the angry person before discussing the situation that caused the anger.

Explanation: This anger manager came from one of the high school students who participated in The A.M.P. Program. Food and drink have a comforting effect, like, holding the person around the shoulder or walking alongside angry individuals. Getting something to eat or drink are likely to having a calming effect on most young people.

24. Two (2) Minute Venting

Explanation: This anger manager is used for anger that is low intensity. It is the degree of agitation that can be placed on the low end of the anger scale, in the range of 1-4, when teens are annoyed or irritated and are not yet starting to go crazy. To check out their level of anger ask where this situation puts them on the anger scale. It is a variation of the, “just listen”, anger manager.

There are certain boundaries that adolescents who are given this means of expressing anger must be aware of. These are things that need to be spelled out after they have been told or have been asked for time to “let it out”.

1. They are not to be abusive to the listener, either physically or verbally.
2. They will be given two minutes to vent their anger.
3. After the first minute you say or indicate to these youngsters that they should stop using a hand signal, or a “T” for time. At this point ask, “Do you need more time?”. If they do let them continue.
4. After allowing another minute of venting, indicate it’s time to stop and then say, “Now it’s time to let go of the annoying thing.”

By setting these boundaries you are providing teens with the structure they need, an opportunity to express their anger without hurting themselves or other people, and preventing them from going on and on and on, at which point their anger might escalate.

- Precautions:**
1. Don’t interrupt . If you do they might feel frustrated when they are told they could do something that they are not being allowed to do.
 2. Don’t tell the angry people to calm down. For some people this statement gets them more upset. This is something that may have this same negative effect as telling stutterers to stop stuttering, something they would like to do without reminders and often results in them intensifying the behavior they want to stop.

25. Using The Power of Silence or The Just Wait Method With An Angry Person

- a. Ask Open-Ended Questions And Just Wait For A Response.
- b. Cut The Person Off When He/She Becomes Physically or Verbally Abusive, Then Just Wait For Him/Her To Talk.

- c. Dealing With A Manipulative Silent Person (One who Uses Silence Say Something Like, “You’re Angry And Not Willing To Talk” and Just Wait).
 - d. If The Person Gives An “I Don’t Know” Response To Your Question Ask, “If You Did Know, What Would Your Answer Be?” And Just Wait.
26. Focus On The Angry Person’s Issues Not Her/His Actions (Signs)
Actions Or Signs Of Anger
- a. Sarcasm
 - b. Personal Attacks
 - c. Using “Always Or Never”
 - e. Physical Acting Out
27. Admit Mistakes To The Angry Person
- a. Take Responsibility For Your Part Of The Problem
 - b. Indicate Personal Behavior Change
 - c. Avoid Excuses (Eliminate The Word, “BUT”).
28. Map An Escape Route (Allow Angry Person To Save Face)
- a. Move From Public To Private Place (Where No One Else Is Around)
 - b. Focus On The Issues Not The Person
 - c. Transfer Things Person Has Done Right To Area He/She Didn’t Do As Well. Example: “You Did Well in Reading, Use The Same Skills You Had There To Deal With Math”
Skill Transfer Is Easier Than Character Adjustment
29. “Guided” Problem Solving With The Angry Person
- a. Give Limited Options
 - 1. If You Could Have An Ideal Solution, What Would It Be?
 - 2. What Are The Pros and Cons of This Solution?
 - 3. What Is The Best Case Scenario For It?
 - 4. What Is The Worst Case Scenario For It?
 - b. Zero In On Key Issues, That Is, What Is Important To The Angry Person?
 - c. Help Person Choose From The Options.
 - d. Get Angry Person To Commit To The Plan
- 30, Make your muscles tense, then relax them.

Explanation: This is another physical relaxation exercise, much like “Physical Outlets”, for example, deep breathing. In this case the angry person can make a tight fist, then loosen it, or tense one or both arms and then loosen the muscles.

31. Imagine the anger draining out of you.

Explanation: Earlier in your journey through the subject of anger management, you were exposed to the idea of the physical effects that anger has on the body. To refresh your memory, some of The A.M.P. Program participants' responses to this concept were described to you. These included, face muscles tensing, faces feeling flushed, blood pressure rising or heart rates increasing. Taking this idea one step further, let's look at the physical site of the anger as our starting point for draining this feeling out of the body. We then have the young person close his/her eyes and begin the process. What we try to have the youngster envision an anger as a foreign object in their body that is going to take some route out. you can have the young person describe it, giving it a color or form. You can describe several ways they can have their anger exit from their body. The journey may go down through the stomach, down the legs and out through the toes. It may go up through the chest, out to the arms and leave the body through the fingers. It may also go up and out through the top of the head or through the ears. The road taken does not matter.

Here again we are focusing on having this negative emotional energy released so that the youngster can be calm and deal with the anger activating situation in a positive way.

32. De-personalize from the situation or person (It is not about you).

Explanation: In simple language this means, "Don't take the person's anger personally. Look at it as something happened that motivated anger and it's not about you. Here's where you need **NOT** to react to the other person's anger as if you were responsible for this emotion. It's about an action that took place that provoked this feeling.

For certain, this is a hard thing for anybody to do. The effort it takes to "objectify" the situation is well worth the results of maintaining a relationship with the other person without escalating the anger in the other person and becoming upset yourself.

33. Do something unexpected-laugh at some behavior that was intended to be upsetting.

Explanation: This particular anger manager came from a teacher. The intent of it is to let something bounce off of the person rather than upset her/him.

Example:

As this person was writing on a board with her back to her students, a paper was thrown at her and hit her in the back. Instead of becoming defensive, demanding to know who did it or maybe giving a lecture on respect, she simply said something like, "It's very nice to know that you

care enough about me to want my attention”, with a genuine smile on her face.

34. Question anger-What is its source? Is it something within you or something beyond your control?

Explanation: With this method of dealing with anger the person is able to think rationally. She/he is calm and in control, and is somewhere between 5→1 on the anger scale. The two questions that are asked are.

1. **What is the source of the angry?** In other words, What was it about the situation that got me angry?
Here we examine the possibilities of,
 - a. Frustration of a need, doing or not doing something.
 - b. Respect for property, opinions, family, things said or done.
 - c. Something done to someone or something that the person sees as wrong or unfair.
 - d. Any of the many other anger activators.

2. **Is it something within the person or something beyond their control?**
In other words, looking at the causes above, Is it a matter of feeling frustrated, disrespected or something else?, or, Is it something outside of what I have the power to do something about?

After answering these two questions, a plan of action may be developed with the young person to deal with the situation that occurred and the person involved in it. This is something we have looked at in regard to the 2nd step in “The Anger Journal” in which the person comes up with ideas for resolving the situation. With the realization that nothing can be done to help the situation, and adopting the philosophy, “Know what you can control, know what you can’t control and know the difference”, comes a way for the youngster to minimize her/his feeling for those unfair or wrong things that occur.

35. Visualize a pleasant experience or doing something or going somewhere you would really enjoy (swimming, riding in a fast car on an open road, hugging someone special, shopping in Paris, getting a massage or some sort of pampering, etc.).
36. *Go to a safe place , where you feel you won't be questioned or hassled, and where you know it is calm and relaxed.

Explanation: As with “Visualize A Calm Scene”, this involves having the person think of a specific time that brings a smile to her/his face. This, as some of The A.M.P. Program participants mentioned, may be, swimming, riding in or driving a fast car, hugging someone special, shopping in an unusual place(Paris). Try to have this person describe other people involved, sights, sounds and physical sensations that added to this scene. This tool is much like what we described earlier in our visualization of anger, another anger manager that will appear in this list. Imagery will be used again in other mental pictures as well.

Limitation: Visualization is a good tool for some. However, not everyone has the ability to create vivid mental pictures. Those young people that need more concrete ideas may be urged to find pictures of such places or events. A variation on this theme may be a scrapbook, file or some other source of either photographs they have taken, those that they appear in, or others found in magazines or other sources (travel brochures, videos, etc.)

37. Ask someone who has done something to you, “How do you think that makes me feel?”

Explanation: You may use this thought if the young person has done something to you or to someone else. Here you are using the idea of empathy, putting the youngster in the other person's shoes ,“Empathize With The Other Person”.

Precaution: This suggestion requires the young person to have a certain level of maturity or sensitivity. “I don't really care how __ feels” (sometimes expressed in more colorful language) may be his/her reaction. At this point, you may have this youngster look at the relationship with the other person, and combine it with the “Light bulb/Buzzer-Is It Worth It?” anger manager, considering the possibility or his/her attitude jeopardizing the relationship with this other person

38. Sing a cheerful song in your head like, “Got To Admit It’s Getting Better”

Explanation: Here is another way to lessen the intensity of the anger. Ask the young person what song brings a smile to her/his face, or what song she/he really likes, and have her/him sing it or think of the words in her/his head.

39. Do something challenging, like a puzzle, Math, Physics or problem in a school subject, or work on finding a solution to something that has been bothering you.

Explanation: This idea is another one of the ways to help divert the energy coming from the anger into positive channels, lessening the intensity of this feeling, and allowing the young person the time to calm down

40. Visualize the outcome of the behavior.

Explanation: This is something that may be done, if the young person has time enough, and his/her anger hasn’t escalated very far, as a situation is taking place. It also may be used to point out what happened previously, to prevent some negative result . This anger manger may be used as a variation of the “Light bulb/Buzzer”anger manager or as something else dealing with the consequences of behavior that you discuss with this young person.