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Program Outline And Seminar Materials For:

A Tough Approach To Working With Angry And Resistant Offenders

Sponsored By

National Institute Of Corrections

National Institute For Sentencing Alternatives

International Halfway House Association

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## **A Tough Approach to Working with Angry and Resistant Offenders**

Sponsored By

**National Institute of Corrections  
National Institute for Sentencing Alternatives  
International Halfway House Association**

Local Host

**July 25, 1989**

**Texas Association of Residential Service Providers, In  
conjunction with the Continuing Education Department, Sam  
Houston State University**

**Austin, Texas  
Downtown Marriott**

## Content

As corrections populations throughout the country have grown dramatically in recent years, residential community corrections program personnel are asked to provide services to resistant, hostile offenders. The most constant emotion manifested among offenders is anger. To better meet goals of public protection and offender support, it is important to address this anger. This program will train residential community corrections program staff to provide the offender with a new set of concepts to correct life-long patterns of criminal thought and behavior.

By the end of the workshop, participants will be able to identify offender characteristics, motives, and incentives. In addition, each participant will be able to apply appropriate intervention strategies when angry behavior is manifested by the offender. This will be achieved by lectures, visual aids, role plays, etc.

Please find enclosed a participant list, brief agenda, some handouts, evaluations, and comments by the presenter.

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Phil R. Dyer

Phil R. Dyer has a unique approach and perspective of the criminal justice system which is rare.

As a professional he has over 15 years of experience. He has worked in Residential Community Correctional Centers, as a Drug & Alcohol Abuse Counselor, an Adult Probation Officer working with specialized cases, and as Director of Training for Residential Community Corrections Programs with the Texas Adult Probation Commission. He developed, trained, and implemented all residential program components, based upon the Reintegration Concept, during six years of employment with TAPC.

Phil has provided training services on the national level and is in demand particularly within the State of Texas, to make presentations at numerous conferences.

As mentioned above, Phil has a unique experience-and perspective of the criminal justice system. Phil is an ex-offender. At one point in his life, he faced the death penalty. He has been a juvenile offender, a prisoner, adult parolee, and he has been pardoned.

NIC/NISA/IHHA

Crime, Suicide, or Change:  
A Tough Approach to Working With offenders

Agenda

Introduction

Why is the Offender Angry?

Three Anger Styles

How to Handle Anger

Three Emotional Components of Anger

The Good, The Bad, and The Ugly

Taking a Time-out

When the Body Talks

Head Tripping: Think up Anger

Being a "Real" Cool Hand Luke

Adjourn

### Presenter's Comments

The workshop was a very successful one, however, as a trainer, there are a few areas which need improvement:

Instead of a one day session, the workshop needs to be extended to two (2) full days.

Transparencies certainly need to be enhanced and these are being restructured at the present time.

Currently, there is not a training manual. I am in the process of developing this manual which will address the needs of criminal justice and community correctional programs and personnel.

The following formats are some of the forms utilized as transparencies and handouts. Currently, these forms are being refined, restructured, along with much more in-depth information. In addition, a manual is in the process of being developed.

### DEFINITION OF ANGER

A FEELING OF DISPLEASURE RESULTING FROM INJURY, MISTREATMENT, OPPOSITION, AND USUALLY SHOWING ITSELF IN A DESIRE TO FIGHT BACK AT THE SUPPOSED CAUSE OF THIS FEELING.

### OUR PURPOSE

\*\* ANGER IS:

- ^ AN EMOTION: It is physically arousing and it has unique physiological correlates.
  
- ^ A FEELING: It has an effect on the way each of us experience our world.
  
- ^ A COMMUNICATOR: It sends information to others.
  
- ^ A CAUSE: It produces specific effects and results.



HOW TO HANDLE ANGER

SELF - MONITORING:

\* PRACTICE MAKES PERFECT

GOAL: Increase AWARENESS of the HOW, WHAT, or WHEN of certain behavior. In other words, WATCH YOURSELF.

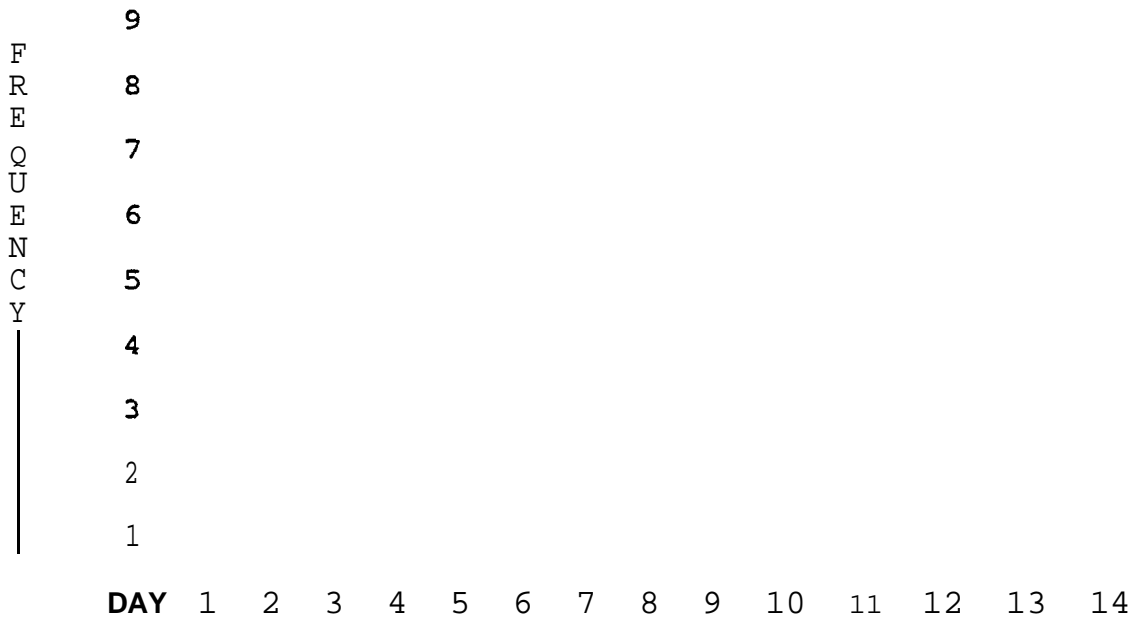
\* MEASURE AND RECORD THE BEHAVIOR

^FREQUENCY - HOW MANY TIMES YOU DO THE BEHAVIOR

^TIME INTERVAL - HOW LONG YOU DO THE BEHAVIOR

\* KEEPING ACCURATE RECORDS

\* VISUALIZING YOUR DATA



GETTING VALIDATED

HANDOUT

1. Have the offender choose one behavior which is simple and easy self- monitor or he/she can choose from the available list. Make certain that the behavior chosen is not something that he/she need to change. The goal is to practice watching oneself; not to change the behavior.

- \* Going to the bathroom
- \* Making telephone calls
- \* Watching television

2. Have the offender self-monitor the selected behavior from five to ten days.

EXAMPLE: DAYS          1    2    3    4    5    6    7    8    9    10

Number of times  
or average length  
of time the  
behavior occurred

**3. Transfer data to a graph.**

EXAMPLE:              10

                          9

                          8

Number of times  
or average length

of time the  
behavior occurred

                          5

                          4

                          3

                          2

                          1

---

DAYS              1        2        3        4        5        6        7        8        9        10

4. Now have the **offender self-monitor** ; anger for a period often to fourteen days. (The longer the better). Use same graph example above.
5. Get Validated.

THREE EMOTIONAL COMPONENTS OF ANGER

THOUGHTS

BODILY RESPONSES

BEHAVIOR

**HANDOUT**

1. Have the offender list an event in which he or she is still angry about and next to the event have him/her write down how he/she appraise it. men have the offender write down alternative appraisal, perhaps even reflecting the other person's point of view if another was involved. At this point, have the offender think about the alternative appraisal, and observe the effect it has on the offender's anger.

Anger Incident: \_\_\_\_\_

How you appraise it: \_\_\_\_\_

Alternate Appraisal: \_\_\_\_\_

2. Have the offender list the somatic disturbances that he/she are now aware of when he/she are angry and begin to use them as a cue that it is time to action not to get angry. Have the offender take some deep breaths when he/she is noticing them.

3. The offender should list the actions he/she do when they are angry and check the ones that are anger actions.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

4. Finally, have the offender list from two to four things that he/she can do when they get angry instead of their anger action.

\_\_\_\_\_

\_\_\_\_\_

THE GOOD, THE BAD, AND THE UGLY

FOUR QUESTIONS

1. WHEN IS ANGER VALID?

2. WHEN IS ANGER NEEDLESS?

3. WHEN IS ANGER JUST?

4. WHEN IS ANGER A PROBLEM?

## POSITIVE AND NEGATIVE FUNCTIONS OF ANGER

### Anger's Positive Functions

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Anger is an energizer. It gives us vigor, mobilizes the body's resources for self-defense, and provides us with stamina when a task gets difficult. It enables us to deal with conflict by supplying the fuel for the fight.

Anger can be helpful in expressing tension and communicating our negative feelings to others. The productive expression of anger is an important way to resolve conflict.

Anger give us information about people and situations. It serves as a cue to tell us that there is something unjust, frustrating, threatening, or annoying going on. It can be a signal that tells us it is time to cope with the distress.

Anger arousal can potentiate a feeling of control. When a situation is getting out of had, converting anger arousal into energy enables us to take charge and assert our will or interest.

### Anger's Negative Functions

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Anger can disrupt our thoughts and actions. When angry, it harder to think clearly and evaluate options. It causes us to act impulsively without considering the consequences of our behavior

Sometimes anger is a way to defend ourselves when it is not necessary. When we get hurt or embarrassed we can get angry as a way to protect our pride. It is easier to be angry than to be anxious. Anger used like this prevents us from recognizing our feeling and facing ourselves.

Anger can instigate or lead to aggression. When we become emotionally upset, we sometimes try to discharge or release our feelings through our behavior- we get angry and then try to take it out on something or someone.

Anger can convey a negative impression to others. It can cause contempt, fear, avoidance, repudiation.

JUST ANGER

- \* SIGNIFICANT OTHER LIES TO YOU
  - \* EMPLOYER, BOSS, STAFF EMBARRASSES YOU IN FRONT OF OTHERS.
  - \* A SIGNIFICANT OTHER BETRAYS YOU.
  - \* OFFENDER ABUSED.
  - \* SIGNIFICANT OTHER PROMISES TO DO SOMETHING AND THEN DOESN'T
- 

UNJUST ANGER

- \* SIGNIFICANT OTHER IS LATE PICKING YOU UP FROM WORK BECAUSE OF BEING STUCK IN TRAFFIC OR OF NOT BEING INFORMED THAT YOU NEEDED TO BE PICKED UP.
- \* SIGNIFICANT OTHER ACCIDENTALLY PUSHES YOU OR DENTS YOUR LOCKER.
- \* SIGNIFICANT OTHERS MAKE TOO MUCH NOISE WHILE GOING TO WORK.

## HANDOUT

### VALID

Anger, like all feelings and emotions, is always valid.

### NEEDLESS OR ADAPTIVE

Anger is needless when it hurts you. It is adaptive when it helps you.

### JUST OR UNJUST

Anger is just when you have been intentionally hurt or treated unfairly (and others would agree). It is unjust when you "attack" a person whose intent is not to hurt you or be unfair to you. It is your hot cognitions that create the anger.



WHEN ANGER IS A PROBLEM

1. **WHEN** ANGER IS TOO FREQUENT
2. WHEN ANGER IS TOO INTENSE
3. WHEN ANGER LASTS TOO LONG
4. WHEN ANGER LEADS TO AGGRESSION
5. WHEN ANGER DISTURBS WORK OR  
RELATIONSHIPS

HANDOUT

1. Have the offender practice saying: "IS MY ANGER HELPING ME OR HURTING ME ?"
2. Have offender think of the last two times he/she got angry. Ask if the anger was just? And how did they know ?
3. Instruct offender the next time he/she experience anger to ask "How can I make my anger adaptive ?"
4. Instruct the offender to begin self - monitoring how he/she handle his/her anger.

EXAMPLE:

| DAY                                                                                                                                                          | ANGER MEASUREMENT BOX |   |   |   |   |   |   |   |   |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---|---|---|---|---|---|---|---|----|
|                                                                                                                                                              | 1                     | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <u>Frequency</u><br>(How many times do you get angry each day?)                                                                                              |                       |   |   |   |   |   |   |   |   |    |
| <u>Intensity</u><br>(On the average, from 1 - 9, how physically aroused do you get angry; 9 is most intense. Use your heartbeat and breathing rate as data.) |                       |   |   |   |   |   |   |   |   |    |
| <u>Duration</u><br>(On the average, how many minutes do you stay angry?)                                                                                     |                       |   |   |   |   |   |   |   |   |    |
| <u>Instigates aggressiveness</u><br>(How many times does your anger lead to aggressions?)                                                                    |                       |   |   |   |   |   |   |   |   |    |
| <u>Disturbs Relationships</u><br>(On the average, from 1 - 9, does your anger help or hurt relationships? 9 is most helpful.)                                |                       |   |   |   |   |   |   |   |   |    |

TAKING A TIME - OUT

I'M BEGINNING TO FEEL ANGRY AND I WANT TO TAKE A TIME-OUT.

- \* LEAVE THE SITUATION FOR ONE HOUR
  
- \* DO NOT DRINK OR TAKE DRUGS
  
- \* DO SOMETHING CONSTRUCTIVELY PHYSICAL
  
- \* CONTINUED THINKING ABOUT SITUATION  
SAY AGAIN..AGAIN....AGAIN.....

I'M BEGINNING TO FEEL ANGRY AND I WANT TO TAKE A TIME-OUT

HANDOUT

1. Have the offender list three things they can do when they take a time-out.

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2. Instruct the offender to list one creative time-out that can be used in each of the following situations. (You may assist but primarily make the offender do it himself.)

In the dining hall:\_\_\_\_\_

While at Work:\_\_\_\_\_

Being Transported or Driving Car:\_\_\_\_\_

At Family Gathering:\_\_\_\_\_

3. During the next 7 days instruct the offender to take three practice time-outs PLUS any when they are feeling angry, irritated, annoyed, or enraged.
4. Instruct offender to put time-out reminders in prominent places.

## HANDOUT

### WHEN THE BODY TALKS IN TENSE WAYS

#### HANDS, FOREARMS, AND BICEPS

\* Clench your left fist tighter and tighter and be aware of the tension in your fist, your hand, and your forearm. Now relax. Feel the looseness in your hand and be aware of how it feels different from the tension. Do the same thing with your right fist.

\* Bend your elbows and tense your biceps, then relax and note the difference.

\*\* DO EACH STEP AT LEAST ONCE A DAY FOR ONE WEEK

#### HEAD, NECK, AND SHOULDERS

\* These muscles are very important because from an emotional point of view, they are where many people store their tension.

\* Wrinkle your forehead as tight as you can. Feel the tension. Now relax and feel the difference.

\* Close your eyes as tight as you can. Feel the tension. Now relax and feel the difference.

\* Clench your jaw. Feel the tension in and around your mouth. Now relax and feel the difference.

\* Tighten your forehead, eyes and jaw all together. Now relax and feel the difference. Enjoy the feeling of relaxation.

\* Move your head back as far as it is comfortable to do so. Be aware of the tension in your neck. Move your head around and note how the tension changes locations. Now relax and feel the difference.

\* Shrug your shoulders up hard, and press your head down between them. Now relax your shoulders and feel the difference.

\* DO EACH STEP ONCE A DAY FOR ONE WEEK

THIGHS, BUTTOCKS, CALVES, AND FEET

\* Tighten your buttocks and thighs by pressing down your head as hard as you can. Now relax and feel the difference.

\* Curl your toes downward. Note the tension in your calves. Now relax and feel the difference.

\* Force your toes upward. Note the tension in your shins. Now relax and feel the difference.

\* Note how your legs feel.

\* DO EACH STEP AT LEAST ONCE A DAY FOR ONE WEEK

CHEST, STOMACH, AND LOWER BACK

\* Take a deep breath, hold it and feel the tension. Then exhale and feel your chest relax. Note how the tension affects your breathing.

\* Breathe deeply and slowly for a minute and feel the tension leaving your body.

\* Tighten your stomach muscles. Now relax and feel the difference.

\* Tighten your back but do not strain it. Feel the tension in your lower back. Now relax and feel the difference.

\* DO EACH STEP AT LEAST ONCE A DAY FOR ONE WEEK

## HOW TO TALK BACK TO YOUR BODY

### \* WHEN YOUR BODY SAYS IT'S TENSE (BREAK THE TENSION):

- ^ The ten-second massage
- ^ Relax it away
- ^ Change your posture
- ^ Reaching out
- ^ Give yourself a wink

### \* WHEN YOUR BODY YELLS (DECREASE YOUR BREATHING, HEART, RESPIRATION RATES AND BLOOD PRESSURE):

- ^ Talk more slowly
- ^ Breathe longer and more deeply
- ^ Get yourself a drink of water
- ^ If you are standing, sit down
- ^ If you are sitting down, lean back
- ^ Keep your hands at your sides
- ^ Quiet yourself

HANDOUT

1. Instruct the offender to pay attention to his body talk and list the ways that it talks (physical signals) when:

They are **tired:** \_\_\_\_\_

They are **stressed:** \_\_\_\_\_

They are **anxious:** \_\_\_\_\_

They are **happy:** \_\_\_\_\_

2. Have the offender practice the tense-relax exercise once a day for a Week.
3. During the next week or 7 days, instruct the offender to note his body's feelings when he is physically aroused and not physically aroused. (Attention to Heart Rate, Breathing Rate, and Muscular Tension).

Have the offender pay particular attention to when he is angry and list all the somatic disturbances he experiences. Paying particular attention to his heart rate and breathing rate.

4. Have the offender compare his heart rate and breathing rate when he is COMFORTABLE and when he is ANGRY.

Ask the offender, "When angry, which somatic disturbances did you notice first?" \_\_\_\_\_ These somatic disturbances would be a cue that the body is yelling.

5. Have the offender list some thing that he can do when his body talks tensely.
6. Have the offender list somethings he can do that will slow his body down when it yells.



HEAD TRIPPING: THINKING UP ANGER

DESTRUCTIVE LABELING

MIND READING

MAGNIFICATION

IMPERATIVES

T H O U G H T S  
A U T O M A T I C   R A P P I N G

---

**CHARACTERISTICS:**

- \* They are private
  
- \* They are almost always believed by us
  
- \* They are discrete and specific messages
  
- \* They usually appear in brief form
  
- \* They are learned
  
- \* They tend to be catastrophic
  
- \* They are hard to turn off

HANDOUT

MENTALLY FIGHTING BACK

CONCEPT FOR COUNTERPUNCHING DESTRUCTIVE LABELING

Destructive labels are inaccurate because they describe the whole picture on the basis of one or two incidents. They are based on minimum cognitive engagement. Limit your observations to a specific case and gather as much data as you can to get a better view of the whole picture.

Distortion in Action:  
Destructive Labeling

Counterpunch Examples

|                                                                                          |                                                                |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| You tell yourself that the person is terrible because of a specific thing he or she did. | Say it to yourself:<br>Be specific.<br>This isn't always true. |
|------------------------------------------------------------------------------------------|----------------------------------------------------------------|

CONCEPT FOR COUNTERPUNCHING MIND READING

Mind reading is making inferences about how people feel and think. **Because** it is impossible for you to ever know exactly what another is **thinking** or feeling, you are better off either believing them or validating **your assumptions** by asking them. Do not make snap judgments about someone else's thoughts or actions without appropriate evidence.

Distortion in Action:  
Mind Reading

Counterpunch Examples

|                                                                                       |                                                      |
|---------------------------------------------------------------------------------------|------------------------------------------------------|
| You tell yourself what other people are thinking and feeling without their saying so. | Say to yourself:<br>How do I know ?<br>Check it out. |
|---------------------------------------------------------------------------------------|------------------------------------------------------|

CONCEPT FOR COUNTERPUNCHING MAGNIFICATION

Magnification takes things out of perspective and intensifies the anger arousal. Stop using words like TERRIBLE, AWFUL, DISGUSTING, HORRENDOUS. In particular, banish the phrase "I can't stand it." You can stand it, because human beings can withstand severe psychological blows or physical pain. You can get use to and cope with almost anything.

Distortion in Action:  
Magnification

Counterpunch Examples

|                                                                            |                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>You tell yourself: "This is terrible, a disaster. I can't take it."</p> | <p>Say to yourself:<br/>No need to magnify. Don't make it worse than it is.<br/>I can cope.<br/>What are the realistic odds of this really screwing things up—90 %, .05 %, 30 % ?<br/>Check out the reality of the situation.</p> |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

CONCEPT FOR COUNTERPUNCHING IMPERATIVES

Review and question your personal rules and expectations. Be on guard for words like SHOULD, OUGHT, and MUST. When your thinking is flexible, you don't use these words because you know there are always exceptions and special circumstances. Getting angry when people don't act according to your personal rules and values is valid, but remember that they are not you. Your rules may work for you but not for others. Recognize that people are different. You are entitled to your opinion, but allow for differences of opinion.

Distortion in Action:  
Imperatives

Counterpunch Example

|                                                                                                                         |                                                                          |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <p>You get angry at people who violate your list of rules. You also feel guilty and angry if you violate the rules.</p> | <p>say to yourself:<br/>Be flexible.<br/>They can do it differently.</p> |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|



THREE ANGER STYLES

STUFFING

ESCALATING

DIRECTING

HANDOUT

1. Have the offender fill out the below chart. Instruct the offender think of the last two times he got angry at each person and how he expressed it. If the offender cannot remember some past anger incidents, then have him observe how he will express his anger the next time he gets angry at each person.

ANGER STYLE

| <u>PERSON</u> | <u>ESCALATE</u> | <u>STUFF</u> | <u>DIRECT</u> |
|---------------|-----------------|--------------|---------------|
| Spouse        | _____           | _____        | _____         |
| Children      | _____           | _____        | _____         |
| Parents       | _____           | _____        | _____         |
| Boss          | _____           | _____        | _____         |
| Co-worker     | _____           | _____        | _____         |
| Friends (Who) | _____           | _____        | _____         |

- a. Determine what styles the offender tended to use the most.
  - b. Have the offer&r think about why he escalates in some situations and stuffs in others.
  - c. Instruct offender to think of some specific things he can do to make his anger style more proactive.
2. Use the same format above only this time have the offender identify the blocking gambits each person uses. Then have him write down-how he will overcome the next time the person use them.
  3. Encourage the offender to think of a constant provoking behavior or situation and then think of a change that he can make when all else fails.

BEING A "REAL" COOL HAND LUKE

RELAXATION RESPONSE——WHAT IT DOES

RELAXATION RESPONSE - HOW IT WORKS

RELAXATION RESPONSE - THE ESSENTIALS

RELAXATION RESPONSE-WHEN TO USE IT



## HANDOUT

1. Instruct the offender to write down a time that she can take a relaxation break on a daily basis.
2. For the next two weeks, have the offender practice the relaxation exercise every day.
3. Instruct the offender to write down the key word he or she told themselves or the image they held while they were relaxed. Memorize them and use them in anger and stress situations.
4. Instruct the offender to list three situations in which their relaxation response will help them.
5. Make the offender design a sign with their relaxation word and keep it in their daily environments - in their room, on their night table, in their car, in their billfold, and any other place that they spend a lot of time.

RESIDENTIAL COMMUNITY CORRECTIONS

TECHNICAL ASSISTANCE PROJECT

1988 - 1989

FINAL PROJECT REPORT

VOLUME II

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