

# Anger Coping

1919 University Avenue West, Suite 400, St. Paul, MN 55104 Tel. 651-645-2948 or 888-NAMIHELPS [www.namihelps.org](http://www.namihelps.org)

The practice of anger coping may be used with children who are aggressive. This practice is designed to help children who use aggression for problem solving. It focuses on figuring out what happens in situations that lead a child to anger and aggression.

## How does this practice work?

- Small group sessions begin with get-acquainted exercises: cooperating, being controlled and distracted by peers.
- Group members explore how each other reacted in the first session exercises. For example Paul told Larry that he seemed to get angry when he was not in control.
- By the third session, group members are beginning to identify what the problem is.
- By using role-plays and stories, group members can see and feel what creates problems for them that leads to anger and aggression.
- Now group members start to create new ways of dealing with problem situations using role-plays and cartoons.
- These new solutions are evaluated by the group noting the pros and cons.
- Group members are taught how to recognize what makes them aroused to anger.
- Then the group members are taught to use this arousal for problem solving.
- Group members are taught how to use positive self-statements when provoked.
- Finally, group members discuss the use of anger control at home and at school.
- What new problems may arise? Group members discuss how they will use their new skills when problems arise.

## Example:

Negative Self-statements		Positive statement to decrease anger arousal
"I want to get back at my mother and teacher for making me miss a TV show."		"If I stick to the homework rules, I can watch TV sooner."
"This guy next to me is really starting to bug me."		"I better stay cool, my heart's pounding, I'll count to three."
"I'm going to get him for running into me in the hallway."		"Sorry, man, my fault. I should look where I am going. You okay?"

Updated May 2017