

## Anger Reduction

Aggression, conduct disorders, antisocial behavior, delinquency, and youth gangs are all forms of violence that manifest in our schools and communities today. For our youth, learning to deal with anger and other emotions should be one component of an anti-bullying program. Most anger reduction programs haven't been empirically validated. Without validation, practitioners are unsure of whether their interventions are effective.

One exception is the **SCARE** (Student Created Aggression Replacement Education) program by Herrmann and McWhirter (2001). **SCARE** was developed to prevent violence and aggression through appropriate management of anger for early adolescents. Literature shows this is a critical time for social development in our youth. Therefore, this is the best time for prevention programs for the at-risk youth. **SCARE** program focuses on the re-attribution of perceived offenses, and the control and management of resulting anger. The literature indicates that anger can be effectively reduced through therapeutic intervention (Achmon, Granek, Golomb, & Hart, 1998; Deffenbacher, NcNamura, Stark & Sabadell, 1990; Moon & Eisler, 1983; Novaco, 1975).

Primary objectives embraced by the **SCARE** Program are:

- a) teaching young people about emotions, including aggression and anger.
- b) helping young people recognize alternatives to violent behavior and aggressive responses.
- c) encouraging young people to make good decisions in response to provocative situations.

This program involves a total of 15 different sessions that are clustered into 3 sections:

- I. Recognizing anger and violence in the community  
Introducing the topic of anger and violence in such a way that promotes interest for acquiring anger management and coping skills.
- II. Managing and reducing anger in self.  
Education & cognitive preparation, skill acquisition and application training.
- III. Defusing anger and violence in others.  
Preventing situations involving anger and violence from developing.  
Promoting peaceful resolutions to hostile situations that have developed.

It is with hope that this intervention disrupts the process by which intense and deep - rooted anger evolves into calculated, destructive behavior, thus making children and schools safer.

This summary taken from: *At Risk Youth: A comprehensive Response for Counselors, Teachers, Psychologists, and Human Services Professionals*. 3<sup>rd</sup> ed. McWhirter, J. et al. Chapter 10 pp. 189-191. United States Thomson Brooks/Cole.