Mindful Continuing Education

Anger Management: A Cognitive-Behavioral Approach

Introduction

1. Four types of CBT interventions are most often used when treating anger management problems, including relaxation training, cognitive interventions, communication skills interventions, and:

A. Social skills training
B. Mindfulness practices
C. Goal setting and problem-solving
D. Combined interventions

2. Anger management treatment is generally designed to be delivered in a group setting because solid empirical support exists for group cognitive-behavioral interventions, it provides a greater range of possibilities and flexibility in role-plays and behavioral rehearsal activities, and group treatment:

A. Provides supports and a sounding board for participants
B. Is efficient and cost-effective
C. Promotes social skills
D. Helps participants find their voice

Overview of Group Anger Management Treatment

3. The purpose of the anger management group includes all of the following EXCEPT:

A. Stop violence or the threat of violence
B. Receive support and feedback from others
C. Learn how to examine one's triggers and not react
D. Develop self-control over thoughts and actions

4. Which of the following is an accurate statement about the myths, payoffs, and consequences of anger?

A. The expression of anger is a learned behavior, so more appropriate ways of

expressing anger also can be learned
B. Anger is something that builds and escalates and that automatically leads to an aggressive outburst
C. Initial payoffs from expressions of anger are called "controlled" payoffs because long term consequences outweigh short term goals
D. Research has demonstrated that expressing anger by screaming or beating on pillows is healthy and therapeutic

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Breaking the Anger Habit

5. To change the anger habit, one must be aware what triggers the anger, including events, situations, circumstances, and:

A. Injustices
B. Behaviors of others
C. Unwelcome emotions from self or others
D. Traumatic memories

Events and Cues: A Conceptual Framework for Understanding Anger

6. An important aspect of anger monitoring is to identify the cues that occur in response to the anger-provoking event, including cues from each of the following categories EXCEPT:

A. Cognitive
B. Behavioral
C. Physical
D. Social

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7. Clenching our fists, pacing back and forth, slamming doors, and raising our voices are all examples of physical cues of anger.

A. True
B. False

Anger Control Plans

8. All of the following are factual statements regarding the development of an anger control plan EXCEPT:

A. It is important to try many different strategies and find the anger control techniques

that work best
B. New strategies can be added to the anger control plan to be used when the person starts to get angry
C. Some people refer to their anger control plans as their toolbox and the specific strategies they use to control their anger as their tools
D. An effective strategy that many people use is to talk about their feelings with a supportive friend who was directly involved with the event that made them angry

Relaxation Through Breathing

9. Every individual has a relaxation response that counteracts the stress response, making it physically impossible to be both agitated and relaxed at the same time, so successful relaxation techniques can be very beneficial in negating the stress or anger response.

A. True
B. False

The Aggression Cycle: How to Change the Cycle

10. From an anger management perspective, an episode where anger leads to aggression can be viewed as consisting of three phases: buildup, explosion, and:

A. Postexplosion
B. Resolution
C. Restitution
D. Aftermath

11. Although all individuals will likely undergo all three phases of the aggression cycle when anger leads to aggression, the anger experienced may vary as far as intensity, frequency, and:

A. Duration
B. Physical reactions
C. Emotions expressed
D. Depth

Exhibit 6. The Aggression Cycle

12. Hostile thoughts and self-talk as well as an increase in heart rate occurs during the

explosion phase of the aggression cycle.

A. True
B. False

Cognitive Restructuring-The A-B-C-D Model and Thought Stopping

13. The A-B-C-D Model, which is consistent with the way anger management treatment is conceptualized, encompasses an activating event, the beliefs people have about the activating event, the emotional consequences of the event, and:

A. Discussing new awareness
B. Disputing maladaptive beliefs
C. Dispelling anger triggers
D. Developing positive cognitions

Thought Stopping

14. A second approach to controlling anger is called thought stopping, where individuals say to themselves such phrases as, "I need to stop thinking these thoughts; I will only get into trouble if I keep thinking this way" or "Don't buy into this situation" or "Don't go there," with the goal of stopping the current pattern of angry thoughts before they lead to an escalation of anger.

A. True
B. False

Assertiveness Training and the Conflict Resolution Model: Alternatives for Expressing Anger

15. Which of the following is an accurate statement about using passivity as an alternative to aggression in controlling anger?

A. Acting in a passive manner is a desirable way to avoid anger outbursts
B. The basic message of passivity is that one's own feelings, thoughts, and beliefs are important and should be valued
C. Acting in a passive way will help avoid the negative consequences associated with aggression, and in the long run will help increase one's self-esteem and help to get needs met
D. Acting in a passive or non-assertive way is undesirable because it allows the passive person's rights to be violated

16. From an anger management perspective, the best way to deal with a person who has treated you unfairly is to:

A. Take time to think and then speak directly to the individual
B. Act assertively
C. Take back your power by not letting it control you
D. Demonstrate self-confidence and poise

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17. The Conflict Resolution Model includes identifying the problem that is causing the conflict, identifying the feelings that are associated with the conflict, identifying the impact of the problem that is causing the conflict, deciding whether to resolve the conflict, and:

A. Working toward a compromise
B. Walking away from the conflict when appropriate
C. Addressing and resolving the conflict
D. Determining the responsibilities of both parties in initiating, intensifying, and settling the conflict

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Anger and the Family: How Past Learning Can Influence Present Behavior

18. Group members may be unaware of the connection between past learning and current behavior, so the leader should present several questions in a warm and supportive way that help participants understand how their learning histories relate to current patterns of behavior.

A. True
B. False

Anger and the Family

19. When exploring how anger was addressed in the family, which of the following is NOT one of the recommendations for the group facilitator?

A. Use close-ended questions when exploring to help participants feel more comfortable participating
B. Reflect what is being shared and thank members for sharing
C. Consider summarizing answers
D. Identify statements that reinforce motivation for behavior change

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20. The authors recommend inquiring about roles that group participants took in their

families, such as the nurturer, the caretaker, the clown, the mascot, or the lost child.

A. True
B. False