

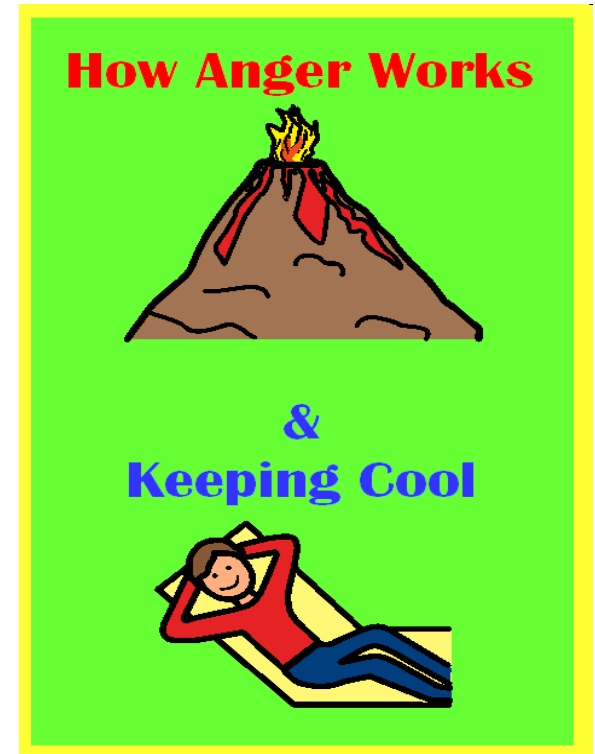


The Development of Anger Management Skills in Adults with Moderate Intellectual Disability.

Jen Ryan, Speech Language Pathologist
Eve Ashwood, Psychologist
Shannan Puckeridge, Psychologist

Overview

- Background to Anger Management
- The “How Anger Works and Keeping Cool” Programme
- Results of three groups
- Future directions



What is Anger?

- Anger is an emotional state influenced by physiological and cognitive factors.
- The emotion of anger is usually a response to a specific trigger which is mediated by the person's beliefs and expectations about the situation.
- Novaco (1975) views anger as an emotion with three components; physiological, behavioural and cognitive.
 - These are addressed in therapy by using relaxation, behavioural coping skills and cognitive restructuring.
- Anger management programs in which participants are taught techniques for coping with anger-provoking situations are effective and useful in decreasing the expression of anger by clients with intellectual disability.

Anger in Intellectual Disability

- There is preliminary evidence that people with disability present with higher rates of anger control problems compared to people without disabilities (Hagiliassis, et al., 2005; Rose & Gerson, 2009; Smith, Branford, Collacott, Cooper, & McGrother, 1996)
- People with intellectual disability often have unmet physical and interpersonal needs. These life experiences can lead to personal distress, manifested as anger.
- Anger expressed as aggression can result in obvious negative outcomes for the individual with a disability including;
 - Restricted opportunities
 - Limited access to the community
 - Limited accommodation placements
 - Lack of available carers
 - Impaired family and social relationships
 - Poor physical and emotional well-being

Target Group

- Individuals with
 - Intellectual disability.
 - High Support Needs.
 - Aged 18-65 years of age
- The person may also have challenging behaviour.

The “How Anger Works and Keeping Cool” Programme

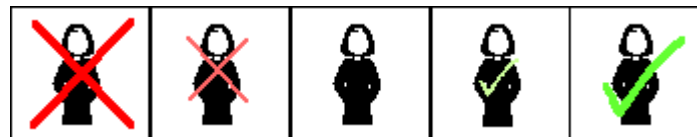
- 8 week programme
- 2 hour sessions
- Provided with handouts, worksheets, carer information sheets and homework tasks.
- Pre-group and post-group interviews and assessments.

Interviews & Assessments

- Knowledge Questionnaire
 - Developed for the programme to ascertain current understanding of physiological, cognitive and behavioural components of anger for each participant.
 - A similar questionnaire was administered to the participant's carer or family.
 - *Example Questions:*
 - *What do you do when you get angry?*
 - *If you had to rate your anger out of 5 (1 being that it is not bad at all and 5 being that it is really bad) what would it be?*
 - *How much does the Anger worry you? (1 being that it is doesn't worry you at all and 5 being that it is really worries you) what would it be?*
 - *Draw (or write) on the body what happens to you when you get angry*

Interviews & Assessments

- The Aggression Questionnaire
 - Developed by Buss and Perry (1992)
 - 29 statements where people are asked to indicate how uncharacteristic or characteristic each statement is, using a five-point scale.
 - Normative sample was 1,253 individuals without intellectual disability.
 - Scale adapted for participants, enabling more concrete representation of the abstract concept.



Session One – Introduction to the Programme

- Understanding the difference between anger and aggression (i.e., emotion of anger vs. physicality of aggression).
- Begin developing group trust and safety amongst members
- Establishing group rules, goals and commitment to change



ANGRY



FRUSTRATED



ARROGANT



ENRAGED



JEALOUS

Angry



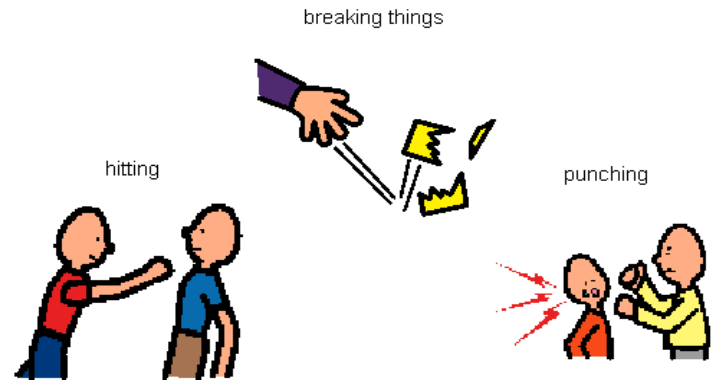
DISGUSTED



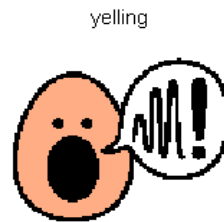
OBSTINATE



IRRITATED



Aggression



yelling



slamming doors



crying

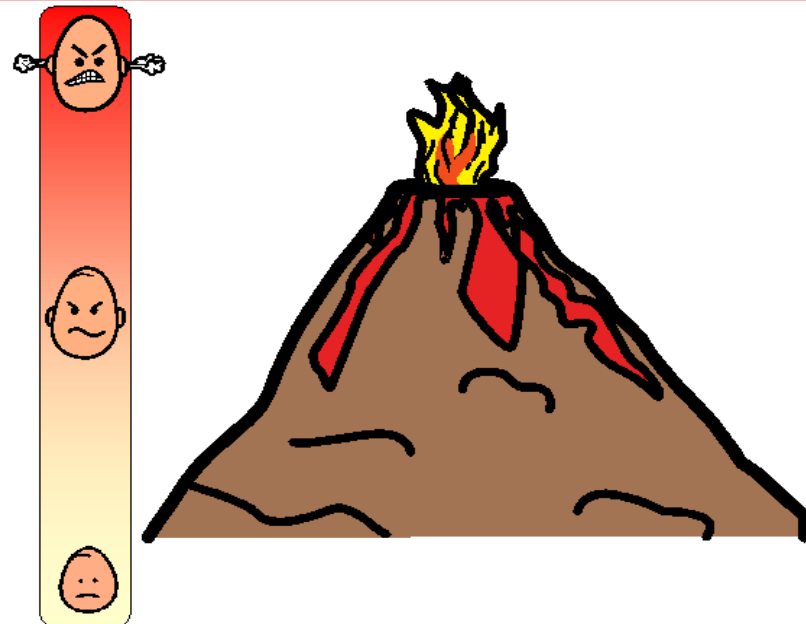
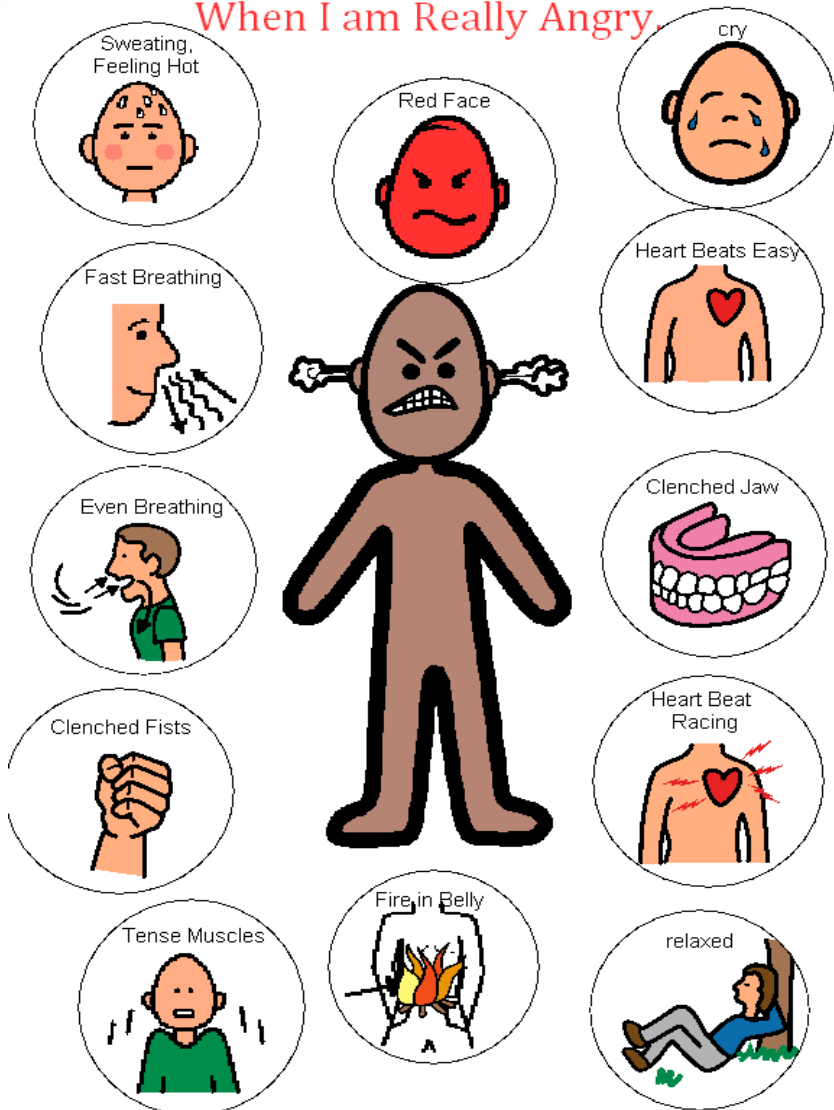


kicking

Session Two – How Anger Works

- Recognising the physical and cognitive symptoms of anger (generic body signals of anger)
- Introducing the volcano model of anger
- Gaining awareness of the participant's own physical signs of anger
- Introducing self-monitoring task – How do I feel book.

When I am Really Angry.



The Volcano

When a volcano gets too hot, lava builds up, and if it gets hotter, the lava explodes out the top of the volcano.

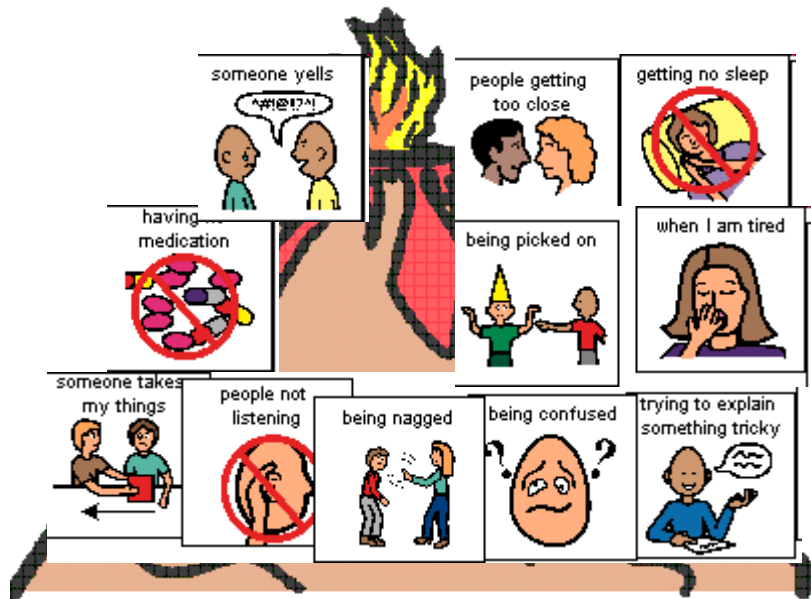
When you get angry, it is like the volcano. If something makes you angry (the anger trigger), you get hot. When the triggers build up, you get hotter (and angrier), and if you don't cool down, you will explode like a volcano, and you might be aggressive.

Day	Saturday Sa	Sunday Su	Monday M	Tuesday Tu	Wednesday W	Thursday Th	Friday F																		
<h3>Where was I Angry?</h3> <table border="1"> <tr> <td>work </td> <td>on the bus </td> </tr> <tr> <td>kitchen </td> <td>lounge room </td> </tr> <tr> <td>somewhere else ?</td> <td></td> </tr> </table>				work 	on the bus 	kitchen 	lounge room 	somewhere else ?		<h3>What was I Doing?</h3> <table border="1"> <tr> <td>chatting </td> <td>eating </td> </tr> <tr> <td>watching tv </td> <td>cooking </td> </tr> <tr> <td>something else ?</td> <td></td> </tr> </table>				chatting 	eating 	watching tv 	cooking 	something else ?							
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watching tv 	cooking 																								
something else ?																									
<h3>Who was I Angry With?</h3> <table border="1"> <tr> <td>mother </td> <td>father </td> <td>sister </td> </tr> <tr> <td>brother </td> <td>friend </td> <td>helper </td> </tr> <tr> <td>someone else ?</td> <td></td> <td></td> </tr> </table>				mother 	father 	sister 	brother 	friend 	helper 	someone else ?			<h3>What made me Angry?</h3> <table border="1"> <tr> <td> I was fighting</td> <td> someone hit me</td> <td> I broke something</td> </tr> <tr> <td> someone took my things</td> <td> someone was shouting at me</td> <td> someone annoyed me</td> </tr> <tr> <td>something else ?</td> <td></td> <td></td> </tr> </table>				 I was fighting	 someone hit me	 I broke something	 someone took my things	 someone was shouting at me	 someone annoyed me	something else ?		
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 kicked someone	 cried	 broke something																							
something else ?	did I keep cool? 																								
<h3>How did my body feel?</h3> <table border="1"> <tr> <td> face went red</td> <td> started sweating</td> <td> fire in tummy</td> </tr> <tr> <td> clenched jaw</td> <td> breathing was fast</td> <td> tense body</td> </tr> <tr> <td> heart beating fast</td> <td> made a fist</td> <td>something else ?</td> </tr> </table>				 face went red	 started sweating	 fire in tummy	 clenched jaw	 breathing was fast	 tense body	 heart beating fast	 made a fist	something else ?	<h3>What could I do next time?</h3> <table border="1"> <tr> <td> relax</td> <td> say no</td> <td> deep breath</td> </tr> <tr> <td> ask for help</td> <td> walk away</td> <td> count to ten</td> </tr> <tr> <td>something else ?</td> <td></td> <td></td> </tr> </table>				 relax	 say no	 deep breath	 ask for help	 walk away	 count to ten	something else ?		
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<h3>How well did I do?</h3> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> </table>																									

Session Three: Triggers and Keeping Cool

- Recognising anger triggers (using How I feel book and generic triggers to identify what makes the participant angry)
- Identifying and using ways to reduce tension and keep cool (progressive muscle relaxation, deep breathing)
- Learning new ways to keep cool

Anger Triggers...

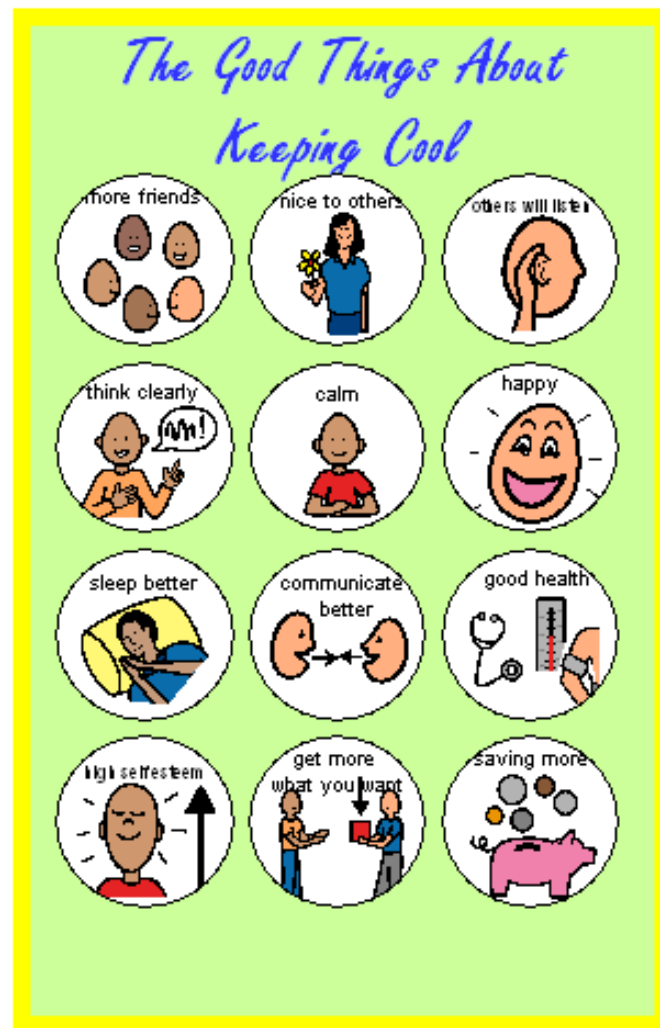
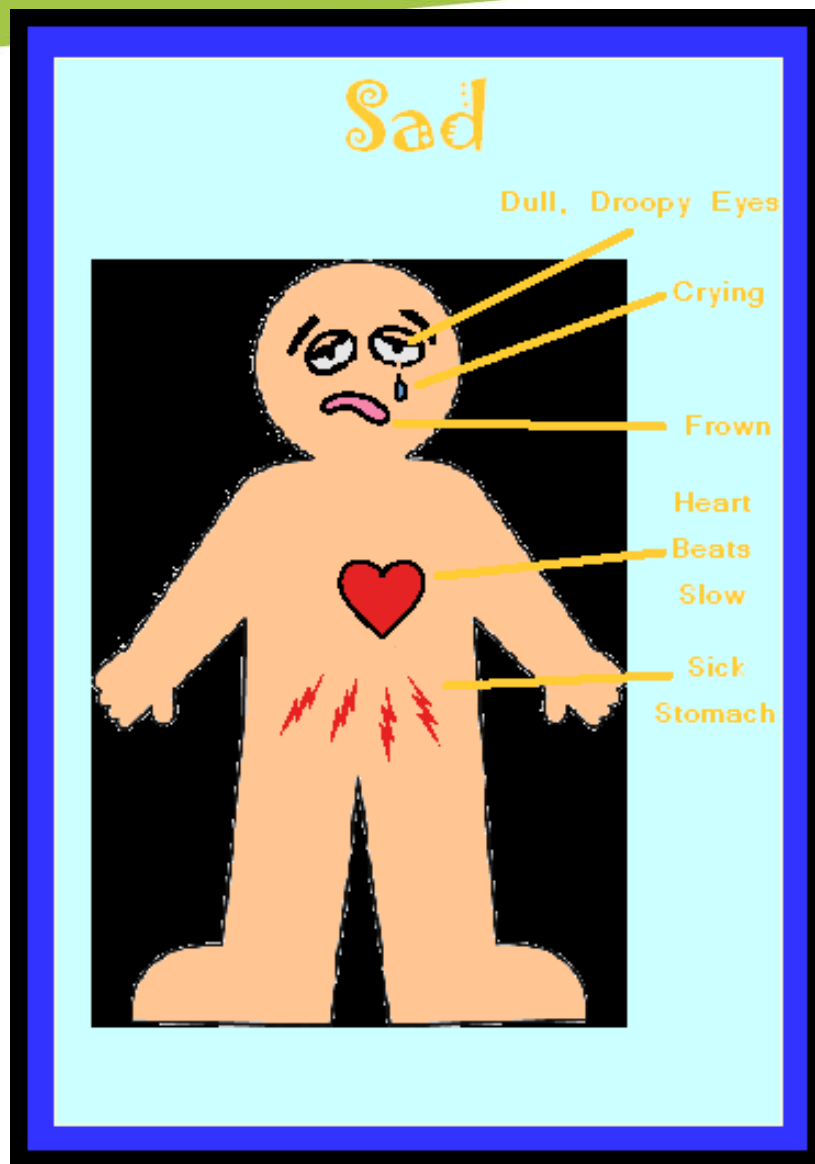


... What Makes Me Angry



Session Four: Identifying Feelings and Looking at Consequences

- Identifying and labelling feelings other than anger
- Distinguishing between different types of feelings (how it feels in the body, why we feel different feelings)
- Recognising the costs of becoming aggressive
- Understanding that we are in control of our behavioural choices



When you get angry, you have a choice

You can choose to be aggressive...

hit



kick



yell



And then...

police



hurt



This is a bad choice

You can choose to be assertive...

I message



help



say no



And then...

keep cool



get what you want

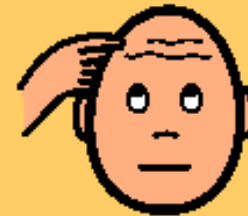


This is a good choice

When you start to feel Angry, you should...



Think about what you could do



Choose the best thing to do



Session Five and Six: Effective Communication

- Introducing the concept of anger rights and responsibilities (Bill of Rights)
- Introducing the concept of 'keeping cool' through the use of assertiveness
- Practising being assertive



BILL OF RIGHTS





Bill of Responsibilities

own my feelings



explain yourself



ask for what you want



respect others



Being Assertive Means...

Communicating appropriately and non-threatening.

Expressing your feelings and being confident.

Being aware of other's reactions.

Standing up for your rights.

Having your view said and heard.

Being aware of your behaviour.

Picking the right time and not sending mixed messages.

Staying calm.

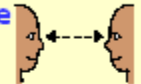
Not backing down.

Standing up for what you believe in.

Having positive strategies.

ASSERTIVE BEHAVIOUR

1. Eye contact. Look people in the eyes when talking to them.



2. Relaxed body posture.



3. Gestures. Use your hands.



4. Voice tone and volume.



5. Know what you are saying.

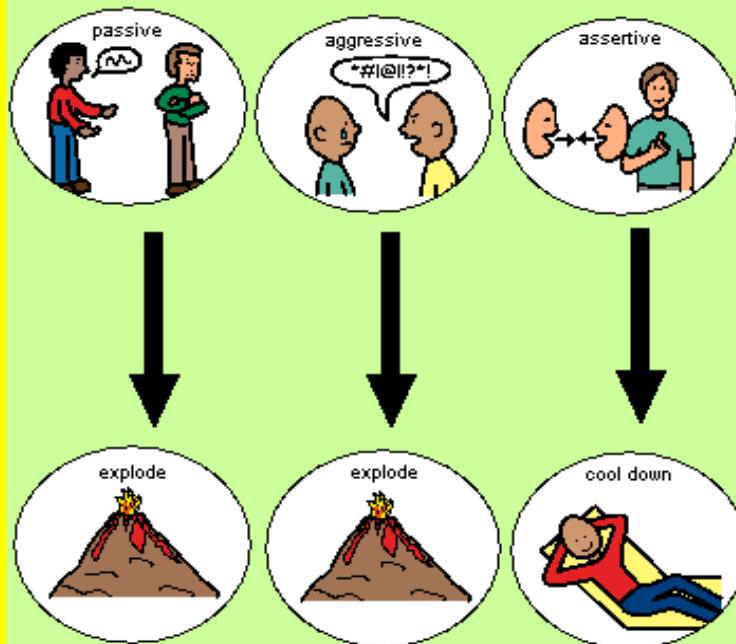


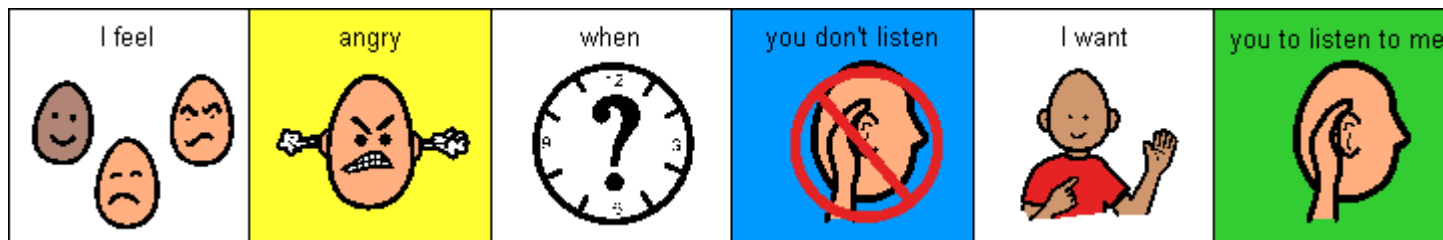
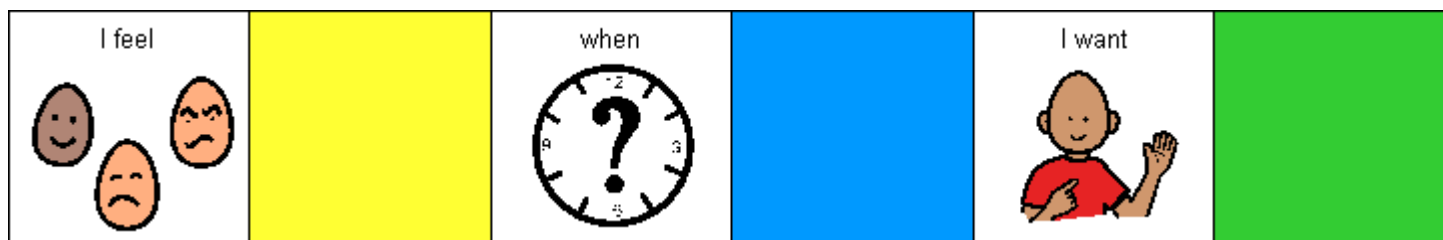
6. Be honest.

7. Assert your feelings as soon as possible.



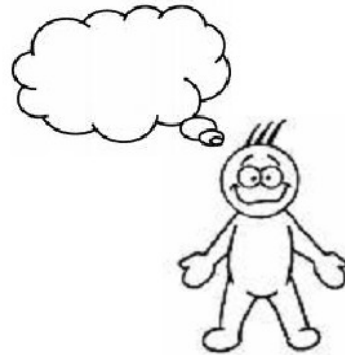
The 3 Ways of Communicating When You Feel Angry





Session Seven: Understanding how Thinking Affects Feeling

- Identifying self-talk
- Creating a personalised emotional toolbox
- Relating the tools to the volcano model
- Preparing group for final session.



Self Talk

We all have thoughts all the time.



What we think, will be what we feel.



If we have lots of angry thoughts, we will feel angry.



If we have lots of sad thoughts, we will feel sad.



If we have lot of happy thoughts we will feel happy.



If we have lots of scary thoughts we will feel scared.



Angry thoughts will make your volcano explode, but cool thoughts will keep you cool.

Session Eight: Putting it all together

- Reviewing content covered
- Discussing what each participant found helpful and unhelpful (using feedback form)
- Discussing each participant's favourite tool to use when they feel angry
- Preparing for possible relapse (making a symbol to help them remember the group)
- Group closure (awarding certificates)

Participants

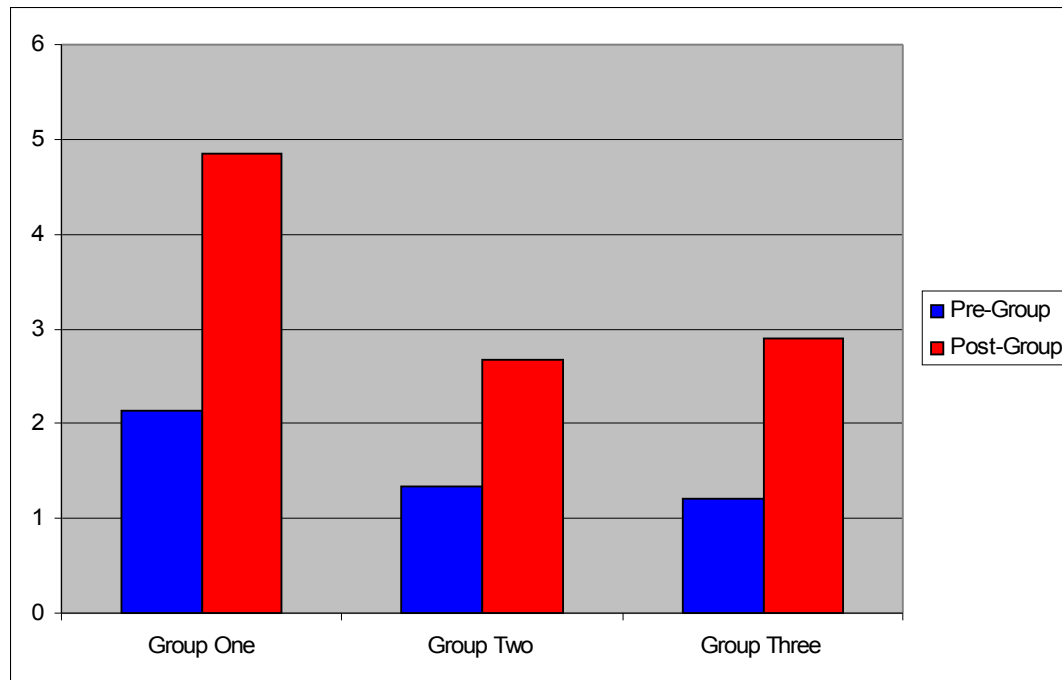
Sex	Age	Disability	Living Arrangement	Reported Aggression
M	30	Moderate ID	Independently	Physical altercations, self-injurious and use of weapons
F	25	Moderate ID	Supported	Yell, scream, slam doors
M	34	Moderate ID, Down Syndrome	Supported by family	Yell, scream, slam doors, self-injurious, kick and push objects
M	55	Fragile X, Epilepsy	Independently with minimal supervision	Verbal aggression and threatening behaviour
F	30	Moderate ID	Supported by family	Yell, scream, slam doors, physical aggression towards mother
M	28	ID	Independently	Yell, property destruction and threatening behaviour
F	22	ID	Supported by family	Yell, throw objects

Sex	Age	Disability	Living Arrangement	Reported Aggression
M	19	Moderate ID and Schizophrenia	Supported	Yell, Slam doors, throw objects, threatening behaviour, absconding
F	25	Moderate ID, Cerebral Palsy, Deaf	Supported by family	Yell, slam doors, physically aggressive
F	22	ID	Supported by family	Yell, throw objects

Sex	Age	Disability	Living Arrangement	Reported Aggression
F	41	Moderate ID	Supported	Yell, ignores, refuse to participate, smearing behaviours
F	25	Moderate ID, Cerebral Palsy, Deaf	Supported by family	Physical aggression, yell, cry
M	29	Moderate ID	Supported	Bite, hit, swear
F	21	Moderate ID	Supported by family	Yell, cry, internalises anger
F	25	Moderate ID, Down Syndrome	Supported by family	Yell, doesn't listen, refuse to participate
M	23	Moderate ID, Down Syndrome	Supported by family	Yell, swear, throws objects, pushes and uses intimidating behaviour
F	30	Moderate ID, Mental illness	Supported by family	Yell, scream, swear, antisocial
M	31	Mild ID	Supported by family	Internalises emotions, refuses to participate
M	28	Moderate ID	Supported by family	Cry, withdraw, antagonising behaviour
M	20	Moderate ID, Mental Illness	Supported	Yell, scream, swear, threatening behaviour, slam doors

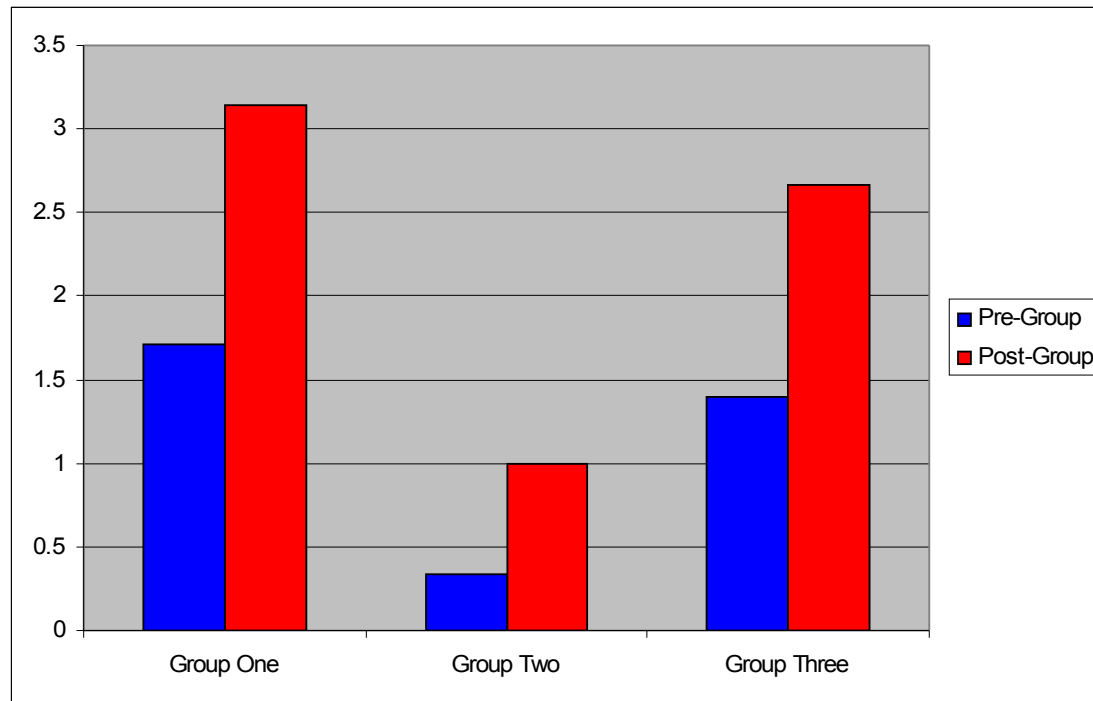
Results

- Knowledge about anger:
 - Body Signals of Anger



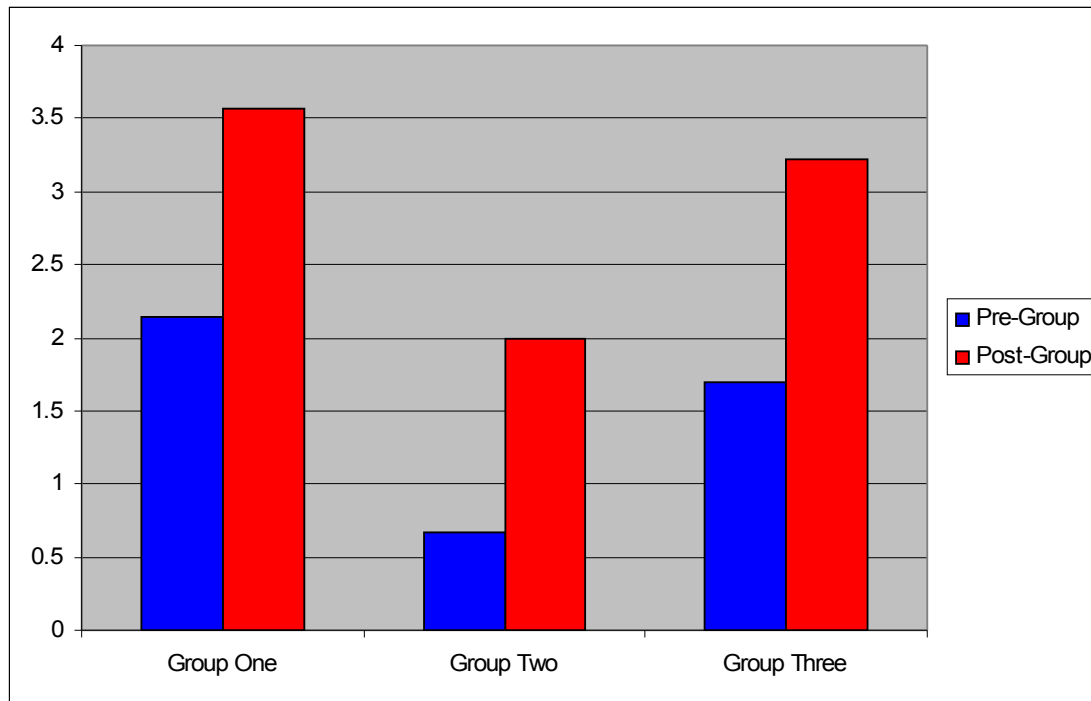
Results

- Knowledge about anger:
 - Triggers of individual participant anger



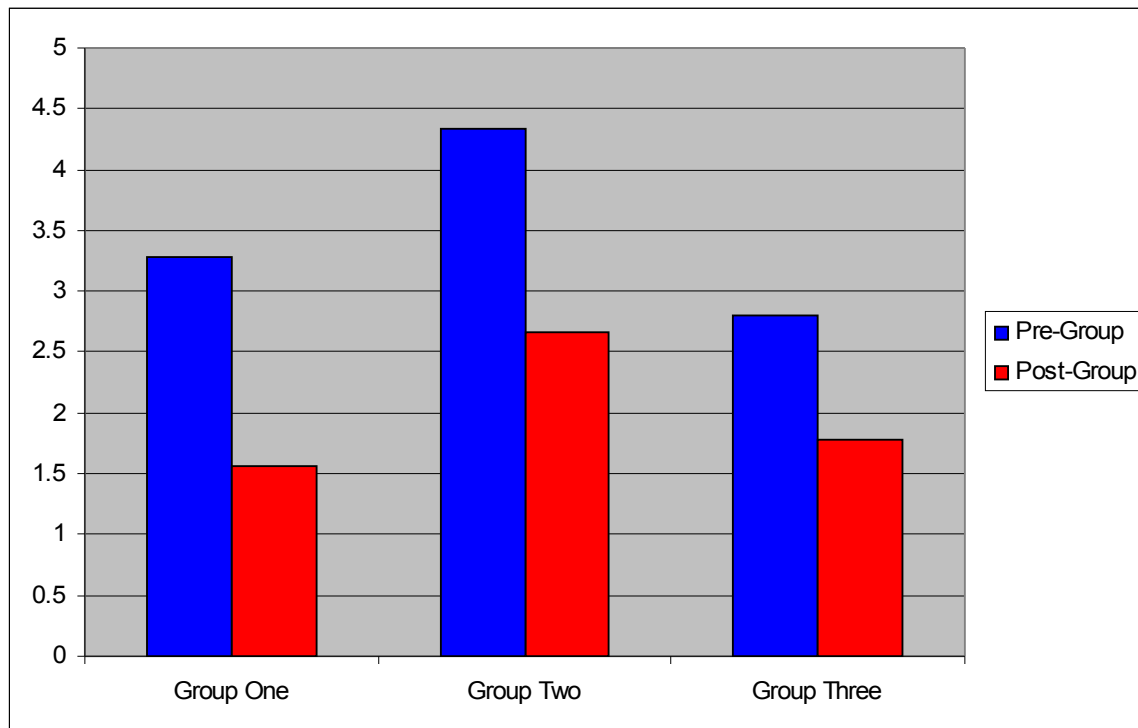
Results

- Knowledge about anger:
 - Strategies that can help keep cool



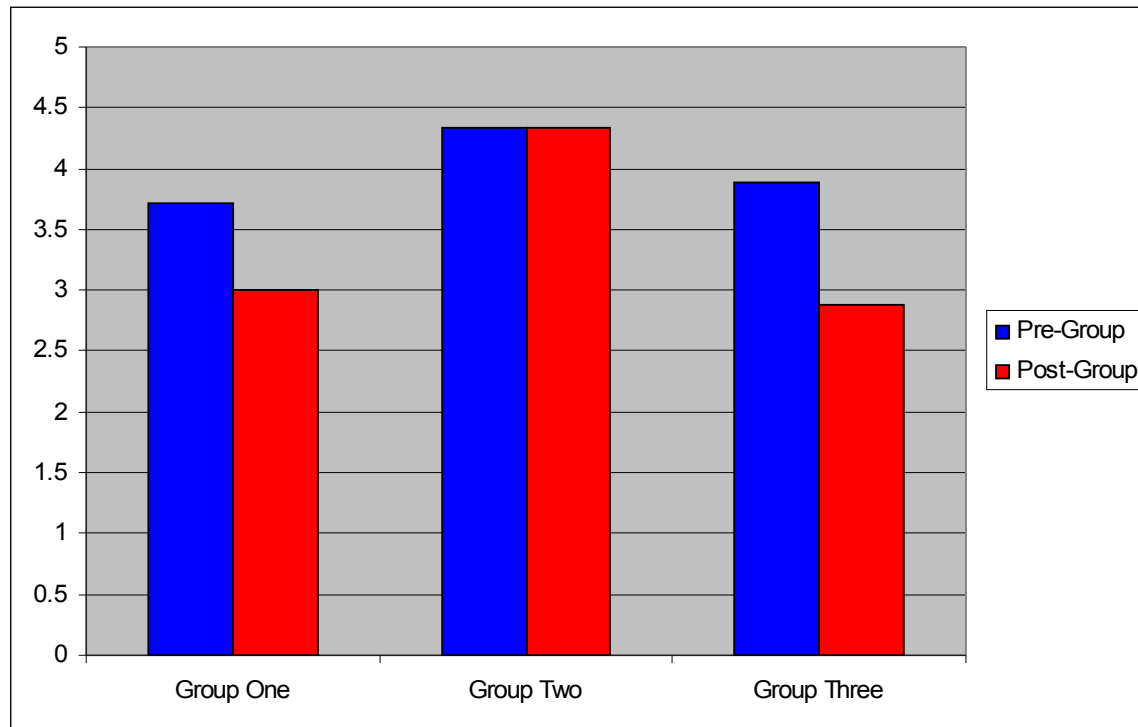
Results

- How the participants rated their anger



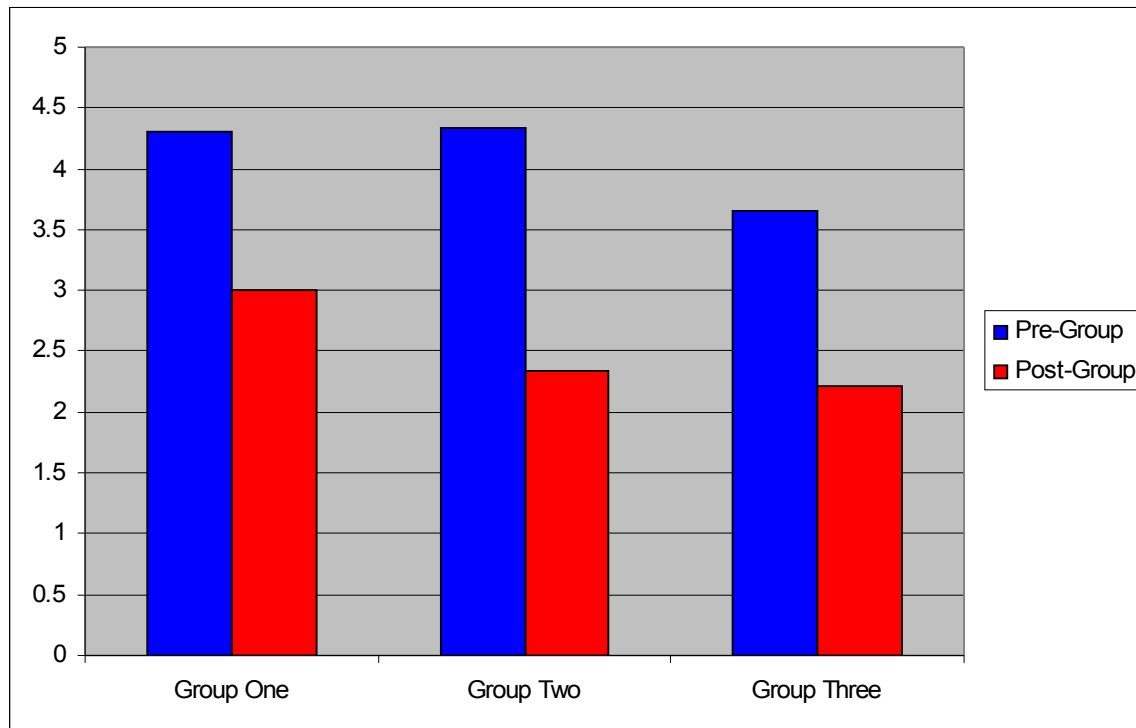
Results

- The participants worry about their anger



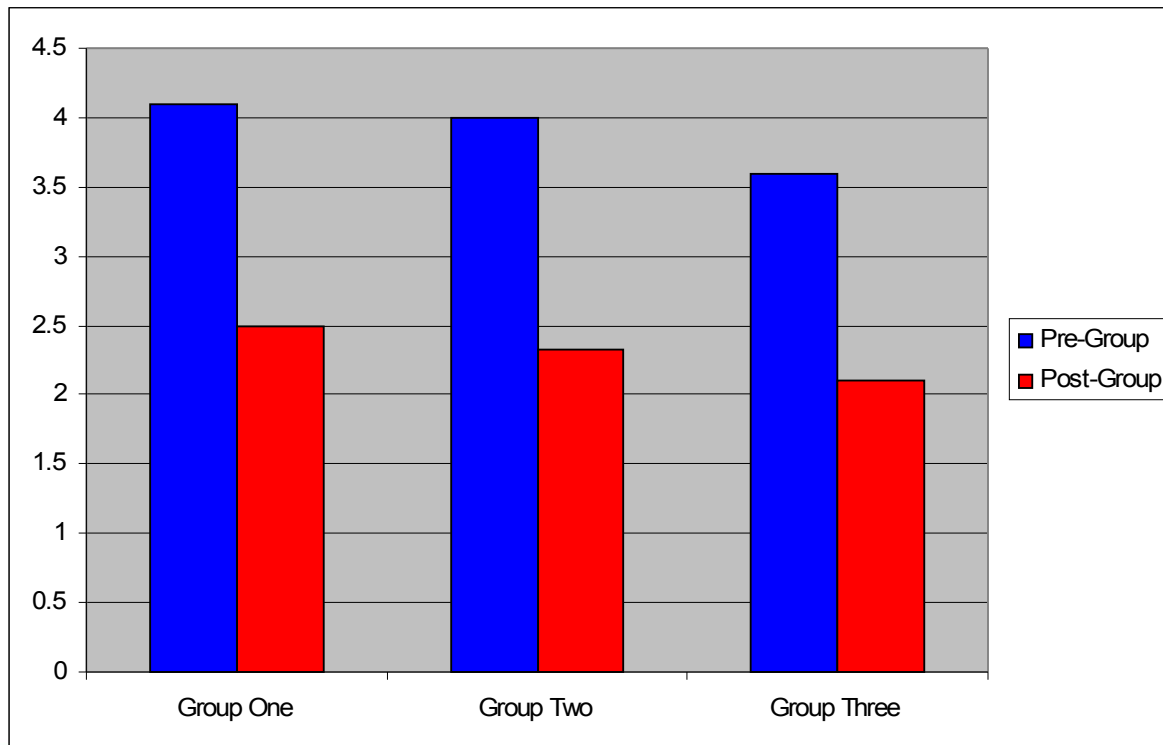
Results

- The carers worry about the participants anger



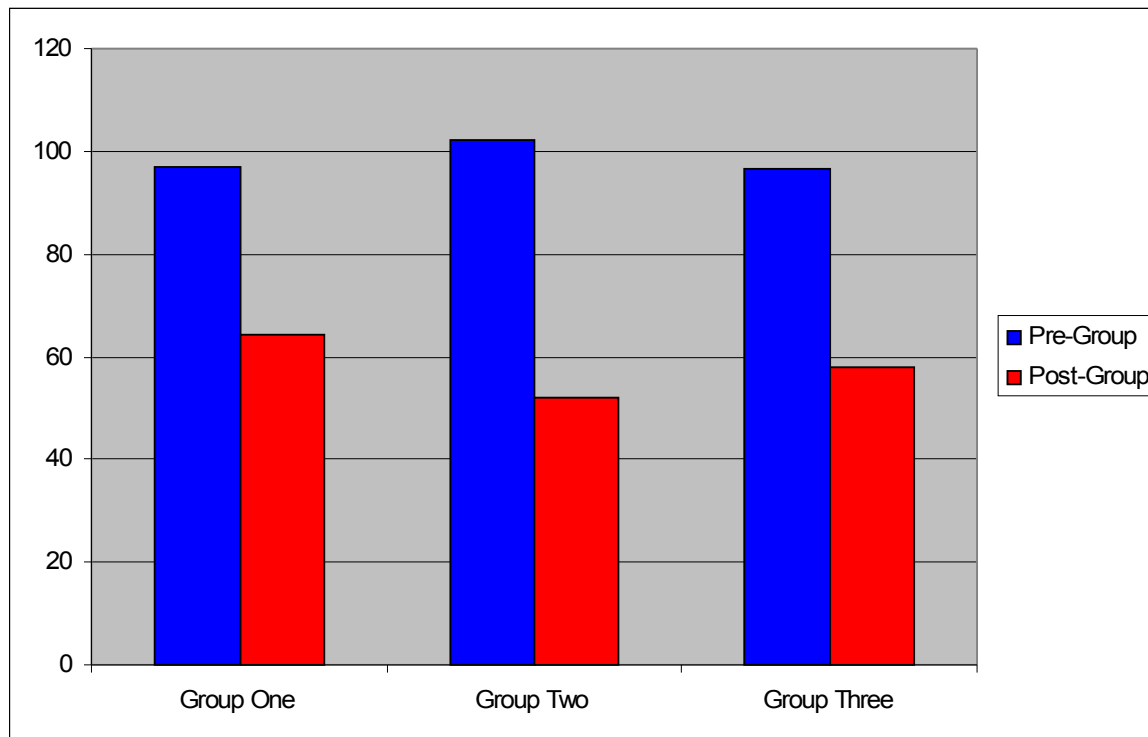
Results

- The carers rating of the severity of the participants anger



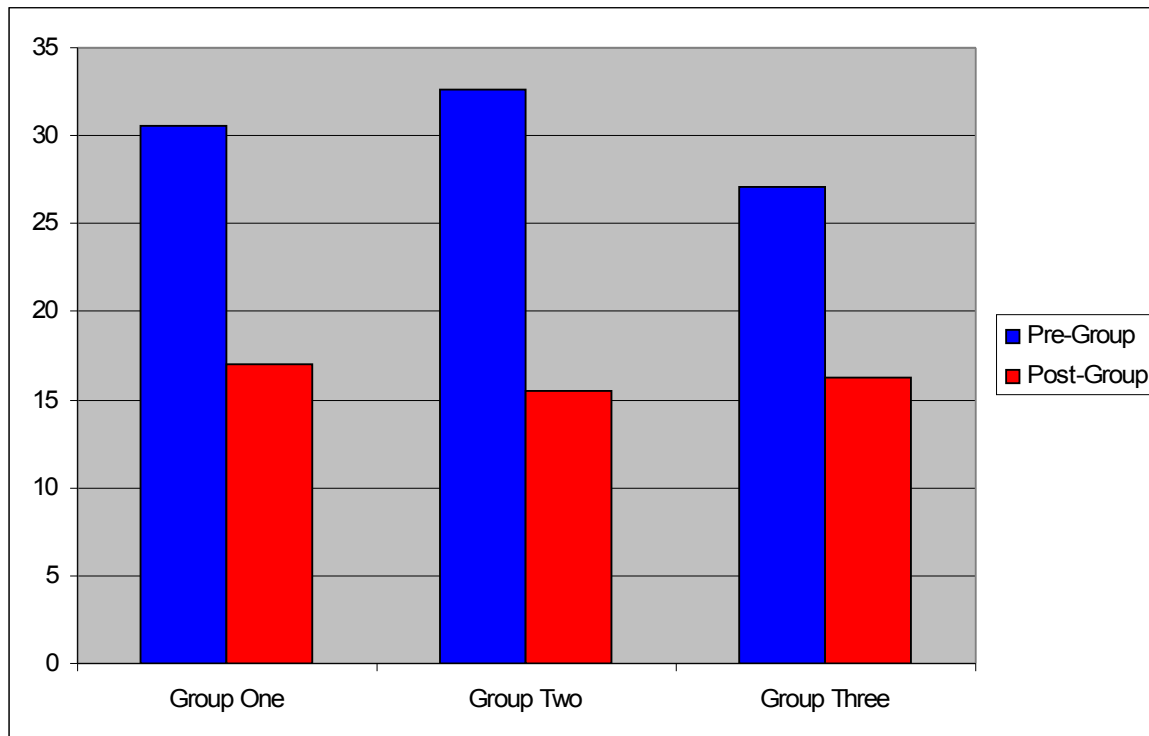
Results

- Aggression Questionnaire



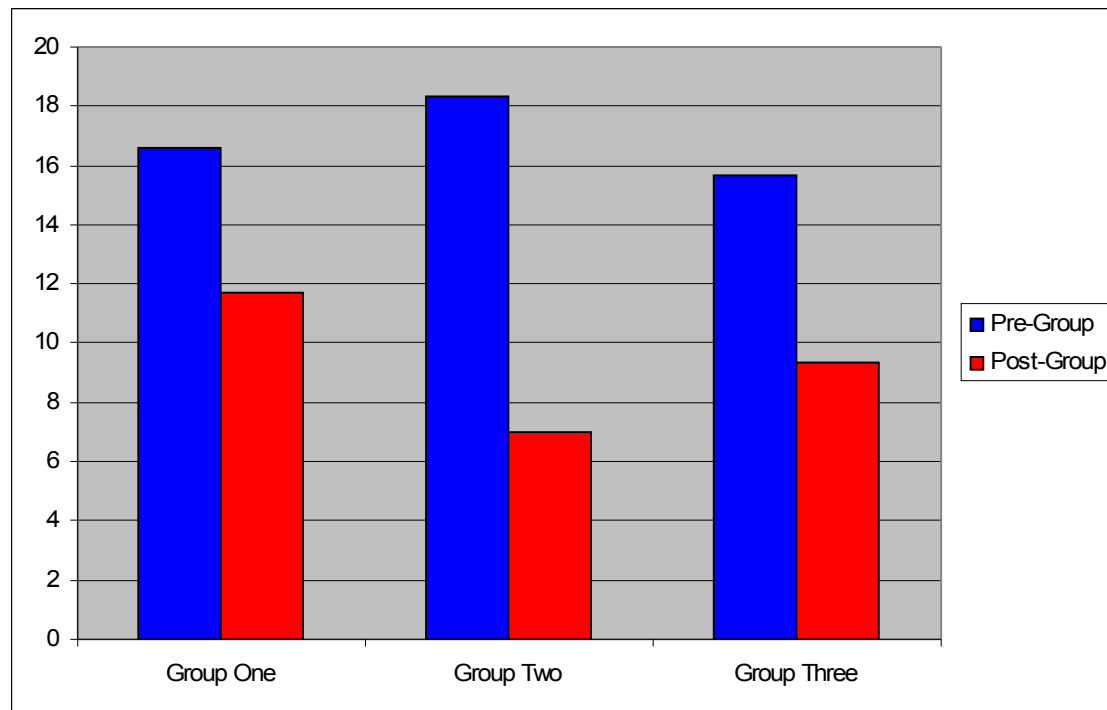
Results

- Aggression Questionnaire – Physical aggression



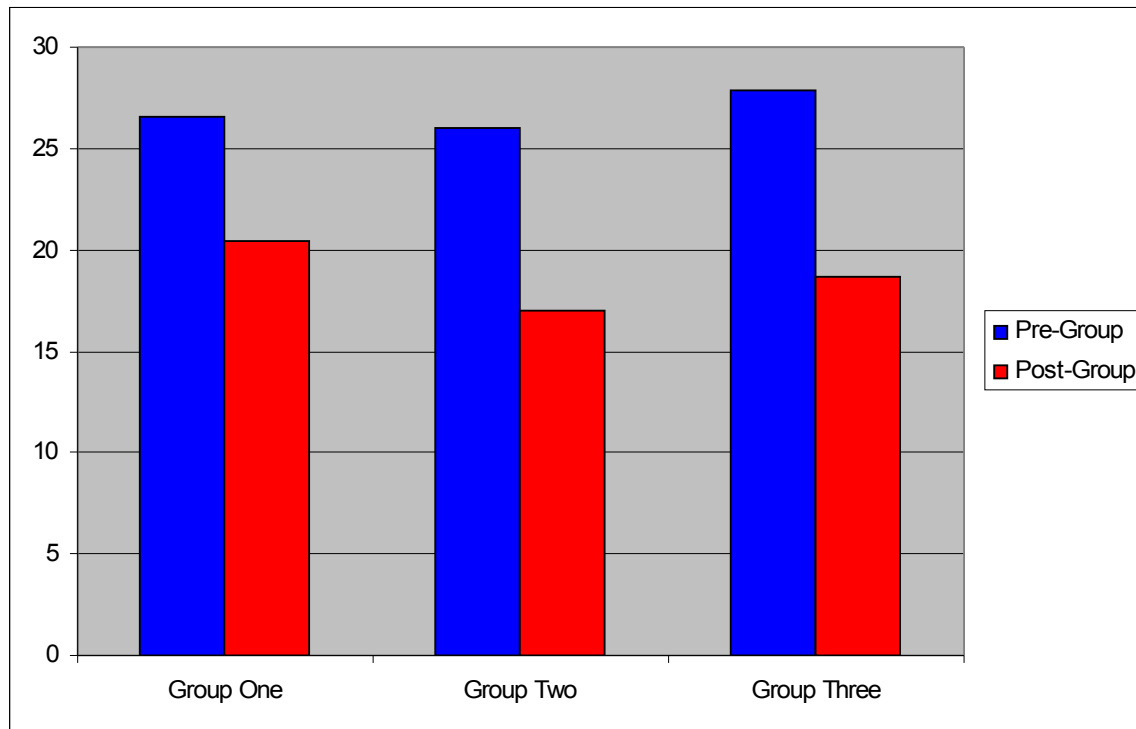
Results

- Aggression Questionnaire – Verbal Aggression



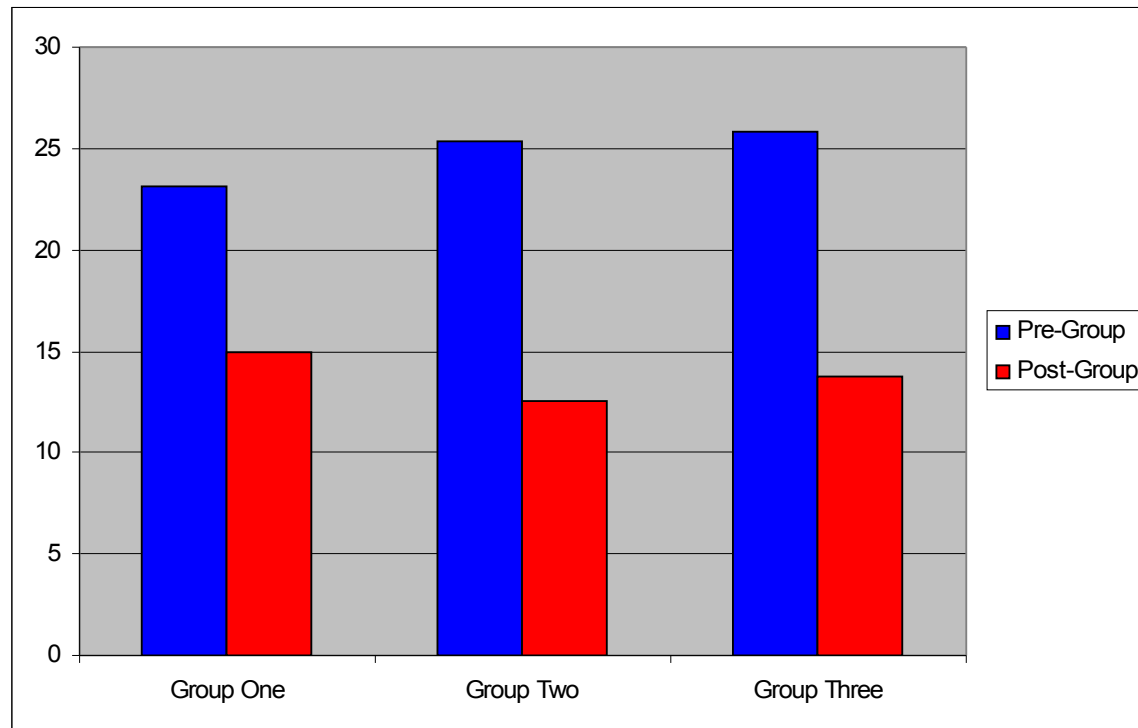
Results

- Aggression Questionnaire - Hostility



Results

- Aggression Questionnaire - Anger



Results

- Carer Reports
 - *“he hasn’t been violent for weeks”*
 - *“she has been using deep breaths and squeezing lemons when she is getting angry at the shops”*
 - *“his family have told us (day program) that he has been less angry these last few weeks”*
 - *“the hassle log is really helping her. Can we have more pages so she can keep doing it once the group stops?”*
 - *“this has been really helpful for him. Can some of our other clients come to your next group?”*

Future Directions

- Encouraging other agencies to implement supportive strategies to enable the participants to continue to manage their anger effectively.
- Negotiation to be added as a component of the effective communication sessions
- More objective behavioural data to be collected throughout the duration of the program
- Carer workshops at important points in the program – particularly after the body signals of anger, and effective communication sessions.
- Increased 1:1 support with each group member to allow them to discuss more sensitive issues, and consolidate group content.

From a participant:

“Coming to your group kicked butt!”