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The Development of an Integrated Anger Management Protocol

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THE DEVELOPMENT OF AN INTEGRATED ANGER MANAGEMENT

PROTOCOL

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DISSERTATION APPROVAL

This is to certify that the thesis presented to us by Gerald W. Smith on the

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requirements for the degree of Doctor of Psychology, has been examined and is

acceptable in both scholarship and literary quality.

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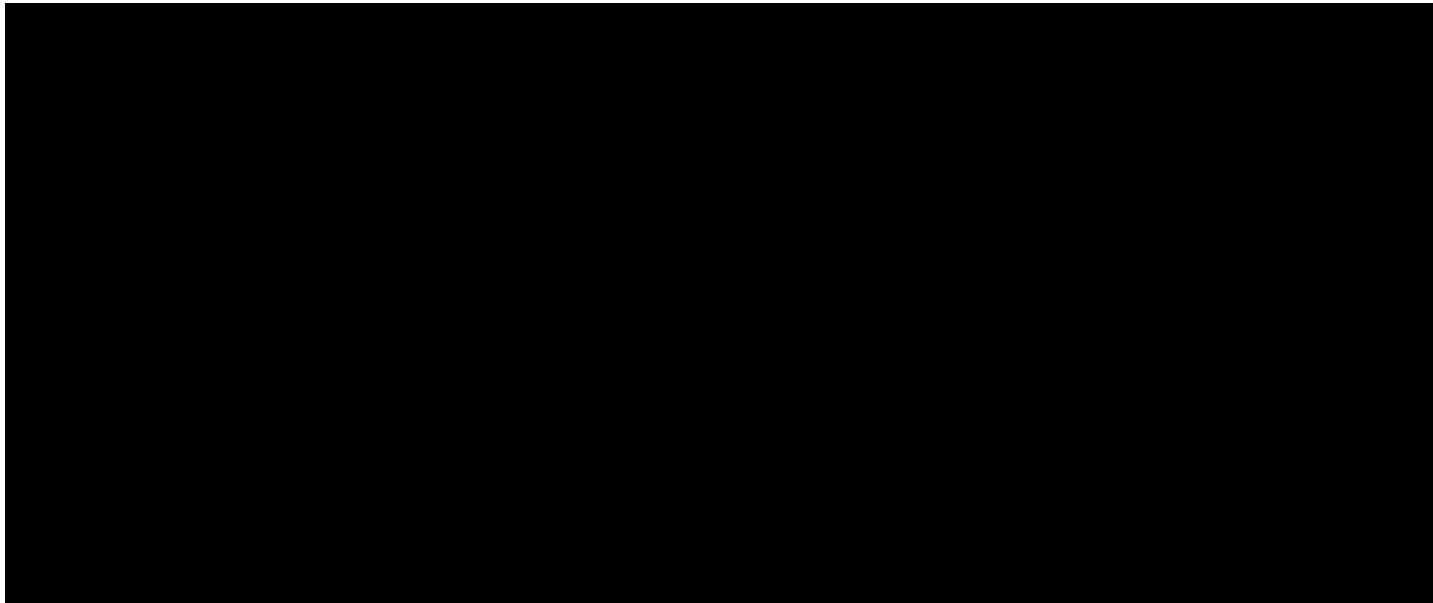
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ABSTRACT

This thesis describes the rationale for and development of an anger management protocol that can be used with middle and high school students. The protocol is based primarily on the anger management work of Goldstein (1999) and Larson and Lochman (2002) integrated with the Holarchichal Model of Executive Functions (McCloskey, 2008). The protocol also integrates the Collaborative and Proactive Solutions model of Greene and Ablon (2001) and mediated learning principles. This integrated anger management protocol primarily draws upon internally based executive function interventions involving goal-setting and increasing self-awareness and self-realization. This thesis discusses the methodologies in developing the protocol, a program overview and rationale for included protocol items, and a discussion chapter including reflections on the protocol development process, potential contributions to the field, future research direction, and protocol limitations.

CHAPTER 1: INTRODUCTION

Statement of the Problem

In *School Psychology: A Blueprint for Training and Practice III*, the National

Association of School Psychologists (NASP) established the enhancement of cognitive

and academic skills and the enhancement of wellness, social skills, mental health, and life

competencies as functional domains of professional practice (Ysseldyke, Burns, Dawson,

et al., 2008). The school psychologist helps school personnel who help students to

achieve state standards and to perform at the proficient or higher level on state

achievement tests by guiding the application of learning theory and cognitive strategies in

instructional processes, while also assisting school staff who help students develop

attention, problem-solving, and study skills through self-regulation and self-assessment.

The school psychologist also helps teachers and other educators translate critical research

into instructional practice and new pupil services programs. In enhancing the

development of wellness, social skills, mental health, and life competencies, the school

psychologist helps school personnel deal with factors affecting learning beyond

classroom instruction and curricula. The ongoing development of appropriate pupil

services is a significant challenge posed to school psychologists practicing in today's

public and private schools from early intervention levels (preschool) through the

kindergarten to the 12th-grade levels.

As emphasized in A *Blueprint for Training and Practice III*, "there has never

been a greater need for school psychologists to take a leadership role in ensuring quality

mental health services for children" (Ysseldyke et al., 2008, p. 41). Mental-health

programming would certainly include programs that address anger management and

violence prevention. Since *Blueprint II* was published in 1997, 18 separate high-profile

incidents of violent attacks on school campuses have resulted in student deaths.   Though

the concern that a student may die at school should not be minimized, it is not a likely

event: incidence rates were at 1 in 2 million during the 1998-1999 school year (Anderson,

Kaufman, Simon, Thomas, Barrios, & Paulozzi, 2001).

However, anger and its subsequent forms of aggression are much more frequently

encountered than student-perpetrated homicides and negatively impact students' mental

health (Larson, 2008).   Aggressive acts may take the form of sexual harassment, mean-

spirited teasing, relational aggression, teacher defiance, bullying, disruptive behavior,

student fighting, or assaults on teachers. The diversification of the school psychologist's

roles beyond psychoeducational assessment to consultation and program development

includes anger management. Violence prevention seems a logical fulfillment of the

initiative by NASP to diversify the roles of school psychologists' practice (Ysseldyke et

al., 2008).

The less drastic incidents of violence and aggression that school psychologists

and other school personnel might address through prevention and intervention services

occur every day in schools. During the 1999-2000 academic school year, incidents

reported reached 1.5 million (Devoe et al., 2003; Kelley, 2007). Beyond such incidents,

there are recurrent problems with anger-related problems, including bullying, mean-

spirited teasing, fighting, and relational aggression. According to the National Center for

Educational Statistics in 2003, 33% of students in grades 9 through12 reported they had

been in a physical fight within the past 12 months, and 13 % reported they had fought on

school property.   Also, 25% of female students had reported they had been in a physical

fight within the past year, and 8% had reported the fight occurred on school property.

These latter figures represented a slight increase in female aggression (DeVoe et al.,

2003). In addition to students, teachers also were on the receiving end of violent,

nonfatal crimes at the hands of students. Between 1999 and 2003, 65,000 violent crimes

were perpetrated against teachers (Devoe et al., 2003; Larson & Lochman, 2002).

Students who witness or are the recipients of such incidents are more likely than

others to develop disorders related to depression and/or anxiety, underachieve, or avoid

school altogether (National Center for Educational Statistics, 2011). Indeed, a high cost

will be paid if such behaviors are not adequately addressed in school settings in terms of

student safety, wellness, and achievement, as well as school climate. The consequences

for public schools in this era of high-stakes testing in which schools are measured against

state-set academic benchmarks and students are compared internationally to other

students cannot be underestimated.

As mentioned in the previous paragraphs, such incidents and responsive

legislation at the state and federal levels have led to research initiatives and the

development of programs like peer mediation, anger management counseling services,

and antibullying programs (Kelley, 2007). These kinds of programs can contribute to a

successful reduction in aggression in some public-school students, as can be seen in the

reduction of violent victimization rates from 48 to 28 incidents per 1,000 students from

1992 to 2001 (Devoe et al., 2003).

Such programs are generally intended for students at the lower end of student

intervention services (i.e., less intensive and restrictive services, such as Tier I universal

interventions and Tier II intervention teaming). Many students may eventually require

Tier III special-education services offered in a mainstreamed, emotional support, or

partial hospitalization/day program setting. Even in such supportive environments with

many support services (Individualized Education Programs, therapeutic staff support,

behavioral specialist consultant services, and behavior plans), students can be

unsuccessful in managing their anger. If these programs are unsuccessful in helping

students to manage their anger and behave effectively, the question remains regarding the

kinds of programs that might better address a student's anger management needs,

especially when those programs are intended to help students in mainstreamed

classrooms or at least less restrictive settings than residential treatment.

Purpose of the Study

Given the prevalence of various behaviors related to anger described in the

previous section, there is a significant need to intervene successfully with students while

creating a safe, nurturing learning environment for all students and school staff. As noted

by NASP, there is a substantial need for school psychologists to step forward in schools

and lead in the appropriate implementation of intervention programs to address students'

mental-health and wellness needs, including anger management. This action-research

project was undertaken to develop and refine an anger management protocol drawn

primarily from the research and intervention literature related to anger management and

to developing and strengthening executive functions, with particular emphasis on

mediated learning, constructivist approaches to learning (Bordova & Leong, 2007); Lidz,

1991; Lidz & Haywood, 2007; Feuerstein, Falik, & Feuerstein, 1998); Dweck's concept

of mindset (Dweck, 2000, 2007), the collaborative problem-solving model of Greene and

Ablon (Greene & Ablon, 2006), and traditional cognitive behavioral therapy (Friedberg & McClure, 2002).

This project used the holarchical model of executive functions (McCloskey, Perkins, & Van Divner, 2009) as a foundational construct to guide protocol development and incorporated established anger management intervention techniques within a framework of mediated learning. This project was intended to lay the groundwork for the future documentation of an anger management protocol's effects, conceived through tryout of the materials with school-aged students with anger management difficulties. The *Integrated Anger Management Protocol* is intended to be a treatment protocol that can be implemented individually or in a small-group context and follows a sequence of well-defined content modules with specific skill sets and content to be covered in a manner similar to manualized cognitive-behavioral therapy programs. The protocol's theoretical basis is described in the literature review. Session content is described in the protocol appendix and the Chapter 4 Program Overview and Clinical Rationale for the Content of Individual Sessions.

This thesis attempted to apply various aspects of the executive functions research literature to develop specific professional practice procedures utilizing mediated learning techniques, Collaborative Problem Solving, and cognitive behavioral therapy. This kind of integrated protocol has not been widely documented in professional practice and research literature. The protocol is intended to provide an effective, time-limited intervention for school-aged children with anger management difficulties.

This study proposes taking the essential features of established anger management protocols demonstrated in the research literature to be effective and

integrate them with a comprehensive theory of executive functions using mediated

learning as an organizing framework for approaching students. This study used a

contemporary theory of executive functions, based on current neuroscience findings, to

update traditional cognitive-behavioral therapy conceptions. Executive functions

themselves are the key to self-regulation and anger management. Furthermore, using the

highly structured techniques of mediated learning can serve as a structured means of

developing empathy between adults and students, and empathy itself is a crucial feature

of effective anger management protocols.

Moreover, this study does fulfill dual functions identified by NASP for inclusion

in the organization's *Blueprint for Training and Practice:* the need for mental health

services in the schools and an effort by practitioners to bridge the research-into-practice

gap. Mental-health services are critical for optimal learning to occur. Students who are

better prepared for life stressors beyond high school are also better prepared to

demonstrate positive adult outcomes beyond high school. The NASP *Blueprint* states

that "there are critical skills adults need to function as healthy and independent adults in

the workplace: as leading mental health experts in schools, school psychologists must be

prepared to help design and implement prevention and intervention programs to promote

wellness and resiliency. School psychologists should help schools develop challenging

but achievable behavioral, affective, and adaptive goals for all students. They should

know how to enhance appropriate pupil behavior and develop methodologies such as

conflict resolution and social problem-solving/decision-making approaches to help

teachers and families teach pro-social behavior. Such programs include the development

of stress management, life, and social skills" (Ysseldyke et al., 2008, p. 50). Anger

management protocols integrate seamlessly into NASP's goal of school psychologists being mental-health providers and leaders in developing such programs in the schools.

As pointed out in the NASP *Blueprint* document, the dissemination of research literature does not necessarily translate into professional practice. School personnel are not necessarily informed by the decades of research that have occurred. A disconnect between educational research and practice seems especially persistent. Possible problems may be that some research is not highly relevant, lacks the persuasiveness to justify its implementation, or is not readily accessible because it is not translated into a usable form that can be implemented in the schools. Also, the educational system itself may be resistant to change. NASP identifies the application of research in the form of program implementation as a process distinct from the dissemination of research literature since dissemination itself does not lead to improved practice. The current demand for accountability and evidence-based practice reminds school psychology trainers and practitioners alike to base practice on cutting-edge research, thus using research as a foundation for practice. The need to take "research off the shelves" and "into the classroom" to improve services delivered to children is significant for various reasons.

A gap exists between what is known to be empirically supported treatment practices and what is put into practice as effective treatment interventions. Barriers to effective treatment interventions include school policymaking, teacher training, and the nature of classroom instruction (Rutherford, Quinn, & Sarub, 2004). Other barriers have included too little emphasis on prevention programming, insufficient collaboration between school-based teams and community agencies, and a practice gap between the development of empirically supported treatment practices and the necessary training,

supervision, and supportive infrastructure necessary to implement these effective

practices in schools (Flaspohler, Anderson-Butcher, Paternite, & Wanders, 2006). The

translation of research into practice has been relatively slow for all of these reasons,

despite numerous continuing education programs intended to modify the professional

practice to be consistent with what the literature states are empirically supported

treatment practices. The research literature has been slow to document effective

interventions performed in the schools by scholar-practitioners (Long, 2008).

Indeed, the current direction of NASP is for the school psychologist to assume

roles in schools more diverse than the stereotypical role of test-and-place that school

psychologists have held in the past. A reviewer of NASP's *Blueprint III: Images of

School Psychology's Future* might conclude that the association's blueprint for training

and practice anticipates very different roles for school psychologists than simply testing

and placing students in various pupil services programs. One such role for the school

psychologist is that of the scientist-practitioner or scholar-practitioner, who develops new

ways to intervene with children to improve their achievement and behavior. In this sense,

addressing the research-into-practice gap would seem to be a natural role for the school

psychologist. Specifically cited within the NASP *Blueprint* are the outcome goals of

improving the competencies for all children and youth and building and maintaining the

capacities of systems (Ysseldyke et al., 2008). The objectives described in this paper

precisely focus on these two outcomes by developing an intervention program that

attempts to improve students' use of executive functions and attempts to improve a

school district's capacity to address the mental health needs of its students.

This thesis may be considered an action-research dissertation (Cresswell, 2008) in that a school psychology practitioner has created it in a large urban public school district for implementation in individual and group contexts within that school district. Furthermore, the thesis utilizes many principles consistent with action research, which may be defined as a "systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives" (Stringer, 2007, p. 1). Action research focuses on specific situations and localized solutions. The research focuses on helping those people generate solutions/interventions that will make their work more effective, meaningful, and fulfilling while likewise complying with the guidelines of good professional practice and research ethics (Stringer, 2007).

Research Questions

This project sought to answer the following research questions:

1. What structure and content can be used to develop an anger management protocol based on a holarchical model of executive functions, mediated learning, constructivist learning theory, dynamic assessment, and cognitive behavior therapy?

2. How should such a protocol be revised based on pilot testing of the protocol's specific elements?

3. How might the use of this protocol contribute to the field of school psychology?

CHAPTER 2: REVIEW OF THE LITERATURE

Emotional Disturbance and Executive Functions

Current Linkages from Research

Current research literature clearly shows a linkage between emotional disturbance and neuropsychological deficits, particularly frontal-lobe dysfunction. Such dysfunction is indicated from a diverse series of research studies related to various mental health disorders. There are linkages to Attention Deficit Hyperactivity Disorder, unipolar depression, bipolar depression,

Generalized Anxiety Disorder, Tourette's Syndrome, Obsessive Compulsive Disorder, Autism Spectrum Disorder, Pervasive Developmental Disorder Not Otherwise Specified, Conduct Disorder, and Oppositional Defiant Disorder (McCloskey, Hewitt, Henzel, & Eusebio, 2009). Leonard-Zabel (2009) made a similar summation of the research literature, particularly relating to frontal lobe dysfunction's linkages to problems with anger management, violence, overt and covert aggression, and juvenile delinquency. Using a comprehensive theory of executive functions linked to frontal-lobe dysfunction and contemporary neuropsychological research and neuroscience makes sense for the researcher to explore an approach to anger management training.

Theories of Executive Functions

McCloskey (2009) stated that many definitions of executive functions exist, but no fundamental overarching, systematic theory of executive functions is represented in the professional literature. Definitions have been influenced by the knowledge and intent of the user of the term. These definitions have generally been associated with the brain's

self-regulatory capacities typically related to the frontal lobes' functions. Executive

functions have been described as the "CEO of the brain" (Saltus, 2003). McCloskey

noted that a search of the research literature yielded more than 150 direct references to

executive functions in the past five years and more than 450 references in that period

when executive functions were cross-referenced with the frontal lobe region of the brain

(McCloskey et al., 2009). Most of these references are related to neuropsychological

assessment.

Goldberg (2001) defined executive functions as the directive capacities of the brain.

Denckla (1996) and other researchers have stressed that executive functions are not a

unitary construct but instead refer to a wide variety of directive capacities similar to the

"g" that many psychologists refer to in intelligence theory. Contrary to Denckla's

warning, Goldberg (2001) described executive functions as the "smart" factor., Similarly,

Brown (2005) metaphorically referred to executive functions as "the orchestra

conductor," thus unintentionally giving the impression that executive functions have a

unitary capacity rather than several independently functioning capacities. Others have

thought of executive functions as a set of multiple cognitive capacities that act in a

coordinated way (Stuss & Alexander, 2000). They can also be thought of as an array of

neural networks that involve at least 33 distinct capacities interconnected to other mental

capacities within four domains of functioning: Action, Cognition, Emotion, and

Perception (McCloskey et al., 2009).

Multiple neural pathways connect the frontal lobes to other cortical and subcortical

areas of the brain. Executive functions cue or command other cognitive capacities, such

as language, problem-solving strategies, perceptual processes, motor patterns, and so

forth, but are distinctly separate from the capacities they direct. Executive functions may be thought of as a set of independent directive capacities used in varying degrees of efficiency and amount to direct perceiving, feeling, thinking, and acting (McCloskey et al., 2009).

Many definitions of executive functions have been offered, including those by Temple (1997); Stuss and Alexander (2000); Denckla (2001); Gioia, Isquith, Guy, and Kenworthy (1996); and McCloskey (2009). Temple (1997) defined executive functions as the ability to plan and organize behavior across time and space, to fulfill goals and intentions, to shift strategies and adapt to changing circumstances, to plan and make decisions, to select directed goals, to monitor ongoing behavior; and to engage self-awareness, empathy, and social sensitivity. Stuss (1992) defined executive functions as the ability to shift from one concept to another; the ability to modify behavior, particularly in response to new or modified information about task demands; the ability to synthesize and integrate isolated details into a coherent whole; the ability to manage multiple resources of information; and the ability to make use of relevant acquired knowledge.

Denckla (2001) tied her definitions to frontal and prefrontal functions, indicating that executive functions enable freedom from perseveration, the temporal organization of behavior, initiation and spontaneity, inhibition, self-awareness, concept formation, etc., abstract reasoning, selective attention, and the manipulation of representational systems. Denckla also linked executive functions to higher-order thinking skills, metacognition, control processes, self-maintenance, self-monitoring, flexibility, inhibitory processes, and integrative, sequencing and organizing processes. Gioia et al. (1996) defined executive

functions as a collection of processes or interrelated functions responsible for guiding, directing, and managing cognition, emotion, and behavior, particularly in novel problem-solving situations and purposeful, goal-directed problem-solving behavior.

The Holarchical Model of Executive Functions

The holarchical model of executive functions proposed by McCloskey, also dubbed the McCloskey Model of Executive Functions, is a comprehensive theory that incorporates the notion of execution functions as directing functioning within the domains of emotions, perception, cognition, and action (McCloskey et al., 2009). Furthermore, the holarchical model of executive functions harmoniously incorporates the findings of the other executive functions theorists highlighted in the previous paragraphs. The holarchical model also incorporates theorists and researchers' common finding that executive functions cue or set in motion other distinct cognitive functions.

The holarchical model of executive functions may be described as a unique developmental model because it incorporates a unique perspective on Western thought and psychology, with some notions of Eastern civilizations' conceptions of psychological development. The theory espouses five tiers of development. The theory is holarchical in nature. It conceives individual development as progressing through a series of overlapping levels rather than following lock-step movement up a series of hierarchical stages. In holarchical development, unlike in a strict hierarchy, a person can move to the next level of development without completing development at the lower level. Moreover, within a holarchy, development at a lower level can continue even after the person begins development at a higher level. Therefore, at any single point in time, a person is likely to be engaged in the active development of executive functions at two or more levels.

The holarchical model of executive functions also looks at the relationships between parts

and how they are related to the larger wholes to which they belong. For example,

individuals are looked at in relation to how their configurations of executive functions

interplay to produce their emotions, perceptions, cognitions, and actions with regard to

their environment and interactions with symbol systems, their environment in general,

their intrapersonal involvement (i.e., their feelings, perceptions, thoughts, and actions in

relation to themselves), and their interpersonal arena (i.e., their perceptions, feelings,

thoughts, and actions in relation to other persons).

The symbol system arena involves the realm of "culturally driven human-designed

symbol systems used to refine communication and enhance thought processing

capacities, such as written and oral language, [and] computer software" (McCloskey et

al., 2009, p. 59). The first three tiers of the model are directly involved in daily self-

control. In contrast, the last two tiers are concerned with matters that go beyond basic

day-to-day functioning and self-control to consider the more profound questions of life,

including the meanings and purposes in life, through the development of a personal

philosophy that includes different states of consciousness.

The lowest tier in the holarchical model (Tier I) is labeled Self-Activation. Self-

Activation may be defined as the process of awakening and attending to the environment

after leaving a sleep state of consciousness and entering a waking state of consciousness.

Tier II concerns Self-Control: Self-Regulation and comprises 32 distinct executive

functions that manifest themselves in the four arenas of involvement recently described.

These 32 different executive functions cue and direct functioning within the all-inclusive

Sensation, Perception, Emotion, Cognition, and Action domains. Sample subconstructs

that McCloskey describes as executive functions based on current neuropsychological research literature used in this study include *Flexible*, *Shift*, *Sustain*, *Generate*, *Correct*, *Execute*, *Monitor Perceive*.

McCloskey describes *Perceive* as cueing the use of sensory and perception processes to take in information from the external environment or of "inner awareness" to tune into perceptions, emotions, thoughts, or actions as they occur. *Flexible* is defined as cueing a recognition of the need to consider a change in the way a person is perceiving, feeling, thinking, or acting. *Shift* involves cueing the actual shift from one mode of perceiving, feeling, thinking, or acting to another. Both *Flexible* and *Shift* cues are needed to adaptively change perceptions, emotions, thoughts, or actions in reaction to occurrences in the internal or external environments. Generate is described as cueing the realization that a novel solution is required for a current problem while also cueing the activation of the resources needed to carry out the required novel problem-solving. *Sustain* is described as the cue to sustain engagement of the processes involved in perceiving, feeling, thinking, or acting.

Monitor is described as cueing the activation of appropriate routines for checking the accuracy of perceptions, emotions, thoughts, or actions. *Correct* is described as cueing the use of appropriate routines for correcting errors of perception, emotion, thought, or action based on feedback from internal or external sources. Finally, *Execute* is described as cueing the orchestration of the proper syntax of a series of perceptions, feelings, thoughts, and/or actions, especially in cases when automated routines are being accessed or initially developed.

The third tier of the holarchical model of executive functions consists of two self-control processes termed Self-Realization and Self-Determination. McCloskey describes these processes as going beyond basic Self-Regulation. Self-Realization is a process of developing self-awareness as well as awareness of others. McCloskey notes that individuals can engage in self-regulation processes without being fully aware they are engaging in Self-Control processes while also not being fully aware of what they are doing or how they are doing it. McCloskey notes that engagement of self-awareness functions for a prolonged period and supports the development of individuals' self-analytical capabilities. Self-Determination consists of the components of Goal Generation and Long-Term Foresight/Planning. To act in a self-determined manner requires the engagement of the frontal lobes in the process of goal setting and long-term planning (Luria, 1908). Engagement of these neural circuits enables individuals to develop foresight and make plans that extend beyond the brief time frame of current goal setting to formulate long-term plans and sequences of actions.

Tier IV consists of Self-Generation, which may be described as an introspective tier of human development in which individuals pose questions to themselves and other people about the meaning and purposes of life. McCloskey defends putting this tier in his model by explaining that research in the neurosciences has linked the ability to pose these questions and grapple with ethical dilemmas to the activation of neural circuits in the frontal lobes. Also, the posing of these questions can be quite impactful on how a person engages all the lower-tier executive capacities since the internal formulations about life can be an ultimate source of intentional direction for many aspects of a person's life.

Tier V consists of the construct Trans-Self Integration. This level cues activities

and states of consciousness that enable a person to transcend the self and reality to

understand better "ultimate reality," the "reality beyond reality," and spiritual content

often associated with what Western and Eastern mystical traditions referred to as "unity

consciousness." McCloskey defends this tier's inclusion in his executive functions model

by noting that neuroscience has linked the ability to experience the phenomenological

state of egolessness or unity consciousness to neural circuits in the frontal lobes. Also,

McCloskey notes that experiencing Trans-Self Integration can affect the way a person

engages all of the capacities at lower tiers of executive functions since it can serve as the

ultimate source of intentional direction for many, or possibly all, aspects of the person's

life (Wilber, 2000; McCloskey et al. 2009).

Rationale for Use

The expansiveness of the holarchical model of executive functions makes it a

suitable theoretical model for developing new applied treatment protocols in areas related

to executive functions, such as anger management. Rooted in developmental processes

such as Self-Realization (with its subordinate processes of Self-Awareness and Self-

Analysis) and Self-Determination (with its subordinate processes of Goal Generation and

Long-Term Foresight/Planning), the individual can change incrementally through such

processes or leap ahead to higher tiers of development. Because the model is a growth

paradigm to higher tiers of development rather than a model based on pathology, the

holarchical model is inherently based on a model of positive psychology and

psychotherapy consistent with the models of Martin Seligman and other psychologists

associated with the positive psychology movement (Seligman, 2002). Therefore, any

treatment protocol based on the holarchical model of executive functions is holistic and consistent with contemporary wellness and integral psychotherapy concepts, which essentially is a form of positive psychology that eclectically draws upon Eastern and Western cultural traditions social sciences (McCloskey, 2010).

External Control and Classroom-Wide Executive Function Interventions

Dawson and Guare (2010) suggested multiple strategies for use in the general classroom environment to address students' executive function difficulties. These strategies consist of using classroom rules in routines, organizational systems, variations on coaching, integrating executive functions development into daily instruction, and reciprocal coaching. These strategies promote the use and development of executive functions in the classroom environment. Beginning-of-the-day routines may be structured to accomplish such tasks as handing in homework, getting work materials ready for the day, or making a plan for and scheduling work that has to be performed during the day. End-of-day routines can be used to accomplish tasks, such as making sure homework assignments are written in daily planners, reviewing agenda books, making sure students have all the materials they need to take home with them, reviewing instructions for assignments, and reminding students of things they need to do for the following day. Teacher modeling of cognitive routines is employed by showing step-by-step the skill to be learned. Students get into the habit of checking on each other to make sure that they are systematically accomplishing each defined step towards achieving a goal set by the teacher. Similarly, instructions for following classroom rules and performing requisite skills also are taught as they come up throughout the day, either

through spontaneous modeling or planned instructional times. A common organizational

system is used for all students to help them keep their work organized.

Dawson and Guare (2009, 2010) also proposed that modeling and the generous use

of cues and prompts to employ previously taught strategies are good ways to integrate

executive functions into daily instruction, as the skills themselves are applied to the

academic subjects at hand. Group goal setting, progress monitoring, and executive

functions coaching in small groups also are methods of teaching students how to improve

their use of executive functions in the classroom. Dawson and Guare (2009) also

suggested frequent modeling and verbalizations of strategies to integrate the teaching of

the effective use of executive functions in daily instruction. Getting students to be self-

reflective and able to give other students feedback on their strategy use are effective ways

of promoting executive skills development through reciprocal coaching or environmental

feedback, which is central to many intervention schemas, including the teaching of

practical and analytical thinking, as in the work of Sternberg and Grigorenko (2000).

Meltzer, Sales, Pollicia, and Barzillai (2007) suggested that effective strategy

instruction necessarily involves linking the employed strategies to the curriculum the

students are to master. Metacognitive strategies must be taught explicitly, and strategy

should be taught in a structured, systematic way using scaffolding and modeling, with

time provided for practice. Student motivation and self-understanding should be

addressed to ensure the use and generalization of the strategies. Creating a classroom

culture in which students are reflective and engage in reciprocal coaching would greatly

supplement the teacher's formal instruction. Establishing goal setting and providing

organizational strategies for notetaking and writing would be appropriate ways to

integrate executive skill training into the curriculum. Giving students explicit self-monitoring techniques and self-checking their understanding of what they are learning are also techniques of integrating executive skill development with the curriculum itself.

As summarized by McCloskey et al. (2009), other forms of external interventions for executive function deficits include using pharmacological treatments, structuring time, using external cues for affective processing, providing feedback, providing rewards, and aligning external demands with internal desires. Pharmacological treatments are probably the most common treatment for executive function deficits underlying the Attention Deficit Hyperactivity Disorder cluster of symptoms. Based on the effects of medications on the brain, their essential benefit is giving students physiologically a better chance to utilize their capacity for self-regulation, especially in selective/focused attention, sustained attention, and responding to cues to monitor their behavior and academic production. The pairing of medication use and the application and modeling of skill routines is an effective way to help students better their academic achievement and classroom behavior.

Hale and Fiorello (2004) cited research noting that the behavioral improvements with medication use do not necessarily translate to academic gains. Learning strategies and metacognitive interventions coupled with well-defined medication management protocols, essentially titrating medications to produce optimal academic and behavioral gains, make the most sense for improving children's outcomes. Such programs from Hale's research and others show improved outcomes in student self-monitoring and awareness, mental flexibility, inhibition, organizational strategies, and persistence.

Barkley (2005) initially regarded skill training to address executive function deficits as of little value since those with executive function deficits most often did not have a deficit in knowing how to do something but rather had difficulty doing what was needed at the time and place of performance.   In Barkley's view, Skill training had greater merit when supported through a medication regimen and ongoing efforts to support the behavioral changes that initially occurred due to behavioral and pharmacological interventions. Barkley's later works reflected support for more internalized methods of behavioral self-control, especially for adults. These included a system of "rules" consisting of external forms of control involving other people and device aids (such as a Personal Digital Assistants) to provide cues/prompts, and internal methods of intensifying goal completion at the point of performance, such as visualization and rehearsal inclusive of imagining the emotional/mental satisfaction of completing a goal or a step in goal completion and adopting a personal mindset conducive to handling the dysfunctional executive functions deficits (Barkley & Benton, 2010).   Furthermore, the teaching of skill routines, which essentially are the steps advocated by Barkley, is a form of cognitive coaching, and such training has broad applications, from the teaching of appropriate behavior to the improvement of academics sufficient to improve scores on state achievement tests (Costa & Garmston, 2002).

Structuring the environment by providing aids for time management, such as consistent schedules and routines, the use of clocks and timers, and the building of time monitoring into activities, can be of great assistance to students who have difficulties regulating the use of pace and time cues. External cues from classmates or school staff to assist with affective processing to regulate the individual's behavior to get tasks done are

common in most environments and are considered an essential part of good teaching. Sometimes these external cues must be more concrete and consist of, for example, lists of steps to be completed, to-do lists that can be seen easily by the student, or homework assignment books that can be checked (Dawson & Guare, 2010).

Providing feedback and rewards can naturally increase motivation to apply strategies to improve academic functioning and behavior. At the same time, the alignment of external demands with internal desires is often an effective strategy. For many children, modifying external demands to the child's current internal desires and capacities for academic production can prevent the child from otherwise being overloaded (McCloskey et al., 2009). Similar findings appear in the research of Barkley (2005), Dupaul and Stoner (2003), and other researchers, including Dawson and Guare (2010). External strategies can be matched with intervention strategies primarily intended for implementation in the home environment. These include teaching how to cue executive functions through informal family activities by identifying the problem, setting interim and final goals, modeling strategy use, and using verbal scaffolding to help the child develop more complex strategy use consistently over time (Dawson & Guare, 2009).

Dawson & Guare (2004) also noted that students exhibiting difficulties with executive functions might be more susceptible than other students to distractions caused by peers. Reducing the number of interactions with different students can be a key intervention. Altering the task at hand for the targeted student also may be helpful. Task modifications may include making a task shorter, making the steps of the task more explicit, making the task close-ended, building in a variety of choices, or providing scoring rubrics. Other environmental strategies may include changing how cues are

provided and changing the way adults interact with students. Cues may be verbal, visual, scheduled, listed, or audiotaped.

Interventions at the Level of the Individual/Internally-Based Forms of Intervention

Given that an appropriate assessment has been performed with a student exhibiting difficulties with executive functions, Dawson and Guare (2009) cited two principal strategies for developing executive functions in children and adolescents or adapting their environment to accommodate individual differences in executive functions. Those strategies consist of intervening at the level of the environment and intervening at the person's level. The first strategy entails changing the student's physical and/or social environment and changing the nature of tasks the student must perform in the classroom. This first strategy also entails changing how cues are provided and how adults interact with the student. The latter strategy involves behavioral planning, interventions for specific executive function deficits, and aligning teacher and parental supports to promote growth in the targeted student (Dawson & Guare, 2009). Levine (1998) likewise targeted students' personal development by teaching self-control through a control cockpit analogy.

Intervening at the level of the person involves changing the student's use of his executive functions. Dawson and Guare (2009) suggested motivating the child to use their executive functions differently or simply to use them at all in the case of reluctant students. Intervening at the individual level also entails teaching the student to find ways to develop or fine-tune their executive functions use. The authors noted that teaching students' executive skills generally involves describing the problem behaviors, setting a goal for improvement, establishing a procedure or set of steps to reach the goal,

supervising the child in completing the procedures or steps to reach the goal, evaluating the process, making appropriate changes if necessary, and then fading the supervision by the adult. Prompts or cues are used generously in the initial stages of the intervention.

Dawson and Guare (2010) noted that students should be encouraged to use intact executive functions as a compensatory strategy for other executive functions that might be lacking. Incentive systems likewise should be used if the student needs an additional source of motivation. Ties to home rewards using parent-teacher collaboration can also help a student increase the use of executive functions. The authors included resource tables listing appropriate prompts and cues, incentive system planning, and interventions for specific executive skills deficits. These latter tables follow a format of skill descriptions, appropriate environmental modifications, teaching steps, and intervention vignettes. Appropriate behavior planning and interview forms also are included. The intervention protocol includes goal-setting sessions with the student, as well as daily coaching. Coaching itself should be built into the student's educational program. If possible, the child should select the school staff person who will coach the student. The coach should be aware that the coaching takes at least 5-10 minutes per day. A plan should be created to fade the level of supervision based on ongoing progress monitoring.

Coaching students involves explicitly teaching them self-control skills. The teaching of a given skill should occur at least five times. It should include provisions for the generalization of the skill in the targeted student's everyday school environment and across the various routines of the school day, such as recess, breakfast/lunch in the cafeteria, and "special" classes, including art, library, music, and physical education. Applying the skills taught in the home environment provides opportunities for the

targeted student to generalize the skills while also receiving social praise/reinforcement

from family members. The 10-minute pattern helps to establish a daily routine for the

student, and the routine itself helps to promote the habituation of the skills learned.

Reinforcement schedules may increase the student's motivation to practice and apply the

skills, as would social praise.

Skill development should include rehearsal, roleplays, goal planning, modeling, and

skill practice (Dawson & Guare, 2004). Other intervention strategies for teaching

executive skills may consist of think alouds, mnemonics, self-regulation development,

cognitive behavioral modification, child-generated strategies, and anticipation guides

(Hale & Fiorello, 2004). All of the strategies involve anticipating future events and, as

such, could reinforce rehearsal and role-play strategies. The variety of forms that

executive skills training can take demonstrate that a well-thought-out intervention plan

includes many different activities to stimulate the child's executive skills growth.

Other means of developing internal control include increasing awareness of self-

regulation capacities, modeling the appropriate use of executive functions, teaching

specific executive functions as skill routines, using verbal mediation, using verbal or

nonverbal labeling, teaching the use of internal feedback, and establishing self-

administered rewards (McCloskey et al., 2009). Increasing awareness can be key in

helping a student develop capacities to self-monitor and affect changes in perceptions,

feelings, thoughts, and actions (Possner & Rothbart, 2007). As demonstrated in Shure's

work in the intervention program, *I Can Problem Solve* (1992), even young children can

increase their capacity for self-awareness by using more concrete problem-solving

activities. The use of videotaping equipment in such interventions could likewise increase their awareness of the behaviors they exhibit and how they solve problems.

Modeling the use of appropriate executive functions is likely to be an effective means of helping children to use executive functions skills since other research has indicated that social- modeling strategies have been used effectively to alter children's social behavior (Quinn, Kavale, Mathur, Rutherford, & Forness, 1999). Additionally, teaching specific executive functions as skill routines can give children a step-by-step means of addressing problems in academics and in interpersonal and intrapersonal areas where their executive function deficits are causing problems. The skill routines may be broken down into their component parts, with specific steps tied to self-direction cues so the child may learn to complete a sequence of actions to complete a task (Richard & Fahy, 2005). Verbal mediation as an internal dialogue has been noted as one of the most effective means for a student to improve self-regulation capacities (Barkley, 2005). This approach is common to cognitive behavioral therapy, in which self-talk is used to increase self-control. Social stories also make great use of mediated language to help children bring about positive changes (Goldstein, 1999).

The use of verbal and nonverbal labeling is another method of developing internal control. Emphasis is placed upon developing a common vocabulary that can describe the child's internal perceptions, feelings, and thoughts and link these experiences to behavioral control methods (Greene, 2001; Greene & Ablon, 2006). Children who have language impairments and/or think visually can use nonverbal labels, which can serve a function similar to the verbal labels (e.g., picturing a stop sign to represent an inhibit cue, or receiving social praise for the completion of a goal in visualizing the sequence of

actions necessary to reach that goal). Teaching children to apply mental processes to their

thoughts, feelings, actions, and perceptions can help them reflect on how they have

moved towards, or away from, their goal of developing internal control. Teaching

individuals to cue self-rewards they find intrinsically valuable after self-regulation goals

have been met is also effective (Richard & Fahy, 2005).

Metacognition Training

Metacognition may be considered the conscious use of executive functions to cue

and direct perceptions, feelings, thoughts, and actions and is believed to have two main

aspects: self-awareness and self-control (Livingston, 2003). Self-awareness consists of

knowledge of one's cognitive skills and understanding how those skills and abilities

match up with the presented task's requirements. Self-control consists of the conscious

ability to monitor, manage, and control one's actions while evaluating them for their

effectiveness (Gersten, Fuchs, Williams, & Baker, 2001). Metacognitive training

typically involves strategy instruction for a specific academic or behavioral task, such as

reading comprehension (Loarer, 2003). To develop internalization of self-regulatory

behavior, the student restates what he or she has learned and should be able to do the

following: first, verbalize or think-aloud; second, whisper the strategy to him- or herself

while engaging in self-regulatory behavior; and third, talk silently to him- or herself

during the actual task performance (Levine et al., 2000).

General Considerations in Planning Executive Function Interventions

Several general principles are considered in the development of executive skills.

Interventions/training programs to develop executive skills should include real-world

application of the skills, collaboration among parents-teachers-classmates, and hypothesis

testing (i.e., implementing procedures conducive to data collection to evaluate the treatment approach). As has been mentioned by Guare and Dawson, other important principles include the use of reinforcement to help motivate the child who is to develop the skills, the development of a daily problem-solving routine, the use of environmental strategies, and the use of written, multistep skill sets (as cited in Levine et al., 2000).

The use of a general executive functions problem-solving routine that includes systematic goal definition, planning, action, self-monitoring/evaluating, and flexible strategic adjustment plans, and actions also is recommended. In treatment approaches designed to improve executive functions, this kind of problem-solving routine can often be packaged in a Goal-Plan-Do-Review System (Ylvisaker, Szekeres, & Feeny, 1998). Building in some form of response-delay also can be helpful. The various elements of response-delay, skill practice, rehearsal, role plays, anticipation of routines, use of verbal and visual cues, daily practice of skills and self-reflection on behavior, reinforcement, relaxation training, use of imagery techniques through cartooning, self-monitoring, all can be integrated into behavior plans.

Other general considerations in planning executive functions interventions include providing a child with as rich an executive functions environment as possible, using an intervention plan that focuses on making the child aware of the executive functions needed to achieve the desired behavior goal, using external control interventions that can be faded from use once the child has developed internal mechanisms of control, creating an atmosphere of patient encouragement with the child in case the development of the internal control mechanisms takes a great deal of time, and developing reasonable expectations for behavior change and sensible/reasonable consequences for unacceptable

behavior that are related to the child's executive functions deficiencies. Creating a rich, executive functions environment involves the explicit teaching and modeling of executive functions skills to solve academic problems presented in the classroom environment. To help children successfully meet the executive function demands of the academic problems presented to them, problem-solving routines must be modeled for them (McCloskey et al., 2009).

Cognitive Behavioral Therapy Approaches to Anger Management

Cognitive behavioral therapy is an approach to psychotherapy rooted in Albert Ellis's writings (Corry, 2008 Ellis, 1994) and Aaron Beck (Beck, 1976). It is the best-researched form of psychotherapy because of its linkage between a structured form of psychotherapy and treatment outcomes. The hallmark of cognitive behavioral therapy is the helping relationship characterized by highly structured sessions, a high degree of involvement by the client in session therapy and session agenda planning, and client psychoeducational and session homework, all within a therapeutic context that is present-oriented and time-limited (Corry, 2008; Kelly, 2007). This approach utilizes both cognitive and behavioral strategies to help clients change. The cognitive piece deals with clients' thoughts, beliefs, and feelings and their interrelationships with others; the behavioral component is rooted in learning theory and involves reinforcing desired behaviors while extinguishing and replacing undesired behaviors with sequences of behaviors that eliminate or reduce the presenting problems.

Anger management for this protocol only addresses forms of anger that are socially counterproductive and hurtful to individuals and groups. These behaviors include hurtful comments damaging to appropriate social relationships, physical and verbal aggression

inclusive of violence to property and individuals, and disruptive behaviors at home and

school. The hallmarks of inappropriate anger are directive and that its expression is

hurtful, disrespectful, or destructive of other people or property. It may take the form of

verbal or sexual harassment, fights on the school bus, fights in the hallways or other

school property, or disrespect to teachers, parents, or other students (Christner, Friedberg,

& Sharp, 2006).

Furthermore, anger fuels the expression of *hostile, emotional, instrumental, reactive*,

and *proactive aggression*. *Hostile aggression* arises from negative emotion and is

intended to injure or destroy the person or object of the aggression. In contrast, *emotional*

aggression stems from angry feelings and is intended to harm the other person

emotionally through putdowns, insults, jokes, and so forth. *Instrumental aggression* is

intended to enable the aggressor to obtain a desirable object or result. *Reactive*

aggression is emotionally driven, with the aggressor showing much anger and making

many errors in interpreting others' communication to him or her. In contrast, *proactive*

aggression is instrumentally driven, with the aggressor often not showing much emotion

in perpetrating the acts of aggression (Christner et al., 2006).

Typically, the cognitive-behavioral treatment for anger management involves

addressing cognitive distortions and deficiencies, social-skills training, information

processing, addressing coercive family processes, self-monitoring, problem-solving

techniques, time projection, self-instruction, and stress inoculation, identifying

attributions, parent training, and cognitive restructuring.

Notable evidence-based anger management protocols based on cognitive behavioral

therapy and intended to be used with children and adolescents include Arnold Goldstein,

Jim Larson, John Lochman, and Myrna Shure. Goldstein's anger management protocol

is within his more extensive curriculum to teach prosocial competencies called *The*

Prepare Curriculum. The content comprising this thesis draws heavily from Goldstein's

anger management protocols and Larson and Lochman. The anger management protocol

is set up as a 10-session, small-group, manualized treatment covering the following

session topics: Introduction; Triggers; Cues and Anger Reducers; Reminders; Self-

Evaluation; Thinking Ahead; the Angry Behavior Cycle; Rehearsal of Full Sequence

(two sessions); and Overall Review. This protocol addresses the cognitive behavioral

elements of social-skills training, attributions, self-evaluation and self-talk, rehearsal,

stress inoculation, and cyclical patterns of anger in interpersonal and family relationships

(Goldstein, 1999).

Larson and Lochman's Anger Coping Program is incorporated into their more recent

work, *Helping Schoolchildren Cope with Anger: A Cognitive-Behavioral Intervention*

(2002). This group, anger management protocol, is implemented over 11sessions, with

the following topics for each session: Introduction and Group Rules; Getting

Acquainted; Understanding and Writing Goals; Anger Management: Puppet Self-Control

Task; Using Self-Instruction; Perspective Taking; Looking at Anger; What Does Anger

Feel Like?; Choices and Consequences; Steps for Problem Solving; Problem Solving in

Action; and Video Production 1 (Larson & Lochman, 2002).

Shure's *I Can Problem Solve* (1992) is a problem-solving, skills-training approach

effective with children who show angry and aggressive behaviors. The majority of the

lessons in this curriculum are intended to help children develop anger coping and other

social skills by brainstorming solutions to problems, predicting the consequences of

behaviors, and linking causes and effects of interpersonal interactions with other people. Self-talk, predicting reactions and consequences, perspective-taking, problem-solving, alternative solutions rather than aggression, and empathy skills are all taught throughout this curriculum.

Collaborative Problem Solving

The clinical work of Greene and Ablon employs the Collaborative Problem-Solving technique in helping children and adolescents with anger management problems. Essentially, this technique consists of three steps: (a) empathy (plus reassurance);   (b) define the problem; and (c) invitation. These three steps load on social involvement. With an emphasis on empathy with reassurance, Greene and Ablon's s collaborative problem-solving approach addresses social engagement and the communication from the person initiating the problem solving to ensure that a legitimate effort is made to understand the angry person's point of view and needs. In this way, the angry individual is more likely to maintain an open mind when the clinician attempts to help the child define the aggressive behavior problem in step b. In step b, the clinician addresses the concerns created by the aggressive behavior of the child. In step c, the adult/peer intervening in a given problem makes a personable effort to engage the angry person in the problem-solving process, thereby generating a mutually acceptable strategy to correct the aggressive behavior. The generated strategy usually involves finding ways to help the child develop the skills needed to solve frustrating situations without resorting to angry outbursts.

The collaborative problem-solving approach is rooted in the caring adult/peer continually determining the skills the child needs to develop further to reach stable, socially acceptable behavior patterns. In the collaborative problem-solving approach, the

person working with the child who is not handling situations well and expressing anger

well is continually looking to identify the skill deficits that are the source of the child's

poor reactions in specific situations. These skill deficits usually involve difficulties with

executive functions responsible for emotional regulation and cognitive flexibility and

deficits in language abilities and social skills. Essentially, the caring adult/peer uses the

collaborative problem-solving approach to address the child's skill deficits, thereby

proactively intervening before problems occur. The child, therefore, can make gains in

social-emotional learning without necessarily becoming explosively angry.

Because the Greene-Ablon Collaborative Problem-Solving approach reflects current

findings from the neuropsychological cognitive neuroscience research literature and is

complementary to the holarchical model of executive functions, it is a suitable approach

to an anger management program. Furthermore, the collaborative problem-solving

approach is consistent with crisis prevention/intervention models intended to help school

staff engage a child proactively and avoid the need to intervene physically with students

after triggering an explosive anger episode. Such models are likewise compatible with

state departments of public welfare and education efforts to regulate interventions with

students who become explosively angry. Pennsylvania Chapter 14.133 school code

declares positive behavioral support that includes such detailed methods of teaching

children social and coping skills as essential, rather than relying solely upon physical

restraint techniques to prevent or control out-of-control behaviors (Commonwealth of

Pennsylvania, 2012). In essence, the CPS approach is a form of mediated learning, which

structures social interactions between the child (mentee) and the caring adult (mentor).

Mediated learning is essentially a way of regulating social interactions using language and other interactive techniques.

Dynamic Assessment

Dynamic assessment embodies two important concepts relevant to the development of a program designed to help children learn to think and act more effectively: (a) the assessment process itself can be a form of intervention and (b) the test-intervene-retest format of dynamic assessment lends itself to the development of a social relationship between the teacher and the student through the process of mediated learning (Lidz & Haywood, 2007). Dynamic assessment may be described as an approach to assessment that assumes the phenomena observed during testing are changeable and that the assessment process itself is an opportunity for the examiner to intervene in the cognitive processes of the student/learner (Feuerstein, Falik, & Feuerstein, 1998).

Other aspects of dynamic assessment include assessment instruments that are structured differently from standardized tests, reporting of results as processes rather than as scores, and focus on the change potential of the student/learner that goes beyond his or her current demonstrated levels of functioning (Feuerstein et al., 1998). Lidz and other proponents of dynamic assessment regard this model as essentially a response to intervention model inclusive of developing the learner's cognitive processes impacted by the examiner's intervention, based on mediated learning experience principles (Lidz, 1991). Dynamic assessment transcends response to intervention by developing close relationships between the examiner and students through mediated learning, which modifies the students' thought processes. Mediated-learning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator).

During this process, the adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, & Feuerstein, pp.14-15, 1998).

Within this framework, Lidz and Haywood (2007) devised a form of dynamic assessment that integrates traditional curriculum-based assessment and a process/neuropsychological approach to assessment. In the Lidz-Haywood model of curriculum-based dynamic assessment, the basic psychological processes of attention/arousal, perception, memory, language, reasoning, and metacognition are all qualitatively assessed. First, the examiner determines the content area and how this area will be assessed in the dynamic assessment format. Next, the examiner conducts a task/process analysis of the content area (what process demands does the task make on the learner?). Then, the examiner conducts a process analysis of the learner based on what has been learned to this point from observation, interview, file review, and administration of other procedures. An intervention related to the content area is designed, and finally, the curriculum-based dynamic assessment is administered. Several characteristics of mediated learning describe the examiner/mediator's role in the assessment process. These general characteristics include the mediation of intentionality-reciprocity, transcendence, meaning, the regulation of behavior, and a feeling of competence (Jensen, 2000; Lidz, 1991). These characteristics are most notable during the intervention portion of the dynamic assessment process. During the dynamic assessment process, the examiner mediates the use of cognitive processes in the construction of

knowledge and their application to academic production, such as a term paper, an

academic presentation, or a test.

The mediation of intentionality-reciprocity is the characteristic of interacting with

the learner in a meaningful way. It elicits a reciprocal relationship to the examiner while

promoting a bond between the mediator/examiner and the learner. The mediation of

transcendence is the process of orienting the learner to the goal of developing a new

mode of cognitive functioning by guiding the learner through how a process that can be

applied to other contexts. The mediation of meaning is the process whereby the

mediator/examiner supplies the learner with insights into how an initially unfamiliar or

challenging mode of cognitive processing can be applied and have significant value (Lidz

& Haywood, 2007).

The mediation of the regulation of behavior helps the learner apply cognitive

processes correctly within the broader sequence of the mental act (e.g., making

comparisons following the collection of multiple sources of information but also

preceding the ordering and grouping of the information). Finally, the *mediation of a*

feeling of competence is intended to boost the learner's motivational level.

Simultaneously, they attempt to develop cognitive skills that may be initially unfamiliar

and applied in initially difficult ways (Jensen, 2000). The mediated learning/dynamic

assessment process includes behavioral checklists and learning tools that enable teachers

to develop their students' thinking skills such that the students can make significant gains

in achievement (Jensen, 2006; Jensen, 2006).

With the emphasis practitioners of mediated learning place upon talking to students

about knowledge construction, the approach provides an ideal, integrated framework to

speak to students about the function of their brains/minds and strategies to improve

performance and improve the quality of life. Such discussions can be pivotal in helping

students to understand metacognition and to control individual variables that impact their

learning, such as personal approaches to learning, beliefs, attitudes, motivation,

attributions, and other situation and context variables (Gaskins & Pressley, 2007). The

dynamic assessment professional literature includes resource materials designed to

encourage school-home collaboration in talking to students about using cognitive

processes/strategies to solve problems (Greenberg, 2000).

The Constructivist Approach to Learning

Constructivist learning theory offers another conceptual framework that can help

children increase their capacity for using executive functions. Essentially, constructivism

operates under the assumption that true knowledge is constructed within the learner's

mind through appropriate support supplied by teachers, relatives, or other significant

adults who mentor the learner's development through principles of mediated learning and

dynamic assessment. Both the learner and the significant adult engage in meaningful

social interactions that lead to learning by the child.

An essential element in constructivist learning theory is the zone of proximal

development. Inherent to constructivist learning theory, dynamic assessment and

mediated learning is the notion of a zone of proximal development. This concept was

developed by the Russian child developmental psychologist Lev Vygotsky. The zone of

proximal development is the difference between what a learner can do without help and

what he/she can do with help. It is the difference between the student's actual

developmental level as determined by independent problem solving and the level of

potential development as determined through problem-solving under the guidance of an adult or someone at a more advanced cognitive skill level. Learning, therefore, is an inherently active, social process in which students are engaged in applying cognitive processes to the production of intellectual products of one kind or another (Karpov, 2005).

The importance of emphasizing the application of cognitive processes to the production of intellectual products cannot be underestimated. Project Seed, a mathematics curriculum that involves the use of master teachers, cooperative learning, and Socratic questioning, places a strong emphasis upon student social interactions in the creation of a school culture in which students strive to solve mathematical problems using different academic procedures and cognitive processes while valuing mathematics achievement and academic discussions about problem-solving. This program has been used extensively with minority populations in urban settings with outstanding results, such as students solving beginning calculus problems before entry into high school (Hilliard, Perry, & Steele, 2003).

Within this framework of a zone of proximal development, Vygotsky believed human beings make their choices about the kinds of activities to engage in by determining which tools are available for the activity, whether those tools be physical tools, such as a wrench or screwdriver for repairing machines, or mental tools for academic production, such as sequencing, comparing, output monitoring, and trial-and-error experimenting. Other kinds of psychological tools include human language, concepts, signs, and symbols, all of which are transmitted through social and environmental processes to spur human mental development (Karpov, 2005).

The acquisition of these tools and the mastery children develop by using them, in turn, mediate their mental processes and their adoption of the thinking and behaviors of their culture and its history. The acquisition and mastery of psychological tools lead to the development of cognitive processes. The child's acquisition and mastery of these tools are determined by two factors: how the adult mediates the use of the tools for the child and how well the child internalizes and uses the tools. Vygotsky would regard the mediation processes as essential to the transfer and internalization of the student's culture and the psychological tools, which, in turn, spur the child's development of higher mental processes (Karpov, 2005). The acquisition of the tools is critical because children do not know how to learn in a deliberate fashion unless they have the needed psychological tools to do the kinds of jobs adults want them to do (Bordova & Leong, 2007).

With this kind of focus, the emphasis is always upon the child's future and the ways adults mediating the tools for the child can help improve his or her mental development. The emphasis is not on the child's functioning at the present moment. Adults who assess the child's zone of proximal development design clues, hints, Socratic questioning, and tasks to reveal what the child learns and how the child learns. This process is foundational to dynamic assessment and originates from Vygotsky's notion of a zone of proximal development (Bordova & Leong, 2007).

Adults instructing the child use two primary techniques within the child's zone of proximal development to promote growth. The first technique is amplification, a technique for assisting behaviors on the edge of emergence by using tools and assisting performance within the child's zone of proximal development. The second technique is scaffolding, which is providing and then gradually removing external supports for

learning. During this process, the task is not changed, but the learner's performance is made easier at first by the assistance given; however, the assistance gradually fades as the learner takes more responsibility for the task's performance (Bordova & Leong, 2007).

Research Literature Implicitly Linked to Executive Functions

The research literature on executive functions is diffuse because some literature related to executive functions is not explicitly labeled as dealing with the construct of executive functions. For example, the literature on metacognition, aggression replacement training, and social-skills training would fit this category. Likewise, keyword searches of the literature using terms like *self-regulation* are likely to turn up positive results. The Skillstreaming system of Goldstein and McGennis (1997), for example, does not explicitly address executive functions. Still, this system does supply some of the "what to do" of executive function interventions to improve an individual's self-directive capacities. This literature does not explicitly address executive functions, but they can be used to develop interventions to improve student self-regulation/ directive capacities while informing the external supporters of these students about the kinds of interventions that might be helpful to the student.

Summary Statement and Purpose of the Study

This research intends to use the holarchical model of executive functions proposed by McCloskey (McCloskey et al., 2009) as a foundational theory for protocol generation while applying the social-regulation techniques of mediated learning together with the content of a traditional cognitive behavioral therapy anger management protocol. This protocol is designed to be carried out over eight sessions, with each session representing modular content. The protocol is intended to be carried out with middle- or high-school

students and utilizes internally based strategies drawn from the executive function's

intervention research literature. Executive functions are considered the neurologically

based cueing capacities of human beings related functionally to the brain's frontal lobes.

Executive functions refer to a wide variety of cue patterns defined in the holarchical

model of executive functions that foster or hinder self-regulation capacities as human

beings interact with other human beings in their environment and cultures (McCloskey et

al., 2009). This thesis is an action-research project intended to produce an intervention

program that can be used in schools with students exhibiting difficulties with anger

management.

The program uses the internal control strategies of increasing awareness, modeling

appropriate use of executive functions, teaching specific executive functions as skill

routines, verbal mediation, verbal and nonverbal labeling, and teaching the use of internal

feedback (metacognition) and the use of self-administered rewards. The overall objective

is to take this research literature off the bookshelves and into the classroom for use by

school personnel to improve students' behavior and academic performance. A successful

adaptation of this literature would help close the research-into-practice gap by developing

modular interventions for executive functions and sharing the research literature through

applied practice in the intervention conduits of IEP programming and the individual

behavior plan.

The eight modules of the program can be delivered through the consultation and

counseling services of a school psychologist. They may be applied through the direct

services of psychologists through intervention teams or in collaboration with intervention

counselors (guidance or school counselors trained in intervention delivery). A modular

approach was used for this project because interventions are written out in the form of

IEP goals and objectives with intervention strategies examples as they might appear in a

behavior plan. This modular format is imitative of therapeutic modules found in the child

and adolescent cognitive behavioral psychotherapeutic literature.

Dynamic assessment and mediated learning serve as an overall framework for the

intervention modules. Knowledgeable clinicians can apply dynamic assessment probes of

the subject's qualitative responses to strategies like the curriculum-based dynamic

assessment techniques of Lidz and Haywood (2007). A strategy intervention is also

modular because it is a fully developed intervention system documented in writing with

appropriate forms and training materials.

CHAPTER 3: METHOD

This action-research thesis used multiple methods to create an integrated anger

management protocol.

Method 1: Literature Review

This research project drew information from the professional literature

addressing executive functions, mediated learning, and cognitive behavioral therapy

applied to anger management. The use of cognitive behavioral therapy for anger

management with adults is well documented with an adequate demonstration of treatment

efficacy. Its use in the protocol development immediately provides models to develop an

intervention program that draws on well-researched techniques. The program developed

is not radically new, so it does not rely on unproven techniques that could harm a student

who goes through the protocol. The protocol is based primarily on traditional cognitive

behavioral therapy and includes the social-regulation elements of mediated learning with

the developmental, integral self-regulation emphasis of the holarchical model of

executive functions developed by McCloskey (McCloskey et al., 2009).

Method 2: Use of Mediators

Bodrova and Leong (2007) defined a mediator as something that stands as an

intermediary between [a person] and the environment, and that facilitates a particular

behavior. A mediator becomes a mental tool when [a person] incorporates it into their

activity. Examples are a string around a finger, a list, a rhyme, and a clock face (p. 211).

Mediators can be powerful tools for teaching complex constructs. The mediators written into the treatment protocol are visual, conceptual schematics that integrate multiple concepts, thereby allowing them to be held in mind more easily by the learner.

Method 3: Conceptual Analysis and Synthesis

The content of each session module represents an extensive analysis and synthesis of various concepts and approaches to educational and clinical practice. For example, the researcher drew on the works of Larson and Lochman (2002), Kramer (1994), and Goldstein (1999) in the development of the anger management protocol. Still, other sources were incorporated, such as the notion of mindset from the work of Dweck (2000, 2006), the concept of developmental cognitive tools from the work of Bordova and Leong (2007), and concepts from music theory (Huckabee, 2006). The first three sources helped the researcher construct a cognitive behavioral treatment protocol for anger management. The latter two sources helped the researcher integrate into the protocol developmental processes and cognitive tools consistent with the holarchical model of executive functions and mediated learning tenets.

Method 4: Use of Clinical Judgment

The researcher has more than 39 years of working in educational and clinical settings with students varying in age from preschoolers to university students; thus, clinical experience and judgment were essential factors in developing this integrated anger management protocol. For example, the researcher integrated much material from Kramer's *The Dynamics of Relationships* (1994). The researcher knew from experience that the content in Kramer's book works well with students of middle-school age or older and can be reinforced through practice and application.

Additionally, the researcher knew from experience that students/clients/mentees need to believe in their capacities to change, be resilient, and have hope. The instilling of hope, as detailed by Yalom and Leszcz (2005) in *The Theory and Practice of Group Psychotherapy*, is very important in psychotherapy. As the authors noted, hope is essential so that the client continues to attend to and invest in the therapy itself and believe in what the therapist is doing to help the client. Thus, the researcher built into the protocol an emphasis on a positive outlook for developing transferable skills and mental tools that can be used in many situations to improve the quality of a student's life.

CHAPTER 4: RESULTS

Program Overview

The program's goal is to help individuals with anger-related difficulties improve their anger management by developing self-regulation capacities related to executive functions through the developmental processes previously noted. This goal is accomplished through the teaching of cognitive and behavioral strategies and the systematic application of the intervention strategies of modeling of appropriate use of executive functions, verbal and nonverbal labeling, the teaching of internal feedback, the increasing of awareness, the teaching of the use of skill routines, and verbal mediation, within an overall framework of mediated learning. The skills taught can be used to cope appropriately with anger-provoking situations. By using techniques based on cognitive behavioral therapy, the application of intervention strategies based upon executive functions development, and Collaborative Problem Solving, individuals will gain the skills and perspective necessary to deal effectively with anger.

Protocol Content

This protocol is an eight-session anger management program designed to take 8 to10 weeks based upon weekly sessions of approximately 60 minutes. The program is based upon research-based psychotherapeutic interventions for anger management, which are presented so that students learn ways of improving themselves through the self-growth processes of self-realization (specifically, self-awareness and self-analysis) and self-determination (specifically, goal generation and long-term foresight and planning). This version of the program is particularly suited for middle- and high-school students.

Modeling, role-plays, performance feedback, homework, and psychoeducational activities are the principal learning activities used within a framework of mediated learning experience. It may be defined as an interactional process between the learner and an intentioned adult (the mediator) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, R., Falik & Feuerstein, 1998, pp. 14-15)). Throughout the program, the intervention strategies of the modeling of the appropriate use of executive functions, using verbal and nonverbal labeling, teaching of the use of internal feedback, the increasing of awareness, the teaching of the use of skill routines, and applying verbal mediation are systematically applied in sessions within that overall framework of mediated learning.

Session structure is intended to further each session's goals and objectives and the anger management program's overall goals. This regular structure is intended to create consistency amongst sessions and predictability to facilitate coverage of session content and therapeutic issues as they come up over time. The structure of the sessions uses a cognitive behavioral treatment format. It includes (a) an agenda-setting exercise, (b) a brief mood check-in/update, (c) a bridge from the previous session, (d) a review of the homework assigned from the previous session, (e) a discussion of the agenda items, (f) an assigning of the new homework for the upcoming session, and (g) a summary of the session activity and content, as well as a structured evaluation by the mentor (the intentioned adult) and student/client (the mentee), as the therapeutic model is conceived of in this model.

Note that in this protocol model, the therapist's traditional role is conceived of and practiced in the role of a mentor. This conceptualization of the therapist as a mentor is intended to transfer and emphasize to the student/client (mentee) the meaning that all human beings are developmental and require ongoing development and maturation to fulfill life goals and values while also becoming persons who can adapt to changing circumstances and meet the expectations of other people in relationships. This conceptualization of the therapist as a mentor and its expression to the student/client (mentee) should emphasize to the mentee that every human being has the potential for continued growth. Growth can be nurtured through the developmental processes of goal generation, self-awareness, and self-analysis. At the same time, the individual takes advantage of self-improvement literature and transpersonal psychology, mentoring relationships, and lines of development. Lines of development are simply ways of self-improvement in any given area of endeavor that simultaneously affect the individual. For example, the visualization technique of mind mapping is mentioned in this protocol to conceptualize and visualize information in a memorable way to boost achievement in a given area. If the individual understands that the technique can be applied in numerous different situations, they gain confidence that they can become accomplished in most areas. Goals are systematically pursued by planning a detailed series of steps to reach those goals. The individual becomes successful in one area but has learned a process that can be applied to any goal, thus increasing personal growth in multiple areas.

All aspects of each session must be covered, and therefore, session content may carry over to subsequent sessions. In such instances, the activities not covered in one session should become a priority for the next session's agenda.

Participants

This program is an individual counseling anger management program; therefore, the participants include the program mentor and one participant. The program, as currently written, is intended for middle- and high-school students.

Facilitator Requirements

The facilitator implementing these sessions must have the educational and training experiences necessary to function as a counseling provider. Considering that this program is intended to be implemented in the public-school environment, the mentor should be a master's-level school counselor, social worker, or school psychologist. The individual should have a general knowledge of the processes and procedures involved in delivering psychotherapeutic services. Experience in cognitive behavioral therapy would be ideal; however, the protocol manual is designed so that experience is not necessary. Additionally, as detailed in the texts listed after this paragraph, knowledge of executive functions would be ideal, as would a familiarity with the collaborative problem-solving procedures developed by Greene and Ablon (2006).   The manual draws extensively from the writings and authors listed in the Recommended Readings section of each session; thus, these works provide a larger context for the manual's ideas. The manual, however, is intended to be specific enough to compensate for a facilitator's possible lack of familiarity with the outside reading sources.

Progress Monitoring

The mentor monitors the mentee's progress in understanding and applying program content through teacher/administrator and parental contacts, reviewing the

mentee's Tally Sheet and Hassel Log, session and homework reviews of protocol concepts, and mentee self-reports.

Clinical Rationale for the Content of Individual Sessions

The session overviews that follow are intended to provide background knowledge to those not experienced with the theoretical perspective and clinical techniques needed to implement each session successfully. The session overviews also serve as a quick program conceptualization for clinicians familiar with the theoretical perspective and clinical techniques utilized in the program.

Session 1: Mindset

The first session focuses on the concept of mindset and draws heavily from the work of Dweck (2000, 2006). Dweck's research demonstrated positive student outcomes when a growth mindset was emphasized in the language used with students during instruction. Students were taught that with persistence, curiosity, and determination regarding problem-solving and self-development, setbacks and problems could be overcome, and goals achieved (Dweck, 2000; Dweck, 2006). As defined for the student in this session, Mindset involves a detailed, specific, and practiced way of thinking that can help individuals achieve by learning from failure and practicing for success through continuing actions and good thinking. Mindset is presented as a "tool" one can use to solve problems and improve oneself. Note that the concept of mindset is central to the process of goal generation, which is a part of the holarchical model of executive functions (the McCloskey Model of Executive Functions).

Furthermore, the purpose of this first session is to introduce the mentor to the mentee, to provide the guidelines of the counseling relationship, to describe the anger

management program, to describe the process of goal setting, and to establish the concept

of mindset as a way of getting oneself to grow and change over time while succeeding in

achieving individual goals despite setbacks. The session stresses that most successful

people develop a knack for the use of "tools" of one kind or another that can be used to

solve any problem, including problems that deal with anger. Though the sessions are

intended to help the student deal with anger appropriately, the session protocols are

designed to teach skills that transcend simply managing anger.

Also introduced in the first session and emphasized throughout all the sessions are

the developmental constructs of self-realization and self-determination identified and

defined in the holarchical model of executive functions proposed by McCloskey

(McCloskey et al., 2009).   The fundamental premises underlying this anger management

program's development are closely tied to these executive function constructs. One of

these premises is that the field of psychology must begin developing innovative

psychotherapies that facilitate students'/clients'/mentees' growth at the higher tiers of

executive functions development and consciousness as specified in the holarchical model

of executive functions. Individuals who strive to attain higher developmental levels are

more likely to be resilient, psychologically healthy, and able to adapt more flexibly to

rapidly changing situations that may involve personal hardships or challenges of varying

types. The two developmental processes that are taught throughout the sessions are self-

determination (utilizing activities that emphasize the concepts and techniques of goal

setting, rehearsal, rudimentary mindfulness, mindset, mediators, homework, problem-

solving, decision making, internal feedback, imagery, and tools) and self-realization

(utilizing the concepts and techniques of self-analysis, self-statements, and perspective-taking/perception).

Consistent with good cognitive behavioral therapy practices, ethical standards, and the clinical need to involve the mentee in the therapeutic process, session agenda and session structure are introduced at the start of the first session, and homework is assigned at the end of the session. Since this treatment protocol involves mediated learning, language is used in very specific ways to guide the mentee, and sample scripts using the language of mediated learning follow the session guidelines, which layout step-by-step the session content and activities. Through discussion with the mentee, the mentor explains the use of specific words in the program, and a glossary of terms is provided to the mentee.

Traditional psychoeducation methods common to anger management protocols are incorporated into the first session, and the mentee is provided with resources that address anger management issues (Handout 1.3, Hassel Log Form and Handout 1.5, Anger Fact Sheet). The Hassel Log Form is used across many sessions for journaling and therapeutic discussion. The Anger Fact Sheet explains that there are good and bad forms of anger and gives a definition of anger. These handouts are explained to the mentee and followed by Handout 1.4, Two Ways of Growing, One Way of Talking, which summarizes the special communication process of sharing meaning that will be used in all sessions and explains that a person can take control of his or her life through the personal growth processes of Self-Determination and Self-Realization. The mentee is assigned the Anger Fact Sheet as a reading homework assignment and is instructed to use the Hassel Log Form to journal daily instances during which anger is aroused.

In this first session, a totem pole is introduced for closing sessions and giving the mentor and mentee a device for storing and cueing at later times a recollection of past discussions and shared experiences during each session. The ritual of closing each session by putting an icon on the totem pole provides a vehicle for the mentee and mentor to share meaning together. This closing ritual is intended to build a stronger therapeutic alliance. At therapy's end, the mentee will have a keepsake that may help the mentee remember the lessons taught and provide a tangible symbol of the self-growth paradigm of personal development emphasized throughout the program. A Dreamcatcher is attached to the totem in the first session to emphasize to the mentee that a person can choose to make only their good dreams happen by using mindset to get good results. For each session, the mentor cues the mentee to attach the icon to the totem pole after a brief period during which the mentor helps the mentee to understand the significance of the content covered in each session (mediation of meaning) and to understand that the application of that content can lead to success later in life in any endeavor (mediation of transcendence).

Throughout all sessions, modeling, role-plays, performance feedback, homework, and psychoeducational activities are the principal learning methods and the means by which therapists, or mentors as they are described in this protocol, can adapt content to the individual needs of each student or mentee.

Session 2: Triggers

This session introduces the constructs of self-statements and triggers into the protocol. Self-statements are defined in the protocol as the words people say to themselves about anything, and triggers are defined as something said or done or a

situation that arouses (wakes up) anger. These constructs are common to cognitive

behavioral anger management protocols and, in particular, are utilized in the anger

management protocols of Goldstein (1999) and Larson and Lochman (2002), which were

the primary sources for much of the cognitive behavioral therapy content of this

integrated anger management protocol. When therapists/mentors discuss self-statements

and triggers with clients/mentees, thought-feeling-event relationships are explored. These

relationships are always a domain of exploration in traditional cognitive behavioral

therapy for anger management. Although this protocol attempts an innovative integration

of multiple perspectives and methodologies, it maintains a traditional cognitive

behavioral therapy structure for the overall program. The cognitive behavioral therapy

structure and methods ensure using well-researched, evidence-based techniques while

expanding the intervention's dimensions by integrating additional perspectives and

techniques. This session also addresses "I" and feeling statements, perspective-taking,

and coping skills, which likewise are found in traditional cognitive behavioral anger

management protocols.

The start of this second session follows the structure for all sessions that was

established in the first session: (a) a mentor check-in with the mentee about the mentee's

pressing concerns, (b) a review of counseling activities from the previous session, (c) a

review of the homework assignments (the Anger Fact Sheet and the completed Hassel

Log Form), (d) the next scheduled therapeutic psychoeducational activity, (e) the next

assigned homework activity, and (f) the closing activity of attaching the next icon to the

totem pole.

After the mentor check-in and agenda-setting portion of the session and the Anger Fact Sheet homework assignment discussion, the mentor proceeds to introduce Handout 2.1, Anatomy of Anger. The mentor discusses how anger can be handled rightly or wrongly in terms of whether or not one uses constructive responses to anger, such as responding to anger in non-hurtful ways, for example, using coping methods, or nonconstructive responses, for example, becoming violent or verbally hurtful. This latest handout is explored through a discussion with the mentee about self-statements, thoughts and beliefs, events, and internal and external triggers as influences on behavior, and the way all of these lead people into taking specific actions while they experience many emotions, including anger. Perspective-taking, a skill routinely taught in anger management protocols, is explored with the mentee in how people can look differently at the same event, experience different emotions, take different actions, and have different thoughts and self-statements about that event.

The mentor then concludes Session 2 by providing the mentee the next homework assignment, a review of Handout 2.2, Anger Reducers, and closes the session by having the mentee attach the next icon, the letter I for I-statements to the totem pole. The mentor is sure to mediate the importance of being in touch with one's feelings and knowing how to express them assertively to have positive relationships with other people (mediation of transcendence).

Session 3: Anger Management First-Aid

This session reviews earlier content about self-statements and triggers and provides the client/mentee with direct, immediate practice using anger management coping with the intention of the client/mentee applying these coping skills in the

classroom environment. Such content is common to anger management protocols. Exploring the kinds of self-statements people often make when they are angry helps teach the client/mentee about their differences and the relationships between perceptions, feelings, thoughts, and actions. Along with the therapeutic work done with the client/mentee, this session introduces the Anger Coping Teacher Rating Scale. This tool can be used along with therapist/mentor-teacher liaison work to keep the therapist in tune with the client/mentee's actions in the classroom regarding approaches to anger management.

After the check-in and agenda-setting portion of the session, the mentor reviews the previous session on triggers and the new material, which in this instance was the homework assignment to review Handout 2.2, Anger Reducers. After reviewing the coping techniques Breathe-Count-See and Flex-Relax-Say, the mentor models these techniques and shows the mentee the way such techniques can be applied, using examples from the mentor's life and the life of the mentee, particularly from examples drawn from the mentee's Hassel Log entries or known events from the mentee's past. These examples are discussed in terms of the techniques and concepts of coping skills, self-statements, internal and external triggers, perspective taking, good and bad anger, and mindset. Past incidents are replayed as role-plays using coping skills and the concepts taught.

Before and after each session, the mentor tracks the mentee's behavior in the classroom through teacher and school counselor weekly check-ins covering incident discussions and notes to the mentee. These checks can be used as a means of monitoring the mentee's use of coping skills. The mentor also tells the mentee that they should note

in the daily Hassel Log when they use coping skills. The mentor then assigns the next

homework assignment to review Handout 3.3, Problem Solving, and Decision Making.

The mentor at that point gives the mentee a snapshot summary of the My Eyes-Other

Eyes-Open Eyes-Our Eyes Collaborative Problem-Solving model and explains its

relationship to perspective-taking and anger management. The mentor then closes the

session by placing the next icon on the totem pole, a clip art image of a first-aid kit. The

mentor cues the mentee to attach the icon after mediating the meaning and transcendence

of using coping skills throughout life, emphasizing that coping skills can take other

forms, such as therapeutic hobbies, meditation, or physical activity, and that all of these

can be used to cope with daily stresses.

Session 4: Collaborative Problem-Solving Part 1

Perspective Taking

In this session, after the check-in and agenda-setting activities, the

therapist/mentor reviews the client/mentee's homework assignment regarding the

meaning of Collaborative Problem Solving and its application to real-world situations.

From the program glossary, Collaborative Problem Solving is defined as a kind of

thinking tool used with other people to figure how both people can find a solution in

which both people get all, or most, of what they want. The steps of Collaborative

Problem Solving are described as follows: "my eyes" (how "I" look at the situation),

"other eyes" (perspective taking, or looking at a situation the way the other person or

other people would look at the situation), "eyes open" (identifying consequences if I act

on my perspective), and "our eyes" (inviting the other person to join in problem-solving

to generate alternatives acceptable to both persons).

The rationale for teaching Collaborative Problem Solving is two-fold. First, it draws upon Greene and Ablon's (2006) Collaborative Problem Solving model, a simple model readily applicable to classroom situations. The Collaborative Problem-Solving approach is compatible with using an executive functions theory as a foundational theory for an intervention/therapeutic protocol (the Greene and Ablon collaboratiave problem solving model calls for teachers to evaluate problematic student behaviors constantly in terms of five pathways of executive functions: executive, social, language processing, cognitive flexibility, and emotional regulation skills). Second, the Collaborative Problem-Solving approach is congruent with the Crisis Prevention Institute's (2012) model of nonviolent crisis intervention training. Therefore, using a problem-solving model to help prevent violence and aggression in regular and emotional support classrooms seems appropriate. The Collaborative Problem-Solving model of Greene and Ablon emphasizes and teaches perspective-taking, a concept common to anger management protocols. Perspective-taking also is important in the processes of self-realization and self-awareness, which are both a part of McCloskey's holarchical model of executive functions.

In this session, the Collaborative Problem Solving model is further elaborated upon by helping the client/mentee understand that problem solutions between two people must pass the Good for You-Good for Me test, which is defined as a perception tool used in problem-solving that points to a possible solution to a problem between two or more people by asking, "Is it good for you and good for me?"—that is, is the solution good for both parties in a dispute. To further elaborate the Collaborative Problem-Solving model, material on natural and logical consequences is included. Natural consequences are

defined in the protocol glossary as those consequences that happen automatically after action without anyone doing anything. In contrast, logical consequences are defined as those consequences imposed by ourselves or other people for our actions.

After the mentor reviews the information covered in the previous section related to the previous week's homework assignment, the mentor systematically reviews and role-plays use of the My Eyes-Other-Eyes-Open Eyes-Our Eyes Collaborative Problem-Solving procedure as applied to incidents mentioned in the mentee's Hassel Log, past known anger outbursts, teacher reports, home situations, or session check-ins. In these contexts, the mentor discusses natural and logical consequences, with the former term defined for the mentee as those consequences that happen automatically after an action without anyone doing anything. The latter term is defined as those consequences imposed by someone that are reasonably related to what happened. The mentor then explains to the mentee that they can use the "Good for You, Good for Me" test when evaluating a proposed solution. Using this technique, the mentee is taught to engage in perspective-taking when evaluating solutions by asking whether the solution would work for both the mentee and the person with whom the mentee is in conflict.

Next, the mentor reviews the next homework assignment, which consists of maintaining the Hassel Log and recording the reactions of other people in two instances in which the mentee applied the My Eyes-Other Eyes-Open Eyes-Our Eyes Collaborative Problem-Solving technique and two instances in which the mentee gives a compliment to another person, both at home and at school.

The mentor then closes the session by prompting the mentee to attach the next icon to the totem pole, a clip art symbol of a vantage point. During the closing, the

mentor mediates the meaning and importance of establishing a vantage point -- a place

from which a person can get a good look at something (taking a perspective). A vantage

point helps a person to see a problem more clearly. Consequently, finding a solution to a

problem or generating creative ideas is more likely. The mentor should emphasize that

this skill can be used effectively in many different situations that the mentee will

encounter throughout life.

Session 5: Collaborative Problem-Solving Part 2

Choices/Consequences

This session is intended as an elaboration and reinforcement session for all the

techniques taught in the first four sessions, along with a review of the homework

assignment on describing the reactions of others to being given a compliment by the

mentee and being involved in a My Eyes-Other Eyes-Open Eyes-Our Eyes Collaborative

Problem-Solving process with the mentee. Natural and logical consequences are

reviewed, and the glossary term *choices* are examined. Choices are defined in the

protocol glossary as what a person decides to do in a situation. This session is intended to

reinforce the objectives of the previous sessions while also providing the mentee with

ample practice opportunities to apply skills and concepts learned in previous sessions to

past and current instances during which the mentee has been successful or unsuccessful

in managing his or her anger in harming or not harming other people, as previously

defined in Session 2. Included within this session is a review of mindset, triggers, anger-

coping skills (Breathe-Count-See and Flex Relax-Say), Collaborative Problem Solving

(My Eyes-Other Eyes-Open Eyes-Our Eyes). Also, the mentor and mentee review the

most current goal sheets. The mentor emphasizes choices and consequences in all

situations reviewed, regardless of whether the mentee handled the situation positively or negatively. The mentor may want to give examples from his or her own life to encourage the mentee to know that anger management is a challenge faced by all people.

After completing the check-in and general review of previous sessions, the mentor focuses on explaining concepts or the practice of skills that the mentor thinks would benefit the mentee. Likely, areas of focus would include different people's interpretations of the same event, the Good for You-Good for Me test, I-statements, other self-statements, perspective taking, choices, and natural and logical consequences.

For homework, the mentor tells the mentee to maintain the Hassel Log with notations about how they use coping skills, and Collaborative Problem Solving is used. Additionally, the mentee is to review the glossary definitions of Rogerian listening and affective and content responses.

The mentor brings the session to a close-by having the mentee attach to the totem pole the Chinese alphabet character for crisis. While the mentee does so, the mentor reviews the history of this word, noting the interrelationship of the concepts of crisis and opportunity in the creation of the Chinese character, suggesting that any crisis contains within it the seeds of opportunity for improvement and that, in this way, character becomes a symbol for a mindset that can be used as a tool for achieving success. This kind of mindset may be considered a perspective, or vantage point, to positively direct one's life.

Session 6: Collaborative Problem-Solving Part 3

Rogerian Listening and Affective/ Content Statements

Session 6 is intended to give the client/mentee more experience with identifying and expressing feelings. The expression of feelings is important for effective, healthy self-expression and is critical in cognitive behavioral therapy for processing the relationships between one's perceptions, feelings, thoughts, and actions and the events surrounding an outburst of anger. Identifying and expressing feelings is also important as an essential human communication skill, and the training of these communication skills is common in anger management protocols. Identifying and expressing feelings is intended to lay the foundation for additional work in this area and for Session 7, which also focuses on the relationships among perceptions, feelings, thoughts, and actions through a look at music and its similar interrelationships for people.

In this session, Rogerian listening is taught and modeled. Rogerian listening is defined in the program glossary as a way of communicating in which one person listens to the thoughts, ideas, feelings, and concerns of another person and says nothing whatsoever until the person has finished speaking. Then, the listener's job is to express in his or her own words the speaker's thoughts, ideas, feelings, and concerns with as much accuracy of content and feeling as possible without the listener saying anything about his or her ideas, feelings, concerns, or thoughts. An effective feeling statement is defined as a feeling statement in which the person making the statement tries to summarize the other person's expressed feeling. In contrast, a content statement may be defined as a statement in which the person expressing the statement tries to capture the what and how of another person's statement or statements. The development of such skills is intended to provide

the client/mentee with a communication skill to help moderate any aggressive symptoms that are manifested. Homework for this session is to maintain Tally Sheet and Hassel Log documentation while also reviewing the Glossary terms tools, mental representation, lines of development, mediation, and Handouts 6.1, The Formula of Music, and 6.2, Study Skills Reading List.

Also covered in this session are the glossary terms if-then and safe place. If-then may be defined as a method of highlighting the possible positive and negative consequences of any situation. It can also be a tool for planning response strategies to challenging situations through rehearsal and thinking ahead. A safe place may be defined as a tool of self-growth that involves interacting with others in a manner that makes them feel safe around the people they are with, knowing that they are not in danger of physical aggression or emotional threat through hurtful comments. This content should enable the mentor to engage the mentee in clinically effective discussions about empathy and perspective-taking by talking with the mentee about times when they were hurt by other people, through either cold or hot anger, as presented in the Anger Fact Sheet assignment. The mentor may want to interject some relevant material from Nathaniel Branden's *If You Could Hear What I Cannot Say* (1983) to bring home some points about the safe place so that the mentee can gain some insights into his or her own needs for a safe place and other people's needs for a safe place. This may be explored with the mentee by discussing instances during which the mentee has been hurt by other people and how the mentee's words or actions may have hurt other people. As well, the mentor can share how he or she has done or said something hurtful. The mentor then mediates to the mentee that everyone makes mistakes, but they need to learn from them to do better.

Within the last part of this session, the mentor engages the mentee in a brief

discussion about the homework and the next session, "Tools, Tool, Tools." The

homework assignment is to maintain Tally Sheet and Hassel Log documentation while

reviewing the glossary terms tools, mental representation, lines of development,

mediation, Handouts 6.1, The Formula of Music, and 6.2 Study Skills Reading List.

These handouts are used only to stress a variety of cognitive tools are available for people

to use to improve themselves and use strategies in life. There are tools for anger

management, just as there are tools for music theory to learn musical self-expression and

are tools for expressing feelings and communicating with other people (affective and

content responses). Different kinds of feeling words aid self-expression, just like different

kinds of musical chords express different kinds of human feelings (Huckabee, 2006).

The protocol glossary defines a tool as something we use or an idea to help

us do things. The use of cognitive tools is essential in mediated learning. Each session of

the protocol handbook includes a script for using the language of mediated learning in

presenting sample content for a given session. Handout 6.2, Study Skills Reading List, is

a resource list of study skill references the mentee may find helpful if he or she wishes to

equip his or her mind with additional tools that can open up the 21st-century world of

academics and professional development. The list includes metacognition or self-

regulation since individuals must adapt to rapidly changing work conditions and acquire

new skills quickly (Marzano & Heflebower, 2012).

To close the session, the mentor engages the mentee in adding the next icon

to the totem pole, a clip art image of two people talking while in a safe harbor. This

image highlights some of the important ideas presented in this session, especially the

ways people talk to each other, experience feelings, and want to feel safe when

interacting with other people. The mentor emphasizes these ideas in the closing

procedure.

Session 7: Tools, Tools, Tools

The content of Session 7 is intended to build on the previous discussions about the

relationships between perceptions, thoughts, and feelings. The session title echoes a

protocol theme about mental tools being used to solve problems. As defined in the

protocol glossary, mental tools are things people use or ideas they have to help them

solve problems and do things. The emphasis of this session is intended to demonstrate to

the mentee that varieties of cognitive tools can help people improve themselves, from

improving anger management, which the mentee and mentor have been working on, to

understanding musical expression, to learning study skills that can help an individual

master new knowledge and skills in an infinite variety of areas. Linking the idea of

cognitive tools to self-empowerment and thereby hope about one's life is a goal of this

session.

The instilling of hope through self-empowerment can have significant

psychotherapeutic value. As can be seen in Yalom and Leszcz's (2005) work, the

instilling of hope can be a very important clinical function to renew client/mentee

resilience and endorsed psychotherapy quality that gives clients the will to continue and

invest in the therapeutic process. These therapists framed the instilling of hope in this

way:

The instilling and maintenance of hope is crucial in any psychotherapy. Not only

is hope required to keep the client in therapy so that other therapeutic factors may take

effect, but faith in a treatment mode can in itself be therapeutically effective. Several

studies have demonstrated that a high expectation of help before the start of therapy is

significantly correlated with a positive therapy outcome. Consider also the massive data

documenting the efficacy of faith healing and placebo treatment—therapies mediated

entirely through hope and conviction. A positive outcome in psychotherapy is more likely

when the client and the therapist have similar treatment expectations. The power of

expectations extends beyond imagination alone. Recent brain imaging studies

demonstrate that the placebo is not inactive but can have a direct physiological effect on

the brain.

   In other sections of this therapeutic protocol and in this session in particular, the

mentor attempts to instill hope by giving the mentee an enumerative and descriptive list

of the tools already discussed (e.g., My Eyes-Other Eyes-Open Eyes-Our Eyes, a tool to

process conflicts with adults and other students and resolve those conflicts; self-,

affective, and content statements to facilitate effective communication with others and the

expression of feelings, a tool that not only can enhance one's ability to manage anger but

also give individuals stronger relationships with others and more opportunities for

success in all areas of life; mindset, which is often the factor that determines success or

failure in many fields of endeavor; Breathe-Count-See and Flex-Relax-Say, tools that

people can use to manage anger; Self-Analysis and Self-Determination, growth processes

people can use to reach the goals they have in life; and mediated learning, a

communication approach and means of regulating social interactions that engenders

maximal learning and supportive relationships amongst people).

After such an enumeration, the mentor discusses how tools like self-statements, schema, and the cognitive tool "if-then" all work together to determine how well or poorly a person handles situations that come up in everyday life. "If-then" is defined in the protocol glossary as a method of highlighting the possible positive and negative consequences of any situation. It also can be a tool for planning response strategies to challenging situations through rehearsal and thinking ahead. Self-statements are defined as what people say to themselves about anything, and schemas are defined as the deep, core things we believe about life, other people, and ourselves that influence our thoughts and feelings about everything and everyone. As has been the case throughout this protocol, the emphasis is on using tools of one kind or another to help individuals solve problems, whether those problems be anger management, relationships with other people, or skills a person wants to learn.

For homework, the mentor has the mentee maintain the Hassel Log and notes that he or she should pay particular attention to the glossary terms self-evaluation, self-statements, reminders, and think ahead, which are emphasized in the final session's activities.

To close this session, the mentor has the mentee attach a clip art image of a toolkit to the totem pole while the mentor mediates the concept of using cognitive tools throughout life to gain success and build good relationships with other people.

Session 8: Looking At Myself and Getting Ready for Other People

This final session is intended to replicate content found in many cognitive behavioral anger management protocols while also introducing the client/mentee to the additional tools of self-realization through looking at oneself (or self-reflection) and

building self-determination skills through rehearsal strategies (a cognitive tool or routine in getting ready for other people).

In this session, the therapist/mentee closely follows Goldstein's steps in preparing for a provocation and the use of reminders and rehearsal strategies (1999). Reminders are used as a cognitive tool in the form of coping self-talk. Reminders are defined in the program glossary as self-instructional statements used to increase success in all types of high-pressure situations. Self-evaluation is defined as a mental tool people use to see how they did in a situation by looking at what led up to the incident that is being examined, what each person did, and what the consequences were and then looking at what can be learned from the situation to improve how a person responds before facing a similar situation in the future. Thinking ahead is defined as another form of anger reducer involving anticipating what might happen and developing a plan to deal with the situation before it happens. The mental tools introduced in this session can be used in concert with the mental tools introduced in earlier sessions to reinforce anger management concepts related to goal setting, self-awareness, mindset, resilience, and communication skills. This final session closes with a star icon's addition to the totem pole, the transfer of totem pole possession to the mentee, and the planning of a farewell luncheon with the mentee.

This session is intended to promote the mentee's self-reflection and self-evaluation to bring about self-realization in personal development and self-determination through short-term goal setting. The goal setting, in this case, centers on the application of anger management techniques to life situations so that the mentee can look at successful and unsuccessful management of stressful situations. Central to this session is the use of rehearsal and coping self-talk. Although these concepts were covered to

varying degrees, this final session formally addresses them in greater depth in previous

sessions. This session's content closely follows the four-step process of Goldstein's Self-

Instructional Reminders for Use Before, During, and After Provocation through the use

of role-play scenarios. The four steps are Preparing for Conflict, Confronting the

Conflict, Coping with Anger Arousal, and Reflecting on the Conflict. Reminders are

introduced as self-instructional statements used to increase success in all types of high-

pressure situations and thinking ahead is presented as an anger reducer. Tally Sheets are

used in goal setting. The mentor is responsible for contacting the mentee's classroom

teacher to check the mentee's application of anger management skills and procedural

techniques taught in this integrated anger management protocol. Situations used for role

plays may include past and present situations in which the mentee responded poorly or

incidents from the mentee's Hassel Log.

    Self-evaluation is defined in the protocol glossary as a mental tool a person uses

to look at oneself by looking at what happened leading up to the incident; what the person

did, felt, and believed; what other people in the situation did, felt, and believed; what the

consequences were for all people involved in the situation; and how things could be

handled differently in the future. Self-evaluation includes an evaluative statement that

someone says to him- or herself about the adequacy, worth, or effectiveness of their

perceptions, feelings, thoughts, and actions in a given situation. Self-statements are

defined in the protocol glossary as what people say to themselves about anything.

Thinking ahead is presented to the mentee as another mental tool that can be used as an

anger reducer and is defined as mentally anticipating what might happen and developing

a plan to deal with the situation before it happens to ensure a positive outcome.

Reminders, again, are defined in the protocol glossary as self-instructional statements used to increase success in all types of high-pressure situations.

After the check-in and review of key concepts, the mentor starts the presentation of new material. This material consists of applying the concepts of self-statements, self-evaluation, Thinking Ahead, and Reminders to current and past events or situations the mentee found to arouse anger. This material will then make up the content for the role plays and/or discussion. Homework assignments are not made in this final session, so additional time is allotted for review and reflection purposes.

Lastly, the mentor initiates the closing activity for this final session, which is having the mentee attach a star ornament to the totem pole while the mentor mediates the meaning of the star to the mentee. The star is intended to be a metaphor for how a person can shine like a star by using cognitive tools to better their lives and the lives of the people they care about. A final time is scheduled for an informal lunch, at which time the totem pole and a walking stick are transferred to the mentee's possession. In a final act of mediation during the lunch, the mentor mediates the meaning of hiking activity, which has a long tradition as an activity of self-reflection and self-analysis and a time to get good exercise while enjoying the outdoors. This medication may also be simultaneously explained to family members, whom the mentee may invite to the lunch if the mentee wishes.

CHAPTER 5: DISCUSSION

Reflections on the Program Development Process

This initial section of the Discussion chapter consists of the researcher's

reflections on the program development process. One observation is that this process

never goes as expected. This initiative never really had stability until a specific problem

involving executive functions was targeted for program development utilizing the

holarchical model of executive functions. As McCloskey points out to the practitioners

and researchers in school psychology, there is a lack of intervention systems using

approaches designed to help clients/students internalize growth processes and coping

methods based on the executive functions research literature (McCloskey et al., 2009).

This dissertation is a response to that challenge.

Furthermore, the researcher has always believed in using mediated learning with

children. The researcher's strong beliefs about the efficacy of mediated learning come

from years of professional practice. The application of mediated learning concepts has

received overwhelmingly positive responses from students and their parents, especially

when the parents have been involved with assessments themselves interventions. For

example, the researcher used mediated learning to teach a student to convert verbal

information into images using language associations in forming a retrieval system for

future learning. The parent remarked that she could use the same approach in her studies

at a community college.   Furthermore, mediated learning does regulate social

relationships between children and adults; adults are likely to find that resorting to

punitive means to establish their authority is difficult once a norm and culture of

mediated learning has been established.

Finally, the researcher wanted to establish a research project worthy of further

research and development. As stated earlier in this dissertation, the researcher interprets

McCloskey's holarchical model of executive functions as a radically developmental,

growth-oriented paradigm of positive psychology. Academic and psychotherapeutic

protocols with a strong foundation in developmental theory can equip individuals with

the resilience and desire to grow that will place them on developmental trajectories that

will prepare them for the challenges of modern life through the application of Self-

Determination and Self-Evaluation. The holarchical model of executive functions was

chosen as a foundational theory for this treatment protocol because it offers a strong

developmental foundation deemed necessary for an effective program. Within this model,

Self-Determination and Self-Realization are identified as key developmental processes.

These two concepts were drawn heavily to guide the development of many aspects of this

anger management protocol. As part of the protocol, the mentor mediates an

understanding of these two important developmental concepts, with the final goal of

strengthening the mentee's capacity for self-reliant, socially appropriate behavior. In a

short period, the mentor attempts to provide the mentee with the tools they need to

become self-sufficient, not just in situations requiring anger management but in any

challenging situation. The researcher does believe the program goal of developing a

cognitive behavioral therapy program addressing anger management while drawing on

the conceptual domains of mediated learning experience and the holarchical model of

executive functions was accomplished.

Robert Bly puts all of this material in other words elegantly and artfully in "Gratitude to Old Teachers," a poem about enabling students to do things the students could never do before (Bly, 1999):

When we stride or stroll across the frozen lake,

We place our feet where they have never been.

We walk upon the unwalked. But we are uneasy.

Who is down there but our old teachers?

Water that once could take no human weight—

We were students then—holds up our feet,

And goes on ahead of us for a mile.

Beneath us the teachers, and around us the stillness. (p. 182)

People routinely enter the education field to help individuals acquire knowledge and skill sets that will enable them to become independent and face various challenges successfully, which is an aim of this protocol development and the essence of Bly's words.

Potential Contributions to the Field

The treatment protocol developed here represents a unique contribution to school psychology. It attempts to integrate a comprehensive model of executive functions with the concepts of mediated learning, collaborative problem solving, anger management techniques, and cognitive behavioral therapy. The treatment protocol also attempts to incorporate many innovative elements in the session content, such as interactive technology and meaning transfer icons, as represented in the use of the totem pole. The researcher hopes that this dissertation will spur academic and research interests

in developing other integral academic, behavioral, and positive psychology protocols based upon the holarchical model of executive functions and incorporating mediated learning, Collaborative Problem Solving, and cognitive behavioral therapy. This anger management protocol utilizes various techniques, including Collaborative Problem Solving, rehearsal, self-talk, coping skills, feeling expression, cognitive tools, understanding triggers, perspective-taking, self-reflection, and journaling mediate the growth of executive functions.

Furthermore, the researcher does consider the protocol to be an adequate response to McCloskey's challenge to create internally based interventions for executive dysfunction, rather than to remain over-reliant on the external forms of control that are so characteristic of behavior management interventions in public and private schools. The treatment protocol developed here represents an effort to narrow the research-into-practice gap described in this dissertation's introduction and represents a novel approach to dealing with children with explosive anger disorders. The holarchical model of executive functions appears to be robust and elegant enough to foster a wave of research studies in individual and group contexts as well as in transformational design, which today is an emerging multidisciplinary science intended to help individuals and organizations rapidly attain higher levels of functioning and development (Burns, Cottam, Vanstone, & Winhall, 2011).

The researcher believes that this treatment protocol fulfills the objectives of creating a modified cognitive behavioral treatment protocol for anger management that integrates the prescribed ways of communicating and interacting in mediated learning using the holarchical model of executive functions as a foundational theory guide for

protocol development. Though the content of this protocol covers areas normally covered in cognitive behavioral anger management protocols, the use of this holarchical model is readily seen in the emphasis throughout the protocol on Self-Realization through self-awareness activities (e.g., journaling, mentor and teacher feedback, self-talk, and self-expression as in I-statements) and Self-Determination (e.g., goal setting, use of cognitive tools, and Collaborative Problem Solving).   Dweck's (2000, 2006) research on mindset reveals that individuals may overcome stresses and significant personal challenges by maintaining an attitude or belief that one can learn from mistakes and improve performance. In her research, Dweck cited that students who have a history of being praised for being smart often tend to drop out of college because the college courses are more challenging, and their college peers are also high academic achievers. Such students also tend to take less challenging courses and/or drop out of college entirely because they have not yet internalized a growth mindset, which is a characteristic of the most successful students. According to Dweck's research, the growth mindset consists of having an attitude that mistakes can guide improvement until the desired goals are achieved. Students who drop out or take less challenging courses tend to interpret failure as a negative reflection on their intelligence rather than as a need to use the mistakes made as a guide for improving performance (Dweck, 2000).

Another contribution of this study, given its emphasis on the developmental processes of Self-Realization and Self-Determination, is its representation of a completed protocol focused on individual development. These processes are critical to Self-Regulation, which is considered by contemporary educators, along with critical thinking skills, as a "must skill" for students to develop. Such work is a necessity if educators are

to get used to thinking differently about educating students to apply thinking skills in a variety of novel and creative ways so that these students can meet challenges they may not necessarily be trained for and can create innovative products and solve problems by using their new knowledge and skill sets. Educators and psychologists refer to this as "twenty-first-century skills" since information and other technologies change the workspace and the global world economy rapidly. Today's elementary, secondary, and post-secondary students need such skills to adapt to these world changes. As Costa and Kallick (2010) pointed out, this is a different way to educate children into forming other habits of mind. The researcher cites his anger management protocol as an example of helping middle- and secondary school students from different habits of mind.

This movement to teach such broad knowledge and skill sets is best reflected in the work of Marzano and Heflebower (2012), who itemize a list of 21st century skills, including the following: analyzing and using information, with navigating digital sources, identifying common logical errors, generating conclusions, and presenting and supporting claims as subcategories; addressing complex problems and issues, with focus, divergent and convergent thinking, and a problem-solving protocol as subcategories; creating patterns and mental models, with identifying basic relationships between ideas, creating graphic representations, drawing and sketching, generating mental images, conducting thought experiments, and performing mental rehearsal as subcategories; understanding and controlling oneself, with becoming aware of the power of interpretations, cultivating useful ways of thinking, and avoiding negative ways of thinking as subcategories; and understanding and interacting with other people, with perspective taking, responsible interactions, controversy and conflict resolution as subcategories.

The anger management protocol described in this research thesis has some content overlap with these 21st-century skill domains in that the protocol teaches content related to a growth mindset, the use of mental models and tools, getting along with other people, Collaborative Problem Solving, perspective taking, self-regulation, mental representation, and rehearsal, cultivating useful ways of thinking, responsible interactions, and controversy and conflict resolution. Though the researcher did not consciously try to include such 21st-century skills content, it is present in the protocol and offers a useful communication and social structure, mediated learning, to develop such skills. The researcher believes that part of this study's value lies in its innovative use of mediated learning to provide a model for developing both anger management and 21st-century skills. Furthermore, Marzano and Heflebower (2012) endorsed teaching a growth mindset by citing Dweck's research on mindset and individual outcomes. This represents another overlap of this anger management protocol's overlap with the 21st-century skills trend in education.

Another contribution of this study is that it may realize multimedia mindmaps as a developmental genre in education, therapy, and professional disciplines. This protocol employed two multimedia mindmaps in its programming, one as an executive functions trainer and the other as a session prep designed to teach students the power to order information into paradigms and useable chunks (as in the Formula of Music resource activity). Using multimedia in this way is, essentially, an answer to the challenge best stated by Feuerstein et al. (1998) that the mentor must give the mentee a fulfilling mediated learning experience through an interactional process between the learner and an intentioned adult (the mediator) in which that adult mediates the external sources of

stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back

environmental experiences in such a way as to produce appropriate learning sets and

habits" (pp. 14-15).

Another contribution of this study is that it lays the groundwork for using

mediated learning to develop hybrid collaborative problem solving and Nonviolent Crisis

Intervention Training. The argument here is that collaborative problem solving, mediated

learning, and Nonviolent Crisis Intervention Training (Crisis Prevention Institute, 2012)

can be synthesized into one model. The researcher is currently working on this model, as

well as the group model outlined here. Furthermore, creating a culture of mediated

learning in a school or classroom is a natural hedge against adults "losing their cool" with

children, since the social regulation of mediated learning is wholly incompatible with

snapping at children or being domineering with them, responses that often occur in public

and private schools because of a traditional school culture of authority figures and power

hierarchies. Given the communication structures of mediated learning, as reflected in the

session scripts contained in this protocol's handbook (see Appendix), reductions in

episodes of students acting out may be possible, especially as mediated learning is used

in conjunction with forms of Collaborative Problem Solving and models of crisis

intervention.

Future Directions for Research and Development

The techniques and materials covered in this protocol could form the basis of

programming for an emotional-support classroom or school mental-health program. Since

this protocol is rooted in the executive functions literature, it would be compatible with

group interventions for executive functions such as those described in the literature

review. At the group level, features of the protocol could be adapted into a group therapy format. Additional action-research projects could involve parents during the implementation of the protocol. Program outcomes could be assessed using such measures as student grades; time mainstreamed in regular-education classes; event logs; goal attainment scaling (Kiresuk, Smith, & Cadillo, 1994); portfolio assessment, program artifacts teacher, student, and parent interview statements.

Another future direction of this research could be the systematic application of goal attainment scaling to measure executive functions and program outcomes. The specificity of goal attainment scaling can help to eliminate validity problems in measuring changes in executive functions or program outcomes (Kiresuk et al., 1994; Marzano & Heflebower, 2012).

Other research questions that could be pursued in a tryout of this protocol with actual clients/mentees include the following:

1. What themes emerge qualitatively in the experience of mentees from exposure to this kind of intervention?

2. Would there be any evidence of cognitive and developmental shifts in program

3. mentees, as seen in program artifacts, session transcripts, or mentee pre-and-post responses to structured interview questions?

4. Were mentees able to generalize and transfer skills between arenas of executive functions after bridging occurred during the intervention process? (Bridging is a mediated learning technique of verbally articulating how one skill learned in one arena of performance can be applied to a different performance arena).

Evaluative strategies through a single-subject or group design could logically include parent, teacher, and student interviews; formative and summative assessments; Likert-scale questionnaires on the effectiveness of each session as revealed by mentor and mentee ratings; a review of program artifacts; goal attainment scaling; and possibly a qualitative analysis of session transcripts (Creswell, 2007; Siegler, 1996).

Limitations

The focus of this dissertation was only on the development of a treatment protocol. This dissertation did not attempt to try out implementation, and the protocol developed here cannot be subjected to an actual program evaluation process. As a result, a discussion about needed revisions based on actual use of the treatment protocol with middle- or high-school-level students was not possible.

Examination of the program content, however, reveals that the treatment protocol is very verbally laden and may be less suited for children who have language deficits, though therapists with good responsiveness to clients should be able to adjust the linguistic levels, especially in using the techniques of mediated learning and zone of proximal development discussed in the literature review.

The program is designed only for middle- and high-school students and likely would be difficult to adjust for elementary-level students. English proficiency would necessarily be a necessary consideration when dealing with students of diverse linguistic backgrounds.

User qualifications also may present a barrier to program use. Mentors will probably have a sufficient background to implement the program if they have a master's degree in counseling or psychology. A background in mediated learning and cognitive

behavioral therapy would be helpful but not necessary. The implementation of this program may require more than these minimal qualifications, however. Although the suggested readings listed in the program handbook (see Appendix) should be helpful to most mentors, and the session scripts should give prospective mentors a good model to work from in developing language consistent with the language used in mediated learning, these aids might not be sufficient to prepare a clinician for implementation of the program.

The format of this anger management protocol lends itself to the application of a single-subject case study design. There are many limitations in such a design regarding the generalizability of research results and a minimal population sample with little diversity. As outlined in the future research section, adopting the protocol for a group format would make the protocol more likely to be implemented at the school-district level by providing greater justification for the time invested by a school counselor or psychologist in implementing such a protocol. This adaptation would also help to justify school space allocation and instructional time for the program.

Conclusions

As described earlier in this chapter, the researcher believes he has contributed to the research literature by creating an anger management treatment protocol that takes the research literature off the shelves and into classrooms. This treatment protocol was intended to provide a model for teaching anger management skills using mediated learning with a focus on internal self-regulation rather than external control. This research thesis also provided a traditional cognitive behavioral anger management protocol using the holarchical model of executive functions as a foundational theory and

mediated learning as an organizing framework to inculcate a self-growth ethic in young

people.

       This action-research project may help school counselors and psychologists bridge

the research-into-practice gap while providing a means to extend crisis intervention

models through collaborative problem-solving.

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APPENDIX

An Integrated Anger Management Protocol

INTRODUCTION

SESSIONS

This program is an eight-session anger management program designed to take 8-10 weeks based upon weekly sessions of approximately 60 minutes. The program is based upon research-based psychotherapeutic interventions for anger management, which are presented to learn ways of improving themselves through the self-growth processes of self-realization (specifically self-awareness and self-analysis) and self-determination (specifically goal generation and long-term foresight and planning). This version of the program is particularly suited for middle and high school students. Modeling, role plays, performance feedback, homework, and psychoeducational activities are the principal learning activities that will be used within a framework of mediated learning experience, which here may be defined as an interactional process between the learner and an intentioned adult (the mediator) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Falik, Feuerstein, & Feuerstein, 1998).

Throughout the program, the intervention strategies of modeling appropriate use of executive functions, verbal and nonverbal labeling, the teaching of internal feedback, increasing awareness, teaching the use of skill routines, and verbal mediation will be systematically applied in sessions within an overall framework of mediated learning.

Session structure is intended to further each session's goals and objectives and the anger management program's overall goals. This regular structure is intended to create consistency amongst sessions and predictability to facilitate coverage of session content and therapeutic issues as they come up over time. The structure of the sessions uses a cognitive-behavioral treatment format and will include: (1) an agenda-setting exercise, (2) a brief mood check-in/update, (3) a bridge from the previous session, (4) a review of the homework assigned from the previous session, (5) a discussion of agenda items, (6) and assigning of the new homework for the upcoming session, and (7) a summary of the session activity and content, as well as a structured evaluation by the mentor (the intentioned adult) and student/client (the mentee, as the therapeutic model, is conceived of in this model).

In this protocol model, the therapist's traditional role is conceived of and practiced in the role of a mentor. This conceptualization of the therapist as a mentor is intended to transfer and emphasize to the student/client (mentee) the meaning that all human beings are developmental and require ongoing development and maturation to fulfill life goals and values while becoming a person who can change and adapt to changing circumstances in meeting the expectations of other people in relationships. This conceptualization of the therapist as a mentor and its expression to the student/client (mentee) should emphasize to him or her that every human being has the potential for continued growth, which can be nurtured through the developmental processes of goal generation, self-awareness, and self-analysis, while the individual takes advantages of the rich literature available on how to improve in any area of life through the use of self-improvement literature and transpersonal psychology, mentoring relationships, and "lines

of development," which are simply ways of self-improvement in any given area of

endeavor, which simultaneously has effects on the individual as a whole. For example,

the visualization technique of mindmapping is mentioned in this protocol to

conceptualize and visualize information that is memorable to boost achievement in a

given area. If the individual understands how the technique can be applied in numerous

different situations, that individual gains confidence that he/she can be accomplished in

most areas where goals are systematically pursued through planning a detailed series of

steps to reach those goals. The individual becomes successful in one area but has learned

a process that can be applied to any goal, thus increasing personal growth in multiple

areas.

Each session's aspects must be covered, and therefore session content may carry

over to subsequent sessions. In such instances, the activities not covered in a session

should become a priority for the next session's agenda.

Participants

This is an individual counseling anger management program; therefore, the

participants include the program mentor and one participant. The program as it is

currently written is intended for middle and high school students.

Goals of the Program

The program's goal is to help individuals with anger-related difficulties improve

their anger management by developing self-regulation capacities related to executive

functions through the developmental processes previously noted. This is accomplished

through the teaching of cognitive and behavioral strategies, and the systematic

application of the intervention strategies of the modeling of appropriate use of executive

functions, verbal and nonverbal labeling, the teaching of internal feedback, the increasing

of awareness, the teaching of the use of skill routines, and verbal mediation, within an

overall framework of mediated learning. The skills taught can be used to cope with

anger-provoking situations appropriately. Through cognitive-behavioral-based

techniques, the application of intervention strategies based upon executive function

development, and collaborative problem solving, individuals will gain the skills and

perspective necessary to deal with anger effectively.

Facilitator Requirements

The facilitator implementing these sessions needs to have the educational and

training experiences necessary to function as a counseling provider. Considering that this

program is intended to be implemented in the public-school environment, the mentor

should be a master-level school counselor, social worker, or school psychologist. The

individual should have a general knowledge of the processes and procedures involved in

delivering psychotherapeutic services. Experience in the field of cognitive-behavioral

therapy would be ideal; however, this manual is designed in a manner in which that

would not be necessary. As detailed in the texts listed after this paragraph, knowledge of

executive functions would be ideal, as would be a familiarity with the Collaborative

Problem-Solving procedures developed by Ross Greene and J. Stuart Ablon (2006).

This manual draws extensively from the writings and authors listed in the recommended

readings section for material; thus, these works provide a larger context for what is

specified in the manual. The manual is intended to be specific enough to compensate for

deficits in the knowledge base that is considered ideal. The following readings are

intended to provide the background knowledge needed to successfully implement each

session for those without experience in these perspectives and can also serve as

reinforcement for those with experience in these perspectives.

Suggested Readings

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent and therapist guidebook*. Guilford Press.

Feuerstein, R., Falik, L & Feuerstein, R. (1998). *Definitions of essential concepts and terms: A Working glossary*. International Center for the Enhancement of Learning Potential.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*. The Research Press.

Greene, R. W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative problem solving approach*. Guilford Press.

Kramer, P. (1994). *The dynamics of relationships*. Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention*. Guilford Press.

Lidz, C. (1991). *Practitioners guide to dynamic assessment*. Guilford Press.

Lidz, C. & Haywood, C. (2007). *Dynamic assessment in practice*. Cambridge University Press.

McCloskey, G., Perkins, L., & Van Diviner, B. (2009). *Assessment and intervention for executive function difficulties.* Routledge.

Wilber, K. (2000). *Integral psychology: Consciousness, spirit, psychology, therapy*. Shambhala Publications.

SESSION 1: MINDSET

Overview

The purpose of this first session is to introduce the mentor to the mentee, to provide the guidelines of the counseling relationship, to describe the anger management program and the process of goal setting to the mentee, and to establish the concept of "mindset" as a way of getting oneself to grow and change over time while succeeding in achieving individual goals despite setbacks. The session stresses that most successful people must successfully develop a knack for the use of "tools" of one kind or another that can be used to solve any problems, including problems that deal with anger. The first tools to be introduced to the mentee are the notions of "mindset" and "goal generation," both of which can help individuals accomplish what they set out to do. Though the sessions are intended to help the student deal with anger appropriately, the session protocols are intended to teach skills that transcend simply managing anger.

The content related to anger management is presented through the use of language, shared activities, and mediators (whose protocol glossary definition is " a tool we create to help us gain a new skill or acquire new knowledge that we could not have gained or acquired without its use"). Modeling, role-plays, performance feedback, homework, and psychoeducational activities are the principal learning methods. The two developmental processes to be taught throughout the sessions are self-determination (made up of the activities of goal setting, rehearsal, rudimentary mindfulness, mindset, mediators, homework, problem-solving, decision making, internal feedback, imagery, and tools) and self-realization (self-analysis, self-statements, and perspective-taking/perception).

After the introductions and overview, the mentee will better understand the

program, the sessions, and how each session lays the foundation for future sessions.

Goals:

1. The mentor and the mentee will offer brief introductions to each other.

2. The mentor will introduce the session agenda.

3. The mentor will introduce the mentee to the anger management protocol.

4. The mentor will introduce the mentee to the definition of anger that will be used throughout the sessions, and the notions of "good" and "bad" anger, and how bad anger is never okay and never gives a "safe place."

5. The mentor will assign completion of the Hassel Log and describe how it will be used to grow as a person and a way of self-improvement.

6. The mentor will establish the notions of mindset, mindflex, and dreamworks, as these terms will be used throughout the sessions.

7. The mentor will establish the ritual of assessing information gained from each session. The mentor and the mentee will each, as a means of expressing whether they got "a lot" or "a little" out of the sessions, pour an appropriate amount of water to express the satisfaction level into 8-ounce glasses from a water pitcher.

Suggested Readings:

Bordova, E., & Leong, D. (2007). *Tools of the mind*. Pearson Education.

Dweck, C. (2000). *Essays in social psychology: Self-theories*. Psychology

Dweck, C. (2006). *Mindset: The new psychology of success*. Ballentine Books.

Feuerstein, R., Falik, L., & Feuerstein, R. (1998). *Definitions of essential concepts and*

terms: A working glossary. International Center for the Enhancement of Learning

Potential.

Jacobs, E. (1992). *Creative counseling techniques: An illustrated guide*. Psychological

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McCloskey, G., Perkins, L., & Van Diviner, B. (2009). *Assessment and intervention for

executive function difficulties.* Routledge.

Objectives:

1. Upon request, the mentee will state at least one fact they did not know about the mentor before Session 1.

2. After discussing **agenda** setting, the mentee will state what an **agenda** is and how the mentor and the mentee will use it to structure each session upon request.

3. Upon request, the mentee will state that the sessions are intended to learn to manage anger and learn how to develop skills and knowledge to help oneself achieve personal goals and help other people.

4. Upon request, the mentee will define anger as a strong feeling/emotion-oriented towards a real or supposed grievance often accompanied by strong physical changes in the body and destructive/hurtful behaviors, and say that anger is sometimes good or bad.

5. The mentor will show the mentee an example of a completed Hassel Log entry in the mentee's Growth Log Book and discuss its uses to understand ourselves and self-statements.

6. Upon request, the mentee will explain how mindset, dreamworks, and mindflex help people reach goals through planning and steps.

7. Upon request, the mentee will explain how the water-pouring ritual is a way for the mentee and the mentor to share/express each session's effectiveness.

Session Content

Concepts and Terms Used in This Session:

Agenda	Dreamcatcher	Dreamworks	Goal Generation	Mediation
Mindset	Mindflex	Tools	Totem Pole	

Methods

The methodology used in this session will be lecture/discussion using the social

communications structures of mediated learning. Mediated-learning experience for this

protocol will be considered the language, shared experiences, and mediators the mentor

uses to share meaning with the mentee in very planned ways including the mediation of

challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e.,

explaining how one skill or knowledge base in one situation transfers to effective use in

another situation), mental representation, and intent.

Procedures:

A. The mentor will explain to the mentee what the mentor's role within the school district is and how this role has come to involve the mentee. This point in the session would also allow the mentee to share additional information as they would see fit.

B. The mentor will inform the mentee that the first activity of each session will be setting the agenda. The mentor will explain that an " agenda" is a plan for what is done or talked about when two people or a larger group of people get together in a meeting. The agenda typically follows this prescribed pattern: (a) an introduction; (b) a description of the counseling guidelines; (c) a description of the time, frequency, and duration of sessions; a review of the previous session (d) a description and rationale for session structure; (e) a description of the rationale and activities for this anger management program; (f) a homework assignment; (g) a discussion and activity carried out for each session that is prescribed as a part of this treatment protocol; (h) and a summary of the session. Note that all sessions will include a check-in during which either the mentor or the mentee can add an item to the agenda.

C. The counseling guidelines will be established for all sessions, including those guidelines relating to confidentiality. The mentor will inform the mentee that no issue related to the safety of the mentor, mentee, or other people will necessarily be kept confidential. The mentor reserves the right to take action to assure the safety and well-being of people. This reservation also includes any reports of neglect; emotional, sexual, and physical abuse; and safety at school and home.

D. The mentor will inform the mentee that sessions will routinely occur weekly for approximately 60 minutes towards a total number of eight sessions.

E. The mentor will explain the session structure to the mentee, noting that the rationale for this session structure is to promote consistency and predictability amongst sessions. This structure will enable the mentee to anticipate opportunities to bring up issues for discussion and get a better sense of the goals to be accomplished through the sessions. The review of previous sessions at the start of new sessions will ensure all topics and activities are covered and completed. The mentor should establish an agreement with the mentee that this structure for the sessions is appropriate.

F. The mentor will explain to the mentee the rationale for this treatment protocol. The mentor will also explain to the mentee that the sessions planned are intended to help the mentee understand their anger and cope with it through learning activities. The sessions are intended to teach the mentee the developmental processes of goal setting and self-analysis. Goal setting (generation) may be defined as "a kind of tool we use to plan where we want to get to by planning a series of specific actions we will consistently take to fulfill our goals and get to where we want to get to." Self-analysis may be defined as a kind of tool we use to think about ourselves and improve in any area. The techniques we use to think about ourselves include feedback, diagramming, monitoring, comparing, and mediators. This program may be described as psychoeducational because it focuses on a series of learning activities intended to promote better anger management while providing the mentee a method of self-improvement and development. These learning activities will help the mentee identify the thought processes that occur in an anger-provoking situation. The activities will also focus on those thought processes that affect moods and perceptions, how the application of "tools" of one kind or another can help keep moods and perceptions on a positive track, and how people grow and change through goal-setting self-analysis. Also covered is how one's body feels, which may lead to certain behaviors and actions that affect how one interacts with other people. This program includes goal setting, anger education, identifying and responding to triggers, anger first aid, assertiveness training, feeling expression, problem-solving training, self-statements analysis, and perspective-taking (thinking about how other people might look a situation).

G. The mentor will then explain four terms defined in the glossary handout: tools, mindset, mindflex, and dreamworks. A tool may be defined as something people use or ideas they have to help themselves do things. The mindset tool may be defined as a detailed, specific, and practiced way of thinking that can help do the things people want to do by learning from failure and practicing for success through continuing actions and good

thinking and habits. "Mindflex" may be defined as a kind of thinking tool people use to adapt to different situations by simply being willing to look at things differently to get positive results for themselves and other people. Finally, Dreamworks may be defined as the understanding that one's mind helps or hinders us in creating good things for oneself, other people, or animals. The mentor then explains the lesson of these words, which is that a person with a flexible mind who can think about the things that happen, keep going after setbacks, and continually improve in one way or another through sound thinking, will always have a better chance of making "dreams work" for themselves and other people. The mentor will then explain to the mentee that all terms used in these sessions are listed in Handout 1.1 Glossary. The numerical system used to number handouts throughout this protocol is the session number followed by the presentation number's sequence to the mentee. The mentor will then give Handout 1.1 to the mentee. The examiner will explain that the mentee is always encouraged to improve and persist in pursuing a goal. Many research studies have shown that this trait can separate a successful person from an unsuccessful person.

H. The mentor will hand the mentee his or her growth logbook and explain that the logbook is intended as the place for the mentee to store all handouts from the sessions and Hassel Log entries. The mentor will then hand the mentee a sample completed log entry (Handout 1.2, Completed Hassel Log Form) and point out blank Hassel Log forms (Handout 1.3) in the growth log book. The mentor will then explain that Hassel Log entries are a way of looking at oneself (self-analysis) and are used in the sessions to answer questions such as what triggered a problem, what led up to it, what a person did, and what the consequences were for the person and the other people involved. The mentor will take a blank form and model how to complete it after the mentor and mentee review the typed completed form.

I. The mentor then reviews and discusses the Handout 1.4 Two Ways of Growing, One Way of Talking. The mentor will note to the mentee that mediation is a way of talking that will be used throughout the sessions and may be defined as a tool people use to talk to each other to share meaning in a very planned way. This discussion should give the mentee a deeper understanding of how the mentor proposes to have the mentee become good at self-development.

J. Next, the mentor will distribute Handout 1.5, Anger Fact Sheet, give a brief synopsis, and assign it as homework, in addition to Hassel Log completion. The mentor will note that at least one homework assignment is required to prepare the mentee for the next session's content. The mentee is encouraged to ask questions about each homework assignment or any piece of information presented in any of the sessions.

K. Next, the mentor will distribute Handout 1.6, Totem Pole and Handout 1.7, Dreamcatcher, and note to the mentee that the articles are only background information about the different ways Native American tribes decided to share meaning in their cultures. The mentor will highlight the most relevant parts of the article to the mentee in relating how they will attach an icon to the totem pole to symbolize the main idea emphasized during the session. In this first session, a dreamcatcher's icon will be attached to the totem pole to symbolize how people can "catch their dreams" by using a mindset. A mindset again is a detailed, specific, and practiced way of thinking that can help in doing the things we want to do by learning from failure and practicing for success through continuing actions and good thinking and habits.

L. Next, the mentor will mention the mentee that the walking stick is something the mentee will take with him or her after the eight sessions. The walking stick and totem poles are intended to be artifacts to help the mentee remember the experiences of the sessions, their meaning, and the importance of applying what was learned during the sessions to current life problems. The mentor is to mediate to the mentee the importance of sometimes being alone and thinking about what is going on in one's life and what actions one should take to change how things are going. This process is something many historical figures did before deciding on a particular course of action (mediation of meaning).

M.   Next, the mentor will introduce the mentee to the routine closing activity for each session, which consists of the mentor and the mentee taking turns filling 8-ounce glasses with water tinted with food coloring to represent the degree to which the session did or did not seem successful to them; the more colored water the participants pour into the glasses, the higher their perceptions are that the session was successful.

N. Summary: Next, the mentor will summarize the homework assignments about reading the Anger Fact Sheet and completing the Hassel Log entries, summarize some of the mentee's statements, and review the notions of anger, good anger, bad anger, tools, dreamworks, mindflex, and mindset.

O. The mentor and mentee will mutually schedule a time and date for the next session.

Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Form

Handout 1.3, Hassel Log Form

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 1.6, Totem Pole

Handout 1.7, Dreamcatcher

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Dreamcatcher Ornament

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring (Green Coloring, Symbolic of Growth)

Handout 1.1 Glossary

Affective Feeling Statement: A kind of feeling statement in which the person making the statement tries to summarize the other person's expressed feeling, for example, "You seem to be feeling pretty sad today."

Agenda: A plan for what is done or talked about when two people or a larger group of people get together in a meeting.

Anger: A strong feeling/emotion-oriented towards a real or supposed grievance that often is accompanied by physical changes in the body's blood pressure, heart rate, adrenaline, muscle tension, and facial color, and by destructive/hurtful behaviors (as in bad anger) that threaten the personal safety of other people through violence towards other people, property, or animals; yelling or raised voice tone; and put-downs, sarcasm, racial and ethnic slurs, and name-calling in general (violence to emotional safety through language). Anger is expressed through facial expressions, gestures, actions, language, and voice tone.

Arouses: Wakes up.

Beliefs: What a person holds to be true.

Breathe-Count-See: An anger-coping technique consisting of the following three steps:

- Breathe 10 deep breaths,
- Count backward from 10, then
- See a pleasant image.

Choices: What a person decides to do in a situation.

Cognitive Routine: A way of self-growth that is a tool or way of doing something in prescribed steps.

Collaborative Problem Solving: A kind of thinking tool used with other people to figure out how both people can find a solution in which both people get all or most of what they

want. The steps of Collaborative Problem Solving are as follows: "other eyes" (perspective taking –looking at the situation the way the other person or other people would look at the situation), "my eyes" (how "I" look at it the situation), "eyes open" (identifying consequences), and "our eyes" (generating alternatives acceptable to both persons and inviting the other person to join in problem-solving).

Consequences: What happens to people as the result of what they decide to do.

Content Statement: A statement in which the person expressing the statement tries to capture the what and how of a person's statement or statements, for example, "You seem to be saying you had a hard day because your day started with a flat tire, then a million things happened at work, as soon as you walked in the door."

Different Interpretations: Two people can look at the same situation and interpret it differently.

Dream catcher: A kind of tool we can create to solve problems and make what is hoped for real for people or animals.

Dreamworks: The understanding that our minds help or hinder us in creating good things for ourselves, other people, or animals.

Empathy: The attempt to experience the feelings of another human being and express that experience in language.

External Triggers: Things done by one person that make another person angry, or the circumstances the angry person finds to be anger arousing. Such triggers may be something someone says to the mentee (e.g., being told what to do or being called a name) or they may be nonverbal (for example, a push or a gesture), or they may be

stressful circumstances (e.g., going to school, and suddenly finding many friends being irritable with you).

Flex-Relax-Say: a coping technique consisting of the following three steps:

- Flex-tighten muscles where tension is felt;
- Relax-Relax muscles where tension is felt and pay attention to the lack of tension in the muscle;
- Say-Say to oneself a positive self-statement, rather than an anger-provoking self-statement, like, "I can cope. I won't let the situation (or person) get me."

Goal: Something you want or something you want to do for which you are willing to work.

Goal Generation: A kind of tool we use to plan where we want to get to by planning a series of specific actions we will consistently take to fulfill our goals and get to where we want to go.

Good for You-Good for Me: A perception tool used in problem-solving that points to a possible solution to a problem between two or more people and asks the following question about the proposed solution: "Is it good for you and good for me?"

Habits: Actions consistently taken by a person over time.

Hassel Log: A way of looking at ourselves (self-analysis) that is used in our sessions that seeks to answer the following questions:

- What triggered the problem?;
- What led up to it?;
- What did you do, and what were the consequences for you and the other person (s)?

Icon: Something simply representing something else through a simplified symbolic image.

If-Then: A method of highlighting the possible positive and negative consequences of any situation. It can also be a tool for planning response strategies to demanding situations through rehearsal and thinking ahead.

Intent: What a person is trying to accomplish by what he or she does.

Internal Triggers: What angry people think or say to themselves whether or not they are fully aware of the thought or statement (e.g., "He is making fun of me, so I'm going to kill him," or "I can't take any more of this, so I'll say something back to knock him dead in his tracks").

I-Statements: A kind of tool people use to express themselves consisting of a sentence using the personal pronoun "I," a feeling word, and the "what" of your reaction. For example, a person might say, "I became angry with you because you went ahead and did what you wanted to do without considering how it would affect my chances of getting ready to go to the movies."

Knowledge Construction Skills: psychologist-speak referring to ways people can use procedures and modes of thinking to generate new knowledge. Examples would be mindmaps and comparisons.

Lines of Development: A kind of tool people use to help them get better at something. Examples include writing mindmaps, practicing the guitar, learning a software program, studying martial arts, and meditating.

Logical Consequences: Those consequences imposed by ourselves or other people for the actions persons take (e.g., a brother or sister blares radio music while other family members are trying to sleep and loses the use of the radio for 48 hours, after being warned by his or her parents that this would be the consequence should the behavior continue).

Mediation: A tool people use to talk to each other that helps them share meaning in a very planned way. Also, the recognition that there are endless creative ways to communicate with other people.

Mediation of Challenge and Change: A tool people use to help other people see the need for change and go beyond what they are currently doing to take action in a situation.

Mediation of Doing: A tool people use to suggest to another person a way of accomplishing what they wish to accomplish.

Mediation of Joy: A tool people use to express the meaning of joy in their lives in recognition there are an endless number of ways to see patterns; seeing patterns is a way to accomplish what people want in life for themselves, other people, and other living things, such as animals.

Mediation of Meaning: A tool people use to teach people the significance of something that might be missed otherwise.

Mediation of Mindset: A tool we use to help people change and grow their thinking into a pattern that will help them do well in most things.

Mediation of Relationship: A communication tool people use to tell each other about how we interact to express commitment and foster growth in the relationship and in each other.

Mediation of Transcendence: A communication tool people use to tell someone how something learned in one situation can be used in another situation to solve a problem.

Mental Representation: A way of picturing things in our minds to simplify main ideas, help us create to help other people or advance something, or remember information.

Mediators: A kind of tool people create to help us gain a new skill or acquire new knowledge that people could not have obtained without its use.

Mindflex: A thinking tool people use to adapt to different situations by being willing to look at things differently to get positive results for themselves and other people.

Mindmap: A kind of tool people use to represent complex sets of information that contain associations of other sets of information to help us retrieve the information itself, perceive relationships amongst the information sets, and help us apply and create with those sets of information.

Mindset: A detailed, specific, and practiced way of thinking that can help in doing the things people want to do by learning from failure and practicing for success through continuing actions and good thinking.

My Eyes: The second step in Collaborative Problem Solving that involves my thoughts and feelings about a situation.

Natural Consequences: Those things that happen automatically after an action without anyone doing anything (for example, in war, the destruction of property and businesses leads to economic suffering, impoverishment, and unemployment for the people whose property and businesses are destroyed).

Open Eyes: The third step in Collaborative Problem Solving that requires looking at the consequences of choices that are made or to be made.

Other Eyes: Looking at a situation the way the other person or persons we have conflicts with might be looking at it. The "first step" in Collaborative Problem Solving.

Our Eyes: Inviting other people to find with us the best possible Good for You-Good for Me solution.

Perspective Taking: Looking at a matter the way another person would look at it and asking ourselves what kinds of statements that person might be making to themselves.

Perceive: The pattern a person sees and its interpretation and meaning for that person expressed in ideas and thoughts.

Perception: The interpretation, identification, and definition of a set of facts and circumstances.

Plan A: The sometimes necessary one-sided determination about how a problem will be solved because of time constraints, the needs of other people, and general circumstances, as determined by an adult authority.

Plan B: A structured way of solving problems between people by first just listening with empathy.

Problem Recognition: A kind of tool people use "to put ourselves inside the mind of the other person," that helps us understand the perceptions, feelings, and needs of other people, so people can identify the problem at hand and think of ways to solve it to the benefit of both people.

Rehearsal: A tool people use to get ready for an upcoming situation by actually or mentally practicing how people want to respond to a situation.

Reminders: Self-instructional statements used to increase success in all types of high-pressure situations

Rogerian Listening: a way of communicating in which one person listens to the thoughts, ideas, feelings, and concerns of another person and says nothing whatsoever until the person is done speaking, then it is the listener's job to express in his or her own words

what the speaker has just said with as much content and feeling accuracy as possible

without the listener saying anything about personal ideas, feelings, thoughts, etc.

Safe Place: a tool of self-growth people provide to other people by the way we interact

with them by making sure they are never under threat through the physical aggression of

ourselves, other people, or emotional threat through hurtful comments.

Schema: The deep, core things people believe about life, other people, and ourselves that

influence our thoughts and feelings about everything and everyone.

Self-Analysis: A kind of tool people use to help them figure out what is helping or hurting

them or what people need to do next to solve a problem.

Self-Awareness: A kind of tool people use to think about themselves and how people can

improve in any area. The techniques people use to think about themselves include

feedback, diagramming, monitoring, comparing, and mediators.

Self-Evaluation: A mental tool a person uses to look at him- or herself by looking at what

happened leading up to the incident; what the person did, felt, and believed; what other

people in the situation did, felt, and believed; what the consequences were for all people

involved in the situation; and how things could be handled differently in the future. Self-

evaluation includes an evaluative statement that people say to themselves about the

adequacy, worth, or effectiveness of their perceptions, feelings, thoughts, and actions in a

given situation.

Self-Evaluation Statements: A tool people can use to help themselves make positive

changes.

Self-Statements: What someone says to themselves about anything.

Self-Talk: A kind of tool people can use well or poorly to help us accomplish or hinder our goals.

Situation: All the things that figure into a point of action when something has to be done or has been done.

Skill Routine: A planned sequence of steps to solve a problem or handle a situation. This is a form of rehearsal.

Step: Something people do to fulfill a goal.

Thinking Ahead: Another form of anger reducer involving anticipating what might happen and developing a plan to deal with the situation before it happens.

Tool: Something a person uses or an idea people have to help them do things.

Totem Pole: A kind of tool people use to record meaning and stories borrowed from Native Americans using icons stacked upon each other on a pole.

Triggers: Something said or done, or a situation that arouses ("wakes up") anger.

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what a mediated-learning experience sounds like for learners. However, the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time. Mediated-learning experience consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment. Mediated learning is grounded in social constructivist learning theory. The interactional process between the caring adult and the student/client is critical for learning to occur and essential for the transfer of learning, meaning, values, higher-order thinking skills, and so forth. Mediated-earning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator, or mentor as defined in this manual) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, & Feuerstein, 1998, pp.14-15).

Following in this text are sample scripts of what various forms of mediation would sound like to the mentee:

MENTOR: "Student's name, what we are here for today is to discuss there are ways to help you manage your anger, but I want you to understand my intention (mediation of intention) is not only to do that but also to help you with two different ways of growing and improving yourself called self-determination and self-realization, which is just fancy psychologist talk for things like goal setting and self-analysis. I do not care if you remember some words, but those last words, goal setting, and self-analysis are tools we can use to improve ourselves and make ourselves better. Athletes and other successful people like Lebron James, Kobe Bryant, Barack Obama, Albert Einstein, Thomas Edison, or Martin Luther King have used these processes to improve themselves and make themselves better (mediation of transcendence). You can use these tools also, and teach other people to use these tools, too. And I will be here to help you improve on these things, and help you manage your anger, and help you set other kinds of goals (mediation of reciprocity/relationship). These are things that you can teach to other people and your children when you are older (mediation of transcendence). And do you know what will happen if you slip a little bit?"

MENTEE: "You got me on that one."

MENTOR: "I will be here to help you improve, just like any good coach. That is what a coach does (mediation of reciprocity/relationship). What is critical is that you remember what we say about mindset. It is a tool; it is a way of thinking about yourself. People who have the best chances to reach a goal are the people who learn from their mistakes. You can call mistakes failures, or you can say they are opportunities to learn. Michael Jordan and Kobe Bryant both lost games for their teams by missing critical shots at the end of games, and Jordan even got cut from his high-school basketball team as a sophomore.

Thomas Edison, the inventor of the phonograph (how people played music before there were CDs and smartphones) and the electric light bulb, and dozens of other inventions, made over 1,000 prototypes of the electric light bulb before he got it right. Once, he was interviewed by a reporter and asked what he had learned from his 1,000 failures. Do you know what he told the reporter?"

MENTEE: "No."

MENTOR: "A thousand different ways not to make an electric light bulb. Mindset (mediation of mindset) is the key. It will serve you well throughout your life if you use it and teach it to other people (mediation of transcendence). If you say to yourself, 'I have an opportunity to learn,' is saying something quite different than, 'I'm a blockhead. I failed again' (mediation of meaning). Think of it: millions of people have a chance to read at night, do things like surgery to save people, or play basketball at night because Edison had a mindset that he would learn from his mistakes. I'm glad that he decided to say something in his head different from, 'I failed, or, 'I'm an idiot.' (mediation of mindset, transcendence,

and meaning)."

The preceding statement also teaches about self-statements central to anger management, executive functions training, and cognitive behavioral therapy.

Handout 1.2 Completed Hassle Log
Form

Name: Wiley Coyote   Date: 2/2/2006

☑ Morning ☑ Afternoon ☐ Evening

Where were you?

☑ Classroom   ☐ Bathroom   ☐ Off grounds

☐ Dorm   ☐ Team office   ☐ Hall

☑ Gym   ☐ Dining room   ☐ On a job

☐ Recreation room   ☐ Outside/grounds ☐ Other

What happened?

☐ Somebody teased me.

☑ Somebody took something of mine.

☐ Somebody was doing something I didn't like.

☐ I did something wrong.

☑ Somebody started fighting with me.

☐ Other

Who was the other person?

☑ Another youth   ☐ Aide   ☑ Teacher   ☐ Counselor ☐ Other

What did you do?

☑ Hit back   ☐ Told peer or adult

☐ Ran away   ☐ Ignored it

☑ Yelled   ☐ Used anger control technique

☐ Cried

☐ Walked away calmly

☐ Broke something☐ Talked it out

☐ Was restrained☐ Used coping skill *(identify)*_____

☐ Told aide or counselor

How angry were you?

☑ Burning ☑ Really ☐ Moderately ☐ Mildly angry ☐ Not angry
   angry   angry   angry but still OK   at all

How did you handle yourself?

①   ②   3   4   5

Poorly Not so well   OK   Good   Great

Details(Use back if needed): Mr. Fasan Yelled at me in sym, so I xelled bac
Tommy grabbed my pencil, I hit him.

Handout 1.3 Hassel Log Form

Name: Date.

❏ Morning   ❏ Afternoon ❏ Evening
 Where were you?

❏ Classroom   ❏ Bathroom   ❏ Off grounds

❏ Dorm   ❏ Team office   ❏ Hall

❏ Gym   ❏ Dining room   ❏ On a job

❏ Recreation room   ❏ Outside/grounds ❏ Other

What happened?

❏ Somebody teased me.

❏ Somebody took something of mine.

❏ Somebody was doing something I didn't like.

❏ I did something wrong.

❏ Somebody started fighting with me.

❏ Other

Who was the other person?

❏ Another youth   ❏ Aide   ❏ Teacher   ❏ Counselor ❏ Other

What did you do?

❏ Hit back   ❏ Told peer or adult

❏ Ran away   ❏ Ignored it

❏ Yelled   ❏ Used anger control technique

❏ Cried

❏ Walked away calmly

❏ Broke something❏ Talked it out

❏ Was restrained❏ Used coping skill *(identify)*_____

❏ Told aide or counselor

How angry were you?

❏ Burning❏ Really ❏ Moderately ❏ Mildly angry ❏ Not angry

angry   angry   angry but still OK   at all

How did you handle yourself?

1   2   3   4   5

Poorly Not so well   OK   Good   Great

Details(Use back if needed):

_____

_____

_____

Self-Determination

Goal Setting

Rehearsal

Rudimentary Mindfulness

Mindset

Mediatiors (includes me)

Homework

Use of problem solving and decision-making

Use of internal feedback and imagery

Tools

Handout 1.4:
Two Ways of Growing, One Way of Talking

Mediated Learning Processes

Mediation: a tool we use to talk to each other that helps us share meaning in a very planned way.

Mediation of:

Challenge and Change:

Doing

Joy

Meaning

Mindset

Relationship

Transcendance

Mental Representation

Intent

Two Ways of Growing, One Way of Talking

Self-Realization

Self-Analysis

Self-Statements

Perspective-Taking & Perception

Handout 1.5 Anger Fact Sheet

Anger: A strong feeling/emotion-oriented towards a real or supposed grievance often accompanied by strong physical changes in the body's blood pressure, heart rate, adrenaline, muscle tension, and facial color, and destructive/hurtful behaviors (as in bad anger) that threaten the personal safety of other people through violence towards other people, property, or animals; yelling or raised voice tone; and put-downs, sarcasm, racial and ethnic slurs, and name-calling in general (violence to emotional safety through language). Anger is expressed through facial expressions, gestures, actions, language, and voice tone. The energy level usually goes up when people are angry. Anger is a

normal emotion; however, its expression and how it affects other people determine whether it is good or bad anger.

Anger Running Cold	Anger Running Hot
Coldness, Pouting, Withdrawing, Ignoring, Suicide, Sarcasm, Blaming (self or others), Cheating, Lying, Crying, Misbehaving, Temper Tantrums, Depression, Put-Downs	Fighting, Throwing Things, Murder, Slamming Doors, Self-Inflicted Wounds, Physical Abuse, Rape

All of the above expressions of anger things may be considered bad anger.

Some words of wisdom about anger:

What's Good About Anger

Anger is a warning sign that something is wrong. It's the mind's-- and sometimes even the body's-way of telling you that something isn't right, doesn't feel good, or isn't going the way you want or expect it to. Anger often gives you added energy that allows you to deal more effectively with the problem. It sometimes allows you to take a strong stand against injustice and inequality. Anger is only bad if it is repressed, resisted, ignored, or inappropriately expressed. The more you resist, deny, or bury it, the stronger and more frequently it will surface. It is okay to release it, provided it does not (a) endanger yourself or others, (b) damage property, (c) embarrass or threaten anyone, or (d) involve acting out in a hostile manner. Often, just talking about your anger--really talking about what is making you angry or why you are feeling so mad--can have miraculous results. Angry feelings can disappear once they are expressed, provided that they are openly and honestly declared.

CONSTRUCTIVE RESPONSES TO ANGER:

- Talk it out with an objective person (friend, parent, teacher, clergy) who is a good listener and give you feedback that may help you deal with or understand your anger better.
- Close your eyes, breathe deeply and become aware of the feelings you are having. Try to stay with them until they gradually begin to lessen.
- Use imagery. Close your eyes, imagine the angry scenes, and act out your feelings in non-hurtful ways.
- Write down your feelings in vivid terms. You can write an email to the person you are angry with, but don't send it. Then wait a few days and reread it. Seeing your feelings in print may help you to see the picture more clearly or realistically.
- Avoid watching violent movies that may cause repressed, angry feelings to surface in hostile and negative ways. Researchers have shown that the watching of violent acts can cause aggressive behavior.
- Exercise, jog or take part in any sport that allows some physical release.
- Take a long, slow walk. (Time enough to cool down.)
- Take a deep breath and count to 10.
- Cry. Crying can help rid you of tension or feelings of hurt, grief, or sadness that can contribute to anger.
- Listen to any kind of music that soothes and relaxes you.
- Watch something calming—a sunset, the moon, a river, a lake, or the ocean, if nearby.
- After you've done whatever helps you release your pent–up feelings, sit down with the person with whom you are angry and talk about it. Get it off your chest!
- Take a cold shower to cool off or a hot bath to relax.
- Learn to meditate or play a musical instrument or find a creative outlet.
- Work on a puzzle. Sometimes putting the mind to a difficult or challenging task can lessen angry feelings.

Totem pole

From Wikipedia, the free encyclopedia

Totem poles are monumental sculptures carved from large trees, usually cedar, but mostly Western Red Cedar, by cultures of the Indigenous peoples of the Pacific Northwest Coast of North America. The word "totem" is derived from the Ojibwe word *odoodem*, "his kinship group".

Contents

- 1 History
- 2 Meaning and purpose
  - 2.1 Shame poles
- 3 Construction and maintenance
- 4 Property
- 5 Totem poles of note
- 6 Totem poles outside North America
- 7 See also
- 8 References
- 9 Sources
- 10 Further reading
- 11 External links

A Gitxsan pole (left) and Kwakwaka'wakw pole (right) at Thunderbird Park in Victoria, British Columbia.

History

Being made of cedar, which decays eventually in the rainforest environment of the Northwest Coast, few examples of poles carved before 1900 exist. Noteworthy examples include those at the Royal British Columbia Museum in Victoria, BC and the Museum of Anthropology at UBC in Vancouver, BC, dating as far back as 1880. And, while 18th century accounts of European explorers along the coast indicate that poles certainly existed prior to 1800, they were smaller and few in number. In all likelihood, the freestanding poles seen by the first European explorers were preceded by a long history of monumental carving, particularly interior house posts. Eddie Malin has proposed that totem poles progressed from house posts, funerary containers, and memorial markers into symbols of clan and family wealth and prestige. He argues that pole construction centered around the Haida people of the Queen Charlotte Islands, from whence it spread outward to the Tsimshian and Tlingit, and then down the coast to the tribes of British Columbia and northern Washington.[1] This is supported by the photographic history of the Northwest Coast and the deeper sophistication of Haida poles. The regional stylistic differences between poles would then be due not to a change in style over time, but to application of existing regional artistic styles to a new medium. Early-20th-century theories, such as those of the anthropologist Marius Barbeau who considered the poles an entirely post-contact phenomenon made possible by the introduction of metal tools, were treated with skepticism at the time and are now discredited.

The disruptions following American and European trade and

Dreamcatcher

From Wikipedia, the free encyclopedia

This is about the traditional Native American object. For other uses, see Dreamcatcher (disambiguation).

In Ojibwa (Chippewa) culture, a **dreamcatcher** (or **dream catcher**; Ojibwe *asabikeshiinh*, the inanimate form of the word for "spider"[1][2] or *bawaajige nagwaagan* meaning "dream snare"[2]) is a handmade object based on a willow hoop, on which is woven a loose net or web. The dreamcatcher is then decorated with personal and sacred items such as feathers and beads.

A dreamcatcher.

Contents

- 1 Origin and legends
- 2 Popularization
- 3 See also
- 4 References
- 5 External links

Origin and legends

While dreamcatchers originated in the Ojibwa Nation, during the Pan-Indian Movement of the 1960s and 1970s they were adopted by Native Americans of a number of different Nations. Some consider the dreamcatcher a symbol of unity among the various Indian Nations, and a general symbol of identification with Native American or First Nations cultures. However, other Native Americans have come to see dreamcatchers as over-commercialized.[3]

American ethnographer Frances Densmore writes in her book Chippewa Customs (1979, pg. 113), "Even infants were provided with protective charms. Examples of these are the "spiderwebs" hung on the hoop of a cradle board. These articles consisted of wooden hoops about 3 1/2 inches in diameter filled with an imitation of a spider's web made of fine yarn, usually dyed red. In old times this netting was made of nettle fiber. Two spider webs were usually hung on the hoop, and it was said that they "caught any harm that might be in the air as a spider's web catches and holds whatever comes in contact with it."

Traditionally, the Ojibwa construct dreamcatchers by tying sinew strands in a web around a small round or tear-shaped frame of willow (in a way roughly similar to their method for making snowshoe webbing). The resulting "dream-catcher", hung above the bed, is used as a charm to protect sleeping children from

SESSION 2: TRIGGERS

Overview:

The purpose of this session is to follow through on the agenda structure outlined in the last session and to review the mentee's Hassel Log entries; the homework assignment from the previous session on anger; the notions of "mindset," dreamworks," and "mindflex," and the terms goal-setting and self-analysis. The mentor will also introduce what "triggers" are and explain how the self-statements people make when angry influence their feelings and actions in situations that periodically come up. Self-statements will include I-statements that will be described to the mentee as a sentence beginning with the personal pronoun "I" followed by an appropriate feeling word and the specifics of what was the basis of the feeling reaction, such as "I'm angry you grabbed my pencil like that, when you know I was reaching for it," or "I got burning angry when the teacher yelled at me."

Goals:

1. The mentee will understand that anger is healthy and that whether it is harmful depends on how it is handled.

2. The mentee will review a definition of anger and discuss that definition with the mentor.

3. The mentee will be able to identify anger cues taken from the Hassel log and name and list cues that have been present in the past.

4. The mentee will understand that emotional or physical violence is never acceptable in a relationship.

5. The mentee will understand that positive or negative consequences follow out of the decisions we make in problem-solving.

6. The mentee will begin to understand that situations can be interpreted differently depending upon how one looks at the situation (perspective and perception).

7. The mentee will begin to explore self-statements, and how they are related to anger by looking at current and past situations in which anger was aroused, both in him- or herself and in the people the mentee knows.

Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent and therapist guidebook*. Guilford Press.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*. The Research Press.

Kramer, P. (1994). *The dynamics of relationships*. Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A Cognitive-behavioral intervention*. New York, NY: Guilford Press.

Session Content

Concepts and Terms Used in This Session:

Dreamworks   Dreamcatcher   Mindflex   Mindset   Triggers

External Triggers   I-statements   Internal Triggers   Self-Statements   Tools

Methods

The methodology used in this session will be lecture/discussion using the social communications structures of mediated learning. Mediated-learning experience for this protocol will be considered the language, shared experiences, and mediators the mentor uses to share meaning with the mentee in very planned ways, including the mediation of challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e., explaining how one skill or knowledge base in one situation transfers to effective use in another situation), mental representation, and intent. Also, modeling, role plays,

performance feedback, homework, and psychoeducational activities are the principal

learning activities.

Objectives:

1. The mentor and mentee will review the previous session and homework assignment.

2. The mentor will assess the mentee's acquisition of protocol content and skills through formative assessment in the form of oral questions.

3. The mentor will introduce the concept of perspective by discussing what each person might be saying to themselves before and after each anger event.

4. The mentor will introduce the concept of "I-statements" and have the mentee generate I statements about the situations covered in the Hassel Log and current events from the classroom or out of school.

5. The mentee will begin to identify body reactions to anger.

6. The mentee will begin to identify self-statements that happen when anger is aroused or awakened both in him- or herself or in other people from the past who dumped their anger on the mentee.

7. Upon request, the mentee will name two symptoms of bad anger based upon the handout and name two examples of good anger based on the Anger Fact Sheet discussion.

8. The mentee will understand that anger is healthy and that whether it is harmful depends on how it is handled. Upon request, the mentee will be able to discriminate between good and bad anger.

9. The mentee will be able to identify anger cues taken from the Hassel log and to name and list cues that have been present in the past.

10. The mentee will name the consequences of each anger event discussed in the session.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include: (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignments, (d) a psychoeducational activity relating to internal and external triggers, (e) the assigning of homework for Session 3, and (f) a summary and feedback discussion closing with the pouring of water tinged by food coloring and

the placing of the next icon on the totem pole, which this time is the Capital Letter I.

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10 being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session follows the mood check-in. Terms to be highlighted include "mindset," "dreamworks," and "mindflex." The mentor will remind the mentee that this counseling programming is intended to help the mentee reduce his or her anger, to teach a way to improve oneself through goal setting and self-analysis, and to teach a way of talking to each other called mediation, which can be used to help other people. At this point, the mentor reviews statements the mentee made about some of the things that were presented to the mentee in the previous session.

D. The next mediated learning activity will be reviewing the mentee's Hassel Log entries and Handout 1.5, Anger Fact Sheet. What should be stressed in their review of the Anger Fact Sheet is that anger is a normal human emotion and that it is bad when it is not constructively resolved, or when the person vents his or her anger in destructive ways, such as those listed in the Anger Fact Sheet, or allows his or her anger to run "cold," as described in the section entitled "Anger Running Cold." The physical cues related to bodily physical changes when a person becomes angry should be roleplayed. The mentor should highlight the importance of interpreting anger as a warning sign to take constructive action rather than let it fester. The mentee will be asked to name two characteristics of good and bad anger and asked to discriminate between good and bad anger. The mentee will begin to identify bodily reactions to anger.

E. The next mediated learning activity will be a discussion of Handout 2.1, Anatomy of Anger. The mentor will discuss both pages of the handout with the mentee and discuss how anger can be handled rightly or wrongly. The mentor will point out that what makes anger wrong are the things mentioned in Handout 1.5, Anger Fact Sheet. An important part of the discussion will be how self-statements influence a person's thoughts, feelings, and actions. The mentor will review the notion that every conflict situation has a trigger, a behavior, and a consequence. This session will focus on the trigger and how and why people react the way they do to situations, particularly with reactions of anger. The overall goal is to help the mentee identify individual things that trigger or arouse their anger and other people's anger in an anger-provoking situation.

F. The mentor will introduce the concept of "I-statements" and have the mentee generate I- statements about the situations covered in the Hassel Log and current events from the classroom or out of school. I-statements may be defined as a kind of tool people use to express themselves, consisting of a sentence using the personal pronoun "I," a feeling word, and the "what" of your reaction. For example, a person might say, "I became angry with you because you went ahead

and did what you wanted to do without considering how it would affect my chances of getting ready to go to the movies." Both internal and external triggers will be identified, along with belief/thought signals, body signals, emotions, and action signals. The mentor at this point will distribute Handout 2.1, Anatomy of Anger, to the mentee. External triggers may be defined as things done by one person that make another person angry. Such triggers may be something someone says to the mentee (e.g., being told what to do, being called a name) or being nonverbal (e.g., a push or a gesture). Internal triggers may be defined as what angry people think or say to themselves. Regardless of whether or not a person is fully aware of their thoughts or statements to themselves, such thoughts or statements signal actions and feelings (e.g., "He is making fun of me, so I'm going to kill him," or "I can't take any more of this, so I'll say something back to knock him dead in his tracks").

G. Beliefs may be defined as what a person holds to be true, actions as what someone does, and thoughts as what someone thinks. What someone feels inside of themselves emotionally or physically, may all be considered kinds of signals showing to the person him- or herself that he/she is experiencing the emotion of anger and might be an indication something is wrong in what a person believes or thinks, or in their relationships with other people, or how those other people form relationships with the person whose anger is aroused. The mentor will introduce the concept of perspective-taking through a discussion of what each person might be saying to him- or herself before and after each event. Perspective-taking may be defined here as " looking at a matter the way a different person would look at it and asking what kinds of statements that person would be making to themselves. " The mentee will discuss the consequences of each anger-provoking event for people in the Hassel Log. Consequences may be defined here as " what happens to people as the result of what they decide to do. "

H. The next activity will be the assigning of homework. The mentor will remind the Mentee that they will continue to complete Hassel Log entries and review Glossary terms as needed. Beyond these assignments, the mentee is asked by the mentor to review Handout 2.2, Anger Reducers, which includes techniques to reduce anger Breathe-Count-See and Flex-Relax-Say. The mentor will give the handout to the mentee, model it, encourage them to practice the techniques, and apply them in preparation for their role-plays during the next session.

I. Summary: Next, the mentor will summarize some of the main discussion points that came out of Handout 1.5, Anger Fact Sheet, Handout 2.1.Anatomy of Anger, and will outline the homework assignment for Handout 2.2, Anger Reducers, after summarizing some of the mentee's incidents most recently found distressful.

J. The mentor and mentee will mutually schedule a time and date for the next session, and the icon of the capital letter I will be attached to the totem pole

Handouts and Needed Support Materials:

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Icon of the Capital Letter " I "

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring

Dry erase board with markers

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better

sense of what mediated-learning experience sounds like for learners. Though the focus here

is on how language is used to structure social communication through forms of mediation,

such as the mediation of reciprocity/relationship, which consists of a tenacious commitment

from the mentor to provide continuous, unwavering support to the learner's learning, as

demonstrated through consistency in actions over time, mediated learning experience

consists of other aspects, such as shared activities and mediators (as mentioned earlier in this

manual), and different methodologies, such as Socratic questioning, and other forms of

learning activities, such as discovery learning and the production of academic products that

are meaningful to the learner in ways other than simply fulfilling the requirements of an

academic assignment. Mediated learning is grounded in social constructivist thought in

which the interactional process between the caring adult and the

student/client is critical for learning to occur and essential for the transfer of learning,

meaning, values, higher-order thinking skills, and so forth.

    Mediated learning experience may be defined as an interactional process between

the learner and an intentioned adult (the mediator, or mentor as specified in this manual)

in which that adult mediates the external sources of stimulation to the learner by

"selecting, framing, focusing, intensifying, and feeding back environmental experiences

in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, &

Feuerstein, 1998. Pp.14-15).

    In mediated-learning experience, spontaneous and responsive attention to the

learner is essential, so the sample script is not intended to be a script per se, but rather an

example to the readers of this manual what forms of mediation sound like to learners

(mentees).

    What follows in this text are sample scripts of what various forms of mediation

would sound like to the mentee:

MENTOR: "My **intent,** or what I want to accomplish with you today, is to talk to you

about **triggers** and how to figure out what they are" (**mediation of intent**).

MENTOR: "We will look at this handout called the **Anatomy of Anger** and see how

events, feelings, and thoughts/beliefs, action, and body signals all blend to create how we respond to a situation" (**mediation of doing or task regulation**).

MENTOR: "It is hard to look at ourselves and take that challenge to figure out how to change in a way that helps other people and us, but that is something we are in the process of doing, and I am confident, based on what I've seen from you, that you are up to working on this.

Working on this is all that is important because we know that learning from our mistakes helps us improve " (**mediation of challenge and change, relationship, and mindset**).

MENTOR: "This is what is great about using **self-analysis** techniques like we are dealing with here in this **Anatomy of Anger** handout: we are using patterns of how people usually act to help us understand and improve ourselves. Patterns enable us to solve all kinds of problems and create things that improve our lives and those lives of other people!!!!" (**mediation of joy and meaning**).

MENTOR: "The use of patterns is a wonderful tool. We can use them in all areas of our lives to improve them in every way" (**mediation of meaning and transcendence**).

Handout 2.1 Anatomy of Anger: All the Parts

The Way It Happens For People:

Events	Beliefs/Thought Signals	Emotions	Body Signals	Action Signals
Internal Triggers	Thoughts: "I will do what I want." "I hate her." "He's making me mad." "I'm going to hit him." "I wish she were dead." "I wish she would move out of the way." "Two can play the hurt game." "One more time, and I'll deck him." "That is the last straw; I'll scream right back."	Anger	Increased Breathing Rate	Fight, or Flight, Cope or Do Nothing--Avoidance
External Triggers	Ideas: "A real man fights back." "Don't get mad, get even." "Turn the other cheek."	Anxiety	Increased Heart Rate	Aggression Interrupting
		Fear	Tension in Muscles	Raised Voices
		Sadness	Increased Sweating	Angry Facial Expressions
			Flushed Face Color Blood Flow	Angry Body Postures
			Raised Voice Tone	Put-Down Verbalizations

Event: A driver cuts sharply in front of Mr. Smith to get into the open lane before a section of roadway under construction. A horn blasts Mr. Jones right before this happens. Mr. Smith breaks hard to avoid a collision, his dog Ben falls to the floor because of the braking.

Events	Beliefs/Thought Signals	Emotions	Body Signals	Action Signals
Internal Triggers	Thoughts: "Ben could have been hurt." "How rude to blast your horn at me. Get in the right lane before the cones and drums come up, and take your turn like everybody else." "No one cuts in front of me like that."	Anger Fear	Raised Voice Tone Flushed Face Hard Clutching of Steering Wheel Tension in Shoulder Muscles	Hard Tapping of Brakes Verbalization: "Watch where you are going!!!" "Idiot."
External Triggers: What happened				

Handout 2.2 Anger Reducers

Breathe-Count-See: An anger-coping technique consisting of the following three steps:

Breathe 10 deep breaths,

Count backward from 10, then

See a pleasant image.

Flex-Relax-Say: a coping technique consisting of the following three steps:

Flex -tighten muscles where tension is felt;

Relax-Relax muscles where tension is felt and pay attention to the lack of tension in the muscle

Say-Say a positive self-statement, like

"I can cope. I won't let the situation (or person) get me" rather than an anger-provoking self-statement.

SESSION 3: ANGER MANAGEMENT FIRST AID

Overview:

This session on anger management first-aid introduces the mentee to two

different anger management techniques and provides practice in applying the techniques

through role-plays. Situations used for exploration are drawn from the Hassel Log, past

incidents, or events prior to the session. Building upon a review of previous session

content, the mentor introduces Flex-Relax-Say and Breathe-Count-See's coping

techniques and guides the mentee in their application through modeling, role plays,

rehearsal, and in vitro application monitored through a classroom-coordinated goal sheet.

Goals:

1. The mentee will begin to apply taught coping techniques to classroom situations
   to cope with anger-arousing situations rather than hit other people, throw objects, yell,
   call names, or say things that may negatively affect other people's emotions.
2. The mentee will recite and describe anger cues that warn that they or someone
   else is getting angry.
3. The mentee will cite instances of both good and poor anger management of
   famous sports figures.
4. The mentor will assist the mentee in practicing the coping techniques **Breathe-
   Count-See** and **Flex-Relax-Say.**

Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent*

and therapist guidebook. Guilford Press.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*.

Research Press.

Kramer, P. (1994). *The dynamics of relationships*. Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A*

cognitive-behavioral intervention. Guilford Press.**Session Content**

Concepts and Terms Used in This Session:

Breathe-Count-See   *Flex-Relax-Say*   *External Trigger*

Internal Trigger   *I-Statements*   *Mindset*

Self-Statements   *Tools*

Methods

The methodology in this session will be lecture/discussion using the social communications structures of mediated learning. Mediated-learning experience for this protocol will be considered the language, shared experiences, and mediators the mentor uses to share meaning with the mentee in very planned ways, including the mediation of challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e., explaining how one skill or knowledge base in one situation transfers to effective use in another situation), mental representation, and intent. Also, modeling, role plays, performance feedback, homework, and psychoeducational activities are the principal learning activities.

Objectives:

1. Upon request, the mentee will be able to name and describe the **Breathe-Count-See** and **Flex-Relax-Say** anger coping techniques as ways to cope with anger.
2. Upon request, the mentee will be able to state the steps of and perform the **Breathe-Count-See** and **Flex-Relax-Say** anger coping techniques and model each technique.
3. The mentee will apply either technique to situations that make him or her mad without hitting other people, throwing objects, yelling, calling names, or saying things that hurt other people's feelings.
4. Upon request, the mentee will list and describe personal anger cues and internal/external triggers.
5. The mentor will introduce self-talk as a coping and rehearsal strategy throughout the practice of the **Flex-Relax-Say** coping technique.
6. The mentee will continue to practice **I-statements** through role-plays in sessions and situations in the classroom.

7. The mentee will increase awareness of how past ways of handling angry feelings had a negative impact through identifying and verbally listing their negative consequences.
8. The mentee will identify targets of his or her anger and its causes, including how other people's anger has affected him or her.
9. The mentor will have the mentee practice perspective-taking by having the mentee state the likely **self-statements** of people before and after anger events in which the mentee has been involved.
10. The mentor will assist the mentee in translating the **self-statements** into **I-statements** throughout the session.

11. The mentor will assess the mentee's acquisition of protocol content and skills

through formative assessment in the form of oral questions.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignment(s), (d) a psychoeducational activity relating to internal and external triggers, (e) and assigning of homework for Session 4, and (f) and a summary and feedback discussion closing with the pouring of water tinged by food coloring and the placing of the next icon on the totem pole, which this time is the *Clip Art Icon of a First-Aid Kit*.

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10 being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session will follow the mood check-in. The mentor now bridges from the last session on **Triggers** to the new material on the **Breathe-Count-See** and **Flex-Relax-Say** anger coping techniques. The mentor will review the previous material on internal and external triggers, anger as a warning signal that something is wrong, body-thought-action-event-belief-emotion signals, hot and cold anger, consequences, and self-statements (including I-statements), which will segue into a discussion of perspective-taking, mindset, and good and bad anger.

D. The instructional sequence will include modeling the coping techniques and continuous imitation by the mentee of the mentor's behaviors, followed by role-plays of the techniques application to instances from the Hassel Log. Script elements should include the following elements of mediation: "My **intention** in speaking with you today is to teach you two techniques **(mediation of intention)** of anger management. This skill is very important in life. We all face situations in life that tempt us to get angry and do the wrong thing or say the wrong thing. This can have very negative consequences on our relationships and how we do our jobs

(mediation of transcendence). Sometimes we do well handling our anger, and sometimes we do not. You have to understand that it is always critical to get up and try again, no matter what happens **(mediation of mindset).** That is what you must do for yourself because that quality of persistence is critical in becoming successful in any endeavor **(mediation of meaning). Y**ou know I will be here to help you overcome your setbacks. These lessons are essential lessons you must learn for yourself, just as they are essential lessons you must learn to teach to other people **(mediation of mutual regard and reciprocity/relationship; mediation of transcendence).** What we teach others are the gifts we leave them long after we no longer see them. You can teach these kinds of things to your brothers and sisters and parents by your willingness to keep trying **(mediation of meaning).** Now, let us start by practicing the first technique, **Breathe-Count-See (start of the mediation of task regulation).** This is **a**n anger-coping technique consisting of the following three steps:
Breathe 10 deep breaths,

  Count backward from 10, then

   See a pleasant image.

 Understood that you must will yourself through these steps, and you must

forcibly block negative self-statements that will lead you to act out on your anger,

 such as 'Damn him! I ain't taking it!!!'" The mentor will continue by modeling the

  coping skills and then have the mentee perform the technique. They then will apply

  more practice of the technique using an example of a situation from the mentee's

  Hassel Log or a past event in which he or she "lost his (her) cool."

 Next, the mentor will follow the same procedure with the second technique, Flex-

 Relax-Say, which may be defined as a coping technique consisting of the following

 three steps:

Flex-tighten muscles where tension is felt;

Relax-Relax muscles where tension is felt, and pay attention to the lack of tension in

The muscle;

Say-Say to oneself a positive self-statement, rather than an anger-provoking self-

statement, like, "I can cope. I won't let the situation (or person) get me."

E. Next, the mentor will inform the mentee that the mentor has weekly check-ins with the mentee's homeroom teachers and may be attending the mentee's instructional team's meetings to keep in touch with how the faculty are perceiving the mentee's progress on anger management issues. Teacher ratings from the **Anger Coping Teacher Rating Scale** will be highlighted and reviewed with the mentee. The mentee then is informed that he or she will be responsible for self-monitoring his or her use of coping skills versus the number of bad anger incidents the mentor will confirm through communication with the mentee's teachers. The mentee is to keep track of coping skill use and bad anger incidents through the **Tally Sheet.** Use of the coping skill**, Other-Eyes-My Eyes-Open Eyes-Our Eyes Collaborative Problem Solving**, helping a classmate with anger, or using a different coping skill should be recorded along with incidents of bad anger. The mentor will provide the mentee with a copy of the **Anger Coping Teacher Rating Scale** as a reference for the mentee. Based on teacher ratings from the **Anger -Coping Program Teacher Screening Scale,** the mentor will select anger reduction goals jointly with the mentee. The mentor and the mentee will establish anger-coping goals for the week based on previous teacher ratings. Note that the mentor had previously gathered the screening form from the mentee's classroom teacher(s) prior to this session. The mentor will coordinate monitoring of mentee's progress through teacher and parent check-ins.

F. The mentor will assign the mentee's **homework assignments** for the next session, check off their ratings daily with their classroom teacher(s), and complete the reading assignment, **Handout 3.3, Problem-Solving, and Decision-Making Example Sheet.**

G. Next, the mentor will initiate the next session routine, the closing activity for each session. This closing activity will consist of the mentor and the mentee taking turns filling 8-ounce glasses with water tinted with food coloring to represent the degree to which the session did or did not seem successful to them; the participants are to pour the colored water into the glasses to the level that reflects the degree to which they thought the session was successful.

H. **Summary:** Next, the mentor will summarize some of the main discussion points that came out of the mentee's mood check-in, Hassel Log, the review of **Handout 2.1 Anatomy of Anger,** the change in homework assignments from **Hassel Log** to **Goal   Sheet** completion, and the reading assignment of **Handout 3.3, Problem-Solving and Decision-Making Example Sheet.**

I. The mentor and mentee will mutually schedule a time and date for the next session, and a *clip art icon of a First-Aid Kit* will be attached to the totem pole*.*

Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, Tally Sheet

Handout 3.2, Anger Coping Teacher Rating Scale

Handout 3.3, Problem-Solving and Decision-Making Example Sheet

Anger-Coping Program Teacher Screening Scale

Clip Art Image of First-Aid Kit

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring

Dry erase board with markers

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what mediated learning experience sounds like for learners. Though the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time, mediated learning experience

consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment. Mediated learning is grounded in social constructivist thought. The interactional process between the caring adult and the student/client is critical for learning to occur and essential for the transfer of learning, meaning, values, higher-order thinking skills, and so forth.

Mediated-learning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator, or mentor as specified in this manual) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, & Feuerstein, 1998, pp. 14-15). In mediated learning experience, spontaneous and responsive attention to the learner is essential, so the sample script is not intended to be a script per se, but rather an example to the readers of this manual what forms of mediation sound like to learners (mentees).

What follows in this text are sample scripts of what various forms of mediation would sound like to the mentee:

MENTOR: "What we are doing today is learning ways to do things in a pattern: you follow a prescription, a series of steps, in doing these coping skills, each of which consists of three steps. This can bring real joy to your life because you can learn to use tools like this to solve your life problems. Yes, there are many different kinds of

problems in your life, but you can find tools to solve each problem. You just need to keep looking until you find the right tool" (**mediation of affective involvement and transcendence**).

MENTOR: "Now, with this goal sheet, you are being challenged in a lot of different ways, but remember what is important is to persist, and take whatever improvements you get, no matter what happens, and just keep working at it. That is what a musician does; that is what an athlete does. You just keep going" (**mediation of challenge and change and mindset**).

MENTOR: "These steps we take can be hard for a time, but we have to overcome those hard times. Things will get better, and in the process, we will keep working on a way of self-growth that will make us happier, and better yet we can teach it to those people we know, and give them great gifts" **(mediation of meaning, transcendence, and doing).** There is real joy in doing such things, like playing one's first song on a guitar, a song that we really like. All kinds of good things light up inside us when we have a plan and a mindset to be successful" **(mediation of joy).**

*Handout 3.1 Tally Sheet**

*Mentee's Name:*_____ *Week of* _____

Behavior	Monday	Tuesday	Wednesday	Thursday	Friday
Use of Breathe-Count-See					
Use of Flex-Relax-Say					
Use of Other Eyes-My Eyes-Open Eyes-Our Eyes					
Use of Other Coping Skill					
Instance of Bad Anger**					

*Indicate an occurrence/instance through a slash mark on the corresponding day and

behavior.

**Instances of bad anger are described in "cold" and "hot anger" behaviors described

in the following table:

Anger Running Cold	Anger Running Hot
Coldness, Pouting, Withdrawing, Ignoring, Suicide, Sarcasm, Blaming (self or others), Cheating, Lying, Crying, Misbehaving, Temper Tantrums, Depression, Put-Downs	Fighting, Throwing Things, Murder, Slamming Doors, Self-Inflicted Wounds, Physical Abuse, Rape

NOTES (USE BACK OF FORM AS NEEDED:

_____

_____

_____

_____

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_____

_____

_____

Handout 3.2 Larson-Lochman Anger Coping Teacher Rating Scale

Student's Name:_____

School:_____

School Staff Completing This Form:

Behavior	1: Never	2: Seldom	3: Sometimes	4: Often	5: Almost Always
When teased, fights back.*					
Blames others in fights*					
Overreacts angrily to accidents*					
Teases, name calls, uses put-downs					
Starts fights with peers					
Gets into verbal arguments					
When frustrated, quick to fight					
Breaks rules in games					
Responds negatively when fails					
Uses physical force to dominate**					
Gets others to gang up on a peer**					
Threatens and bullies other people**					

Global Rating: _____

Reactive Aggression Rating (sum of items 1, 2, and 3):_____

*Reactive Aggressive   ** Proactive Aggressive

Handout 3.3 Problem-Solving and Decision-Making Example Sheet

Collaborative Problem Solving: A kind of tool we use with other people to figure out how both people can find a solution to get what they want. The steps of Collaborative Problem Solving are as follows: "***other eyes***" (perspective taking –looking at the situation the way the other person or other people would look at it), "***my eyes***" (how "I" look at the situation, "***open eyes***" (identifying consequences), and "***our eyes***" (generating alternatives and inviting the other person to join you in problem-solving).

The Breakdown of the Above from a Real-Life Situation:

SITUATION (student report of the incident): I am playing Divebomber on my cell phone, and my classroom teacher swoops in at the end of homeroom and takes my cell phone. I throw my pencil box and swear at the teacher.

OTHER EYES (the teacher's viewpoint): It is Friday, and I had been telling Johnny all week that he had to put his cell phone away after homeroom ends, or his cell phone goes to the Dog Pound for a week. I follow through on taking the cell phone, and Johnny throws his pencil box and swears at me.

MY EYES: My teacher has been out to get me all week and just wants to play with the cell phone himself because he likes the game. He even told me he likes video games. You cross me, I'm going to administer justice, so I threw the pencil box and let him know what I thought.

OPEN EYES (student perspective):

1. If I throw the pencil box and swear, I will get suspended, and my mother will be called. Then real hell will break loose.

2. If I do Breathe-Count-See, I might get through this and not make a bad situation worse.

OUR EYES: (student and teacher working together to solve the problem):

We agree Mr. Hughes will open his hand and stand by my desk at the end of homeroom

if the alarm bell on my cell phone isn't enough to get me to stop playing Divebomber at

the end of homeroom. I will get my cell phone back at the end of the day if I hand in the

cell phone without causing trouble.

SESSION 4 CPS PERSPECTIVE TAKING

Overview:

In this session, the mentor mediates problem-solving and perspective-taking skills to the mentee to further increase the mentee's capacity for anger management, self-determination, and self-realization. The mentor uses material from the mentee's Hassel Log, tally sheets, mood check-ins, and teacher/parent anecdotal classroom reports as material to be submitted to problem-solving analysis. The problem-solving processes used in this session are drawn from Greene and Ablon's Collaborative Problem Solving model. Problem-solving steps mediated to the mentee will include "other eyes" (perspective taking), "my eyes" (how "I" look at it), "open eyes" (identifying consequences), and "our eyes" (generating alternatives). This session is intended, as well, to give the mentee practice in the application of the previously covered coping skills, Breathe-Count-See and Flex-Relax-Say, as well as in the applications of self-statement and self-evaluation statements to help the mentee gain insights into his or her feelings, as well as the feelings of other people.

Goals:

1. The mentor will build upon the definition of problem-solving, will list the four problem-solving steps, and will describe each step to the mentee.

2. The mentor will mediate and define the steps of Plan B as these four steps.

3. The mentor will establish the concept of different interpretations.

4. The mentor will establish the concepts of different needs with the mentee in

    establishing the process of problem recognition.

5. The mentee will practice making self-statements and self-evaluation statements.
Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent*

and therapist guidebook. Guilford Press.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*.

   Research Press.

Greene, R. W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative*

   problem-solving approach. Guilford Press.

Kramer, P. (1994). *The dynamics of relationships*. Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A*

   cognitive-behavioral intervention. Guilford Press.

Objectives:

1. Upon request, the mentee will be able to state the four steps involved in Collaborative Problem Solving, as listed in "Other Eyes-My Eyes-Open Eyes-Our Eyes."

2. Upon request, the mentee will interpret two past conflicts and identify their competing needs in the conflict.

3. The mentee will name the different needs of both sides in a conflict after Socratic questioning, as needed, by the mentor.

4. Upon request, the mentee will contrast two different feelings from contrasting self-statements, one positive and one negative.

5. Upon request, the mentee will contrast the feelings that come from contrasting self-evaluation statements, one positive and one negative.

6. After two applications of the problem-solving steps, the mentee will be able to state both sides' needs in past conflicts he or she was involved in drawing from the mentee's Hassel Log, Tally Sheet, mood check-ins, and teacher/parent anecdotal classroom reports.

7. After the mentor uses Socratic questioning to help the mentee figure out how other people might interpret the same information, the mentee will compare and contrast how two different people see the same situation differently.

8. The mentor will assess the mentee's acquisition of protocol content and skills through formative assessment in the form of oral questions.

Session Content

Concepts and Terms Used in This Session:

Different Interpretations	*Eyes Open*	*Good for You-Good for Me*
Logical Consequences	*Plan A Plan B*	*Other Eyes*
Perspective Taking	*Our Eyes*	*Problem Recognition*
Natural Consequences	*My Eyes*	

Methods:

The methodology used in this session will be lecture/discussion using the social communications structures of mediated learning. Mediated-learning experience for this protocol will be considered the language, shared experiences, and mediators the mentor uses to share meaning with the mentee in very planned ways, including the mediation of challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e., explaining how one skill or knowledge base in one situation transfers to effective use in another situation), mental representation, and intent. Also, modeling, role plays, performance feedback, homework, and psychoeducational activities are the principal learning activities.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignment(s), (d) a psychoeducational activity relating to internal and external triggers, (e) assigning of homework for Session 5, and (f) a summary and feedback discussion closing with the pouring of water tinged by food coloring and the placing of the next icon on the totem pole, which this time is a **Clip Art Image of a Vantage Point** (image of a person looking down from a high place).

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10 being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session will follow the mood check-in. The mentor will review some of the mentee's statements made in the last session, role play with the mentee, the anger reducers **Breathe-Count-See** and **Flex-Relax-Say**, check the **Tally Sheet** and **Hassel Log** entries, and review feedback from teachers.

D. Next, the mentor will lead the mentee in a systematic review and role-play of the handout **Other Eyes-My Eyes-Open Eyes-Our Eyes Collaborative Problem Solving** (from **Handout 3.3 Problem-Solving and Decision-Making Example Sheet**) as applied to relevant incidents drawn from home situations, the **Hassel Log,** teacher reports, or the mood check-ins. The mentor will encourage the mentee to apply the techniques learned in sessions to real-life situations as often as possible, especially to help classmates overcome problems they face if the mentee had not already done this. The mentor should emphasize problem recognition, perspective taking, which relates to the clip art image of a vantage point, and the relationship of **natural** and **logical consequences** to people's decisions. **Natural consequences** may be defined as those things that happen automatically after an action without anyone doing anything (e.g., in war, the destruction of property and businesses leads to economic suffering— impoverishment—and unemployment for the people whose property and businesses are destroyed), while **logical consequences** are those imposed by ourselves or other people for the actions we take (e.g., a brother or sister blares radio music while other family members are trying to sleep and loses the use of the radio for 48 hours, after being warned by his or her parents that this would be the consequence should the behavior continue). The mentor must interject that a sure way to test the validity of a solution is to invoke the "**Good for You -Good for Me**" test, which is defined in the glossary as a perception tool used in problem-solving that points to a possible solution to a problem between two or more people, and asks the following question about the proposed solution: "Is it good for you and good for me?" The mentor should discuss why adults use **Plan A**, while different needs and perspectives are discussed with the mentee. **Plan A** may be defined as the sometimes necessary one-sided determination about how a problem will be solved because of time constraints, other people's needs, and general circumstances, as determined by adult authority. **Perspective-taking** may be defined as looking at how a different person would look at it and asking what kinds of statements would that person would be making to themselves. **Problem recognition** may be defined as a tool we use to put ourselves inside the mind of the other person, which helps us understand the perceptions, feelings, and needs of other people, so we can identify the problem at hand and think of ways to solve it to the benefit of both people.

E. The mentor will then assign the next homework assignment, which will consist of maintaining Hassel Log and Tally Sheet documentation and making two brief paragraph descriptions of other people's reactions to receiving a compliment and being involved in the Other Eyes-My Eyes-Open Eyes-Our Eyes Collaborative Problem Solving Process. Giving a compliment and the Collaborative Problem Solving Processes should be done at home and school, with the mentee noting

other people's reactions and the consequences that occurred as a result of the mentee's actions.

F. Next, the mentor will initiate the next session routine, the closing activity for each session. This closing activity will consist of the mentor and the mentee

taking turns filling 8-ounce glasses with water tinted with food coloring to

represent the degree to which the session did or did not seem successful to them;

the participants are to pour more of the colored water into the glasses to the level

that reflects the degree to which they thought the session was successful.

G. **Summary:** This session is intended to introduce the mentee to collaborative problem solving by applying problem-solving steps to past conflicts to understand better what has happened in the past while practicing new skills to manage future problems effectively. Objectives for this session have included identifying and naming the different needs of different people in the same situation, the need for compromise throughout life, how two different people can interpret a situation differently, reviewing and practicing the **Other Eyes-My Eyes-Open Eyes-Our Eyes Collaborative Problem Solving Process,** and reviewing comments made in this session by the mentee.

H. A time and date for the next session will be mutually scheduled by the mentor and

mentee and a ***clip art icon of a Vantage Point will be attached to the totem pole.***

Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, Tally Sheet

Handout 3.2, Anger-Coping Teacher Rating Scale

Handout 3.3 Problem-Solving and Decision-Making Example Sheet

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Clip Art Image of a Vantage Point

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring

Dry erase board with markers

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what mediated-learning experience sounds like for learners. Though the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time, mediated learning experience consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment.

Mediated learning is grounded in social constructivist thought in which the interactional process between the caring adult and the student/client is critical for learning to

occur and essential for the transfer of learning, meaning, values, higher-order thinking skills, and so forth. Mediated learning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator, or mentor as defined in this manual) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, & Feuerstein, 1998, pp. 14-15).

In mediated-learning experience, spontaneous and responsive attention to the learner is essential, so the sample script is not intended to be a script per se, but rather an example to the readers of this manual what forms of mediation sound like to learners (mentees).

What follows in this text are sample scripts of what various forms of mediation would sound like to the mentee:

MENTOR: " My intention in working with you today is to give you even more tools to help yourself and other people **(mediation of intention).** If you can make the tools we have been talking about a part of yourself, you will have a way to improve yourself, make your life better, and help other people **(mediation of meaning, transcendence**). I use these tools myself, and you can develop these tools to a much higher degree than your classmates, and that, in turn, will give you the ability to help them. After all, I think you have seen them make mistakes as we all do" **(mediation of psychological differentiation and identity).**

MENTOR: "The idea of saying, **'Other Eyes-My Eyes-Open Eyes-Our Eyes'** is a kind of **skill routine.** A **skill routine** is a form of rehearsal. In advance of the situation we

might be facing during the day, we think of a sequence of steps we can take to handle a situation effectively with panache, which is a fancy way of saying, 'cool!' This kind of tool is really fun and brings a lot of joy, because you realize, 'Hey, I can use this tool in a quadrillion different situations, and it can work, if I, myself, or me with the help of someone else, create the right sequence of steps, or a skill routine, to get the job done. Jordan was 'his Airness,' and this could make me 'his Coolness'" **(mediation of joy, task regulation/doing).**

MENTOR: "The joy that is **perspective-taking** is that it is a great tool to help us understand how the other person feels about something. Once we know that, we can 'get into their skin' and see things from their point of view or vantage point. This will enable us to work more effectively at solving a problem while showing them our 'better angels' by correctly labeling their feelings and showing some understanding. This is a good skill that we can use throughout life, and it is great for any job that you would choose to do once you are out of school. It's also a very good thing to be able to do with **girl- or boyfriends**" **(mediation of joy, transcendence, and meaning).**

SESSION 5: CPS CHOICES AND CONSEQUENCES

Overview:

This session is intended to reinforce the objectives of the previous sessions while also providing the mentee with ample practice opportunities to apply skills and concepts learned in previous sessions to past and current instances in which the mentee has been successful or unsuccessful in managing his or her anger in harming or not harming other people, as previously defined in Session 2. Included within this session are a review of **mindset, triggers, anger coping skills, Breathe-Count-See and Flex-Relax-Say**, and **Collaborative Problem Solving (Other Eyes-My Eyes-OpenEyes-Our Eyes)**, and the most current Tally Sheets. The mentor emphasizes choices and consequences in all situations reviewed regardless of whether the mentee handled the situation positively or negatively. The mentor may want to give examples from his or her own life to encourage the mentee to know that anger management is a common problem faced by all people.

Goals:

1. The mentee will be able to apply Collaborative Problem Solving to at least one anger-arousing situation independently of the mentor and fill in each step of this four-step problem-solving model by using **Other Eyes-MyEyes-Open Eyes-Our Eyes**.

2. To assist the mentee in developing an awareness and acceptance of the origins of angry feelings and using alternatives to aggressive anger that hurts other people somehow.

3. To review the definition of anger with the mentee and how inappropriately expressed anger is a threat to the safety and emotional wellness of other people by referencing the Glossary definition, particularly the following: destructive/hurtful behaviors (as in bad anger) that threaten the personal safety of people through violence towards other people, property, or animals; yelling or raised voice tone; and put-downs, sarcasm, racial and ethnic slurs, and name-calling in general (violence to emotional safety through language). **Anger** is expressed through facial expressions, gestures, actions, language, and voice tone.

4. To decrease the frequency and intensity of angry outbursts.

5. To increase awareness of how past ways of handling anger have had a negative

     impact.

6. To increase the mentee's awareness of anger expression patterns both in the
     mentee and other people.
7. To explain the importance of dealing with conflict appropriately rather than
     avoiding it.

Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent*

     and therapist guidebook. Guilford Press.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*.

     Research Press.

Greene, R. W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative*

     problem solving approach. Guilford Press.

Kramer, P. (1994). *The dynamics of relationships*. Silver Springs, MD: Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A*

     Cognitive behavioral intervention. Guilford Press.

Objectives:

1. Upon request, the mentee will state the consequences of their actions both for
     themselves and other people.

2. Upon request, the mentee will be able to state the choices he/she made in a given
     situation.

3. Upon request, the mentee will list and describe each step of Other Eyes-My Eyes-
     Open Eyes-Our Eyes to one past or current anger-arousing situation.

4. The mentee will complete an assignment listing life experiences in which other
     people have been hurt and how that hurt led to anger.

5. The mentee will describe how targeting other people with anger and being targeted
     by them can only be resolved through forgiveness after discussing past experiences
     with the mentor.

Session Content

Concepts and Terms Used in This Session:

Choices	*Consequences*	*Different Interpretations*
Open Eyes	*Good for You-Good for Me*	*I-Statement*
My Eyes	*Other Eyes*	*Our Eyes*
Perspective Taking	*Plan B*	*Problem Recognition*
Self-Statement		

Methods

The methodology used in this session will be lecture/discussion using the social communications structures of mediated learning. The mediated learning experience for this protocol will be considered the language, shared experiences, and mediators the mentor uses to share meaning with the mentee in very planned ways, including the mediation of challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e., explaining how one skill or knowledge base in one situation transfers to effective use in another situation), mental representation, and intent. Also, modeling, role plays, performance feedback, homework, and psychoeducational activities are the principal learning activities.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignment(s), (d) a psychoeducational activity relating to internal and external triggers, (e) assigning of homework for session 6, (f) and a summary and feedback discussion closing with the pouring of water tinged by food coloring and the placing of the next icon on the totem pole, which this time is the ***Chinese Alphabet Character for Crisis***.

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10 being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session will follow the mood check-in. The review this time will consist of material covered in previous sessions, including **mindset, dreamworks, mindflex, tools,** statements made by the mentee in Session 4, **Other Eyes-My Eyes-Open Eyes-Our Eyes, perspective taking, natural** and l**ogical consequences, problem recognition, Plans A and B, Good For You Good for Me,** and the anger-coping techniques **of Breathe-Count-See** and **Flex-Relax- Say**.

D. Next, the mentor will review the homework assignments with the mentee, including the assignments on compliments and Collaborative Problem Solving

   with a review of the **Hassel Log** entries and **Tally Sheets**.

E. Next, the mentor, will introduce new material to this session, which will consist

   of applying the terms **Choices** and **Consequences** to past and current events

   with a review of recent vocabulary terms as applied to these events. **Choices**

   may be defined as what a person decides to do in a situation, while **consequences**

   maybe defined as what happens to people as the result of what they decide to

   do. Terms from previous sessions also applied to these events include **Different**

   Interpretations, Other Eyes-MyEyes-Open Eyes-Our Eyes, Good for You-

   Good for Me, I-Statements, Perspective Taking, Plans A and B, Problem

   Recognition and **Self-Statements.**

 F. Next, the mentor, will give to the mentee this session's

   homework assignment, which is to maintain **Tally Sheet** and **Hassel Log**

   documentation**,** while also reviewing the **Glossary** definitions of **Rogerian**

   Listening and **Affective** and **Content** statements while preparing in writing two

   examples of affective and content statements**.**

G. Next, the mentor, will initiate the next session routine, the closing activity for

each session. This closing activity will consist of the mentor and the mentee taking

turns filling 8-ounce glasses with water tinted with food coloring to represent the

degree to which the session did or did not seem successful to them; the

participants are to pour the colored water into the glasses to the level that reflects

the degree to which they thought the session was successful.

H. **Summary:** The mentor will explain to the mentee that today's session emphasized reviewing terms and techniques from previous sessions, practicing the application of Collaborative Problem Solving to past and current events, and stressing how **choices** affect **consequences.**   The mentor will also review the homework assignments on affective and content statements and reflect some of the mentee's feelings and content statements from this session.

I. A time and date for the next session will be mutually scheduled by the mentor and mentee, and a *clip art icon of a Chinese Alphabet Character for Crisis will be attached to the totem pole.*
Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, Tally Sheet

Handout 3.2, Anger Coping Teacher Rating Scale

Handout 3.3, Problem-Solving and Decision-Making: An Example

Anger-Coping Program Teacher Screening Scale

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Clip Art Icon of Chinese Alphabet Character for Crisis

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring

Dry erase board with markers

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what mediated learning experience sounds like for learners. Though the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time, mediated learning experience consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment.

Mediated learning is grounded in social-constructivist thought in which the interactional process between the caring adult and the student/client is critical for learning to occur and essential for the transfer of learning, meaning, values, higher-order thinking skills, and so forth. Mediated-learning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator, or mentor as defined in this

manual) in which that adult mediates the external sources of stimulation to the learner by

"selecting, framing, focusing, intensifying, and feeding back environmental experiences

in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, &

Feuerstein, 1998. Pp.14-15).

In mediated-learning experience, spontaneous and responsive attention to the

learner is essential, so the sample script is not intended to be a script per se, but rather an

example to the readers of this manual what forms of mediation sound like to learners

(mentees).   What follows in this text are sample scripts of what various forms of

mediation would sound like to the mentee:

MENTOR: "It is the small things in life that have a significant effect on how things turn

out for us. The choices we make every day, especially over the course of weeks, months,

and years, bring on good and bad consequences for us **(mediation of meaning).**

Knowing this, you can try to make changes one step at a time. Again, whether you

succeed every time is not important; we all have failures and successes, even the most

successful people have failures **(mediation of mindset).** What is important is that you

continue and take advantage of the opportunities that are put before you with the help of

people who are willing to help you, just as you should be willing to help other people, as

they set goals **(mediation of relationship, transcendence, and goal setting).**

SESSION 6: CPS ROGERIAN LISTENING

Overview

This session is intended to review and build upon the objectives of the previous

sessions. In this session, a review of I-statements' social skills pathway is built upon to

expand expression skills to include **Rogerian listening, affective feeling statements**, and

content statements. Like Session 5, this session consists of a review of **mindset,**

triggers, anger-coping skills (Breathe-Count-See and **Flex-Relax-Say), Collaborative**

Problem Solving (Other Eyes-My Eyes_Open EyesOur Eyes), and of the most current

Tally Sheets. The mentor emphasizes choices and consequences in all situations

reviewed, regardless of whether the mentee handled the situation positively or negatively.

From the Glossary, **Rogerian listening** may be defined as a way of communicating

in which one person listens to the thoughts, ideas, feelings, and concerns of another

person and says nothing whatsoever until the person has finished speaking. The listener's

job is to express the speaker's thoughts, ideas, feelings, and concerns with as much

accuracy of content and feeling as possible in his or her own words. An **affective feeling**

statement may be defined as a kind of feeling statement in which the person making the

statement tries to summarize the other person's expressed feeling, for example, "You

seem to be feeling pretty sad today." A **content statement** may be defined as a statement

in which the person expressing the statement tries to capture the "what and how" of a

person's statements, for example, "You seem to be saying you had a hard day because

your day started with a flat tire, then a million things happened at work, as soon as you

walked in the door."

Also covered in this session are the **Glossary** terms "**if-then**" and "**safe place**." "**If-then**" may be defined as a method of highlighting the possible positive and negative consequences of any situation. It can also be a tool for planning response strategies to different situations through rehearsal and thinking ahead. **A safe place** is a self-growth tool we provide to other people by interacting with them by ensuring they are never under threat through the physical aggression of ourselves or others or emotional threat through hurtful comments.

Goals:

1. The mentee will review and practice Collaborative Problem Solving concepts using the problem-solving steps of **Other Eyes-My Eyes-Open Eyes-Our Eyes**.

2. The mentee will review and practice protocol concepts and procedures as needed depending upon the mentee's responses to the mentor's formative assessment questions in previous sessions.

3. To increase the probability, the mentee can apply the concept of **Other Eyes-My Eyes-Open Eyes-Our Eyes** successfully in conflict situations by having the mentee express his or her feelings and the feelings of other people.

4. To increase Socratic questioning during the Rogerian listening portions of today's session, the mentee's empathic abilities help the mentee recognize other people's hurt and get angry.

5. To increase the mentee's verbalized feelings of anger in a controlled, assertive way.

6. To assist the mentee in developing self-evaluation statements without pronounced self-condemnation or self-hatred.

7. After becoming familiar with the **if-then** method of highlighting consequences from the choices people make and receiving performance feedback during role-plays, the mentee will state how **if-then** can be a planning tool for challenging situations in which rehearsal is used as a preparation strategy.

Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent*

and therapist guidebook. Guilford Press.

Goldstein, A. P. (1999). *The prepare curriculum: Teaching prosocial competencies*.

   Research Press.

Greene, R. W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative*

   problem-solving approach. Guilford Press.

Huckabee, D. (Writer and Presenter). (2006). *Understanding the formula of music*

   makes it so easy! [DVD]. Musician's Workshop.

Kramer, P. (1994). *The dynamics of relationships*. Silver Springs, MD: Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A*

   Cognitive-behavioral intervention. Guilford Press.

Objectives:

1. Upon request, the mentee will listen to the mentor's feeling content during role-plays and accurately reflect that content through **affective feeling statements**.

2. Upon request, the mentee will listen to the mentor's content during role-plays and accurately reflect that content through **content statements**.

3. Upon request, the mentee will listen to the mentor's **affective feeling** and **content statements** during role-plays and accurately paraphrase what was said without arguing or objecting to what was said in performing **Rogerian listening**.

4. Upon request, the mentee will apply the "**if-then**" method to highlight choices and consequences during role-plays and use the technique to plan response strategies to novel situations the mentee is currently facing.

5. Upon request, the mentee will make positive and negative self-evaluation statements from past and current situations without violating safe place principles.

Session Content

Concepts and Terms Used in This Session:

Affective Feeling Statement	*Choices*	*Consequences*
Content Statement	*If-Then*	*Lines of Development*
Mediators Perceive	*Perception*	*Rogerian Listening*
Safe Place	*Tools*	

Methods:

The methodology used in this session will be lecture/discussion using the social

communications structures of mediated learning. The mediated learning

experience for this protocol will be considered the language, shared experiences,

and mediators the mentor uses to share meaning with the mentee in very planned

ways, including the mediation of challenge/change, doing, joy, meaning itself,

mindset, relationship, transcendence (i.e., explaining how one skill or knowledge

base in one situation transfers to effective use in another situation), mental

representation, and intent. Also, modeling, role plays, performance feedback,

homework, and psychoeducational activities are the principal learning activities.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential
order for this session should include (a) a mood check-in, (b) a review of

counseling activities from the previous session, (c) a review of the homework

assignment(s), (d) a psychoeducational activity relating to internal and external

triggers, (e) assigning of homework for Session 7, (f) and a summary and

feedback discussion closing with the pouring of water tinged by food coloring and

the placing of the next icon on the totem pole, which this time is the **Clip Art**

Image of Two People Talking in a Safe Harbor.

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point
scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool,"

and 10 being "Burning Mad and Blowing My Cool." A brief discussion will

follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session follows the mood check-in. The mentor will

review concepts from previous sessions as needed, based upon formative

questions raised in **Session 5** by the mentor. Special emphasis is placed upon

principles and concepts related to Collaborative Problem Solving, particularly

OtherEyes-My Eyes-Open Eyes-Our Eyes, perspective taking, Plans A and

B, Good for You-Good for Me, Choices, Consequences, the mentee's **Hassel**

Log and **Tally Sheets,** and the homework assignment on **affective feeling** and

content statements.

D. Next, the mentor will work with the mentee to have him or her apply the new
content for today's session (**affective feeling** and **content statements**, **If-Then**,

and **Rogerian listening)** to past and current conflict situations, as revealed by

mentee statements, **Hassel Log** entries, **Tally Sheet** notations, or situations the

mentor cares to share about how he or she handled situations from his or her life

involving managing anger poorly or well. During role-plays of how specific

situations could have been handled differently using the **if-then** method resulting

in different consequences based upon different choices, the mentor will give the

mentee performance feedback on how he or she is handling the situations, and the

mentee will make **self-evaluation statements** that do not violate the principles of

a **safe place**. The mentor will emphasize if-then as a rehearsal tool to develop

coping strategies for difficult situations in

mediating transcendence to the mentee. Also, the mentor will give

examples of coping self-talk when faced with challenging situations, not all of

which may involve anger and coping with anger.

E. Next, the mentor will assign the mentee this session's **homework assignment** to
maintain **Tally Sheet** and **Hassel Log** documentation while reviewing the
Glossary definitions of **tools, mental representation, lines of development,** and

mediation. At this point in the session, the mentor will present the mentee with **Handout 6.1, The Formula of Music** and **Handout 6.2, Study Skills Reading List**. In giving out these handouts, the mentor will explain to the mentee that their times together are growing short. The next session will involve applying **If-Then** as a cognitive tool to life situations from the **Hassel Logs** and current classroom events. The mentor will note to the mentee that all kinds of cognitive tools are available to help people cope and achieve life goals. The mentor will mention to the mentee that such cognitive tools can help people in every life situation, whether a person has to deal with anger or not; namely, there are good **tools** that can be found to help people improve and grow as human beings, and whole processes of human development called **lines of development**. **Lines of development** may be defined as a tool used to help us get better at something. Examples include writing mindmaps, practicing the guitar, learning a software program, studying martial arts, meditating. The mentor must be sure to **mediate intent** to the mentee at this point in the session. The mentor will explain to the mentee that the mentor's intent is not to teach music theory to the mentee, but rather to teach that: **(a.)** the mind can build any kind of mental structure, as represented and symbolized by mindmaps (**Handout 6.1, The Formula of Music** being an example) that are quite powerful and can help individuals rapidly acquire new Knowledge and skills and apply them to current situations, and such mental

structures can be represented externally in the form of mediators, and **(b)** through

the observation of our reactions to different kinds of music affect our feelings; we

can gain a better appreciation of how different kinds of thoughts and beliefs can

affect our feelings and how we **perceive** things. **Mediators** may be defined as a

kind of tool we create to help us gain a new skill or acquire new knowledge that

we could not have acquired without its use." **Perceive** may be defined

as the pattern a person sees and its interpretation and meaning for that person

expressed in ideas and thoughts. **Perception** may be defined as the interpretation,

identification, and definition of a set of facts and circumstances. The mentor will

note to the mentor how thoughts, feelings, ideas, and beliefs influence each

other, which is part of the goal for the next session. The mentor will note to the

mentee that **Handout 6.2, Study Skills Reading List** is intended simply as a

resource list if the mentee later decides to embellish his or her study skills further,

since good study skills can enable an individual to improve and learn and, in turn,

self-develop and be better able to achieve one's goals in any area of human

endeavor because all areas of human endeavor involve learning. The mentor will

be sure to stress to the mentee that though the next session will focus on the use of

If-Then to help people predict how other people will react to them, there also will

be a discussion of how different kinds of cognitive tools can help people

manage anger, study, learn music, achieve goals, succeed in a career, and so forth.

F. Next, the mentor, will initiate the following session routine, the closing activity for

each session. This closing activity will consist of the mentor and the mentee taking

turns filling 8-ounce glasses with water tinted with food coloring to represent the

degree to which the session did or did not seem successful to them; the participants

are to pour the colored water into the glasses to the level that reflects the degree to

which they thought the session was successful.

G. **Summary:** The mentor will summarize statements made by the mentee at different

times during the session, and summarize the homework assignments to review

Handouts 6.1 and 6.2 and the **Glossary** definitions of **Perceive, Perception, Tools,**

Mediators, Self-Statements, Mediation, Lines of Development, and **Mental**

Representation while maintaining the **Hassel Log** and **Tally Sheet** documentation.

The mentor will also mention other material covered in this session, including

affective feeling and **content statements**, **Other Eyes-My Eyes-Open Eyes-Our**

Eyes, perspective taking, If-Then, Rogerian listening, Plans A and **B, Good for**

You-Good for Me, safe place, self-evaluation statements, choices, and

consequences.

H. A time and date for the next session will be mutually scheduled by the mentor and

mentee and a **Clip Art Image of Two People Talking in a Safe Harbor** is attached

to the pole.

Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, TallySheet

Handout 3.2, Problem Solving and Decision Making Example Sheet

Anger-Coping Program Teacher Screening Scale

Handout 6.1, The Formula of Music

Handout 6.2, Study Skills Reading List

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

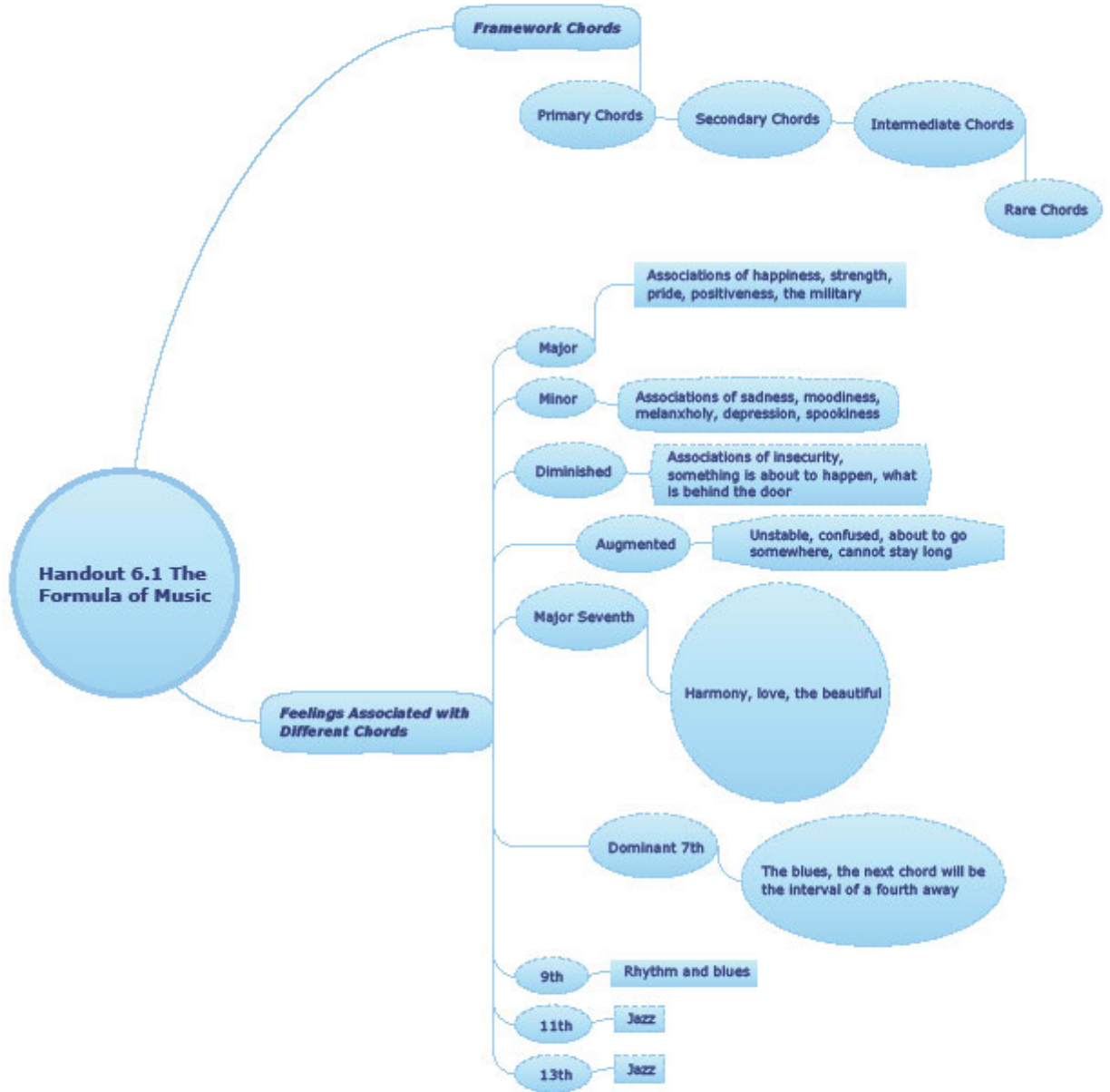Clip Art Image of Two People Talking in a Safe Harbor

Mindset Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled

Green Food Coloring

Dry erase board with marker

Framework Chords

Primary Chords — Secondary Chords — Intermediate Chords

Rare Chords

Handout 6.1 The Formula of Music

Feelings Associated with Different Chords

Major — Associations of happiness, strength, pride, positiveness, the military

Minor — Associations of sadness, moodiness, melanxholy, depression, spookiness

Diminished — Associations of insecurity, something is about to happen, what is behind the door

Augmented — Unstable, confused, about to go somewhere, cannot stay long

Major Seventh — Harmony, love, the beautiful

Dominant 7th — The blues, the next chord will be the interval of a fourth away

9th — Rhythm and blues

11th — Jazz

13th — Jazz

Handout 6.2: Study Skills Reading List

Kevin Trudeau *Megamemory*

Stanley Frank *Remember Everything You Read*

Tony Buzan *The Mind Map Book*, *& Memory Vision*

Leslie Davis & Sandi Sirotowitz *Study Strategies Made Easy*

Pierce J. Howard, *The Owner's Manual For The Brain*

Harry Lorayne & Jerry Lucas, *The Memory Book*

A. R. Luria, *The Mind of a Mnemonist*

David Ellis, *Becoming a Master Student*

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what mediated learning experience sounds like for learners. Though the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time, mediated learning experience consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment.

Mediated learning is grounded in social constructivist thought in which the interactional process between the caring adult and the student/client is critical for learning to occur and essential for the transfer of learning, meaning, values, higher-order thinking skills, and so forth. Mediated learning experience may be defined as an interactional process between the learner and an intentioned adult (the mediator, or mentor as defined in this manual) in which that adult mediates the external sources of stimulation to the learner by "selecting, framing, focusing, intensifying, and feeding back environmental experiences in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, & Feuerstein, 1998. Pp.14-15).

 In mediated learning experience, spontaneous and responsive attention to the learner is essential, so the sample script is not intended to be a script per se, but rather an

example to the readers of this manual what forms of mediation sound like to learners (mentees).

What follows in this text are sample scripts of what various forms of mediation would sound like to the mentee:

MENTOR: "The mindmap on the **Formula of Music** is a form of **mental representation. Mental representation** is an important form of visualizing information that helps us build our understanding of information, life, history, mathematics, science, or anything we want a better understanding of. It is an essential tool of self-improvement and is a **mediator. Mental representation** may be defined as a tool consisting of the habit of mind representing concepts and information visually to visually increase the understanding of information, their relationships to each other, and the recall of that information while boosting creativity and increasing the possibilities for new knowledge discoveries. A **mediator** is a kind of tool we create to help us gain a new skill or acquire new knowledge that we could not have acquired without its use (e.g., a number line is a mediator you used when you (the mentee) were a child).   A **mindmap** is a tool used to represent complex sets of information that contain associations of other sets of information to help us retrieve the information itself, perceive relationships amongst the information sets, and help us apply and create with those sets of information (**mediation of transference, meaning, and mental representation**).

SESSION 7: Tools, Tools, Tools!!!

Overview:

This session is intended to reinforce the concept **of If-Then and the idea that a variety of cognitive tools can be used for many** other things besides anger management, such as learning the fundamentals of music theory, how to study efficiently, and so forth. The mentor will review some of the cognitive tools covered in the first six sessions, such as **mindset**, **self-statements**, **Rogerian listening, Collaborative Problem Solving, My Eyes-Your Eyes- Open Eyes-Our Eyes**, **perspective-taking**, and **Good for You**-**Good forMe**. The mentor will explore how people can anticipate how people will respond to them by using **If-Then. If-Then** can be defined as a method of highlighting the possible positive and negative consequences of any situation. It can also be a tool for planning response strategies to difficult situations through rehearsal and thinking ahead. Study strategies and a mindmap entitled **Handout 6.1**, **The Formula of Music,** will be briefly mentioned early in the session to illustrate many kinds of cognitive tools people can use to benefit themselves rather than just cognitive tools relating to anger.

Self-statements and schema will be explored in this session in the context of applying **If**-**Then** to real-life situations in the sense that self-statements and schema influence how people think and feel about situations in day-to-day life. Music and other forms of self-expression, such as poetry, art, architecture, science, sports, and so forth, can also be influential. **Self-statements** are defined as what people say to themselves about anything, and **schema** are defined as the deep, core things we believe about life,

other people, and ourselves that influence our thoughts and feelings about everything and

everyone.

Goals:

1. Through Socratic questioning, the mentor will have the mentee identify how **schema** can affect how a person's feelings and vision of the world.

2. Through Socratic questioning, the mentor will have the mentee apply the concept of "If-Then" to current classroom/home situations and those drawn from the Hassel Log to anticipate how people react to situations and become angry.

3. The mentor will review the possible implications of **mindset** and **tools** for a person's view of life and coping in a difficult situation through the **mediation of meaning** and **intent**.

Suggested Readings:

Bordova, E., & Leong, D. (2007). *Tools of the mind*. Pearson Education.

Buzan, T. (1996). *The mind map book*. Plume Publishers.

Feuerstein, R., Falik, L & Feuerstein, R. (1998). *Definitions of essential concepts and*

terms: A working glossary. International Center for the Enhancement

of Learning Potential.

Howard, T. (2009). *Garageband '09 Power!* Course Technology.

Huckabee, D. (Writer and Presenter). (2006). *Understanding the formula of music*

makes it so easy! [DVD]. Musician's Workshop.

Hyerle, D. (2009). *Visual tools for transforming information into knowledge*. Corwin

Press.

Lidz, C. (1991). *Practitioners guide to dynamic assessment*. Guilford Press.

Lidz, C. & Haywood, C. (2007). *Dynamic assessment in practice*. Cambridge

University Press.

Objectives:

1. Upon request, the mentee will identify two cognitive tools taught to help him, or her overcome problems.

2. Upon request, the mentee will explain how using **mindmaps** can help a person rapidly apply knowledge to specific situations.

3. Having discussed with the mentor the implications of **mindset** and **tools** for a person's viewpoints on life, hope, and coping, the mentee will explain whether or not he/she thinks a person can gain a sense of empowerment.

4. Upon request, the mentee will apply the concept of **if-then** to the application of **mindmaps** and **tools** to studying for examinations, to the development of new skill related to and unrelated to school, and life problems in general (**mediation of transference** and **meaning**)

Session Content:

Concepts and Terms Used in This Session:

Dreamworks	*Loops*	*Mental Representation*	*Mindflex*	*Mindmaps*
Mindset	*Reminders*	*Schema*	*Tools*	

Methods:

This particular session is a review of key terms and their mutual linkages to the

concept of "tools" and how they can be used to bring positive emotions into one's

life and those lives of other people.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignment(s),   (d) a psychoeducational activity relating to internal and external triggers, (e) assigning of homework for Session 8, and (f) a summary and feedback discussion closing with the pouring of water tinged by food coloring and the placing of the next icon on the totem pole, which this time is the **Ornament of a G-Clef**.

B. The mood check-in follows the agenda-setting routine. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10

being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C.   A review of the previous session will follow the mood check-in. The mentor will summarize remarks made by the mentee during the last session, review the homework assignment on **Handout 6.1**, review the current **Tally Sheet** and **Hassel Log** entries, and use formative questions to assess the mentee's understanding and recollection of the following previous terms, **affective feeling** and **content statements**, **Other Eyes-My Eyes-Open Eyes-Our Eyes, perspective taking, If-Then, Rogerian listening, Plans A and B, Good for You-Good for Me, safe place, self-evaluation statements, choices,** and **consequences.**

D. Next, the mentor will review the Study Skills Reading List and Formula of Music handouts with the mentee as cognitive tools. The mentor will be sure to mention to the mentee that efficient study skills and mindmaps, like **Handout 6.1, The Formula of Music,** which summarizes the functions of chords in music in expressing certain feelings, can help improve a person's life, can help a person use new skills efficiently, and can help a person get ahead in life.

E. The mentor will then review current and past problems with the mentee's anger, applying the **If-Then** concept to **Hassel Log** entries or current classroom/home situations. The mentor would deepen these discussions by applying schema and self-statements to the events discussed and explaining how the events could have turned out differently in terms of consequences if individual schema and self-statements had been different. The mentor will use self-disclosure appropriately to further the discussion and convey to the mentee that every person is human and can learn from mistakes. This idea will then be linked to a reinforcing discussion of mindset with the mentee.

F. Next, the mentor will assign **homework** for the last session, which will consist of maintaining **Tally Sheet** and **Hassel Log** documentation, and of reviewing all terms in the glossary, particularly the terms **Self-Evaluation, Self-Statements, Reminders**, and **Thinking Ahead,** which will be emphasized as essential terms for the final activity session**.**

G. Next, the mentor will initiate the next session routine, the closing activity for each session. This closing activity will consist of the mentor and the mentee taking turns filling 8-ounce glasses with water tinted with food coloring to represent the degree to which the session did or did not seem successful to them; the participants are to pour the colored water into the glasses to the level that reflects the degree to which they thought the session was successful.

H. **Summary:** The mentor reviews the mentee's significant statements during today's sessions, the essential terms reviewed, and the final session's homework assignment.

I. A time and date for the next session will complete the eight-session sequence. The last meeting will be a farewell lunch during which the totem pole and walking stick are transferred to the mentee's possession will be mutually

scheduled by the mentor and mentee. A G--**Clef** will be attached to the totem pole.

Handouts and Needed Support Materials

Handout 1.1, Glossary

Handout 1.2, Completed Hassel Log Forms

Handout 1.4, Two Ways of Growing, One Way of Talking

Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, Tally Sheet

Handout 3.2, Problem Solving and Decision Making Example Sheet

Anger-Coping Program Teacher Screening Scale

Handout 6.1 The Formula of Music

Handout 6.2 Study Skills Reading List

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

G-Clef Ornament

Velcro Strips for the Attachment of Icons to the Totem Pole

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher Filled with Water

Green Food Coloring

Dry erase board with markers

G-Clef Ornament

Sample Mentor Script for This Session

The following sample mentor script is intended to give readers of this manual a better sense of what mediated learning experience sounds like for learners. Though the focus here is on how language is used to structure social communication through forms of mediation, such as the mediation of reciprocity/relationship, which consists of a tenacious commitment from the mentor to provide continuous, unwavering support to the learner's learning, as demonstrated through consistency in actions over time, mediated learning experience consists of other aspects, such as shared activities and mediators (as mentioned earlier in this manual), and different methodologies, such as Socratic questioning, and other forms of learning activities, such as discovery learning and the production of academic products that are meaningful to the learner in ways other than simply fulfilling the requirements of an academic assignment.

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In mediated learning experience, spontaneous and responsive attention to the learner is essential, so the sample script is not intended to be a script per se, but rather an

example to the readers of this manual what forms of mediation sound like to learners (mentees).

What follows in this text are sample scripts of what various forms of mediation would sound like to the mentee:

MENTOR: "When a person gets angry when driving out on the bypass because the driver in the other lane will not yield so the angry driver can make his or her exit from the bypass, that angry driver is saying, 'The people in the world must intuitively understand what I want them to do, and then do it, even though I am in the other lane. If they do not do that, I am going to be pissed!!!'" That kind of thinking is an example of **schema**, which may be defined as the deep, core things we believe about life, other people, and ourselves that influence our thoughts and feelings about everything and everyone. As you can see from how our angry bypass driver thinks, we can often tell ourselves things that do not make sense, getting ourselves angry, hot and bothered, and ready to make other people see us in ways we don't want to be seen. If we can change the way we think, we will be happier, we will live longer, and we will be more effective in everything we do while being able to focus on what we need to do" (**mediation of meaning, transcendence, and relationships**).

SESSION 8: LOOKING AT MYSELF AND GETTING

READY FOR OTHER PEOPLE

Overview:

This session is intended to promote the mentee's use of self-reflection and self-evaluation to bring about self-realization in personal development and self-determination through short-term goal setting. The goal-setting, in this case, centers around applying anger management techniques to life situations so that the mentee can look at successful and unsuccessful management of stressful situations. Central to this session is the use of rehearsal and coping self-talk. These tools have been covered to varying degrees in previous sessions, but now they are formally addressed in this final session. The content in this session tightly follows the four-step process of S. Goldstein's "Self-Instructional Reminders for Use Before, During, and After Provocation." The four steps are: **Preparing for Conflict, Confronting the Conflict, Coping with Anger Arousal,** and **Reflecting on the Conflict**. **Reminders** are introduced as self-instructional statements used to increase success in all types of high-pressure situations, and **thinking ahead** is presented as an anger reducer. **Tally Sheets** are used in goal setting. The mentor is responsible for checking in with the mentee classroom's teacher to check the mentee's application of anger management skills and procedural techniques taught in this integrated anger management protocol. Situations used for role plays may include past and present situations in which the mentee responded poorly or incidents from the mentee's **Hassel Log**.

Self-Evaluation may be defined as a tool used to see how people do in a situation by looking at what led up to the incident being looked at, what those people did, what

were the consequences before looking at what can be learned from the situation to

improve what they did before facing a similar situation in the future (self-coaching) and

rewarding themselves with a positive self-statement or reward of some kind. **Self-**

evaluation statements may be defined as a kind of tool people can use to help

themselves change in a positive way, as long as they can separate the value they place

upon themselves from their needs to change and bring about good things for themselves

and other people. **Self-statements** are defined as what people say to themselves about

anything. **Thinking ahead** is defined as another form of anger reducer involving

anticipating what might happen and developing a plan to deal with the situation before it

happens.

Goals:

1. The mentor will review the goal-setting process with the mentee, which is conceived of as setting the goal of attaining or doing something by working out a planned series of steps to reach the goal.
2. To increase the mentee's awareness of anger expression patterns both in the mentee and other people.
3. To teach the mentee to use coping **self-talk** to calm oneself and take the time to remember and apply appropriate steps to solve a problem.
4. To assist the mentee in verbalizing feelings of anger in a controlled, assertive way.

5. To review mechanisms of self-growth with the mentee.
6. To practice perspective-taking as a means of self-growth with the mentee.
7. Using Socratic questioning to help the mentee cite how the same information can be interpreted differently through perspective-taking.
8. Through the application of **If-Then**, the mentor will have the mentee develop a stronger awareness of how the choices one makes daily strongly influence what happens in a person's life, particularly consequences.

Suggested Readings:

Bloomquist, M. (1996). *Skills training for children with behavior disorders: A parent*

    and therapist guidebook. Guilford Press.

Goldstein, A.P. (1999). *The prepare curriculum: Teaching prosocial competencies*.

Research Press.

Greene, R., W., & Ablon, J. S. (2006). *Treating explosive kids: The collaborative problem-solving approach*. Guilford Press.

Kramer, Patricia (1994). *The dynamics of relationships*. Silver Springs, MD: Equal Partners.

Larson, J., & Lochman, J. E. (2002). *Helping schoolchildren cope with anger: A cognitive-behavioral intervention*. Guilford Press.

Objectives:

1. Upon request, the mentee will review **Tally Sheet** data and give an appropriate **self-evaluation**, for which the mentor will give feedback.
2. The mentee and the mentor will plan an appropriate lunch, during which the totem pole and walking stick will be transferred to the mentee's possession.
3. The mentor will use the above context as a **mediation context for transcendence**, **meaning, and relationship** and will request the mentee give an example of how these forms of mediation could affect his or her relationships with siblings and parents should the mentee apply these forms of mediation at home with these relatives.
4. Upon request, the mentee will model the use of positive coping strategies to a

classmate.

5. Upon request, the mentee will be able to explain how reminders are a form of

   self-talk that act as an anger reducer and will give an example of a reminder

   applied in session role plays.

5. Upon request, the mentee will be able to explain how **self-statements** are a form of **rehearsal** that can be used during moments of anger arousal and in

   generally stressful situations in which much is "on the line."

8. In the role plays drawn from the Hassel Log, mood check-in, and current or past incidents of anger management from the mentor or mentee's life, the mentee will apply the principle of **If-Then** and give examples of **choices** and subsequent **consequences**.

9. The mentee, upon request, will give an example of how **self-statements** influence thoughts and feelings similar to the way music does in referencing the previous session on music construction.
10. Upon request, the mentee will identify and explain how different **choices** result in different **consequences**, especially as a person makes patterns of choices over time.

Session Content

Concepts and Terms Used in This Session:

Affective Feeling Statement   *Choices*   *Consequences*   *Content Statement*

Rehearsal   *Reminders*   *Rogerian Listening*   *Self-Evaluation*

Self-Evaluation Statements   *Thinking Ahead*

Methods:

The methodology used in this session will be lecture/discussion using the social

communications structures of mediated learning. Mediated-learning experience for this

protocol will be considered the language, shared experiences, and mediators the mentor

uses to share meaning with the mentee in very planned ways, including the mediation of

challenge/change, doing, joy, meaning itself, mindset, relationship, transcendence (i.e.,

explaining how one skill or knowledge base in one situation transfers to effective use in

another situation), mental representation, and intent. Also, modeling, role plays,

performance feedback, homework, and psychoeducational activities are the principal

learning activities.

Procedures:

A. Clinical sessions will always begin with an agenda-setting activity. The sequential order for this session should include (a) a mood check-in, (b) a review of counseling activities from the previous session, (c) a review of the homework assignment (s), (d) a psychoeducational activity relating to internal and external triggers, and (e) a summary and feedback discussion closing with

the pouring of water tinged by food coloring and the placing of the next icon on the totem pole, which this time is a **Star Ornament**.

B. The mood check-in will consist of the mentee rating his or her anger on a 10-point scale, with 1 representing being "Happy," 5 being "Angry but Keeping My Cool," and 10 being "Burning Mad and Blowing My Cool." A brief discussion will follow, and the mentee will be invited to place an item on the agenda.

C. A review of the previous session and its homework assignment will follow the mood check-in. The homework assignment will be formally applied in procedure D; in this portion of the session, the mentor will selectively review material from previous sessions based on mentee responses to formative assessment questions.

D. The presentation of new material will follow the session and homework review. This will consist of applying the concepts **Self-Statements, Self-Evaluation, Thinking Ahead**, and **Reminders** to current and past events or situations the mentor found anger arousing. This material will then make up the content for the role plays and/or discussion.

E. **Homework assignments** are not made in this final session, so additional time is allotted for review and reflection purposes.

F. Next, the mentor will initiate the next session routine, the closing activity for

each session. This closing activity will consist of the mentor and the mentee taking turns filling 8-ounce glasses with water tinted with food coloring to represent the degree to which the session did or did not seem successful to them; the participants are to pour the colored water into the glasses to the level that reflects the degree to which they thought the session was successful.

G. **Summary:** The mentor will summarize the mentee's critical statements in this session and review key concepts as needed based on mentee responses to formative assessment questions.

H. A time and date for the last meeting will be a farewell lunch during which the totem pole and walking stick will be transferred to the mentee's possession, and a **Star Ornament** will be attached to the totem pole.

Handouts and Needed Support Materials

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Handout 1.5, Anger Fact Sheet

Handout 2.1, Anatomy of Anger

Handout 2.2, Anger Reducers

Handout 3.1, Tally Sheet

Handout 3.3, Problem-Solving and Decision-Making Example Sheet

Anger-Coping Program Teacher Screening Scale

Handout 6.1, The Formula of Music

Handout 6.2, Study Skills Reading List

Totem Pole (to be retained by the mentor until session completion)

Walking Stick (to be retained by the mentor until session completion)

Velcro Strips for the Attachment of Icons to the Totem Pole

Star Ornament

Mindset Session Log Book with Labeled Dividers

2 Transparent 8-Ounce Beverage Glasses

1 Pitcher

Green Food Coloring

Dry erase board with markers

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consists of other aspects, such as shared activities and mediators (as mentioned earlier in this

manual), and different methodologies, such as Socratic questioning, and other forms of

learning activities, such as discovery learning and the production of academic products that

are meaningful to the learner in ways other than simply fulfilling the requirements of an

academic assignment.

   Mediated learning is grounded in social constructivist thought in which the

interactional process between the caring adult and the student/client is critical for learning to

occur and essential for the transfer of learning, meaning, values, higher-order thinking skills,

and so forth. Mediated-learning experience may be defined as an interactional process

between the learner and an intentioned adult (the mediator, or mentor as defined in this

manual) in which that adult mediates the external sources of stimulation to the learner by

"selecting, framing, focusing, intensifying, and feeding back environmental experiences

in such a way as to produce appropriate learning sets and habits" (Feuerstein, Falik, &

Feuerstein, 1998. Pp.14-15).

   In mediated learning experience, spontaneous and responsive attention to the

learner is essential, so the sample script is not intended to be a script per se, but rather an

example to the readers of this manual what forms of mediation sound like to learners

(mentees).

   What follows in this text are sample scripts of what various forms of mediation

would sound like to the mentee:

MENTOR: "It is the little things that each of us does every day, things like using

reminders, thinking ahead, mediators, or **mindmaps**, that give us an edge in trying to

be successful. Other little things like using **content** and **affective statements** help build

our relationships with other people. Success and better relationships: these are things I can't leave home without. They are also the things champions can't leave home without. Einstein used visualization to make some of the greatest scientific discoveries in history; Edison used **mindset** to make some of the greatest inventions in technology's history. It is the little things that breed success in every area of life. My **intent** in working with you for all of this time has been to help you see these things for yourself and apply them to your life, so you can help other people make the same kinds of change (**mediation of intent, meaning, relationships, and transcendence**).

MENTOR: "The totem pole and walking stick are intended to be reminders of our times together. I hope you will always apply what they stand for. You can teach these kinds of things to your family, friends, teachers, and future children. You will be blessed by doing that, and so will they be blessed. I hope these mementos have good memories for you. Certainly, I have many good memories from what I have learned from and about you" **(mediation of meaning, transcendence, and relationship).**