

Anger Management Workbook

To Address Anger Management



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Introduction

Who is the workbook for?

The materials for this workbook are gathered from “The Controlling Anger and Learning to Manage it Handbook” published in 2005. It incorporates exercises from the “Process for Assessment and Structured Supervision” (PASS) put together by Shropshire Probation Service and subsequently adopted by West Mercia Probation Trust. It also uses exercises provided by the Divisional Programmes Unit in Cheshire Probation Service.

The workbook is designed to allow Offender Managers to deliver “brief interventions” to offenders who have had anger management identified as an issue linked to their offending.

The workbook is intended for:

- Those whose anger management issues do not reach the threshold for the inclusion on CALM
- Those whose index offence is not directly linked to anger management
- Female offenders who are not currently eligible for CALM
- Offenders whose mental health or deficits in literacy may exclude them from participating in a group work programme
- Offenders subject to a short licence or supervision period which would not allow them to complete the programme

This workbook is **not** suitable for offenders who meet the criteria for CALM or who have an established pattern of Domestic Violence. Consultation should take place with the programmes tutors prior to work being commenced.

How is the workbook used?

The contents of the workbook would generally be delivered as part of supervision. Completion of this workbook may also be proposed as a Specified Activity. The proposal may also need to articulate why this is being recommended rather than existing programmes such as CALM.

The workbook contains 12 sessions and it is written as a sequenced intervention. However, Offender Managers can use individual exercises or break into sessions demonstrating responsiveness to the offender’s needs.

In order to expedite the delivery of the workbook Offender Managers may decide to use it with a small group of offenders if appropriate.

This workbook is not designed to be restrictive and can be used at the Offender Manager’s discretion taking into account their commitment and working practice.

Sessions within the workbook can be revisited to ensure understanding and work towards relapse prevention.

Measuring Change Questionnaire

Please complete these few short questions before completing the exercises in this workbook, stating whether you agree, disagree or are unsure about these statements.

- | | | | | |
|----|----------------------------------------------------------------------------------|-----------------------------------|--------------------------------------|------------------------------------|
| 1. | When I become angry, there is nothing I can do to change or stop this | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 2. | I recognise when I am about to lose my temper | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 3. | I know what makes me angry and can plan for potential risk situations | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 4. | Thinking positively can change the way I behave | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 5. | The only way I can express my anger is by being aggressive | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 6. | My anger impacts on other people | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 7. | Communicating positively with others can lessen the chances of me losing control | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |
| 8. | I am confident that I can manage my emotions appropriately | Agree
<input type="checkbox"/> | Disagree
<input type="checkbox"/> | Unsure
<input type="checkbox"/> |

Session 1

Costs and Benefits

Physical Signs

Relaxation Techniques

Costs & Benefits

The purpose of this session is to highlight the gains and losses of offending. You can complete the exercise a number of times to consider the individual, their family, society as a whole etc.

Anger and Aggression have **Costs and Benefits**

- + There are **benefits** to anger and aggression. They happen right away but they don't last
- There are **COSTS** to anger and aggression. The costs are slower and longer. You don't notice them right away, but over the long run they are **huge**. They can last the rest of your life.

**When you control your anger, you lose some benefits....but
*all of the costs go away***

Don't forget:

Anger and aggression come from....

What I've learned
How I think
My level of arousal

Fixing anger takes....

Learning new skills
Changing my thinking
Control of my arousal

Spend some time discussing benefits and costs before completing the exercise. Use the results of the exercise as a prompt for further discussion

COSTS	BENEFITS

Physical Signs

This is to encourage the offender to gain a greater awareness of their personal signals. By identifying these they will be better equipped to spot danger signs and act accordingly.

Use the exercise to identify “personal” physical cues. You may wish to draw the outline of a body and prompt individuals to label areas that are Affected if they find this easier.

- My Physical Cues

- Heart beats faster
- Breathing fast
- Tight muscles
- Sweat a lot
- Dry mouth
- Clenched teeth
- Tense stomach
- Can't see straight
- Shaky hands
- Tight fists
- Talking fast
- Feeling light headed
- Feeling sick
- (other) _____
- (other) _____

Reading the Signs

It can help to be aware of physical changes which happen when we are confronted with the possibility of violence. Remember incidents in which you have been involved and tick boxes if you recall any of the following:

- a) Sweating hands/palms
- b) Sweating underarms
- c) Heart beating faster
- d) Trembling
- e) Shaking
- f) Tension in neck
- g) "Churning" stomach ("Butterflies")
- h) Sick feelings
- i) Light-headedness
- j) Dry mouth
- k) Others

All of these are quite natural!

Being aware of them can be valuable when you need to stay in control

Name:

Date:

Guide To Relaxation

This exercise can be completed in the session and/or be given to take away and try at home.

Check the use of these techniques periodically.

Arms

- Hands & Fingers - Make a fist with both hands
- Forearms - Make a fist & bend wrists
- Upper Arms - Make fists &
tighten upper arm

Head & Upper Back

- Shoulders - Raise shoulders & press arms against body
- Neck - Raise shoulders & look down at feet
- Jaw - Tighten Jaw
- Face - Tighten cheeks
- Lips - Tighten lips & push them against each other
- Forehead - Tighten forehead

Stomach & Chest

- Stomach - Tighten stomach & pull into your back
- Chest - Take a deep breath, hold it & tighten muscles around lungs

Legs & Feet

- Thighs - Tighten thigh muscles
- Calves - Bend ankles so toes point toward knees
- Feet - Curl toes downward & tighten

The more you practice the easier it will get

Don't forget:

- **Don't be in a rush**
- **Find a quiet place**
- **Sit or lie down**
- **Get comfortable**
- **Tense & relax each muscle group**

Session 2

What Makes Me Angry

Triggers

What makes me Angry?

Identifying potential risk situations will be useful for relapse prevention work later on. The individual should be encouraged to give as many examples as possible during this exercise. The use of real-life incidents will make the exercise more effective and will prompt discussion

I get angry when.....

1.

2.

3.

4.

5.

6.

7.

8.

Triggers

Outside & Inside

Allow the individual to identify which triggers are relevant to them.
Use the “Thought Stopping Scenes” to allow them to relate the triggers to real life situations

- **External Triggers**

- Someone did not agree with me
- I got teased
- I made a mistake
- I got picked on
- Someone used my things
- I saw something I didn't like
- Someone ignored me
- (other) _____
- (other) _____
- (other) _____

- **Internal Triggers**

- “I'll show him”
- “Oh man, she shouldn't push my buttons like that”
- “I swear he's doing this on purpose”
- “I can't let her get away with this”
- “He is such a wanker”
- “This is unfair”
- (other) _____
- (other) _____
- (other) _____

About Triggers...

- **! External triggers** happen around you. An external trigger is something that someone else says or does, that you make yourself angry about
- **! Internal triggers** happen inside your head. An internal trigger is a thought that you have after something happens “Self-talk”
- **Don't forget:**
External triggers don't make you angry or aggressive. They raise the odds that you will get angry, but you can always choose how you want to act. If you keep track of your arousal and your triggers then you are learning to deal with anger.

Triggers:

Thought stopping scenes

Read out the scenarios and then complete “What I thought and said before I lost control?” Then look at what could have been done.

- **Thought stopping**

- 1 Check your arousal. “Do I need to shut down my thoughts?”
- 2 Inside your head, shout “Stop” loudly. Repeat “Stop” inside your head
- 3 Breathe deeply. Say something that helps you relax
- 4 Think of a problem statement
- 5 Think about ways to solve the problem. Choose the best way
- 6 Try it out
- 7 Think about the result. “Is there anything I should change for next time?”

Scene 1

It’s late and you want to get to sleep, but you keep thinking about the phone call you got from your partner. They said that they can’t visit you this weekend because they haven’t enough money. You’re angry because you gave them some money last month.

Scene 2

You remember someone who used to hit your partner. You heard that they have been going around to others saying bad stuff about you. Now you wonder if they are trying to make a play for your partner.

Scene 3

You’ve been out for a walk. When you get back to your place it looks like someone has been there. The photo of your partner is missing. You wonder who did it and you keep going over it in your mind.

“What I Thought And Said Before I Lost Control”

I SAID OUT LOUD	I THOUGHT TO MYSELF

Session 3

ABC

Offence/Incident Analysis – A.B.C (Antecedents, Behaviour and Consequences)

Inform participant that research shows that thoughts and beliefs affect behaviour. Explain there is nothing that we do or say that isn't thought about. In order to change our behaviour we need to change our thoughts and beliefs and a way to do this is by what we call Positive Self Talk. If we are able to have positive thoughts and positive beliefs, then we will be able to change our behaviour into positive outcomes, rather than negative ones. Therefore, if we have a problem with our temper, how we think about a situation will determine the way we act or respond in that situation.

Explain A = Antecedents, the build up of anger.
 B = Behaviour. The loss of temper control.
 C = Consequences for victims

Ask participant to write a detailed account of either a recent incident or their current offence in which they lost their temper. They should be encouraged to write down what they did, what they thought, what they felt and what they said, in detail. The more information that is recorded the better they will be able to analyse this loss of anger control and identify triggers and pattern in their cognitive behavioural responses.

Ask participant to work through ABC exercises and identify "Stop points" where they could have behaved or thought differently (alternative cognitive and behavioural responses) Under the heading "Stop Points" on the ABC ask them to identify and list what they could have done and thought differently during the Antecedents and Behaviour stages. Once this piece of work is concluded ask them whether they now believe that the outcome would have been different (e.g. not resorted in violence) had they thought and behaved differently. Thoughts and beliefs affect behaviour and, therefore, if we can change our thoughts and beliefs we can change our behaviour. Whilst people sometimes say "It just happened", "I couldn't control myself" etc, we can in fact, learn to take control by understanding our thoughts and behaviour and making choices through positive self talk.

ANTECEDENTS / ACTIVATING EVENT

When did you lose your temper?
Where did it happen?
Who else was present?
What led up to you losing your temper?
How exactly did you feel?
What thoughts were going through your mind?
What irritated you most?

BEHAVIOUR

What exactly did you do?
What exactly did you or the person say?
What were you thinking?
How did you feel?
What was the offence?

CONSEQUENCES

What were the effects on the victims of your crime?
What were the consequences for you?
What were the consequences for others?

ABC Exercise Example: ANTECEDENTS/ACTIVATING EVENT

In the pub with 2 friends, having a good laugh, in a good mood. A man pushes past me and knocks my drink, spilling it. He didn't apologise. He just muttered something like "Get out of my bloody way". I felt angry. I thought it was really rude and felt myself getting more and more wound up. It was his fault, he didn't apologise and then had the nerve to blame me!!!

STOP POINTS

WHAT I WAS THINKING WAS CRUCIAL –

IT IS MY THOUGHTS ABOUT THE MAN THAT WOULD LEAD ME TO BEING ANGRY.
SHOULD I CHANGE MY THINKING HERE?

ABC Exercise Example: BEHAVIOUR

I shouted after the man “Watch what you’re bloody doing?” He replied “It was your fault for standing in the way!” I was really mad, and I wasn’t going to let anyone talk to me like that. I went over to him and said “What did you say?” He said “Forget it” and laughed “It’s no big deal”. I could feel my face burning up, I pushed the man in frustration and he stumbled backwards. He said, again laughing, “Oh yeah, resort to hitting me, is that all you are capable of?” My friends watched, and I thought, I’m not going to let him humiliate me, so I hit him, and hit him again.

I LOST CONTROL!

STOP POINTS

WHY SHOUT AFTER THE MAN?

WHY GO OVER TO HIM?

WHY CHALLENGE?

WHY PUSH HIM?

WHY ALLOW MYSELF TO BE PROVOKED?

WHY THINK ABOUT MY FRIENDS AND WHAT THEY THINK?

WHY BEAT/HIT HIM?

ABC Exercise Example: CONSEQUENCES

Police had been called, lots of people saw what I did. The police grabbed me. I was taken to the police station, put in the cells. I was charged and went to court. I got a 12 month Community Order

The person I hit, apparently had to go to hospital, a broken nose, a broken rib, bruising to their upper body. I made a right mess of him.

My partner and kids have been worried sick about me having to go to court, thought I might get sent down and my mum and dad worried too.

STOP POINTS

IT'S TOO LATE – THE DAMAGE IS ALREADY DONE

IT'S WHAT COULD HAVE BEEN DONE DURING THE A+B STAGES, TO AVOID THE OFFENCE TAKING PLACE AND THE CONSEQUENCES FOR MYSELF AND OTHERS

I SHOULD HAVE THOUGHT ABOUT THE CONSEQUENCES BEFORE I ACTED

	A,B + C	STOP POINTS
A C T I V A T I N G E V E N T		
B E H A V I O U R		
C O N S E Q U E N C E S		

Session 4

POSITIVE SELF TALK

Positive Self Talk:

At the 5 stages of the Anger process

There should be an input on the 5 stages of anger. Staff may consider using A diagram of the escalator to emphasise the point of Trigger, Escalator, Crisis, Recovery and Return to base. This, coupled with an example, will allow the individuals to be able to relate this to their own situation.

Complete the exercise and check they are using relaxation techniques from previous sessions.

In this session it may be appropriate to introduce the concept of relapse prevention and use the exercises as homework for each individual.

Stage 1 – The Trigger

- a) This is going to upset me – I've recognised it
- b) Now I've recognised it, I can plan
- c) I'll stick to the issues
- d) I know I can deal with this
- e) I need to take a few deep breaths and remain calm
- f) If I lose my temper I'll regret it, I might hurt someone. I mustn't get hurt

Stage 2 – The Escalator

- a) I'm beginning to feel tense – my body is telling me
- b) I need to take deep breaths, and try and relax
- c) I can't always expect people to act the way I want them to
- d) Take it easy. I don't have to lose my temper, I can deal with it another way
- e) I need to think about the consequences. I will regret it

Stage 3 – Crisis

- a) I know I'm mad, but I can't lose it
- b) I can stop now. I've already gone too far, I need to back off
- c) Stay as calm as I can

Positive self talk continued...

Stage 4 – Recovery

- a) Forget about it now, think about it later
- b) Dwelling on it only makes me more upset and angry
- c) Leave it until later – it will look different then

Stage 5 – Return To Base

- a) What can I do differently next time so that I don't lose my temper
- b) What have been the consequences of my actions
- c) If I carry on working at it, I will learn to control my temper

What Do I Do To Gain Control?

List the ways in which you decrease your anger/gain control:

1.

2.

3.

4.

5.

6.

Session 5

Problem Solving Without Anger

Victim Awareness

Recognising Risk

Solving Problems Without Anger

The purpose of this session is to consider alternative behaviour. Work through the exercise with the individual looking at problem solving steps along the way.

Problem Solving Steps

Step 1

See that there is a problem

Eddie is getting angry because he thinks Marco scratched his car. He feels his heart beating faster, his mouth is dry and his muscles are starting to clench.

Step 2

Lower your arousal

Eddie remembers there are different ways to calm down – *Thought Stopping, Relaxation Techniques, Positive Self-Talk*

Step 3

Check your thinking

As he walks away, Eddie thinks about the scratch on his car and how angry he is at Marco. It would be more helpful for him to look at the evidence carefully.

Step 4

Think of a problem statement

Eddie thinks about his problem and tries to describe it clearly. He thinks of a problem statement, "I am angry at Marco because I believe he scratched my car. I want to control my anger, to find out what really happened and not to respond aggressively"

Solving Problems Without Anger

continued....

Step 5

Think of solutions

Eddie also thinks about ways to solve the problem. He could ask Marco about the scratch. He could ask other people nearby. He could put up a reward sign for information. He could also forget about it and believe that the scratch is not the end of the world.

Step 6

Think about what will happen & choose the best way

He thinks about each way to solve the problem and what will happen as a result. He knows he will have a hard time forgetting about the scratch. He will see it every day. He decides to ask Marco if he knows anything about the scratch. Eddie thinks that will be the best way.

Step 7

Do it!

Eddie calms down and he asks Marco if he knows anything about the scratch. It turns out Marco had nothing to do with it, but he did see who did it and he gave Eddie the licence plate number

Step 8

Look back on the outcome

When Marco leaves, Eddie stops and asks himself how well the problem was solved.

Problem Solving model....

Problem Solving Steps

- See that there is a problem
- Lower your arousal
- Check your thinking
- Think of a problem statement
- Think of ways to solve the problem
- Think about what will happen & choose the best way
- Do it!
- Look back on the outcome

Victim Awareness

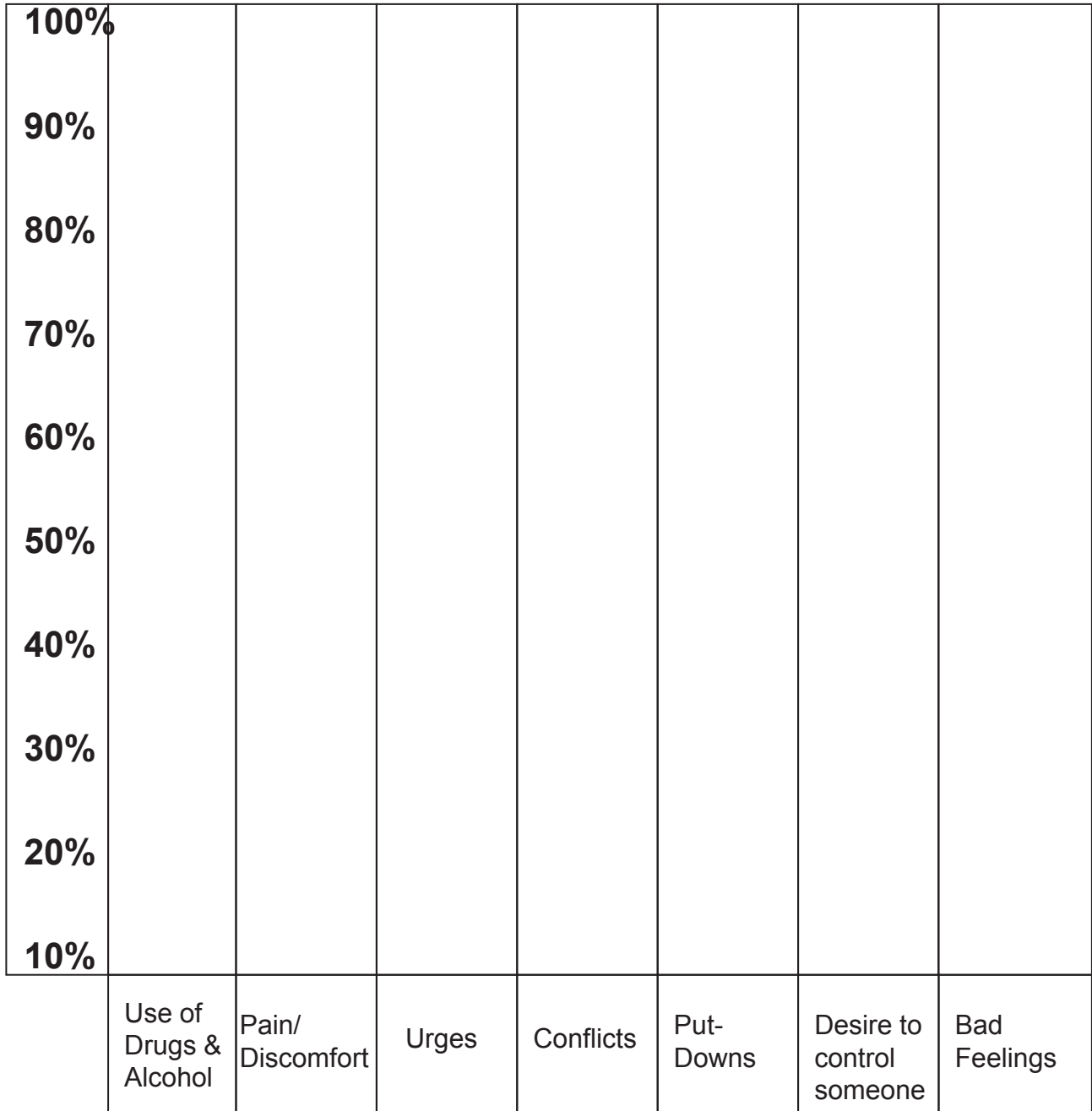
Re-consider the cost/benefit exercise to identify victims. At this point complete the exercise to elaborate the effects anger has on others.

Who are the victims of my crime?	What has been the practical and emotional short term and long term effects on the victims?
1)	1)
2)	2)
3)	3)
4)	4)
5)	5)

Recognising Risk

Use exercises identifying personal risk at the end of this session. Encourage individuals to be honest when rating themselves

What **High Risk Situations** hold the highest risks for you?



Personal High Risk

Think about the exercises you completed on what makes you Angry and Triggers (session 2). Pick 2 situations that have the highest risk for you. For each type, give 2 real examples from your own life.

A. High Risk Type:

Example 1-

Example 2 -

B. High Risk Type:

Example 1-

Example 2 -

High Risk

Planning for High Risk Situations:

How: Reasons

- You have a better chance of staying in control
- You know what to do in a crisis
- You feel more confident

Moving Forward: The Plan

- Know what you want by setting your goals
- Avoid the high risk situation if you can
- Rehearse the situation so that you are ready when it happens
- Get help when you need it
- Have an Emergency Plan as a backup

TIP – Goals are more useful when they're clear & specific

Don't Forget: Avoid High Risk Situations

- Don't go near people or places linked to your anger
- Don't talk about topics that upset you
- Don't re-tell events where you got angry

Session 6

Communication

Communication Skills

5 SKILLS YOU NEED TO KNOW

Encourage the individual to practise using these skills both in risk situations and general day to day life. You may wish to role play this exercise (if you are running the session with more than 1 participant, use them to complete the role play.)
If this is not comfortable use it as a discussion tool.

1. Active Listening

To show you are interested in what is being said....

- Use helpful body language (make eye contact often, face the person you are listening to, have good posture)
- Don't interrupt the other person
- Let the other person know that you are listening "Yes, uh huh, I hear you"

2. "I" Statements

To say how you feel about something without blaming the other person....

- Don't accuse or blame the other person "I don't like it when you interrupt me"

3. Asking for Clarification

To be sure you understand....

- Make sure you understand what the other person is talking about. Ask them to be clear "I'm not sure I understand. Are you talking about....?"

4. Reality Checks

To be sure you got it right....

- Make sure you think you know something, check the facts first. Find out what you think is right "Are you telling me...?"

5. Assertiveness

To stand up for yourself without standing on somebody else....

- Talk about what you want without putting others down

Homework

Relapse Prevention

Prevent Relapse

Re-visit relapse prevention exercises completed as homework.

Establish a plan for the future with regard to Risk and Relapse prevention

- **LAPSE** — Feeling angry and *thinking about* being aggressive
- **RELAPSE** — Feeling angry and *being* aggressive
- **HIGH RISK SITUATION** — A situation where you are more likely to have a lapse or a relapse

Risk Factors for High Risk Situations:

Internal

- Bad Feelings
- Pain or Discomfort
- Urges

External

- Conflicts
- Put-Downs
- Desire to control someone
- Drugs & Alcohol

MOVING FORWARD

Avoid the Relapse Process by:

- Checking Arousal, thinking and feelings
- Staying clear of High Risk Situations
- Using CALM skills

Relapse Prevention

1. My High Risk situation

Hint: Describe a specific high-risk situation/event in as much detail as possible

2. Type of risk

Internal

Bad Feelings
Pain or discomfort
Urges

External

Conflicts
Put-downs
Desire to control someone
Drugs & Alcohol

3. My old patterns

*Hint: How have you behaved in this situation in the past?
What were you telling yourself? (Your thoughts)*

4. My new goals

Hint: Ask yourself is my goal clear and specific? Is it realistic? Is it easy to measure?

5. Skills to help me

Hint: List all of the skills you might use both in relation to your thoughts (e.g Rethink Auto-Pilot Thoughts) and your actions (e.g Active Listening)

Relapse Prevention

6. My new strategy

How will I reduce my arousal?

Hint: This involves identifying counter-arguments or challenges for the anger creating thoughts (e.g Where is the evidence for this? People do not have to do what I want. It was just an accident etc).

What thoughts will I have?

Hint: This involves identifying what skills you might use to lower your arousal level (e.g Time Out, Progressive Muscle Relaxation, getting involved in other activities).

What can I do or say to achieve my goals?

Hint: This involves identifying some of the other skills that will help you reach your goal (e.g effective communication, behaving assertively, Fogging, Negative Inquiry etc).

7. List of people who can help me

Hint: Are there family members or friends that you can rely on to offer you support and guidance?

8. My emergency plan

Hint: What could you do in this situation if you recognise that you are starting to lose control? What will help you to get out of high-risk situations and provide safety for you and others around you?

RECOVERY PLAN

What do I do if I Relapse?

1. **Think about safety** – Are you safe from your own anger? Are people around you safe?
2. **Deal with negative feelings** – Accept the bad feelings that happen with a relapse.
3. **Check your thinking** – Look at the thinking mistakes you made & get rid of your Anger Makers.
4. **Take the rap** – Admit your mistake to yourself and to others.
5. **Learn from relapse**
6. **Prepare** – Make a plan for how to avoid another relapse.

Advice on recording

1. OASys Sentence Plan

Relevant OASys item A – Select Harm (1) Identify who is at risk (2) Thinking skills (3) Temper control (4)

Objective B – Temper Control - Improve awareness of appropriate /legitimate behaviour, Increased knowledge of stress relief/relaxation techniques, increased management of self/self control

Measure progress made (C) - Self report, response to Workbook exercises, discussion. Could be entered as free text.

What work will be done to achieve the Objective (D) - Thinking skills – Violence - drop down box, completion of Anger Management Workbook, add as free text

Who will do work (E) – select offender and probation staff

Work/review timescale (F) – select 16 weeks

Following completion of Workbook, OASys review should be completed

2. Electronic Case Record

Examples of concise recording follow; Add freetext as necessary to reflect the session completed and identify completion of homework

Attended and completed Session 1 of Anger Management Workbook – Costs and benefits, Physical signs, Relaxation Techniques

Attended and completed Session 2 of Anger Management Workbook – What makes me angry?

Attended and completed Session 3 of Anger Management Workbook – ABC

Attended and completed Session 4 of Anger Management Workbook – Positive Self Talk

Attended and completed Session 5 of Anger Management Workbook – Problem Solving without anger, Victim Awareness, Recognising risk

Attended and completed Session 6 of Anger Management Workbook – Communication

Anger Management Monitoring Form

Name: _____ DOB: _____

Date commenced: _____ Date completed: _____

Offender Manager/Supervisor: _____

Session	Date exercises completed	Signature of supervisee	OM/OS signature
Introduction			
1. Costs & Benefits Physical signs Relaxation Techniques			
2. What makes me angry Triggers			
3. ABC			
4. Positive Self Talk			
5. Problem Solving without anger Victim Awareness Recognising Risk			
6. Communication			
7. Homework – Relapse Prevention			

Measuring Change Questionnaire

What skills have you gained from completing the exercises in this workbook?.

1.	When I become angry, there is nothing I can do to change or stop this	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
2.	I recognise when I am about to lose my temper	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
3.	I know what makes me angry and can plan for potential risk situations	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
4.	Thinking positively can change the way I behave	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
5.	The only way I can express my anger is by being aggressive	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
6.	My anger impacts on other people	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
7.	Communicating positively with others can lessen the chances of me losing control	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>
8.	I am confident that I can manage my emotions appropriately	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Unsure <input type="checkbox"/>

