



PREPSEC proceedings vol. 1, no 1, March 2015 pp 41-45

www.prepsec.no or www.prepsecinternational.org

**ANGER CONTROL TRAINING:
Training Methods for Session 1 in Finland
by Jaana Jokinen (A) & Teija Lampinen (B)**

A) Jaana Jokinen: Finnish ART Society, Northern Ostrobothnia Hospital District

B) Teija Lampinen: Finnish ART Society, Friends of the Young.

Contact: A) jokisenjanna@gmail.com

B) teija.lampinen@nuortenystavat.fi

This article reflects how the Finnish ART® society instructs new trainers to conduct Anger Control Training. We will demonstrate specifically how we train Session 1. The specific topic of this article is how we model it with stories and how we have trainees

share their own. It differs from other sessions in this procedure for a specific reason. We want adolescents to realize that anger is OK and that angry feelings are acceptable and normal, but resulting angry and aggressive behavior often leads to trouble. This can happen to adults as well!

SESSION 1; INTRODUCTION and A-B-C modelling

Why, where and when?

Explain goals of anger control training

The main goal of this session is to introduce and “sell” the program and help trainees to commit to the work and participate effectively. Normally we start to discuss why it’s important and sometimes difficult to control anger and other challenging emotions. It is also important to show the benefits and ways to control or regulate anger.

The following questions are asked of the trainees:

- How do you get angry? Quickly or...slowly? A rating of (0...10) is requested of the trainee to indicate the time required by the trainee to lose his/her temper.
- We all get angry sometimes. When you do, does any trouble result? If so, please explain.
- Is it okay to get angry?
- Why is it important to control your feelings?
- In what kind of professions is it important to control your anger/emotions?

Explain Rules and Produces

We describe to the youth how the group works, what the training procedures are and what expectations we have of them. We ask what expectations they have of the program.

Initial assessment of the A-B-Cs of anger regulation First we teach the A-B-C (Action-Behavior-Consequence) model. During the modelling trainers give participants examples of angry situations from their own lives (how the trainers have handled conflict despite anger or what important things the trainers have learned about self-control) and trainees listen and practice identifying the A, B and C in the trainer's examples. Then the trainees practice identifying the ABC's by sharing their own examples. Trainees take turns telling their own stories while other trainees listen and identify the Action, Behavior and Consequence in each situation. It is important that the trainer's modelling of an angry situation leads the youth to think about conflict in sport situations or bad service or traffic jams etc. and not to conflicts involving violence or fighting. It keeps conversation at a controllable level, but lets people be honest about bad consequences of angry outbursts.

Homework and Review

Toward the end of the lesson, after some tasty snacks, a review of the ABC's is done and the trainees are asked to continue to identify the Action, Behavior and Consequences in their experiences of anger as an assignment to be done for the next lesson.

Conclusion:

Trainees tend to like this anger regulation session and a good kick start in this first session is a reason why they get involved in this ART® process. They become more motivated and enthusiastic and most importantly – feel accepted despite their anger problems. Acceptance comes by talking about situations where people have been angry. It also helps adults to validate angry feelings but not encourage and possibly even softly confront angry behavior (“Was that the outcome you wanted? Are you proud of that?”). A-B-C is also a very important framework, because it teaches functional thinking. It helps adolescents realize what kind of behavior (B) leads to what consequences (C). It also helps adolescents differentiate triggers (A) from their behavior (B).

Finnish ART® society

The Finnish ART® society promotes and maintains the ART® program and research in Finland. Our society has exclusive rights to train ART® in Finland. Despite our trademark everyone can buy the book and lead ART® groups.

We have two different kinds of training programs:

Workshop 2.5 days, max. 10 participants - two trainers

Program includes basic information about what is the ART® training method and participants practice training by themselves. Because it is a workshop it's easier for them to start to use ART® in their own work. After six months, there is follow-up session.

ART® trainer – education, 5 days + 8 h individual or group supervision

Program includes 5 days of theory. Between the meetings participants have interim tasks; they train their own group and write final diploma work. Participants have to reflect and report on the pros and cons of their ART group work to their supervisors. There is a test at the end of the program.

Authors:

Teija Lampinen;

Trainer- coordinator, (groups; ART® and Family TIES)

Employer; Friends of the Young

(Finnish specialist association and advocacy group on social services was founded in 1907. Its head office is located in Oulu. Through its business group, the association provides special social and health services on a nation-wide basis.)

Finnish ART® society; member of the advisory board, Trainer of trainer ART®, Trainer of Family TIES, THL; trainer of trainer, Let's talk about children- conversation and negotiation (Let's talk about children- family intervention)

Jaana Jokinen;

Project manager, (Muutos nyt. Lapset puheeksi./ Change! Now! Let's talk about children.) Employer; Northern Ostrobothnia Hospital District co-operate with the Council of Oulu Region and The National Institute for Health and Welfare (THL)

Finnish ART® society; member of board and PREPSEC- contact person, Trainer of trainer ART®, Trainer of Family Ties,

THL; National mentor; Let's talk about children- conversation and negotiation (Let's talk about children- family intervention)