

THINK FIRST TRAINING OUTCOMES

MODULE I: KNOWLEDGE LEVEL

- (1) Students will understand the purpose of the group and the reasons for their inclusion.
- (2) Students will understand the procedures and times for future meetings.
- (3) Students will understand the behavioral rules of the group and applicable point system.
- (4) Students will understand that most of the behaviors that they engage in are choice behaviors.
- (5) Students will understand the relationship between antecedent, behavior, and consequence.
- (6) Students will be able to articulate at least one prosocial reason for learning how to improve their own capacity for self-control in challenging situations.

MODULE II KNOWLEDGE LEVEL

- (1) Students will know how to complete a Hassle Log self-monitoring procedure.
- (2) Students will be able to provide a definition of anger
- (3) Students will understand that an individual's anger level can be described on a continuum of intensity, from mild to very strong.
- (4) Students will understand that anger has a physiological aspect that can be self-perceived, monitored, and controlled.
- (5) Students will be able to describe their own physiological responses to increased anger levels.

MODULE II SKILL LEVEL

- (1) Students will be able to demonstrate one or more palliative anger reducers in the group setting.

MODULE III KNOWLEDGE LEVEL

- (1) Students will be able to identify their most problematic direct (external) anger provocations within the school setting.
- (2) Students will understand the meaning of the term, "thought trigger" and be able to differentiate it from the term "anger trigger."
- (3) Students will be able to describe how a thought trigger can contribute to anger escalation.
- (4) Students will be able to describe a variety of potential thought triggers.
- (5) Students will understand how ascribing intent inaccurately can lead to anger and aggression.
- (6) Students will be able to describe facial features and body postures associated with anger or hostility.

MODULE III SKILL LEVEL

- (1) Students will be able to demonstrate understanding of anger cues and anger reducers in the context of their own hassle log incidents.
- (2) Students will show an ability to evaluate the intent of a potential provocation through the use of a "stop and think" technique paired with an anger reducer.

MODULE IV KNOWLEDGE LEVEL

- (1) Students will understand that emotions can be influenced by direct cognitive self-statements;
- (2) Students will understand the use of self-instruction as a mechanism of anger regulation;
- (3) Students will be able to describe the use of three temporal opportunities for the use of a self-instruction for anger regulation;
- (4) Students will understand how consequential thinking can help avoid undesirable problems in the school setting.

MODULE IV SKILL LEVEL

- (1) Students will be able to demonstrate anger regulation under practice conditions through the use of self-instruction.

MODULE V KNOWLEDGE LEVEL

- (1) Students will appreciate that difficult daily struggles can be usefully framed as structured problems to be solved;
- (2) Students will understand that problems can be defined in terms of personal goals and impeding obstacles;
- (3) Students will know the five sequential steps in a problem-solving process;
- (4) Students will appreciate the need to generate multiple possible solutions to difficult problems and to anticipate the consequences for each;
- (5) Students will understand a process for self-evaluation and self-coaching on problem-solving efforts.

MODULE V SKILL LEVEL

- (1) Students will be able to re-frame an existing problem into a goals and obstacles format;
- (2) Students will be able to generate multiple problem solutions, provide, and evaluate anticipated consequences for each solution;
- (3) Students will successfully address an authentic problem in the school setting using the step-wise problem-solving process.

THINK FIRST: Addressing Aggressive Behavior in Secondary Schools

Jim Larson, Ph.D.

This highly practical book presents a complete anger and aggression management training program for middle and high school students. The volume incorporates a newly revised version of the author's proven "Think First" manual, which includes step-by-step skills training guidelines and 20 reproducible handouts and forms. Also provided are a clear rationale for the program and thorough instructions for screening and assessing those students who could benefit most from participation. Showing how to integrate small-group cognitive-behavioral skills training into an effective school-wide disciplinary framework, the book offers vital tools for promoting prosocial behavior and decreasing violence risks among all students. It is an essential resource for professionals who seek both a better understanding of adolescent aggression and nuts-and-bolts strategies for dealing with it. (www.Guilford.com)

CONTENTS

1. The Problem and Directions for Change
 2. The Context of Aggressive Student Behavior: Creating Effective, Whole-School Environmental Strategies
 3. Rationale and Best Practices for Anger and Aggression Management Skills Training
 4. Screening, Identification, and Assessment for Anger and Aggression Management Training
 5. Getting Started with Anger and Aggression Management Skills Training
 6. Introduction to the Treatment Manual
- Module I. Introduction, Choices, and Consequences
Module II. Hassle Log and Anger Reducers
Module III. Anger Triggers and Attribution Retraining
Module IV. Self-Instruction and Consequential Thinking
Module V. Social Problem-Solving
- Appendices:
- A. Current Behavior Screening Form
 - B. Intervention Record Review
 - C. Adolescent Interview
 - D. Brief Problem Assessment Interview
 - E. Classroom Progress Monitoring Report
 - F. Multidimensional School Anger Inventory
 - G. Sample Parental Consent Letter/Carta de Consentimiento de Padres
 - H. Guidelines for Generalization Support Persons
 - I. Academic Self-Monitoring Form
 - J. Think First Training Outcomes
- Handouts:
- Think First Handout I.1. Behavior A-B-C's
Think First Handout II.1. Hassle Log
Think First Handout II.2. Behavior A-B-C's for an Anger Cue
Think First Handout III.1. Common Thought Triggers
Think First Handout IV.1. Reminders
Think First Handout V.1. Stop And Think
Think First Handout V.2. Finding Alternative Solutions
Think First Handout V.3. Problem-Solving Work Sheet

HELPING SCHOOLCHILDREN COPE WITH ANGER: A Cognitive-Behavioral Intervention

Jim Larson, Ph.D. and John E. Lochman, Ph.D.

A complete, readily applicable guide for school-based professionals, this book presents an empirically supported group intervention for 8- to 12-year-olds with anger and aggression problems. The Anger Coping Program has been demonstrated effective in reducing teacher- and parent-directed aggression and enhancing students' classroom behavior, social competence, and academic achievement. In one volume, the authors provide a session-by-session cognitive-behavioral treatment manual, a clear rationale for the program, and instructions for implementation. Also included are detailed guidelines for monitoring outcomes and successfully duplicating the intervention across multiple settings. Many helpful examples enhance the practical utility of the book, as do **reproducible teacher handouts, child self-report forms, and parent letters** in English and Spanish

CONTENTS

- The Development of Aggression
- The Empirical Foundation for a Developmental Model of Aggressive Children's Social-Cognitive and Emotional Difficulties
- Getting Started with the Anger Coping Program: The Collaborative Roles of Group Leaders and Teachers in Selection and Treatment
- Expanding Generalization: Obtaining the Support of Parents, Administrators, and Community Agencies
- Preparing for the First Meeting: Procedures to Implement and Pitfalls to Avoid
- Outcome Research Results for the Anger Coping Program and the Coping Power Program
- The Anger Coping Program Manual
- Frequently Asked Questions
- Case Example
- Afterword
- Appendix A. Anger Coping Program Teacher Nomination
- Appendix B. Anger Coping Program Teacher Screening Scale
- Appendix C. Anger Coping Classroom Generalization In-Service Guide
- Appendix D. My Goal Sheet
- Appendix E. How Am I Doing?
- Appendix F. Sample Parental Consent Letter
- Appendix G. Anger Coping Checklist
- Appendix H. Hassle Log
- Appendix I. Anger Coping Parent Letters
- Appendix J. Sample Parent Consent Letter and Anger Coping Parent Letters Spanish Versions
- Recommended Further Reading
- References
- Index

