

# **I-CAN**

## **(I CONTROL ANGER NOW)**

### **Individualized Treatment for Aggression Management Using the SPRITE approach**

**developed by Vickie Beck, APRN-PMH  
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**Use the SPRITE approach to managing your anger:**

- S- Safely Manage Anger**
- P-Prepare through Psycho-education**
- R- Recognize Anger**
- I- Identify and Change Unhelpful Thoughts**
- T- Tame Your Anger**
- E- Express Anger Appropriately**

**I CAN is a hybrid treatment model and uses the following  
treatment modalities:**

- CBT**
- Assertiveness Training**
- Family Therapy**
- Empowerment Therapy**
- Neurobiology**

**I CAN is designed to be used in individual therapy with both  
children and adults. It can be combined with conjoint parent/  
child sessions with children or partner sessions with adults.**

# **I. Safely Manage Anger**

## **S-1**

identify ways your anger is currently affecting you and others

## **S-2**

Identify potential safety concerns regarding your anger

## **S-3**

reduce and eliminate potential dangerous items or situations

## **II. Prepare through Psycho-education**

### **P-1**

Understand anger as a healthy normal emotion, one that helps us in many ways

Facts About Anger  
Myths about Anger

### **P-2**

Differentiate between anger and aggression

### **P-3**

Understand why Anger Manifests in You

- Previous aggressive or violent behavior
- Being the victim of physical abuse and/or sexual abuse- Traumatic situations
- Exposure to violence in the home and/or community- learned behavior
- Genetic (family heredity) factors
- Exposure to violence in media (TV, movies, etc.)
- Use of drugs and/or alcohol
- Presence of firearms in home
- Combination of stressful family socioeconomic factors (poverty, severe deprivation, marital breakup, single parenting, unemployment, loss of support from extended family)
- Brain damage from head injury

### **P-4**

List the purposes of I CAN and how the SPRITE approach can assist in changing previous patterns of behavior

- Keep yourself and others safe from your difficulty managing your anger
- Learn about how and why your anger manifests aggressively
- Recognize signs of anger in yourself
- Identify stressors (both situations and people) that trigger your anger
- Identify and change any unhelpful thoughts that feed your anger
- Reduce and eliminate excess anger
- Learn new communication techniques that will aid you in effectively managing your anger

### **III. Recognize Anger**

#### **R-1**

develop a feelings vocabulary (if needed)

#### **R-2**

Understand how anger manifests in you- Do you know when you are angry?

Physiological Manifestations of Anger

Feelings

Thoughts

Behaviors

#### **R-3**

Recognize situations and persons that trigger anger

#### **R-4**

identify other feelings that manifest with anger- use the Anger Wheel

## **IV. Identify and Change Unhealthy or Unhelpful Thoughts About Anger**

### **I-1**

understand the connection between thoughts feelings and actions

### **I-2**

elicit thoughts that drive patient's responses to anger- core beliefs and cultural expectations- identify **aggression permitting thoughts**

### **I-3**

determine whether current thoughts are healthy and helpful to patient and in what circumstances- develop discrimination around aggression

### **I-4**

challenge and change unhealthy or unhelpful thoughts to healthier thoughts- build a toolbox of **aggression blocking thoughts**

### **I-5**

identify revenge and how it can play a role in your anger- learn to let go of revenge.

## V. **Tame Your Anger**

### **T-1**

Goal:

understand how to use **Delaying** techniques to decrease or eliminate anger

### **T-2**

Goal:

identify at least 3 **Distraction** techniques to decrease or eliminate anger

### **T-3**

Goal:

identify at least 1 activity that you can **Do that is incompatible with anger**

### **T-4**

Goal:

learn to use at least 1 healthy **Relaxation** technique to decrease anger

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## **VI. Express Anger Appropriately- Using Strong Talk (Assertive Communication)**

### **E-1**

differentiate between weak, mean, and strong talk (Passive, Aggressive, and Assertive Communication)

### **E-2**

learn and use “I” language to give compliments

### **E-3**

learn and use “I” language to make and refuse requests

### **E-4**

learn and use “I” language to give criticism

### **E-5**

utilize 4 Part “I” language when giving criticism

### **E-6**

learn to accept criticism

### **E-7**

learn how to influence aggression in others

### **E-8**

put techniques together in difficult situations

# **ICAN (I Control Anger Now) using SPRITE**

## **Safely Manage Anger: S-1-2-3**

### **Goals:**

- 1) Identify ways your anger can affect both you and others
- 2) Identify potential safety concerns regarding your anger
- 3) Reduce or eliminate potential dangerous items or situations

### **Steps:**

- 1) Identify ways Anger Can Affect People's Lives  
(Motivation for change)- assess relationships, school functioning, themselves, other people, and unrealized dreams
- 2) Identify specific Safety Concerns for yourself and others
- 3) Assess current aggression level- Modified Overt Aggression Scale
- 4) Develop a temporary safety plan that you can use until you gain control over your angry feelings.

### **Tools and Tips:**

- 1) Read an age appropriate book about anger
- 2) Utilize any or all of the S-1 Hand-outs: Stories about Anger
- 3) Discuss how their anger is already affecting them or others.
- 4) Discuss how it may affect them in the future.
- 5) Assess current aggression level
- 6) Develop their own temporary safety plan while they are working on their anger.



# **ICAN: Safely Manage Anger (S-1)**

## **Story 1- John**

John was a teen-ager and he always felt angry. He had been hit a lot by his parents when he was a young boy. They told him that he deserved it, and he believed them. They told him he was a bad kid and always would be. He believed them. He didn't dare fight back because they could hurt him. So he held everything in when he was around them. When he was at school, they couldn't hurt him, so he would get mad at others and do exactly what his parents did to him. He hit other kids; he said mean things. Anyone who was weaker than he was would get treated like his parents treated him. Kids at school called him a bully. Other children were not safe around him.

Who was in danger around John?

What would John need to do in order to keep other children safe around him?

What would the other children need to do in order to keep themselves safe?

What could responsible adults do to keep everyone safe?

In what ways could John's problem with anger affect his life both now and in the future?

# **ICAN: Safety Around Anger (S-1)**

## **Story 2- Brittney**

Brittney had some pretty awful things happen to her when she was young. She grew up believing that the bad things were her fault. She didn't feel very good about herself. She didn't know how to handle all the feelings she had so she shut them inside herself. She felt numb on the outside, but the negative feelings like anger, guilt, hopelessness, and shame were overwhelming on the inside. She developed a secret habit of cutting on herself just enough to "let out" her feelings.

Who was in danger around Brittney?

What would Brittney need to do in order to keep herself safe?

What could responsible adults do to keep Brittney safe?

In what ways could Brittney's problem with anger affect her life both now and in the future?

# **ICAN: Safety Around Anger (S-1)**

## **Story 3- Daquan**

Daquan had always loved to play sports. He dreamed of being a football or basketball star. But he was always in trouble at school. He just couldn't seem to control his mouth. He would get angry and yell at other kids and even at his teacher. Sometimes he would call people names. He was always being kept inside during recess for something he had done or said. He hardly ever got to go outside and play basketball or football with the guys. Even when he got to go outside, no one wanted to spend time with him.

How did Daquan's anger affect his life?

How could his anger affect his future?

What does he need to do in order to change what is happening to him?

# **ICAN: Safety Around Anger (S-1)**

## **Story 4- Tony**

**Tony had a problem with anger. He would get frustrated easily but he never meant to hurt anyone. Instead he would throw things or knock things over or hit things. One day he really lost his temper at home because he wanted to go outside and Dad wouldn't let him. He got so angry that he knocked over a table. One of the legs of the table broke. Unfortunately, his Xbox was on the table and it broke too as it fell as well as one of Mom's favorite glass figurines. He got so angry that he punched his fist into a wall. It made a hole in the wall, but it also broke his hand. Mom ran to stop him and cut her foot on some glass on the floor. He was in a cast for 6 weeks.**

Who was in danger around Tony?

What would Tony need to do in order to keep others safe around him?

What could responsible adults do to keep everyone safe?

In what ways could Tony's problem with anger affect his life both now and in the future?

**ICAN: Safely Manage Anger {S-1/2/3} Hand-out**  
**Assessing My Own Anger**

*Who is in danger around me?*

*My Temporary Safety Plan: What do I need to do to keep myself or others safe around me?*

*How is my anger affecting my life currently and what might happen in the future?*

# ICAN (I Control Anger Now) using SPRITE

## **Prepare through Psycho-education**

### **Goals:**

- 1) Understand anger as a healthy emotion
- 2) Differentiate between anger and aggression
- 3) Understand why anger manifests in you the way it does
- 4) Understand the components of ICAN (using SPRITE) and how they can help you manage your anger

### **Steps:**

- 1) Talk about myths versus facts about anger
- 2) Differentiate anger versus aggression
- 3) Talk about why people handle anger the way they do
- 4) Explain the ICAN protocol and the areas that are covered

### **Tools and Tips:**

- 1) Facts/Myths About Anger Hand-out
- 2) Anger Versus Aggression Hand-out
- 3) When Anger Gets Us Into Trouble Hand-out

## **ICAN: Psycho-education (P-1) Hand-out**

### **Facts/Myths About Anger**

Myth: Anger is a bad thing.

Fact: Anger is an emotion that everyone has. It lets you know that something is bothering you. It can help to motivate you to do things sometimes. It's only when anger gets out of control and becomes aggressive that it can be bad because then it can cause harm.

\*\*\*\*\*

Myth: It is a sign of weakness to let others know how you feel (jealousy, guilt, grief, disappointment, inadequacy, humiliation, etc.)

Fact: Letting others know how you feel allows you to talk about feelings and how they affect you. That way those feelings don't build up. You have a right to express your feelings appropriately.

\*\*\*\*\*

Myth: I must make people do what I want them to.

Fact: Everyone has the right to decide what they want to do. Everyone has their own thoughts and feelings, and they may be different than yours. You can be happy without controlling others. By talking about differences between people, you can often work things out.

\*\*\*\*\*

Myth: The way to calm an angry person is to tell him or her to calm down.

Fact: Listen to an angry person. Hear what they have to say. Make sure you understand them by letting them know what you heard. But when an angry person is being hurtful physically or verbally (mean talk), GET AWAY.

\*\*\*\*\*

Myth: If I am angry, it means that I am not a good person.

Fact: Anger is normal. It is what you do with your anger that counts. Give yourself time to think about why you are upset and what you want. Decide to either express your feelings in a respectful way (strong talk), or wait until you are calmer.

\*\*\*\*\*

Myth: If someone asks me to do something, I must do it. Otherwise they will think I am terrible and won't like me.

Fact: It is OK, and, in fact, sometimes a good thing, to say no to someone. You have a right to decide whether or not you want to say yes or no to a request. Just say it using respectful communication (strong talk). You can't control what other people think of you.



## ICAN: Psychoeducation Handout P-1



# Myths vs Facts About Anger

**MYTH:** Anger is a bad thing.

**FACT:** Anger is an emotion that everyone has. It lets you know that something is bothering you. It can help to motivate you to do things sometimes. It's only when anger gets out of control and becomes aggressive that it can be bad because then it can cause harm.

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**ICAN: Psycho-education (P-2)**  
**Anger Versus Aggression**

**Anger**

Anger is a universal feeling. People from different countries, children as well as adults, feel anger. The amount of anger we feel is influenced for all kinds of reasons. We are born with some of how we will experience anger. Some of the anger we feel is affected by what we have experienced in our lives. It can be affected by what we are taught. We can learn to decrease and eliminate some of our anger with practice. It is OK to express our anger.

**Aggression**

Aggression is when we show our anger in a way that is disrespectful to other people or property. Name calling or cursing at others is disrespectful. Yelling at others when angry or throwing or breaking objects when angry is aggression. Aggression is just one way to express anger and can get us into trouble at school or at work. It can interfere with our friendships with others.

## ICAN: Psychoeducation Handout P-2

### Anger versus Aggression



#### Anger

- Anger is a universal feeling.
- People from different countries, children as well as adults, feel anger.
- The amount of anger we feel is influenced for all kinds of reasons. We are born with some of how we will experience anger.
- Some of the anger we feel is affected by what we have experienced in our lives. It can be affected by what we are taught.
- We can learn to decrease and eliminate some of our anger with practice.
- It is OK to express our anger.

#### Aggression

- Aggression is when we show our anger in a way that is disrespectful to other people or property.
- Name calling or cursing at others is disrespectful.
- Yelling at others when angry or throwing or breaking objects when angry is aggression.
- Aggression is just one way to express anger and can get us into trouble at school or at work.
- It can interfere with our friendships with others.

## **ICAN Psychoeducation (R-3)**

### ***When Anger Gets Us Into Trouble***

Both certain types of people and certain types of situations can trigger our anger and angry responses more than others, or they can make us so anxious that we have difficulty communicating. Look at the lists below and check off situations and types of people that have triggered you in the past or are likely to trigger you.

#### **Persons**

Parents \_\_\_\_  
Public contact \_\_\_\_  
Authority Figures \_\_\_\_  
Intimate Relationships \_\_\_\_  
Siblings \_\_\_\_  
Classmates \_\_\_\_  
Others \_\_\_\_

#### **Situations**

Doing a Favor \_\_\_\_  
Initiating Something \_\_\_\_  
Expressing Positive Feelings to others \_\_\_\_  
Expressing Negative Feelings to others \_\_\_\_  
Standing Up for your Rights \_\_\_\_  
Expressing Your Opinion \_\_\_\_  
Refusing Someone \_\_\_\_  
Feeling Disrespected \_\_\_\_

# Psychoeducation Handout R-3

## When Anger Gets Us into Trouble



Certain types of people and situations can trigger our anger and aggression more than others. Or, they can make us so anxious that we have difficulty letting people know how we are feeling.

Look at the lists below. Check off people and situations that have triggered your anger in the past, or are likely to trigger you in the future.

### **People**

- ☐ Parents
- ☐ Siblings
- ☐ Authority Figures
- ☐ Friends or Dating Relationships
- ☐ Classmates
- ☐ Community Member
- ☐ Other:



### **Situations**

- ☐ Doing a Favor
- ☐ Starting Something
- ☐ Expressing Positive Feelings to Others
- ☐ Expressing Negative Feelings to Others
- ☐ Standing Up for Your Rights
- ☐ Expressing Your Opinion
- ☐ Telling Someone No
- ☐ Feeling Disrespected
- ☐ Other:

# ICAN (I Control Anger Now) using SPRITE

## Recognize Anger

### Goals:

- 1) Develop an age appropriate feelings vocabulary
- 2) Identify the early signs of anger in yourself
- 3) Identify persons and situations that trigger angry responses
- 4) Identify other feelings that can accompany anger

### Steps:

- 1) Assess the client's ability to identify feelings in themselves
- 2) Teach differentiation skills around feelings using an age appropriate differentiation tool so that they will recognize when they are able to modulate their anger effectively
- 3) Assist the client's ability to recognize the 4 areas in which anger signs occur
- 4) Help client identify people and situations that trigger anger
- 5) Help client identify other feelings that can accompany or mask anger

### Tools and Tips:

- 1) Utilize the Feelings for 3 x 5 cards Hand-out to insure an age appropriate feelings vocabulary.
- 2) Utilize the Feelings Thermometer Hand-out for differentiation or, for younger children, the Where Do You Feel Anger in Your Body hand-out.
- 3) Discuss how anger can accompany other common feelings. Use Feelings Cards (hand-out) or The Anger Mask (hand-out)

**ICAN: Recognize Anger (R-1) Hand-out**  
**Feelings for 3 x 5 cards**

Happy

Sad

Scared

Worried

Guilty

Ashamed

Confused

Jealous

Hurt

Embarrassed

Disappointed

Frustrated

Proud

Excited

Surprised

Loved

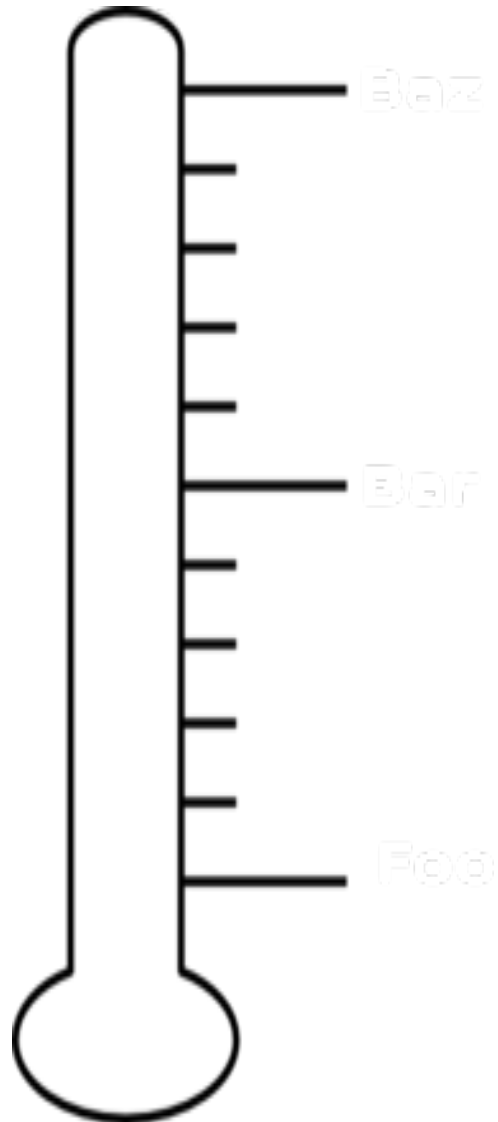
Hopeful

Tired

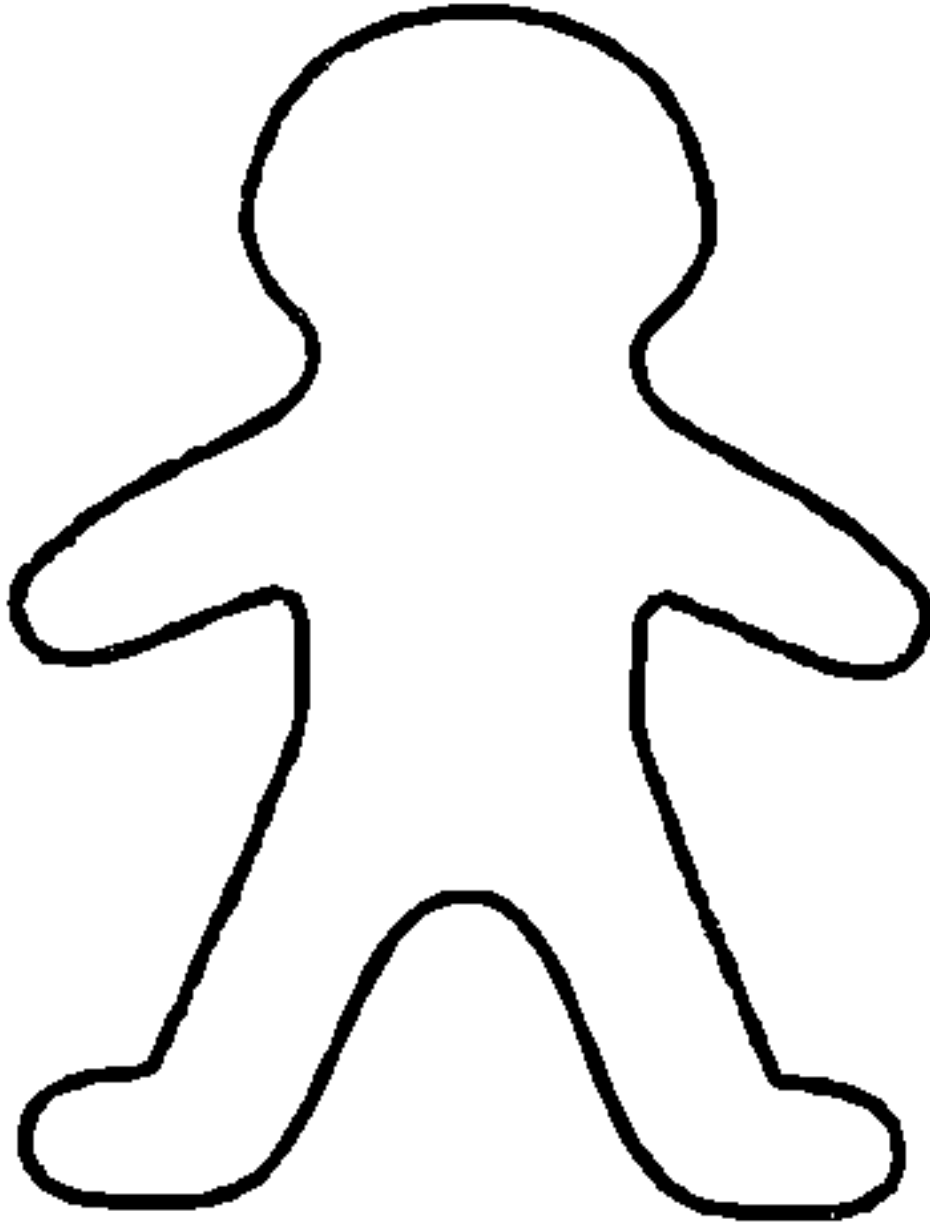
Bored



**ICAN: Recognizing Anger Hand-out (R-1)**  
**Feelings Thermometer**



**ICAN: Recognize Anger (R-1) Hand-out**  
**Where You Feel Anger**  
**Body Picture**



**ICAN: Recognizing Your Anger (R-1)**  
**Feelings Cards**

**Shame**

**Sadness**

**Fear**

**Frustration**

**Guilt**

**Disappointment**

**Worry**

**Embarrassment**

# **Jealousy**

# **Hurt**

# ICAN: Identify and Change Unhelpful Thoughts Handout

## I-2/3/4

## Letting Go of Aggression Permitting Thoughts

[illegible]



# Anxiety

**ICAN: Recognize Your Anger (R-4)**  
**Anger Mask**

**Your Anger Mask**  
*What's Behind It?*



# **ICAN (I Control Anger Now) using SPRITE**

## **Identify Unhealthy Thoughts**

### **Goals:**

- 1) Understand the connection between thoughts feelings and actions
- 2) Elicit thoughts that drive patient's responses to anger- core beliefs and cultural expectations- identify aggression permitting thoughts
- 3) Determine whether current thoughts are healthy and helpful to patient and in what circumstances- develop discrimination around aggression
- 4) Challenge and change unhealthy or unhelpful thoughts to healthier thoughts- build a toolbox of aggression blocking thoughts
- 5) Identify revenge and how it can play a role in your anger- learn to let go of revenge

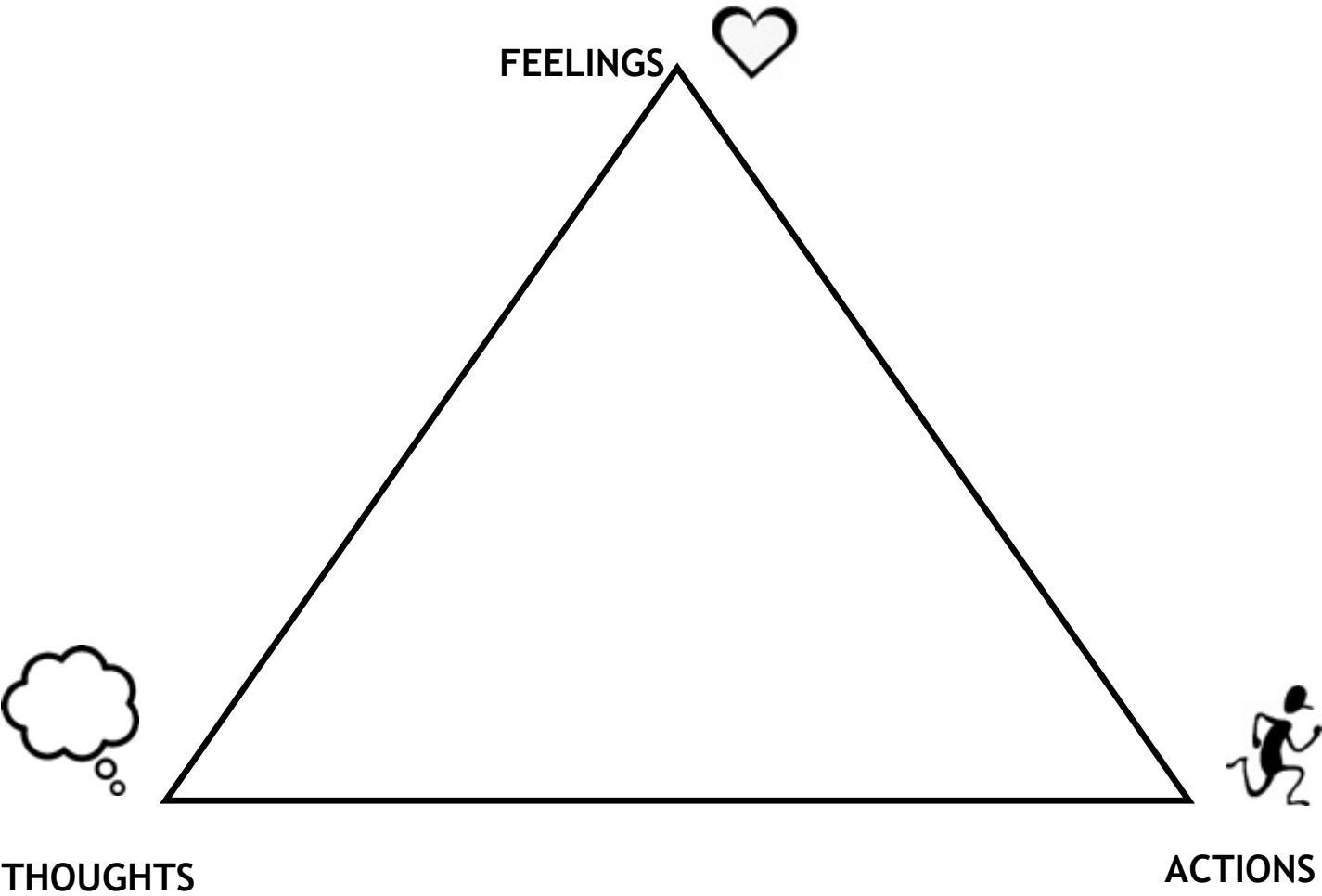
### **Steps:**

- 1) Make sure that the client can tell the difference between thoughts, feelings, and actions.
- 2) Teach the Cognitive Triangle, showing how thoughts, feelings, and actions are connected.
- 3) Teach the client how changing thoughts can alter feelings and actions. Use case examples to teach the skill.
- 4) Using situations from the client's life, elicit thoughts that drive patient's responses to anger- core beliefs and cultural expectations- identify aggression permitting thoughts.
- 5) Determine whether current thoughts are healthy and helpful to patient and in what circumstances- develop discrimination around aggression
- 6) Challenge and change unhealthy or unhelpful thoughts to healthier thoughts- build an ongoing list of aggression blocking thoughts
- 7) Identify revenge and how it can play a role in your anger- learn to let go of revenge
- 8) Identify if forgiveness would be a helpful tool to try and develop.

### **Tools and Tips:**

- 1) Utilize the cognitive triangle to help clients understand the connection between thoughts feelings and actions.
- 2) You may have to play a game with younger children so they can tell the difference between a thought and a feeling.
- 3) Utilize hand-out for Letting Go of Aggression Permitting Thoughts. More thoughts may become apparent as new episodes of aggression occur with client.
- 4) Utilize either the hand-out on Revenge or Forgiveness as needed.

ICAN: Identify and Change Unhelpful Thoughts Handout I-1



**Identifying and Changing Unhealthy/Unhelpful Thoughts: I-2/I-3/I-4**  
**ICAN: Letting Go of Aggression Permitting Thoughts**

Aggression Permitting Thoughts	Aggression Stopping Thoughts

**Identifying and Changing Unhealthy/Unhelpful Thoughts (I-4)**  
**Revenge and the Role it Plays**

**“The old law of ‘an eye for an eye’ leaves everybody blind.”  
- Martin Luther King**

**Revenge comes at a price!**

Revenge often creates a cycle of pay-backs. People can get hurt.

It is often done outside the law and that can get you into trouble.

In school, it is often the person trying to get revenge who gets in trouble.

You may get a reputation as a bully and it can harm other friendships

It does not make you feel better. Even after you get revenge, it does not allow you to let go of your feelings and thoughts. Research on revenge shows that you just keep thinking about it and thinking about it. You continue spending your time being angry.

**So- let it go!**

*Name a situation where you have felt revengeful?*

*What are your costs of hanging on to revenge?*

*What is your revenge permitting thought?*

*Find an aggression stopping thought.*

## **Identifying and Changing Unhealthy/Unhelpful Thoughts (I-4)**

### **When You Want to Forgive**

When you hold a grudge, you may bring anger and bitterness into every relationship you have. You may get so wrapped up in bitterness that you can't enjoy the good moments. Letting go of grudges and bitterness can make way for happiness, health and peace.

How do I forgive?

Forgiveness is a commitment to the decision to change. To begin, you might:

- Consider the value of forgiveness and its importance in your life at a given time
- Reflect on the facts of the situation, how you've reacted, and how this combination has affected your life, health and well-being
- Actively choose to forgive the person who's offended or harmed you when you're ready
- Move away from your role as victim and release the control and power the offending person and situation have had in your life

As you let go of grudges, you'll no longer define your life by how you've been hurt. You might even find compassion and understanding.

## **Identifying and Changing Unhealthy Thoughts (I-4)**

### **Assessing Your Beliefs and Moral Reasoning**

**Stage 1: Punishment and Obedience- “Might Makes Right”-** Your decisions are based on taking what you want and treating other people the way you want, regardless of its effect on them. Yourself and your needs are your primary driving force. Sometimes occurs with bullies, conduct disorders, sociopaths, but also with Traumatic Brain Injuries and/or severe early childhood neglect.

**Stage 2: Instrumental Exchange: “I’ll scratch your back; you scratch mine.”** Your decisions are based on the belief that if you feel harmed in any way, you will do the same to others, similar to the belief of “an eye for an eye.” Vengeance is considered a moral duty. These individuals frequently behave in an aggressive manner, particularly those with significant trauma histories who misperceive cues as aggressive.

**Stage 3: Interpersonal Conformity. “Good Boy/Good Girl”:** Whatever the rules of the group are, they are adhered to.”Values are based on loyalty to the group. Many adults never move from this stage.

**Stage 4: Law and Order: “The Good Citizen”** Your decisions and interactions are based on the belief that rules should be followed. “A good day’s pay for a good day’s work.”

**Stage 5: Prior Rights and Social contract. “The Philosopher/the King”** Moral action in a specific situation is not defined by reference to a checklist of rules, but from logical application of universal, abstract, moral principles.

**Stage 6: Universal Ethical Principles. “The Prophet/Messiah”** Your decisions are based on the belief that you will treat others at your highest level, following the Golden Rule Model.

**adapted from Dr. Lawrence Hohlberg et. al.**



## **ICAN (I Control Anger Now) using SPRITE**

### **Tame Your Anger**

#### **Goals:**

- 1) Understand how to use **Delaying** techniques to decrease or eliminate anger
- 2) Identify at least 3 **Distraction** techniques to decrease or eliminate anger
- 3) Identify at least 1 activity that you can **Do that is incompatible with anger**
- 4) Learn to use at least 1 healthy **Relaxation** technique to decrease anger

#### **Steps:**

- 1) Talk about what we know from research about what works for managing anger.
- 2) Discuss the 3 D's- use hand-outs
- 3) Talk general education about stress and relaxation
- 4) Talk about stress and what it is
- 5) Talk about how people relax- and how relaxation decreases the physical responses to anger
- 6) Teach 3 types of relaxation-  
Teach deep breathing  
Teach Progressive muscle relaxation  
Teach a guided imagery
- 7) Discuss which they like the best; encourage practice at home
- 8) Use relaxation to decrease anger while thinking about an anger trigger, pairing it with a healthy aggression stopping thought

#### **Tools and Tips:**

- 1) Use hand-outs for the 3 D's and the R.

**ICAN: Tame your Anger (T-1)**  
**Effective Techniques for Decreasing Anger**  
**The 3 D's and the R: Delay**

## **Delay Processing Form**

Delaying before you discuss something that is bothering you can be helpful in allowing yourself time to cool down, decide what you want to say, and say it in a way that gets your point across but does so in a strong, respectful way. Use the following form when you are angry to help you identify your feelings and thoughts while delaying. Then come up with ways to communicate those thoughts and feelings using assertive communication (strong talk).

What happened or was said that bothered you?

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What are you thinking? How are you feeling?

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Do you need to communicate those thoughts and feelings to someone? yes\_\_\_ no\_\_\_  
Who do you need to talk to? \_\_\_\_\_

Use "I" language to write down the main points of what you would like to say. \_\_\_\_\_

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# **ICAN: Tame Your Anger Handout T-1**

## **Effective Techniques for Decreasing Anger: The 3 D's and the R**

### **Delay Processing Form**



Taking a delay before you discuss something that is bothering you can be helpful. It gives you time to cool down, decide what you want to say, and how to say it. The goal is to get your point across in a calm, strong, and respectful way.

Use the following form when you are angry. It can help you identify your thoughts and feelings while delaying. Then, you can work on ways to communicate those thoughts and feelings using assertive communication (strong talk).

What happened or was said that bothered you?

What are you thinking? How are you feeling?

Do you need to communicate those thoughts and feelings to someone?

YES or NO

Who do you need to talk to?



Use “I” language to write down the main points of what you would like to say.

**ICAN: Tame Your Anger (T-2)**  
**Effective Techniques for Decreasing Anger**  
**The 3 D's and the R: Distract**

**My Distraction List**

Distraction is known to be effective in letting go of or decreasing anger. Having lots of ways to distract yourself when angry may mean the difference between keeping a friendship and losing a friendship because of mean talk. Make your list of distraction techniques that you can use. Include those to be used in different environments, i.e. school, home, work, playground, etc. Be specific. After you have decreased your anger, you can then use the Delay Processing Form to plan how to talk to the person.

At Home

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At School

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Outside

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At Work

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# ICAN: Tame Your Anger-Handout T-2

## Effective Techniques for Decreasing Anger: The 3 D's and the R

### My Distraction List

Distraction helps us let go or decrease our anger. Having lots of ways to distract yourself when angry may mean the difference between keeping a friendship and losing a friendship because of mean talk.

Make your list of distraction techniques that you can use. Include those to be used in different places – home, school, work, etc. Be specific. After you have used distraction to decrease your anger, you can then use the Delay Processing Form to help you plan how to talk to the person.

At Home:



At School:



Outside:



At Work:



**ICAN: Tame Your Anger (T-3)**  
**Effective Techniques for Decreasing Anger**  
**The 3 D's and the R: Do Something Incompatible with Anger**

**My Absolutely Fun Activity List**



Name 3 things you could do that would bring you joy or happiness.  
Add ideas to your list and let it grow as you grow!

1.

2.



3.

4.

5.



**ICAN: Tame Your Anger (T-2)**  
**Effective Techniques for Decreasing Anger**  
**The 3 D's and the R: Relaxation**

**Mindfulness First**

**Breathing Techniques You Can Use**

**Progressive Muscle Techniques**

**Imagery Techniques**

# ICAN: Tame Your Anger Handout T-4

## Effective Techniques for Decreasing Anger: The 3 D's and the R



There are lots of ways to relax. We can use relaxation to help us calm our body and feel less angry. Figure out which ways to relax work best for you, and practice, practice, practice!

My body lets me know I am stressed when:

My body lets me know I am relaxed when:

### Relaxation Ideas

Progressive Muscle Relaxation

Imagery

Exercise

Mindful Eating

Listening to Music

Relaxation skills for me to practice:

- 1.
- 2.
- 3.



# ICAN (I Control Anger Now) using SPRITE

## Express Anger Appropriately

### Goals of “Express Anger Appropriately”:

- 1) Differentiate between weak, mean, and strong talk (Passive, Aggressive, and Assertive Communication)
- 2) Learn and use “I” language to give compliments
- 3) Learn and use “I” language to make and refuse requests
- 4) Learn and use “I” language to give criticism
- 5) Utilize 4 Part “I” language when giving criticism
- 6) Learn to accept criticism
- 7) Learn how to influence aggression in others
- 8) Put techniques together in difficult situations

### Tools and Tips:

- 1) Each of the above goals should be taught in order because each skill builds on the previous skill.
- 2) Practicing the skills in each session will help the client be able to use the skills when outside the session.

## **ICAN using SPRITE: Express Anger Appropriately**

### **E-1: Types of Communication**

#### **Goals:**

- 1) Differentiate between passive (weak), aggressive (mean), and assertive (strong) communication
- 2) Identify their own style in different situations and with different people

#### **Steps:**

- 1) Demonstrate 3 styles of communication using the same scenario
- 2) Have client observe and identify differences in voice, body language, posture, stance, eyes, facial expressions, hand and feet movements, verbal communication, non-words, and what they actually say
- 3) Discuss what is different about each style.
- 4) Encourage discussion about when, where, and with whom they use each style

#### **Tools and Tips:**

- 1) Hand-outs of Verbal and Non-verbal Communication are helpful for prompting differences.
- 2) YouTube has several examples of different styles of communication which can be watched and discussed.
- 3) You may use a stuffed animal to role play with younger children.

**ICAN: Express Anger Appropriately (E-1)**  
**Verbal Components of Communication**

Verbalization	Assertive (Strong Talk)	Passive (Weak Talk)	Aggressive (Mean Talk)
Speech	Direct, honest, caring, expressive, clear, concise. Explain, prove, or justify only to the extent the situation requires. "I" statements. Objective words	Subtle, sneaky, or rambling. "Okay," "uh," "you know." Qualifiers: "just," "really very," "a little bit." Apologetic words.	Manipulative, hostile, demanding, superior, authoritative, flippant, sarcastic, uncaring, Judgmental, name calling.
Tone	Firm, positive; "can," "will," imply control and responsibility. Relaxed, well modulated. Communicates respect	Mumbling, whining. "May," "could," "can't" imply weakness. Self-deprecating. Frequent use of "I'm sorry," Hesitant, wavering, weak.	Tense, shrill, loud, shaky; exaggerated show of strength. Haughty, demanding. Communicates disrespect.
Pitch	Even tone at end of sentence; respectful tone. Tone changes with meaning of sentence, but is always respectful	Inflection (goes up) at end of sentence suggesting a question. Dropping voice at end of sentence or not finishing a sentence; may contradict. May also be high pitched with whining.	May be either high pitch or low pitch; but not conversational.
Rate	100-120 WPM; normal rate	too fast- may indicate nervousness; too slow- creates impression of timidity and uncertainty	Too fast may indicate aggressiveness; too slow may indicate threat
Volume	Appropriate for the situation; may need to increase volume for emphasis, but never to the point of aggression	Inappropriate softness encourages interruption and creates impression of timidity and uncertainty	excessively loud
Non-words	none	cough, sigh, frequent pauses	None

**ICAN: Express Anger Appropriately (E-1)**  
**Non-Verbal Components of Communication**

	<u>Assertive</u>	<u>Non-Assertive</u>	<u>Aggressive</u>
Eye Contact	Direct, purposeful, appropriate.	Averted, downcast or wandering eyes, teary, pleading.	Staring, volatile, narrowed, cold, expressionless.
Congruent	Appropriate. Expressive head, hand and body movements enhance power.	Excessive movements. Inappropriate, e.g. smiling placatingly when refusing or disagreeing.	Excessive, though may be congruent.
Listening	Assured manner, attentive, caring.	Passive, edgy.	May not listen, may interrupt.
Taking Initiative	Chooses for self.	May let others choose.	Chooses for others.
Stance	Denotes equality, well balanced at ease.	Denotes inequality, lean for support, twisted.	Denotes superiority, hands on hips, feet apart.
Posture	Facing, erect, relaxed.	Stooped sagging, excessive head nodding.	Stiff, rigid, rude.
Hands	Relaxed, warm, smooth expressive, appropriate movements.	Fidgety, fluttery.	Clenched, finger pointing, fist pounding.
Feet	Relaxed, comfortable position.	Shuffling, shifting, tucked under chair, toed-in, swinging.	Tapping, firmly planted.

**ICAN using SPRITE: Express Anger Appropriately**  
**E-2: Basic Assertion (Basic Strong Talk)**

**Goals:**

- 1) Use basic “I” language in non-anger situations
- 2) Express feelings using “I” language
- 3) Express opinions using “I” language
- 4) Use empathic assertion using “I” language
- 5) Give compliments using assertive communication (strong talk)

**Steps:**

- 1) Review hand-out on basic assertion (strong talk)
- 2) Role play non-anger situations using the techniques
- 3) Review how to give and receive compliments
- 4) Role play giving compliments

**Tools and Tips:**

- 1) Hand-out on Basic Assertion
- 2) Hand-outs on Giving and Receiving Compliments

## ICAN: Express Anger Appropriately (E-2)

### Hand-out: E-2

#### Basic Assertion (Basic Strong Talk)

This refers to the direct, simple action involved in standing up for wants, opinions, or feelings. It also involves expressing appreciation towards another person. Honestly saying “yes” or “no” is a Basic Assertion.

You can begin with these words:

<u>I’d prefer...</u>	<u>I can...</u>
<u>I’d like...</u>	<u>I need...</u>
<u>I want...</u>	<u>Would you please...</u>
<u>I’d appreciate. . .</u>	<u>I’m interested to know. . .</u>
<u>I believe that. . .</u>	<u>I didn’t like it when. . .</u>
<u>It’s my opinion that. . .</u>	

#### Expressing Wants and Preferences

“Excuse me, I’d like to finish what I was saying before we get to your objections,” or “I’d like to finish what I was saying and then I’d like to hear your concerns.”

“I want to think about your question and then get back to you.”

“I’d like for you to give me some feedback on my project. I’d especially like to know what I am doing right as well as what I am doing wrong and where I need to improve.”

#### Expressing Feelings

“I liked it when you shared what I was doing that bothered you.”

## Expressing Beliefs and Opinions

I don't think you should automatically not hire me because I am young. I am very responsible and I learn very quickly. I think I would do an excellent job."

## Empathic Assertion

Empathic assertion (strong talk) is designed to maintain personal power when a difference of opinion arises. It expresses sensitivity and recognition of the other person's feelings, wants, and/or beliefs, followed by a statement of your request, feelings, and/or beliefs.

"I can see you're upset and in no mood to talk right now. I want you to know that I'm available to talk it over when you're ready."

I understand that you think it was no big deal when you called me a name; yet, your remark embarrassed me, and I want you to know that.

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## **ICAN: Express Anger Appropriately: E-2**

### **Giving and Receiving Compliments**

#### **Giving A Compliment**

<b>DO</b>	<b>Example</b>	<b>DON'T</b>	<b>Example</b>
Use basic "I" language (start with the word "I")	I really like the way you stood up for me when others were teasing me.	Don't give a double message.	I really like the way you stood up for me when others were teasing me. Why don't you do that all the time?
Be specific	I like the color of your nail polish.	Don't be vague.	
Use self disclosure to make things clearer or to connect with the other person	I like the color of your nail polish. Pink is my favorite color.	Don't use sarcasm.	I really like that coat your wearing (then you roll your eyes like you really don't mean it).

#### **Receiving a Compliment**

<b>DO</b>	<b>Example:</b>	<b>DON'T</b>	<b>Example:</b>
Acknowledge the compliment.	"That's very nice of you to say."	Negate or deny the compliment	"No you're wrong I am really not very good at playing chess."
Say "Thank you"	"Thank you, I really appreciate it."	Return the focus	Person 1: "I like your outfit." Person 2: "No, actually I like your outfit."



<p>Be your own judge. As judge you may:</p> <ul style="list-style-type: none"> <li>• Agree</li> <li>• Disagree or question</li> <li>• Disclose your feelings</li> <li>• Simply say "Thank you"</li> </ul>	<p>"I didn't realize you liked my drawing so much, and it's nice to hear you say that."</p>	<p>Reject the compliment</p>	<p>"Don't say that I am good at math I don't like to hear that."</p>
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## **ICAN using SPRITE: Express Anger Appropriately**

### **E-3: Making and Refusing Requests**

#### **Goals:**

- 1) Make a request utilizing assertion communication (strong talk)
- 2) Make a request in a situation that would normally make you angry without resorting to aggressive or passive communication (mean or weak talk)
- 3) Respond to a request ( both agreeing and refusing) using assertive communication (strong talk)

#### **Steps:**

- 1) Review the Do's and Don'ts of making an assertive request
- 2) Discuss beliefs that may prevent the client from making requests assertively- look at the client's list of aggression permitting thoughts. Add to it as needed and come up with aggression stopping thoughts.
- 3) Role play making requests in non-anger producing situations
- 4) Role play making requests in anger producing situations

#### **Tips:**

- 1) Refer to hand-out on Making and Refusing Request
- 2) Utilize hand-out on identifying and changing unhelpful thoughts
- 3) Crazy Requests Hand-out- these requests may be role played with a stuffed animal or an action figure for younger kids
- 4) Crazy Requests is also fun with caregivers.

## **ICAN: Express Anger Appropriately: E-3**

### **Making and Refusing Requests Handout**

#### **Making Requests**

##### DO'S

1. Be direct
2. Be specific
3. Substitute rational messages for irrational beliefs
4. Use assertive nonverbal

##### DON'T

1. Be apologetic
2. Be demanding

#### Common Irrational Beliefs that Prevent Making Assertive Requests:

1. "If the person refuses, that means I'm no good, unlikeable, wrong, etc." (I can't take 'no')
2. "My needs are not as important as others' needs." (so I have no right to ask)
3. "The other person might not be able to refuse, even though he wants to." (so I won't put them in an awkward position)
4. "If I ask for something, then I will be obligated to that individual." (so I won't even ask)
5. "That person owes me." (may lead to aggressive demands)

#### **Refusing Requests**

#### Common Irrational Beliefs that Interfere with Refusing Requests

1. "The person won't like me anymore if I refuse."
2. "That person has done so much for me. I owe them."
3. "I just can't say no. I've never been able to, and I can't change now."
4. "If it's at all possible to do something for someone no matter what the cost to me, I must do it."

**ICAN: Express Anger Appropriately: E-3**  
**Crazy Request Scenario Cards**

Crazy Request Scenario

Request someone to stand up, put their hands in the air, and shake one leg and then the other.

Crazy Request Scenario

Request someone to sing Twinkle Twinkle Little Star, using hand motions.

Crazy Request Scenario

Request someone to make a funny face.

Crazy Request Scenario

Request someone to pretend to eat a sandwich that has ham, peanut butter, apples, and sauerkraut on it.

Crazy Request Scenario

Request someone to dance around the room to the song, We Are Family.

Crazy Request Scenario

Request someone to do their best imitation of a dog who is begging for a dog treat.

Crazy Request Scenario

Request someone to talk to a chair about the importance of staying in school.

Crazy Request Scenario

Request someone to pretend that they are dressing for school.

Crazy Request Scenario

Request someone to act out a scene from their favorite movie.

Crazy Request Scenario

Request someone to pretend that they are baking a cake.

Crazy Request Scenario

Request someone to pretend that they are playing their favorite sport.

**ICAN using SPRITE: Express Anger Appropriately**  
**E-4: Learn to Give Criticism Respectfully**

**Goals:**

- 1) Understand the do's and do not's of giving criticism
- 2) Role play giving criticism in non-anger producing situations
- 3) Role play giving criticism in anger producing situations

**Steps:**

- 1) Review the do's and do not's of criticizing others
- 2) Role play in non-anger producing scenarios
- 3) Role play in anger producing scenarios

**Tips:**

- 1) Hand-out on Giving Criticism can be useful.
- 2) You may use a stuffed animal or action figure for the practice scenarios.
- 3) You may do a conjoint session with the parent and child taking turns using the Barnabus scenarios.



**ICAN: Express Anger Appropriately: E-4**  
**Giving Criticism Using Strong Talk (Assertive Communication)**

DO	Example	DON'T	Example
Use basic "I" language	I didn't like it when you made fun of me in front of the class.	No name calling or cursing	
Be specific	I didn't like it when you were late to pick me up from school	Don't use generalizations	"You're always late!"
Use strong (assertive) non-verbals	Use good eye contact and strong voice.	Don't yell or threaten	
Whenever possible, respect the person you are criticizing and don't criticize in front of others. (You wouldn't want that done to you).			
Criticize the behavior, not the person.			

**ICAN: Expressing Yourself Appropriately: E-4**  
**Giving Criticism Practice Situations**

Tell Barnabus that:

- 1) you don't like something about his coat
- 2) you don't like the way he treated you yesterday
- 3) you don't like that he was late picking you up from school
- 4) you don't like the cookies he made yesterday
- 5) you don't like the dinner he fixed last night
- 6) you don't like something about his shoes.
- 7) you don't like it when he calls you names.



## **ICAN using SPRITE: Express Anger Appropriately**

### **E-5: Learning Basic 4 Part “I” Language**

#### **Goals:**

- 1) Identify the 4 parts of 4 Part “I” Language.
- 2) Identify situations in your life when this technique might be appropriate.
- 3) Role play the technique effectively.

#### **Steps:**

- 1) See the above goals.

#### **Tips:**

- 1) Spend time making sure they can differentiate between tangible effects and feelings. (Step 2 and Step 3). Occasionally, they are the same, but often clients have trouble with this step.
- 2) You may use a stuffed animal or action figure to play the imaginary role of Barnabus, or you may engage the caregiver in the role play scenarios.

**ICAN: Expressing Yourself Appropriately: E-5**  
**Basic 4 Part “I” Language**

**1. When you...**

**2. The effect is...**

**3. I feel...**

**4. What I would like...**

**ICAN: Expressing Yourself Appropriately: E-5**  
**Practicing 4 Part “I” Language with Barnabus Situation Cards**

Criticism Situation Card- 4 Part “I” Language

Barnabus borrowed your brown coat without asking permission.

Criticism Situation Card- 4 Part “I” Language

Barnabus teased you.

Criticism Situation Card- 4 Part “I” Language

Barnabus took 2 helpings of cereal for breakfast and didn’t leave you any.

Criticism Situation Card- 4 Part “I” Language

Barnabus cut in front of you in line.

Criticism Situation Card- 4 Part “I” Language

Barnabus changed the channel while you were watching TV

Criticism Situation Card- 4 Part “I” Language

Barnabus ate your fudgsicle that you were saving for after dinner

Criticism Situation Card- 4 Part “I” Language

Barnabus took your pencil off your desk.

Criticism Situation Card- 4 Part "I" Language

Barnabus teased you in front of your friends.

Criticism Situation Card- 4 Part "I" Language

Barnabus told you to do all of his chores instead of asking for help.

Criticism Situation Card- 4 Part "I" Language

Barnabus told you he would do your dish chore if you would vacuum for him. You vacuumed. He didn't do the dishes, and when Mom got home, you got into trouble.

Criticism Situation Card- 4 Part "I" Language

Barnabus went out riding on your bike without asking.

Criticism Situation Card- 4 Part "I" Language

You and Barnabus made cookies together, and when he went home, he took them all and didn't leave any for you.

**ICAN using SPRITE: Express Anger Appropriately**  
**E-6: Learning Techniques for Responding to Criticism**

**Goals:**

- 1) Learn the 6 techniques for responding to criticism using assertive communication (strong talk).
- 2) Role play each technique.
- 3) Use the appropriate responses when being criticized.

**Steps:**

- 1) Demonstrate each technique separately.
- 2) Make sure they understand and can utilize each response effectively.
- 3) Once they know how to utilize each technique, use the Criticism Situation Cards and encourage practice using whichever technique they feel would be appropriate.

**Tips:**

- 1) These techniques need to be used with correct language. A subtle change in the technique can be more likely to be perceived as aggressive.
- 2) You can use stuffed animals or action figures.
- 3) You can use caregiver for role play, however make sure that the examples you use initially are not too emotionally charged.
- 4) This component often takes multiple sessions. Do not hurry through it.
- 5) Depending on the age and cognitive level of the client, you may use the proper terminology (Negative Inquiry, Negative Assertion, Reflection, Fogging, Buying Time, and Self Disclosure) or younger child wording (See hand-outs).

**ICAN: Expressing Yourself Appropriately: E-6**  
**Criticism Situation Cards**

“When You Get Criticized” Situation Cards

That shirt is ugly.

“When You Get Criticized” Situation Cards

The dinner you cooked was terrible.

“When You Get Criticized” Situation Cards

Your hair looks awful!

“When You Get Criticized” Situation Cards

Your play in the basketball game was terrible.

“When You Get Criticized” Situation Cards

You can’t do anything right!

“When You Get Criticized” Situation Cards

You’ll never amount to anything!

“When You Get Criticized” Situation Cards

I’m so mad at you for yesterday!

“When You Get Criticized” Situation Cards

Your driving is terrible!

“When You Get Criticized” Situation Cards

That was the stupidest thing you ever said!

“When You Get Criticized” Situation Cards

That outfit looks terrible on you!

“When You Get Criticized” Situation Cards

This house is a mess (mother says this after you have spent the last half hour cleaning).

“When You Get Criticized” Situation Cards

I don't want your help! You're a terrible partner for this project!

“When You Get Criticized” Situation Cards

You're the worst player on this team!

**ICAN: Expressing Yourself Appropriately: E-6**  
**Handling Criticism: Using Strong Talk**  
**Assertive Techniques for Handling Criticism**

<b>Technique:</b>	<b>Example:</b>
<b>Reflection:</b> Summarizing or repeating what you think the person told you.	“So what you’re saying is, you don’t want to go to the store.”
<b>Negative Inquiry:</b> Actively soliciting more criticism.	“What is it you don’t like about my hair?”
<b>Negative Assertion:</b> Agreeing with all or part of the criticism if you actually feel the same way.	“I agree with you. I could have been a little more tactful.”
<b>Buying Time:</b> Choosing not to respond positively or negatively to the criticism at the time it is given.	“I’m not sure how I feel about what you just said. I need time to think about it.”
<b>Fogging:</b> Recognizing the possibility that the criticism might be valid without giving your opinion.	“Perhaps I should dress a little more neatly.”
<b>Self Disclosure:</b> Giving free information.	“I used too much salt when I was cooking the chicken.”





Technique:	Example:
<b>The “Is this What I Heard You Say” Response:</b> Summarizing or repeating what you think the person told you.	“So what you’re saying is, you don’t want to go to the store.”
<b>The “Tell Me More” Response:</b> Actively soliciting more criticism.	“What is it you don’t like about my hair?”
<b>The “I Agree with You” Response:</b> Agreeing with all or part of the criticism if you actually feel the same way.	“I agree with you. I could have been a little more tactful.”
<b>The “I Need Some Time So I Can Be Respectful to You” Response:</b> Choosing not to respond positively or negatively to the criticism at the time it is given.	“I’m not sure how I feel about what you just said. I need time to think about it.”
<b>The “Maybe You’re Right” Response:</b> Recognizing the possibility that the criticism might be valid without giving your opinion.	“Perhaps I should dress a little more neatly.”
<b>The “Free Information About Myself” Response:</b> Giving free information.	“I used too much salt when I was cooking the chicken.”

**ICAN using SPRITE: Express Anger Appropriately**  
**E-7: What to Do When People Are Aggressive Towards You**

**Goals:**

- 1) Identify potentially aggressive situations and determine whether or not it is safe to utilize techniques for handling verbal aggression.
- 2 Utilize the 9 techniques for handling aggression from others.

**Steps:**

- 1) Avoid the tendency to flee (be passive) or fight (be aggressive).
- 2) Determine whether or not it is safe to utilize techniques for handling verbal aggression.
- 3) Be able to actively listen when someone is aggressive, giving them time to run down.
- 4) Respond to cursing or name calling, using ignoring, dismissing, and redirecting responses.
- 5) Be able to use empathic responses (statements of concern).
- 6) Be aware of your non-verbal communication. It should have a calming effect rather than an escalating effect.
- 7) Use reflection to make sure your accurately understand the problem.
- 8) Help the person put vague complaints into more precise ones (Negative inquiry).
- 9) Follow up with questions to clarify the problem and redirect to problem solving.

**Tips:**

- 1) Empathy and active listening are essential.
- 2) Do not go to problem solving too quickly. People first need to feel heard.



**ICAN: Expressing Anger Appropriately: E-7**  
**Tips for Handling Verbal Aggression**

- ☑ Avoid the tendency to flee (non-assertive) or fight (aggressive).
- ☑ Give the aggressor the time to run down, but if there is no pause, interrupt to calm down.
- ☑ Ignore, dismiss or redirect out-of-line remarks.
- ☑ Use statements of concerns.
- ☑ Briefly summarize the main problems and feelings expressed (reflection)
- ☑ Follow-up with questions to clarify the problem and redirect to problem-solving.
- ☑ Help the person put vague complaints into more precise ones.
- ☑ Be aware of your nonverbal actions. They should have a calming effect rather than an escalating one.
- ☑ LISTEN! LISTEN! LISTEN!

**ICAN: Expressing Yourself Appropriately: E-7**  
**Keeping Your Cool Under Fire**  
**(Using Strong Talk Unless...)**

1. Listen, listen, listen!
2. Notice how the other person is feeling, and say it out loud.
3. Ignore, dismiss, or re-direct mean talk.
4. Be in no hurry to defend your actions (Remember to listen and give them time to tell you what is bothering them).
5. Use reflection (summarize what you are hearing).
6. Help the person put vague complaints into more specific complaints (Use the Tell Me More Response)
7. If you agree with anything they are saying, tell them.
8. Follow-up with clarifying questions to understand the problem and re-direct to problem solving
9. If at any time you think the situation may place you in danger, walk away.

**ICAN: Expressing Yourself Appropriately: E-7**  
**Mean Talk Cards**

**Mean Talk Cards-**

What do you think you're doing?!?!

**Mean Talk Cards-**

You never do anything right!!!!

**Mean Talk Cards-**

Why won't you just listen to me???

**Mean Talk Cards-**

You're so dumb!! A monkey could have done better than you!

**Mean Talk Cards-**

Stay away from me! I don't ever want to be around you again!

**Mean Talk Cards-**

You're Mom is just a drunk. Everyone knows that!











