

THE EXPERIENCE OF ANGER IN MALE ADOLESCENTS
WITH AND WITHOUT BEHAVIOR DISORDERS

By

Donald James Vernon

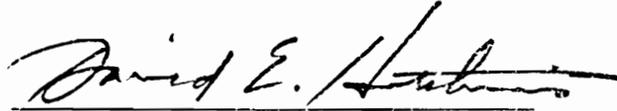
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(ABSTRACT)

Using the TFA Systems model (Hutchins & Vogler, 1988), groups of boys with and without behavior disorders were compared on (a) the primary mode (thinking, feeling, or acting) relied upon during conditions of normal daily events and when angry, and (b) the specific thoughts, feelings, and actions experienced during angry episodes.

The group without behavior disorders was found to function in a flexible manner, when angry, both currently and in the past. In contrast, prior to receiving therapeutic services, the group with behavior disorders was found to operate in a predominantly acting-oriented manner, when angry. While receiving treatment, this group no longer operated in a predominantly acting-oriented way, but still did not display the flexible functioning of the group without behavior disorders. Adolescents with behavior disorders were also found to be more negative and aggressive in their thoughts, feelings, and actions during angry situations, and to more frequently target adults. Several other between-group differences were also found.

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CHAPTER ONE

INTRODUCTION

Increasingly, the field of counseling is emphasizing the importance of flexible approaches, meeting the client where he or she is, and individualizing strategies. In my work as a counselor of adolescents with behavior disorders, I have come to question whether children with behavior disorders (defined for the purposes of this study as those residing in residential treatment centers for behavior disordered children) approach certain situations in the same way as would children without behavior disorders (defined as those attending a regular public school classroom setting), and to what extent any differences between the two groups may suggest implications for counseling, while taking into account individual situations and problems. Specifically, I am interested in the child's thoughts, feelings, and actions during periods of anger, as well as the interaction of these components of the child's behavior.

Behavioral Problems and Therapeutic Issues

The problems caused by behavior disorders occurring in children and adolescents are immense in terms of the cost to the individual, his or her family, the child's victims, and society in general (Kazdin, 1985). Such children engage in a variety of disruptive, destructive, and dangerous behaviors to an extent that therapeutic intervention is very often required. In fact, children with behavior disorders

are, by far, the largest single group served in child and adolescent clinics (Rey, Bashir, Schwarz, Richards, Piapp, & Stewart, 1988; Robins, 1991), comprising between one-third to one-half of all such referrals (Kazdin, 1987). Behavior disorder is also a common reason for referring children for psychological evaluation (Longman, Inglis, and Lawson, 1991). Given the current social climate, there is a strong possibility that behavior disorders will become even more prevalent in the future (Clarke & Clarke, 1988), and recent evidence suggests that behavior problems among children in the United States are, indeed, getting worse (Achenbach & Howell, 1993). Such children have an increased likelihood of engaging in substance abuse (Kutcher, Marton, & Korenblum, 1989) and aggressive behavior (Ruhl & Hughes, 1985) and normally generalize their negative behavior across a wide variety of settings (Patterson, 1979). Of additional concern is that aggressive and antisocial behavior exhibited in childhood predicts similar problems in one's offspring. Thus, such behavior appears to be passed from generation to generation within families (Huesmann, Eron, Lefkowitz, & Walder, 1984; Robins, 1991).

As might be expected, severe behavior problems exhibited across many settings often affect academic performance negatively, and such behavior is frequently associated with diminished academic achievement (Bachman,

1978; Loeber, Tremblay, Gagnon, & Charlebois, 1989; Zax, Cowen, Rappaport, Beach, & Laird, 1968). Teachers perceive the negative actions of children with behavior disorders to be both more frequent and more severe than those of children found in either regular classrooms or classrooms serving children with learning disabilities (McCarthy & Parasdevopoulos, 1969). Behavior that disrupts the classroom setting and endangers the safety of peers and teachers often results in expulsion or placement in special programs (Ledingham & Swartzman, 1984). Also, children with behavior disorders are at increased risk for functioning well below expected grade level and dropping out (Adam, Kashani, & Shulte, 1991; Robins, 1991).

Adding to the child's current problems is the stability of behavior disorders and aggressiveness, over time, resulting in a poor prognosis (Huesmann et al., 1984; Laney, Loeber, Hart, Frick, Applegate, Zhang, Green, & Russo, 1995; Olweus, 1984). Indeed, roughly half of all children with behavior disorders experience a very poor outcome as their negative actions continue into adult life (Clarke & Clarke, 1988; Gersten, Langner, Eisenberg, Simcha-Fagan, & McCarthy, 1976; Patterson, 1979). The more varied the behavior, the more severe the behavior, the more generalized the behavior is across settings, and the earlier the onset, the greater is its durability across time (Loeber, 1982; Osborn & West,

1980; Robins, 1978). Indeed, once a pattern of high rates of antisocial behavior has been established, a child is more likely to persist in such behavior than to revert to lower rates of offenses (Loeber, 1982).

Such youths often progress into Antisocial Personality Disorder or experience difficulties with other forms of psychiatric impairment (Morris, Escoll, & Wexler, 1956; Robins, 1991; Robins & Price, 1991). Antisocial behavior rarely begins in adulthood (Robins, 1978) but, rather, develops in a progressive fashion which can often be predicted from childhood behavior (Loeber, 1982; Loeber & Dishion, 1983; Robins, 1966). Significant behavior problems, noted as early as the first grade, have been shown to be predictive of serious problems in later years (Morris et al., 1956; Zax et al., 1968). A more recent study (Rose, Rose, & Feldman, 1989) demonstrated that later psychopathology can often be predicted even from the behavior of children displayed during preschool years.

Adults who had a behavior disorder as children are at increased risk for criminal behavior, poor interpersonal relationships, poor marital adjustment, alcoholism, spouse and child abuse, and poor work adjustment resulting in financial dependency (Kazdin, 1985, 1987; Robins, 1966, 1991). Due to the impact of antisocial behavior on their many victims (Kazdin, 1987; Olweus, 1984; Robins, 1991), the

poor prognosis, the tendency to transmit problems from one generation to the next, the wasted human potential, and the high cost of treatment, hospitalization, and incarceration, children and adolescents with behavior disorders present an extremely difficult challenge. Unfortunately, to date, a large number of youths with behavioral disorders continue to receive either inappropriate treatment or no treatment at all (Collins & Collins, 1994).

Anger control is a serious problem for many children with behavior disorders and one that often results in some of their most severe destructive and aggressive behavior. Research has demonstrated that anger arousal increases the likelihood of violence (Rule & Nesdale, 1976). Indeed, aggressive behavior is a frequent problem in classrooms serving children and adolescents with behavior disorders (Ruhl & Hughes, 1985). Problems with aggression in childhood tend to remain stable or increase as the child grows older (Dodge, 1985; Gersten et al., 1976; Olweus, 1979, 1984). In addition, physical aggression which continues through the kindergarten and primary school years is frequently a precursor of the development of nonaggressive antisocial behavior, as well (Loeber et al., 1989), and is associated with rejection by one's peer group (Dodge, 1983). Thus, early problems with anger can have far-reaching implications. Even when anger-related problems

do not emerge until middle adolescence, they still often predict personality dysfunction in late adolescence (Stein, Golombek, Marton, & Korenblum, 1991).

Anger can be defined as a covert response to provocation that often leads to appropriate or inappropriate coping behaviors (Moon & Eisler, 1983). Far too often, children with behavior disorders respond with inappropriate coping behaviors. Unfortunately, adolescents experiencing problems with anger tend to continue to have problems, barring an effective intervention. Adolescents with behavior disorders do not often simply "outgrow" an anger control problem.

Novaco (1976) stated that anger serves a number of potentially positive functions for the individual, including various defensive, energizing, and self-promotional roles. As such, one problem with successfully treating anger control problems is that the individual may actually enjoy getting angry to the point that potential negative consequences become secondary concerns. In other words, anger and angry reactions may actually be self-reinforcing. Evidence has also been noted that observing indications of pain in a provocateur may be reinforcing to the seriously angered person, thus increasing the likelihood of aggressive responses to perceived provocation (Baron, 1974). In a study by Oliver, Hoover, and Hazler (1994), adolescents were

found to believe that aggressive "bullies" held higher social status than their victims. Thus, not only may anger and aggression be internally reinforced by the enjoyment of the emotion itself, but it may also be externally reinforced by victim pain cues and by obtaining for an aggressor a certain amount of social status, at least during adolescence.

Despite a wide array of available treatment options, there remains a lack of clearly effective techniques for addressing the problems of children with behavior disorders (Kazdin, 1987; Kendall, Reber, McLeer, Epps, & Ronan, 1990; Shamsie, 1981). Indeed, Puig-Antich (1982) referred to such treatment as "a relatively hopeless undertaking" (p. 125). Even when therapy proves successful in addressing specific behavioral concerns or developing discrete skills, generalization across settings and time is frequently lacking or not investigated; thus, there is no clear link to gains in overall long-term adjustment (Prentice, 1972; Schloss, Schloss, Wood, & Kiehl, 1986; Scruggs, Mastropieri, Cook, & Escobar, 1986). In addition, changes in the behavioral skills of children with behavior disorders may not result in more positive reciprocal interactions with peers (Lovejoy & Routh, 1988), thus making the continued demonstration of newly acquired skills less likely.

Research on childhood disorders has been minimal when compared to that on adults (Kazdin, 1985), and there has been a lack of recent breakthroughs in the treatment of the behaviorally maladaptive child (Robins, 1991). Slaby and Guerra (1988) noted that much of the research regarding aggressive behavior in young people has utilized elementary school-aged children and has investigated the type of aggressive behavior typically seen in such children. They indicate that such research is typically not extended to adolescents nor to the more extreme and antisocial patterns of aggressive behavior that adolescents with behavior disorders are likely to display.

Seventeen years ago, Freedman, Rosenthal, Donahoe, Jr., Schlundt, and McFall (1978) called for a moratorium on the further development of treatments for the difficulties occurring with behavior disorders, pending improvements in the evaluation of the nature of the clinical problem and the specific skill deficits involved. Given the continued lack of consistently successful therapies for behavior disorders, it appears a clearer understanding of the nature of the problems to be addressed is still needed. Obviously, there remains a need for further research pointing more clearly toward prescriptive techniques that will respond to the specific situations, behaviors, and individual idiosyncrasies relevant to children with behavior disorders

(Kazdin et al., 1989). The identification of differences between disordered and nondisordered individuals can add to our understanding of a disorder (Merluzzi, 1993). Any such differences between adolescents in treatment facilities for behavior disorders and those in regular public school classrooms can suggest potentially useful directions for the treatment of youths with behavior disorders (Hogan & Quay, 1984; Holcomb & Kashani, 1991).

Accepting the need to individualize approaches according to the needs of the client, it becomes important to recognize in what specific ways an individual thinks, feels, and acts and how these components of behavior are integrated under specific circumstances. Due to various factors such as size of caseload, time and monetary constraints, current policies of insurance companies, etc., it may not always be possible to fully assess every client with whom one works. Thus, knowledge of group trends, while taking into account the specifics of each individual case, may be helpful to a variety of clinicians (Jennings, Mendelsohn, May, & Brown, 1988).

The TFA Systems Model

The TFA Systems model (Hutchins & Vogler, 1988) is one tool that can be utilized to determine to what degree a client functions in a thinking-, feeling-, or acting-oriented mode. This information can then serve as a guide

in planning approaches to be utilized in counseling (Hutchins, 1979; Mueller, Dupuy, & Hutchins, 1994).

The theoretical background of TFA Systems is rooted in the technical eclectic movement in the field of counseling. While going by various names, this approach generally advocates eschewing labels such as behavioral, psychodynamic, humanistic, etc., in favor of specification of problems and goals, identification of systematic strategies to address those problems and goals, and systematic assessment of results (Lazarus, 1989).

Basically, technical eclecticism proposes that counseling strategies should be based not on a particular theory or school of therapy but, rather, that the emphasis should be placed on utilizing whatever theory or techniques best respond to the individual needs of the client (Gilliland, James, & Bowman, 1989; Thorne, 1967). Other authors (Embry, 1984; L'Abate, 1981; Whalen & Henker, 1987) have echoed this need for prescriptive approaches to clients' problems. Hutchins (1979, 1989) and Bernard (1981) have stated, in addition, that counselors need to adjust not only specific techniques but also their way of approaching and instructing the client based on various client variables. Considering the characteristics of a client's personality and style of interaction is an important element

in developing an effective counseling approach (Kunce, Cope, & Newton, 1991).

Inherent in technical eclecticism is the need to determine how the client is currently functioning and the willingness to meet the client in his or her own arena, as opposed to attempting to force all clients into one preferred therapeutic mold. TFA Systems is a method which can be helpful in determining whether a particular client operates in a predominantly thinking-, feeling-, or action-oriented mode. A pictorial representation of the client's tendency to function in a predominantly thinking-, feeling-, or action-oriented mode in a particular situation is supplied by the "TFA triad", which will be described in detail in Chapter 3. From this triad, techniques and approaches are suggested that a counselor should initially utilize in meeting the client where he is currently functioning. Additionally, modes which may need further development are identified (Mueller et al., 1994). For example, if a particularly impulsive client is found to operate predominantly in a feeling and acting mode, the counselor may wish to initially adopt an approach that would correspond to these modes, such as a mixture of person-centered (feeling) and behavioral (acting) techniques. The client's minimal use of behavior falling into the thinking mode suggests that, ultimately, counseling needs to focus on

the development of skills in this area, perhaps moving progressively toward more cognitive techniques.

Statement of the Problem

Problems, such as aggression and poor anger control, associated with behavior disorders are notoriously resistant to intervention (Dodge, 1985). Therapeutic approaches suitable for other children may not be effective in working with youngsters with behavior disorders (Small & Schinke, 1984), and treatments may be differentially effective across different age groups (Wilson, 1984). Gresham (1991) discussed several factors that contribute to treatment resistance, or the lack thereof, in the child with a behavior disorder. Some of these factors, such as the severity and chronicity of the behavior being displayed, were identified as being functions of the behavior itself. Other factors are functions of the intervention itself. One such factor was treatment strength, which Gresham saw as being situationally, behaviorally, and personally specific. This indicates that some treatments are effective in some situations but not others, with some behaviors but not others, and with some individuals but not others. This harks back to the call for increasingly specific and prescriptive approaches based on individual circumstances and characteristics. Unfortunately, there is surprisingly little knowledge regarding many of the characteristics of

importance in adolescents with behavior disorders (Kauffman, Cullinan, & Epstein, 1987). As Luiselli (1991) pointed out, the development of effective treatments is unlikely if the clinician is unable to identify the factors that contribute to a particular problem behavior under specific circumstances.

Numerous studies have addressed the issue of anger control and expression in adolescents with behavior disorders and others. While some have addressed cognitive and/or emotional factors in their assessments (Dodge, Price, Bachorowski, & Newman, 1990; Lapointe & Harrell, 1978) or treatment techniques (Feindler, Marriott, & Iwata, 1984; Kazdin, Bass, Siegel, & Thomas, 1989), many have relied on others' observations of the subjects' actions (McMahon, 1987) as a method of assessment. To date, no study has utilized the TFA Systems approach to assess (a) the predominant behavioral mode, when angry, of the child with behavior disorders or (b) the specific thoughts, feelings, and actions experienced during angry episodes.

Research Question

The research question addressed in this study was as follows: How do male adolescents with and without behavior disorders experience and respond to anger-provoking stimuli? The rationale for limiting this study to males will be discussed in the "Subjects" section of Chapter 3.

Purpose

The issues which were addressed through a TFA Systems approach in this study were to explore how male adolescents with and without behavior disorders experience and respond to anger-provoking stimuli, to determine whether such reactions are different between these two groups, and to discuss what the implications of these findings are for counseling students with behavior disorders who experience problems with anger control and expression. It was through the process of examining and contrasting the group trends of the two groups that potential areas for clinical intervention emerged. Through awareness of areas where the patterns of thoughts, feelings, and actions of children with behavior disorders in residential treatment diverged from those of children with no behavior disorder in regular public school classrooms, the results indicated areas which may serve to hamper the child with behavior disorders and which can be targeted for intervention. In addition, the clinical interviews revealed recurrent patterns for the participants in both groups that proved useful in illustrating how each group, as a whole, tended to deal with angry episodes. This was helpful in drawing conclusions about common adaptive and maladaptive patterns that can be explored as a part of the counseling process.

For the purpose of this study, participants were interviewed to reveal TFA triad patterns under conditions of (a) a standardized scenario designed to be representative of "normal daily events", (b) an actual self-identified angry event, (c) a standardized imaginary anger scenario, (d) current typical angry functioning, and (e) past typical angry functioning. Comparisons were then made to describe each individual's triad patterns, to examine triad patterns within each group, and to make comparisons between the two groups. The results of these comparisons were then used in discussing implications for counseling to assist adolescents with behavior disorders to deal more effectively with their anger. The interview was also utilized to identify the specific thoughts, feelings, and actions experienced during angry situations. These findings were also used in discussing implications for counseling.

Assumptions

Five assumptions were operating at the outset of the study:

1. Different approaches are differentially effective in addressing specific problems, with specific people, in specific situations.

2. Adolescents are willing and able to accurately self-report their thoughts, feelings, and actions.

3. Differences between adolescents with and without behavior disorders will suggest potential areas needing intervention.

4. Various diagnoses and labels included in the category of behavior disorders are sufficiently similar in nature to justify their grouping under one term.

5. The findings of some studies on aggression may be relevant to the exploration of anger, as well.

Some of these assumptions are discussed in greater detail elsewhere in this document.

Limitations

1. This study was limited to differences in the intrapersonal characteristics of thoughts, feelings, and actions, as opposed to biochemical factors, sociodemographic characteristics, etc.

2. References to therapeutic approaches were limited to those which are utilized in individual counseling, or group approaches which can be easily adapted to individual work. Thus, therapeutic approaches such as residential placement, family therapy, medication, etc., were not included.

3. Etiologic factors, such as family violence, parental pathology, and so forth, while possibly important in the formation of behavior disorders, were not explored in this study.

4. Only one researcher was involved in administering the TFA interviews; thus, there was no cross validation of findings, and researcher bias may be an issue.

5. The results of this study were dependent upon the reliability of the self reports of the adolescents involved.

Organization of the Document

Chapter Two presents a review of the literature relevant to (a) diagnostic categories included in the study, (b) diagnoses which are frequently found to be comorbid with behavior disorders and how they were addressed, (c) the use of self-report techniques in data collection, and (d) the characteristics of and differences between individuals with behavior disorders and more well adjusted individuals in their experience of and reaction to anger.

Chapter Three addresses data collection and analysis methods. This includes an in-depth discussion of the TFA interview. Participant selection and characteristics are also addressed in this chapter. Also included are a review of TFA triad comparison methods and criteria for the assessment of predominant TFA triad patterns and thinking, feeling, and acting themes.

Chapter Four presents the findings from the analysis discussed in Chapter Three.

Chapter Five presents a summary and interpretation of the findings, conclusions, and implications and

recommendations for counseling with regard to (a) initial counseling approaches in meeting the child in his own behavioral arena and (b) treatment approaches for developing more socially appropriate methods of anger control and expression.

CHAPTER TWO

REVIEW OF THE LITERATURE

Introduction

This review is divided into two main sections. The first section addresses literature related to certain concerns with regard to method. Specifically, the first section addresses the issues of (a) diagnostic categories which were included in this study, (b) diagnoses which are frequently found to be comorbid with behavior disorders and how they were addressed, (c) the use of self-report techniques in data collection, and (d) the inclusion of findings related to aggression in this review.

The second section of this review is devoted to an examination of studies which explored the existence of differences between various groups which may be relevant to how adolescents with behavior disorders experience and respond to anger provoking stimuli. This section includes a lengthy narrative description of the various studies, followed by four tables which will serve to summarize and clarify the findings of the studies presented.

Concerns Related to Method

Subject Diagnostic Categories

The actions of the child with behavior disorders are characterized with a variety of different terms (Kazdin, 1987), and the child himself may be identified in a variety of ways, often depending upon who is describing the child or

providing services. A child who first comes to the attention of the court system may be labeled as delinquent or a juvenile offender. The same child may be characterized by his school as emotionally disturbed, seriously emotionally disturbed, or behaviorally disordered. If the same child receives mental health services, he may be diagnosed with Oppositional Defiant Disorder or Conduct Disorder. The term "at risk" is often applied in both academic and mental health settings (Tidwell & Garrett, 1994). Thus, any one child may be identified in a number of different ways. For inclusion in the clinical group of this study, the adolescent must meet diagnostic criteria for either Oppositional Defiant Disorder or Conduct Disorder and will be referred to as having a behavior disorder.

Comorbidity of Diagnoses

Various diagnoses have been found to occur concurrently with behavior disorders. Two diagnoses, in particular, are known to co-occur with these disorders at high rates. The first such diagnosis is Attention-Deficit/Hyperactivity Disorder (ADHD). Numerous studies (Biederman, Munir, & Knee, 1987; Bird, Gould, & Staghezza, 1993; Kutcher, Marton, & Korenblum, 1989; Lock & Strauss, 1994; Schachar & Wachsuth, 1990; Szatmari, Boyle, & Offord, 1989) have noted that comorbidity between ADHD and the diagnoses of interest to this study is common. Anger and aggression are

significant problems for many ADHD children (Hinshaw, Henker, & Whalen, 1983). When ADHD occurs concurrently with Oppositional Defiant Disorder or Conduct Disorder, the result is a general exacerbation of the antisocial behavior and psychopathology associated with these disorders (Atkins & Stoff, 1993; Offord, Sullivan, Allen, & Abrams, 1979; Soltys, Kashani, Dandoy, Vaidya, & Reid, 1992; Walker, Lahey, Hynd, & Frame, 1987). Thus, concurrent ADHD appears to make the other behavior disorders even worse than they would normally be on their own. Other authors have stated that even when these disorders occur separately, there is probably some overlap (Werry, Reeves, & Elkind, 1985), or that the disorders have so many similarities and such diagnostic overlap that they could be grouped together as one category of disorders (Woolston, Rosenthal, Riddle, Sparrow, Cicchetti, & Zimmerman, 1989).

Comorbidity between behavior disorders and depression also occurs at a high rate (Bird et al., 1993; Craighead, 1991; Lock & Strauss, 1994; Marriage, Fine, Moretti, & Haley, 1986; Mitchell, McCauley, Burke, & Moss, 1988; Puig-Antich, 1982) and can be found from childhood to adulthood (Zoccolillo, 1992). In examining this phenomenon, Nieminen and Matson (1987) found that children and adolescents with depression and a behavior disorder differed significantly from children with only a behavior disorder on the number of

depressed feelings reported; however, few differences were found on a number of measures of antisocial and acting out behavior. Similarly, Capaldi (1991) found that early adolescents with comorbid depression and conduct problems were more likely to experience suicidal ideation and poorer overall adjustment during later adolescence than their peers with conduct problems alone, but were no more or less likely to engage in delinquent behavior during later adolescence. Harrington, Fudge, Rutter, Pickles, & Hill (1991) found that depressives with behavior disorders were at higher risk for adult criminal behavior and lower risk for adult depression than pure depressives, and that children with comorbid depression and behavior disorder had very similar adult outcomes compared to children with behavior disorder alone. Thus, it appeared that the behavior disorder symptoms were as bad, or worse, for comorbid children and adults, when compared to those with only a behavior disorder. In discussing the degree of similarity between groups of children with behavior disorders and children with both behavior disorders and depression, Woolston and his colleagues (Woolston et al., 1989) recommended that children in both groups could benefit from the same type of treatment for their maladaptive behavior, and need only be treated differentially with regard to depressive symptoms.

Noted, then, were a high degree of overlap between behavior disorders and ADHD and depression, similarities in behavioral profiles between children and adolescents with comorbid disorders and those with only a behavior disorder, a high rate of co-occurrence of these disorders, the enduring nature of the maladaptive behavior in comorbid groups, and the recommendation for similar treatments for the behavior problems observed in these groups. Due to these factors, adolescents with behavior disorders and comorbid ADHD or depression were not excluded from this study as long as diagnostic criteria for a behavior disorder was clearly met. Pure ADHD or depression was not included, however.

Self-Report

Historically, the assessment of children with behavior disorders has relied heavily upon direct behavioral observation of the child and his parents (McMahon, 1987) or on the ratings of teachers or parents. In recent years, however, there has been an increasing trend to ask the child about his own symptoms (Robins, 1991). Such self-reports seek to determine how children perceive themselves and how they respond to different situations. They are also used in identifying sources of stress and coping styles. Self-reports have been particularly important in exploring such internal, covert variables as thoughts and emotions

(Kauffman, 1989). Several studies (Hains & Szyjakowski, 1990; Hart, 1991; Holcomb & Kashani, 1991; Politano, Edinger, & Nelson, III, 1989) have already used various self-report techniques to examine such internal variables in children and adolescents with regard to behavioral and anger-related issues.

When exploring the stimulus-response process in an anger producing situation, the provoking stimulus may often be obvious to an outside observer, as might the overt response. What is lacking in such observations are the covert cognitive and affective reactions which occur internal to the individual between the stimulus and the response. Such covert processes are important in understanding many phenomena and may best be determined and examined through the use of self-report techniques (Genest & Turk, 1981).

Such methods are, of course, not without their own drawbacks and have not been free from criticism (Nisbett & Wilson, 1977). Self-reports can lack completeness, can be vulnerable to researcher influence, and may conflict with direct observations. They are subject to researcher bias and to both deliberate and unintended subject misreporting. It must be remembered, however, that no assessment technique is free from weaknesses (Genest & Turk, 1981), and that, with the possible exception of mechanical measures, self-reports

have been demonstrated to be no less reliable or valid than other forms of assessment (Cautela & Upper, 1976).

Kendall and Korgeski (1979) emphasized the importance of self-report in examining both adaptive and maladaptive cognitions in order to explore their contribution to the formation of disorders or to adaptive coping. They stressed the use of self-report in identifying maladaptive thoughts and beliefs specific to individual disorders and in assessing that such maladaptive patterns do not exist in coping individuals. This was exactly one aim of this study in utilizing the TFA interview to assess differences in the covert responses to anger provoking stimuli between participants with and without behavior disorders.

Inclusion of Studies of Aggression

There are numerous studies which have explored factors which may be related to the differential experience of and response to anger between children with behavior disorders and those without. Most of these studies did not explore anger directly but rather explored elements which may contribute to or result from anger arousal. While various factors which may contribute to the experience of anger were considered, the major result of anger examined was aggression. Joffe, Dobson, Fine, Marriage, and Haley (1990) have previously argued the applicability of applying the results of studies on aggression to conduct disordered

youth. They noted that, while not all aggressive children can be classified as conduct disorder, those children who are diagnosed as having a conduct disorder are, by definition, aggressive in their behavior.

Anger and aggression have been noted to be distinct, yet often related, occurrences (Novaco, 1976). Anger does not always lead to aggression, but it can. Likewise, aggression is not always the result of anger, yet anger is often a major precursor of an aggressive response. Anger has also been shown to increase the likelihood of aggressive behavior (Rule & Nesdale, 1976). Despite anger's importance as an emotion which can generate both positive and negative reactions, it has received much less direct attention in scientific investigations than has aggression. This is due in part to the fact that aggression is an overt act and thus is more easily quantifiable (Biaggio, 1980), while anger is a more internal and thus less observable phenomenon. Studies of aggression which stem from anger may serve to illuminate the process of anger itself; however, not all studies of aggressive behavior necessarily deal with aggression related to anger.

The literature focuses predominately on two types of aggression. Each of these types of aggression has a variety of names depending upon the author. The first type may be referred to as "proactive" or "instrumental" aggression.

Such proactive aggression is not driven by anger but rather is displayed in order to achieve some material or social reinforcer (Feindler & Ecton, 1986). The primary goal of proactive aggression is not to injure the target but rather to obtain this reinforcer (Rule & Nesdale, 1974). Although proactive aggression involves the use of injurious power, any injury which may occur is merely a byproduct of efforts to obtain the reinforcer. This type of aggression is typified by gang involvement, deliberate action, and attempts to dominate, and is not necessarily the result of some perception of threat or provocation on the part of the victim. Proactive aggression is thought to be associated with exposure to successful aggressive models and a history of positively reinforced coercion of others (Dodge & Coie, 1987).

A second major type of aggression has been termed "reactive", "hostile", or "retaliatory". The arousal of anger is instrumental to this type of reactive aggression which involves what Goldstein (1983) referred to as the "Instigation-Anger-Aggression" sequence. Here, a perceived provocation results in an angry response which leads to aggressive behavior. Reactive aggression is impulsive, unplanned, and prompted by anger stemming from a perceived provocation or threat. The immediate primary aim of such

behavior is to injure the target of the attack (Rule & Nesdale, 1974).

It is this second type of anger-prompted reactive aggression which was of interest to this study. Unfortunately, many studies of aggression do not specify what types of aggression are being examined which leaves the reader responsible for making this inference based on relevant aspects of the study. If a study stated specifically that the aggression being investigated was reactive aggression, I indicated this in my discussion of the study. If, on the other hand, a study stated specifically that the aggression being examined was proactive aggression, it was not included in this review. For any other study of aggression mentioned in this review which did not specify what type of aggression was being investigated, I made a subjective judgment as to the appropriateness of its inclusion.

Group Differences

We will now move into the review of individual studies which may relate to differences between children with and without behavior disorders in their experience of and reaction to anger. Most of these studies are grouped under general categories of factors to be considered. In the first section of this review, several of these categories

can be considered to be a part the overarching category of interpersonal problem-solving skills.

Interpersonal Problem-Solving Skills

It has been suggested that anger, frustration, and aggression often result from the inability of the individual to successfully solve interpersonal problems. Well-adjusted persons are able to identify the problem, generate a number of alternative courses of action, and select the best course of action based on the likely consequences of each alternative. Individuals who are less well adjusted are assumed to either lack or not make use of such skills and to instead rely on socially inappropriate responses (Spivack & Shure, 1982). When such responses are impulsive, angry, and aggressive, even though they may prove successful in relieving the perceived problem for the moment, they prompt negative reactions from others. The repeated use of such inappropriate problem-solving strategies has been thought to result in a cycle of increasingly negative interactions, the outcome of which can be the worsening of problems and the creation of negative feelings between the self and others (Vaughn, Ridley, and Bullock, 1984).

A large portion of the research related to interpersonal problem-solving skills has been conducted by Spivack, Shure, and their colleagues, and has produced, among other findings, a set of skills known as Interpersonal

Cognitive Problem-Solving Skills (ICPS) proposed to be important in the effective resolution of interpersonal problem situations. These skills include the ability to generate alternative responses (alternative thinking), the ability to consider the consequences of those responses (consequential thinking), and the ability to mentally develop the step-by-step sequence of actions necessary to reach a goal or carry out a solution (means-end thinking).

Four additional ICPS skills are: (a) social-causal thinking (understanding that how a person feels or acts in a problem situation is influenced by past events); (b) sensitivity to problems (a sensitivity to the number and variety of problems inherent in human interactions); (c) a dynamic orientation (the ability to understand how overt behavior may reflect underlying motives and feelings); and (d) perspective-taking, which is defined as the ability to understand the perspective of another in a problem situation (Kazdin, 1985; Kennedy, 1984; Small & Schinke, 1984; Spivack & Shure, 1982). Vaughn (1987) has added goal identification (recognizing the aims of both oneself and others), empathy (recognizing the feelings of oneself and others), and cue sensitivity (an awareness of, and the ability to accurately interpret verbal, nonverbal, and environmental cues).

Studies relating to several of the above mentioned skills will be discussed later in this section. Not all

studies of interpersonal problem-solving skills are broken down by specific skill areas, however, and refer simply to the more global terms of social or interpersonal problem solving. These studies are addressed at this time.

One question which must first be addressed, though, is whether or not there truly exists a relationship between interpersonal problem-solving skills and either anger arousal or overall levels of adjustment. Unfortunately, there is disagreement on this point in the literature.

Hart (1991) studied the use of problem-solving behavior and its effect of anger arousal in 63 normal adolescents. Hypothesized, was that the use of problem-solving would be related to lower levels of anger arousal. The subjects were asked to recall a recent anger provoking event and, for this part of the study, were then instructed to complete the Ways of Coping Inventory (Folkman & Lazarus, 1985), the Problem-Focused subscale of which is designed to determine interpersonal problem-solving efforts. Participants also completed an inventory designed to determine the degree of anger experienced in the provocation situation. The results obtained did not indicate an inverse correlation between problem-solving efforts and anger arousal, and thus failed to support the notion that the use of interpersonal problem-solving skills helps to diminish initial anger arousal. The study did not address, however, whether interpersonal

problem-solving skills may be helpful in more successfully dealing with anger, once aroused.

In a study by Kendall and Fischler (1984), it was hypothesized that there would be a relationship between ICPS skills and measures of adjustment. ICPS skills of 150 families with children aged 6 to 11 years were assessed via written tests and behavioral performance. Parent and child interpersonal problem-solving skills were then compared to parent and teacher ratings of child adjustment. After controlling for IQ, it was found that neither the written measures of ICPS skills nor the levels of problem-solving behavior were systematically related to the measures of child adjustment.

On the other hand, Denham & Almeida (1987) performed a meta-analysis on a large number of ICPS-related studies, the results of which contradict the above study's negative findings. Five hypotheses were investigated. First, it was hypothesized that ICPS measures would differentiate between adjusted and maladjusted children, with adjusted children scoring higher (indicating superior skills) than maladjusted children. Second, it was hypothesized that training in ICPS skills would result in higher levels of these skills in those receiving the training when compared to no-treatment controls. The third hypothesis was that teacher ratings of behavior would be higher for trained children than for

controls. The fourth hypothesis was that observed social behaviors would be more positive in trained children when compared to controls. Finally, it was hypothesized that there would be a direct relationship between improvement in behavioral adjustment and improved ICPS skills. In this study, all five hypotheses were supported, indicating not only that ICPS skills are related to overall adjustment, but that differences exist in ICPS skills between adjusted and maladjusted children.

Further support for such differences is found in other studies. Freedman et al. (1978) developed the Adolescent Problems Inventory (API) to assess the social and interpersonal problem-solving skills of adolescent boys. In phase one of the study, the API scores of a group of institutionalized delinquents were compared with those of two nondelinquent groups. One nondelinquent group ("Good Citizens") was matched on age and sociometric status with the delinquent group. The members of this group were identified by school guidance counselors as responsible, able to interact well with peers and adults, not involved in illegal activities, and engaged in after school activities or jobs. The second nondelinquent group ("Leaders") were matched with the delinquent group on age, and possessed the same attributes as the Good Citizens. In addition, the adolescents in this group were seen as displaying leadership

ability through their involvement in academic, athletic, or extracurricular activities. Scores on the API indicated that the delinquent group was significantly outperformed by the Good Citizens, who were in turn outperformed by the Leaders.

In phase two of this study, API scores of a group of delinquents displaying high rates of negative behavior were compared to API scores of a group of delinquents engaging in low rates of negative behavior. It was found that the low negative behavior delinquents significantly outperformed the high negative behavior delinquents. Thus, in both phases of this study the more well adjusted groups outperformed the less well adjusted groups.

A third phase of the study replicated the differences found between delinquents and nondelinquents in the first phase and, additionally, found that IQ scores had a negligible effect on API performance. It was also found that the performance of delinquents improved when asked what a best response would be (as opposed to in what way they typically would respond) and when a multiple choice (versus a free response) format was used, thus indicating that delinquents are more able to recognize appropriate solutions than they are to generate them. Significant between-group differences remained, however, even when the above changes were made in question format.

Dishion, Loeber, Stouthamer-Loeber, & Patterson (1984) also used the API (Freedman et al., 1978) to assess the interpersonal problem-solving abilities of 70 white male adolescents, characterized as either delinquent or nondelinquent. Results indicated that nondelinquents displayed significantly better interpersonal problem-solving abilities than did delinquents, both when delinquency was determined via official arrest records and when it was determined by adolescent self reports.

Hains and Ryan (1983) investigated the effect of age and delinquency on, among other things, the social problem-solving thinking of two age groups of delinquent and nondelinquent children. Differences in knowledge of social problem-solving strategies were found. While older and younger nondelinquents and older delinquents displayed comparable knowledge of social problem-solving strategies, younger delinquents were found to be less knowledgeable than the other three groups.

Two different interpersonal problem-solving assessment techniques were utilized in another study (Joffe et al., 1990) to determine the relative strength of a number of different problem-solving strategies between behavior disordered, depressed, and normal adolescents. Participants with behavior disorders were found to be weaker on nearly all skills assessed than were the depressed and normal

groups, who were found to perform equally well. Areas of weakness for the group of adolescents with behavior disorders included alternative thinking, means-end thinking, and consequential thinking. Participants with behavior disorders were also found to anticipate fewer obstacles in carrying out proposed solutions to interpersonal problems, and to generate fewer directly assertive solutions when compared to the other two groups. One rather surprising finding was that those with behavior disorders were not found to be more likely than depressed or normal subjects to use aggressive solutions to interpersonal problems.

Although results were mixed, the above review indicated that there did appear to be some support for the concept of differences in interpersonal problem-solving skills between relatively more and less well adjusted youths, and that for delinquents age may play a role in knowledge of problem-solving strategies. We will now explore evidence for such differences related to some of the specific interpersonal problem-solving skills discussed earlier. We begin with a discussion of the concept of cue sensitivity and interpretation, and the related areas of empathy and perspective-taking. Cue interpretation deficits are explored particularly as they refer to erroneous attributions of hostile intent in others. Such errors in cue interpretation

are commonly referred to as "hostile attributions" in the literature. This is the first area discussed.

Cue Sensitivity and Interpretation

Hostile attributions

Beck (1971) has stated that in normally functioning human beings a person's reaction to a stimulus event is mediated by his or her cognitive processing of the event, but that the response is dictated largely by the stimulus event itself. He hypothesized, however, that in psychopathological states the degree to which the response is determined by the cognitive processing of the event is far greater than is normally the case and that such cognitive processing is often faulty, resulting in a response inappropriate to the stimulus event.

Research has indicated that (1) provocation increases aggression (Atkins & Stoff, 1993), (2) the intensity of an aggressive response varies directly with the intensity of the provocation (Taylor, 1967), and (3) the degree of intentionality and hostility attributed to a provocateur is positively correlated with how aggressively older (ages 9 and 12), but not younger (age 7), children report they would respond to that provocateur (Shantz & Voydanoff, 1973). When a person's perception of the aggressive or hostile intent involved in a provocation differs from the actual degree of aggressiveness or intended hostility displayed by

a provocateur, the person's response tends to match the level of perceived intent, as opposed to the actual level of aggression or intended hostility (Dodge, Murphy, & Buchsbaum, 1984; Nickel, 1974). Thus, the actual degree of hostility involved in a provocation is not as important in determining the person's response as is the perceived level of hostility attributed to the provocateur. Kazdin (1987) has stated that the child with antisocial behavior is more likely than his normal peers to perceive hostile intent on the part of others. Several studies have examined this proposal.

Nasby, Hayden, and DePaulo (1980) conducted two studies, using as subjects groups of relatively aggressive and relatively nonaggressive children with various diagnoses in residential treatment. As the diagnoses varied widely and included such disparate categories as behavior disorder, personality disorder, and psychosis, the actual criteria for inclusion in a group was the level of each child's aggressiveness, determined via a checklist of behavioral problems, as opposed to diagnosis. In the first study, children were shown a series of pictures depicting various emotionally charged situations and were asked to select one of two interpretations for each scene presented. The purpose was to determine whether the more aggressive children displayed an attributional bias to perceive

hostility regardless of whether or not hostility was depicted, or whether the more aggressive children displayed an ability to find actual instances of hostility. The results indicated that the more aggressive children tended to infer hostility regardless of the nature of the stimuli presented. The second study also utilized pictures of highly emotion-laden scenes; however, children were permitted a free response style in identifying each emotional scenario, as opposed to being limited to one of two predetermined choices as in the first study. Once again, results indicated that hostile attributions increased as the level of participant aggressiveness increased.

A study by Dodge and Newman (1981) was conducted to determine the extent to which (1) speed of decision making and (2) selective recall of hostile cues might be related to hostile attributions. Participants were groups of aggressive and nonaggressive boys at three age levels. The boys played a detective game in which they were to collect clues in order to decide whether someone had acted out of benevolence or hostility. As in the previous study, aggressive boys were found to display a hostile attributional bias. This was related to a tendency to respond more quickly than their nonaggressive peers, and to pay less attention to the social cues available to them in each situation. The tendency to infer hostility was related

to selective recall of hostile cues over nonhostile cues for both groups of boys.

Milich and Dodge (1984) explored three kinds of social information-processing deficits in a population of boys with various psychiatric disorders and behavior problems. The first social information-processing deficit examined was "response decision bias", which was defined as a tendency to generate a higher proportion of aggressive and/or incompetent solutions to problem situations. The second deficit was hostile attributional bias. The third deficit was "cue utilization deficiency", which involves the tendency to attend to and utilize irrelevant social cues, to collect too little information, or to place an inordinate amount of emphasis on cues occurring later in a sequence, as opposed to those occurring earlier. Clinical participants were divided into hyperactive/aggressive, exclusively hyperactive, exclusively aggressive, and psychiatric control groups. An additional group of normal controls were randomly selected from the classrooms of the clinical participants. The hyperactive/aggressive group was found to possess deficits when compared to the normal control group in all three of the areas assessed. They were also found to be deficient in the areas of response decision bias and cue-utilization when compared to the other clinical groups. All

clinical groups were found to display a hostile attributional bias when compared to normal controls.

The previously mentioned study by Dodge et al., (1984) explored intention-cue detection skills in 176 children in kindergarten, second grade, and fourth grade. Participants were divided into deviant (neglected and rejected) and normal (popular and average) groups based on peer nominations in a sociometric interview. Participants were instructed to discriminate among types of intentions on videotapes in which one child provoked another. Normal children were found to perform better on this task than did deviant children, whose errors tended to consist of attributing hostility to prosocial intentions.

Dodge and Somberg (1987) hypothesized that hostile attribution biases and social cue-interpretation deficits of aggressive boys would be exaggerated under conditions of anxiety and threat. Two groups consisting of rejected-aggressive or adjusted-nonaggressive boys, as determined by peer sociometric profiles and teacher behavioral ratings, were assessed via videotaped stimuli to determine attributional tendencies and cue-interpretation skills. When compared to nonaggressive boys, the aggressive boys were found to display hostile attributional biases, deficiencies in interpreting others' intentions, and deficits in connecting their own behavioral responses to

their interpretations of others' intentions. It was found that even when the aggressive children inferred benign intent to the actions of others, their behavioral response could not be predicted from their interpretation, and was sometimes aggressive. The results also supported the hypothesis that the deficits of aggressive boys are exaggerated under conditions of threat, although the threatening or anxiety-provoking conditions did not seriously affect the performance of the nonaggressive children.

In exploring how hostile attributions and intention-cue detection deficits are related to reactive and proactive forms of aggression, Dodge and Coie (1987) examined four groups of rejected boys classified as either reactive aggressive, proactive aggressive, reactive-proactive aggressive, or nonaggressive, and an additional group of average boys. Interpretations of intention were measured by having the children offer their own interpretations of either hostile, accidental, prosocial, or ambiguous provocations. Results indicated that only the two groups demonstrating forms of reactive aggression displayed biases and deficiencies in their interpretations of the simulated provocations. Additionally, it was found that hostile attributional biases and intention-cue detection deficits were positively correlated with the rate of reactive, but

not proactive, aggression observed in a free play situation with other children.

In a study by Dodge, Price, Bachorowski, and Newman (1990), 128 male adolescent juvenile offenders completed a task designed to assess hostile attributional biases on their part. Once again, participant interpretations of intent of a videorecorded provocation served as the assessment technique. These results were then compared with a number of other measures to determine some correlates of hostile attributions. It was discovered that hostile attributional bias was positively correlated with reactive aggression, the number of violent crimes committed, and a diagnosis of undersocialized aggressive conduct disorder. Hostile attributions were not related to nonviolent crimes or to a diagnosis of socialized aggressive behavior disorder.

Graham, Hudley, and Williams (1992) conducted a study to examine how attributions affect anger and predictions of violent responses. A group of aggressive middle-school children and a group of nonaggressive children, matched by race and gender, read vignettes in which the actions of a peer resulted in some negative outcome for the protagonist but in which the cause of the scenario was ambiguous. Participants were then questioned as to their judgments of the peer's intentions, what the intensity of their own

feelings of anger would be in the same circumstances, and the likelihood that they would respond aggressively in that situation. The findings supported the likelihood of aggressive adolescents to perceive a greater degree of hostile intentionality in ambiguous provocations than their nonaggressive peers. Aggressive participants were also found more likely to experience anger in such a situation and to report a likely violent response.

There was support for a number of ideas in the above studies. It appears that aggressive children, particularly those who engage in reactive and undersocialized forms of aggression, are more likely to attribute hostile intent to a perceived provocateur in causally ambiguous situations than are nonaggressive, socialized aggressive, or purely proactive aggressive children. It also appears that such hostile attributions are related to angry and aggressive responses in such children and that such responses will relate to the perceptions of the aggressive child even in situations where there may be no hostile or aggressive intent. Where investigated, these findings held true for children engaging in undersocialized or reactive aggression but not for those engaging in socialized or proactive aggression. In summary, the child with behavior problems who engages in reactive aggression may simply misinterpret the actions of others in social situations and then act on

his faulty perceptions. We will now move on to a discussion of the related concepts of empathy and perspective-taking.

Empathy and perspective-taking

Inconsistencies abound in the literature with regard to the meanings given to the terms "empathy" and "perspective-taking". The term "empathy" may be used to indicate one person's ability to experience the same emotions that another person is experiencing or to indicate the ability to recognize, but not necessarily concurrently feel, the emotions of another. The term "perspective-taking" may refer to the ability to feel another's emotions, to understand another's motives or point of view, or to imagine a scene as viewed by another. Perspective-taking may be referred to as social perspective-taking, affective perspective-taking, or cognitive perspective-taking. Any two authors using any one of these terms may not necessarily be referring to the same thing, although all would seem to be indicating an ability to see or experience events in the same way as another. Definitions included by the authors cited in this review are included in my discussion. Additionally, if a study provided a sufficiently thorough description of the phenomenon of interest for me to surmise a definition with some reasonable assurance of accuracy, I included this in the review, as well. Otherwise, the reader is encouraged to assume a broad definition of perspective-

taking, which indicates the ability to perceive or experience an event in the same way as another.

One theory used in attempting to understand antisocial behavior states that some people are able to violate the basic rights of others, while experiencing little guilt or remorse, because they lack the capacity to assume the perspective of people other than themselves (Kennedy, 1984). Perspective-taking has been at least theoretically associated with such important social behaviors and abilities as the inhibition of aggressive behavior (Feshbach, 1975), interpersonal relationship skills (Vaughn, 1987), and moral reasoning and development (Arbuthnot & Gordon, 1986; Eisenberg-Berg & Mussen, 1978; Walker, 1980). We will now address several studies related to empathy and perspective-taking which may hold relevance for the examination of anger-related differences between children with and without behavior disorders.

Neale (1966) compared the level of egocentrism evident in a group of institutionalized emotionally disturbed children to that of a group of normal children matched for mental age, intelligence, and gender. He defined egocentrism as the opposite of perspective-taking or as the inability to recognize the views of others. In this definition, "views" referred to what another person was actually seeing. In making comparisons between the two

groups, he challenged the youngsters to try to determine the perceptual view of a series of scenes as experienced by another. Over four age levels, the normal children scored significantly higher on this task than did the emotionally disturbed children, with higher scores indicating less egocentrism and, thus, superior perspective-taking abilities.

In a study by Chandler (1972), the egocentrism of three groups of children was determined via a task which required the child to separate from information directly available to him in a hypothetical cartoon scenario, that information which could not be known by a hypothetical cartoon character. The extent to which the child attributed knowledge revealed only to him to the second character revealed the child's level of egocentric thought, since this would indicate the child's inability to separate his own perspective from that of another. The three groups assessed in this manner were 75 normal public school children, 50 institutionalized emotionally disturbed children, and 50 juvenile delinquents. Ages ranged from 8 to 13 years. Beyond the age of 10 most of the normal children displayed little difficulty in taking on the role of the second character; however, most of those subjects in the two groups of disturbed children regularly failed on this task.

Rotenberg (1974) examined cognitive role-taking (defined as the ability to understand the perspective and potential responses of another without necessarily taking on his emotional state) and affective role-taking (defined as the actual experiencing of another's feelings as indicated by behavior aimed at relieving the other's distress) in normal and delinquent boys. Participants were aged 13 to 17. In order to assess cognitive role-taking, the boys were asked to judge how a peer known to the subject would respond in a hypothetical situation, and the participant's guess was then compared to the peer's report of what his response would be. Affective role-taking was assessed via the participant engaging in acts aimed at reducing the distress of a peer. Results suggested that delinquents were not deficient in cognitive role-taking skill, but that their affective role-taking skills were significantly weaker than those of the normal group.

As part of a study by Chandler (1973), the perspective-taking abilities of a group of 45 delinquents and two groups of nondelinquent individuals (representing those drawn from high and low crime rate areas) were compared. For the purpose of this study egocentric thought was defined as the inability to recognize that one's thoughts and feelings are private to one's self. The assessment technique was similar to that utilized in Chandler's 1972 study, cited previously

in this section, and was designed to determine the existence of egocentric thought. No significant differences in egocentrism were found between the two groups of nondelinquents, despite their different living environments. The delinquent group, however, performed significantly less well than the nondelinquents in their level of perspective-taking skills.

A study by Aleksic (1975) explored the relationship between empathy and aggression in 80 incarcerated white male adolescent delinquents. Levels of empathy on an empathy assessment measure were determined, and participants were divided into high and low empathy groups. These two groups were then compared on level of aggression as determined via a laboratory procedure utilizing aversive noise delivered to an experimental confederate, with intensity and duration of noise as dependent measures. The high empathic group of delinquents were found to be less aggressive than the low empathic group.

Waterman, Sobesky, Silvern, Aoki, and McCaulay (1981) explored the connection between perspective-taking and adjustment in emotionally disturbed, learning-disabled, and normal children. In this study, "cognitive perspective-taking" referred to an ability to understand another's logical point of view, and the recognition that others can understand the perspective of oneself, while "affective

perspective-taking" referred to the understanding of another's emotions and motives. Results indicated that the emotionally disturbed group fell significantly below the normal children in both cognitive and affective perspective-taking ability, with the learning-disabled children falling between, but not significantly differing from, the two groups. The researchers stressed that sizable percentages of each group fell at or above the median scores for all sample groups combined; however, this percentage was smallest for the emotionally disturbed group. High perspective-takers from each group performed in a manner comparable to high perspective-takers from the other two groups, although the overall number of high perspective-takers was lower in the emotionally disturbed group. Of note was that in exploring a relationship between perspective-taking and antisocial behavior, such a relationship was significant only for the emotionally disturbed group. Interestingly, this outcome indicated that in the emotionally disturbed group, superior affective perspective-taking skills were related to higher, not lower, rates of antisocial behavior.

Ellis (1982) also examined the relationship between empathy and antisocial behavior in 331 institutionalized male delinquents and 64 nondelinquent controls. Participants, ranging in age from 12 to 18 years, were

administered an empathy assessment, the results of which were compared to age and behavioral patterns. The delinquent group was found to possess significant deficits in empathy development compared to the nondelinquent group. The nondelinquent group demonstrated significant increases in empathy across the studied age range; however, the delinquent group did not demonstrate such age-related changes. Within the delinquent group itself, aggressive delinquents were found to be less empathic than their nonaggressive delinquent peers.

In summary, the majority of the studies cited supported the notion that less well adjusted children tend to possess poorer empathic and perspective-taking skills than their more well adjusted peers. Less well adjusted children tended to fail to make the types of age-related gains in these skills that would be expected in most children. Empathy and perspective-taking ability also appeared to discourage the expression of aggressive and antisocial behavior, although in the 1981 study by Waterman et al. this did not hold true for children with emotional disturbance for whom high affective perspective-taking ability was related to increased rates of antisocial behavior. Trends also became less clear when perspective-taking was broken down into cognitive and affective components. Perspective-taking is also explored as part of various other studies to

be discussed later in this chapter, although, as will be seen, the reported findings are mixed as to group differences.

We now move on to a discussion of some remaining factors related to problem-solving. We begin with a discussion of alternative thinking and consequential thinking.

Alternative Thinking and Consequential Thinking

Alternative thinking is thought to contribute to successful social adjustment throughout life (Spivack & Shure, 1982). This involves the ability to generate and consider a number of potential solutions to problem situations, as opposed to simply responding with the first possible solution that comes to mind. It is assumed that increasing the number of options considered increases the chance of successfully resolving the problem. Additionally, taking the time to consider a number of solutions reduces the likelihood that a person will respond impulsively (Vaughn, 1987).

Consequential thinking is the ability to accurately determine the potential outcomes, for oneself and others, of a particular course of action. Involved is the ability to think beyond a potential course of action (as in alternative thinking) to what might happen if the course of action is carried out (Spivack & Shure, 1982). It is thought that by

considering potential consequences, one is more able to select an effective course of action among various alternatives (Vaughn, 1987). Consequential thinking generally follows alternative thinking in a successful interpersonal problem-solving sequence. There is some evidence that children who are poorly adjusted have deficits in the areas of alternative thinking and consequential thinking. Both processes are addressed in the studies below.

In a study by Richard and Dodge (1982), the relationship between alternative and consequential thinking, and social adjustment was examined. Samples of isolated, popular, and aggressive-rejected boys were selected on the basis of peer nominations and teacher assessments of behavior. Participants were asked to generate as many alternative solutions to a set of hypothetical problem situations as possible, and then to evaluate the effectiveness of solutions presented to them by the examiner. The participants' own alternatives were subsequently rated as effective, ineffective, or aggressive. Results indicated that the popular boys were able to generate more alternative solutions than either the isolated or aggressive-rejected boys, who did not differ significantly in the number of alternatives generated. The initial solutions generated by all three groups were judged

to be effective; however, there were differences between groups for subsequent solutions. While the popular group continued to generate effective solutions, the other isolated and aggressive-rejected groups began to generate aggressive and ineffective solutions. All three groups proved equally adept at judging the effectiveness of solutions presented by the examiner. It appeared, then, that the isolated and aggressive-rejected boys had deficits in their ability to generate effective solutions on their own, but not in their ability to determine the effectiveness of solutions proposed by others.

Asarnow and Callan (1985) also examined the relationship between alternative and consequential thinking and social adjustment. Participants were fourth- and sixth-grade boys who obtained either positive evaluations (n=30) or negative evaluations (n=30) based on peer ratings. The boys were asked to generate alternative solutions to hypothetical problems, and then to rate responses presented by the examiner based on how much they would like to play with a child who responded in such a way. The children were then asked to describe what they would think and feel in each situation, and their responses were subsequently evaluated. It was found that the negative group generated fewer alternative responses than the positive group and proposed fewer mature and assertive responses. The negative

group also displayed less adaptive planning and generated more aggressive solutions. In addition, the negative group evaluated aggressive solutions more positively, and positive solutions more negatively, than did the positive group. It appeared, then, that this study supported the idea of alternative and consequential thinking deficits among boys who are poorly adjusted in terms of both the number and quality of alternatives generated or endorsed.

Alternative thinking and consequential thinking will be further explored as part of the examination of a study by Slaby and Guerra (1988) later in this review. This study lent further support to differences between more and less well functioning groups with regard to alternative thinking but called the findings on group differences in consequential thinking into question. We now move on to "means-end thinking", the final component of interpersonal problem-solving to be discussed in this review.

Means-End Thinking

The process of means-end thinking refers to mentally planning the sequence or step-by-step means to reach a stated goal or to carry out a particular solution to a problem. This involves the consideration of potential obstacles and the realization that goal satisfaction or problem resolution may not occur immediately. Means-end thinking is considered to require the capacity to consider a

complex series of events, including the possible reactions of various people in the problem situation, and thus may be related to perspective-taking (Shure, 1982; Spivack & Shure, 1982). As part of the interpersonal problem-solving process, means-end thinking is thought to be important for personal adjustment. This concept is explored in the following studies.

Shure and Spivack (1972) measured means-end thinking, and its relation to adjustment and social class, among 74 normal and 34 disturbed children, aged 10 to 12 years. Each group was comprised of children from two socioeconomic groups. Means-end thinking was measured via a process whereby participants were presented stories of simulated problems to be solved. The middle portion of each story was left out, so that the child would be left with only the beginning (during which the problem was presented) and the end. The child was then instructed to fill in the middle portion of the story such that it would reveal how the end of the story came to be. The child's score was determined by the number of means (defined as any new relevant unit of information designed to reach the goal or overcome an obstacle) stated toward the story's end, the number of obstacles anticipated, and the number of indications of time taken to reach the goal. Results indicated that the disturbed youngsters displayed fewer elements of means-end

thinking, and that their stories were more limited to pragmatic, impulsive, and aggressive means, when compared to the normal subjects. Such results were found regardless of intellectual ability or social class.

A similar measure was utilized by Higgins and Thies (1981) to assess means-end thinking in the 19 most and 19 least popular boys in a residential treatment center. Popularity was determined by peer nominations. Even among this group of troubled youngsters, findings revealed a highly significant relationship between social position and problem-solving ability.

The above studies, though only two, supported the position that means-end thinking is related to social adjustment. Measures of means-end thinking were able to differentiate both between groups of more or less well adjusted children, and between more and less popular children in a group of troubled children.

This concludes, for now, our discussion of interpersonal problem-solving skills, although factors related to problem-solving may appear in the discussion of some of the studies to follow. Several other phenomena which may be related to differences between children with and without behavior disorders, or to the expression of or reaction to anger among children with behavior disorders

still remain to be explored. Primary among such phenomena are moral judgment, reasoning, and development.

Moral Judgment, Reasoning, and Development

Moral judgment and moral behavior are not one and the same (Kauffman, 1981). One cannot automatically assume then, that since children with behavior disorders are known to behave in antisocial ways, they are necessarily deficient in moral judgment, moral reasoning, or moral development, even though on the surface this would seem to be a reasonable assumption. The following studies address this issue, along with others.

Ruma (1967) examined the relationship between moral judgment, guilt, and behavior in delinquent and nondelinquent groups. Delinquent participants were drawn from institutions in which they were incarcerated, while nondelinquent controls were drawn from the Boys Clubs of which they were members. The cognitive abilities and socioeconomic backgrounds of the two groups were comparable. Moral judgment was assessed through two interviews using hypothetical moral dilemmas. Guilt was determined via forced choice and sentence completion assessments. Behavioral measures consisted of self reports of criminal behavior and staff and peer behavioral ratings. Findings indicated between-group differences in the expression of guilt and the performance of delinquent acts, but not in the

level of moral development. In this study, the lower levels of expressed guilt and the greater presence of antisocial behavior on the part of the delinquent group, were not found to coexist with lower levels of moral judgment.

In another study, the results of which partially contradicted the findings of the previous study, Ruma and Mosher (1967) investigated the relationship between moral judgment and guilty feelings among incarcerated juvenile delinquents. Moral judgment was assessed via a structured interview using hypothetical moral dilemmas developed by Kohlberg (1958). Guilt was assessed using several different measures. Stage of moral judgment was found to be positively related to all of the guilt measures with the exception of speech disturbance. The findings supported the correlation between higher levels of moral judgment and increased levels of guilty feelings in a delinquent population and contradicted the notion of delinquents not experiencing feelings of guilt.

In a study comparing the function of moral development related to delinquency and susceptibility to social influence, Fodor (1972) compared a group of 40 adolescent male delinquents to a group of nondelinquents matched on age, race, verbal intelligence, and mother's education. Assessments of moral development and susceptibility to influence were made via interviews using hypothetical moral

dilemmas (Kohlberg, 1958), during which the interviewer attempted to dissuade the participants from previously stated moral judgments. Participants were rated as either Yielders or Resisters based on whether or not they succumbed to the interviewer. Results indicated that delinquents and those who were more susceptible to interviewer influence scored lower on moral development.

Hudgins and Prentice (1973) investigated moral judgment in delinquent and nondelinquent adolescents and their mothers. Delinquents were drawn from the juvenile court system, while nondelinquents came from schools in the same city. Attempts were made to control for age, intelligence, race, and social class. Moral judgment was determined through the Kohlberg (1958) interview technique utilizing hypothetical moral dilemmas. Results indicated that mothers in both groups scored significantly higher in moral judgment than their sons. Nondelinquents scored significantly higher than delinquents, and mothers of nondelinquents scored significantly higher than mothers of delinquents.

Moral development was assessed as part of a study by Fodor (1973) examining parental behavior antecedents of psychopathic and nonpsychopathic adolescent delinquents. Psychopathy was determined by consensus of at least two of three counselors who knew the child well. Groups were matched on age, IQ, race, and mother's years of education.

Again, the Kohlberg (1958) interview process utilizing hypothetical moral dilemmas was used to determine moral development. Findings indicated that the psychopathic delinquents scored significantly lower in moral development than did the nonpsychopathic delinquents. This indicates that, even within a group of troubled adolescents, moral development will differentiate between more and less well adjusted subgroups.

In two studies designed to explore the relationship between moral reasoning and role-taking ability, Selman (1971) examined 60 children attending a summer day camp. In the first study, participants were 10 boys and 10 girls at each of three age groups (8, 9, and 10 years). Social class was controlled and children with emotional disorders were excluded from the study. Moral reasoning level was assessed via the Kohlberg (1958) interview technique utilizing hypothetical moral dilemmas, while two role-taking tasks were used to determine role-taking ability. Intelligence was also assessed. Results indicated that, with intelligence statistically controlled, a significant relationship between moral judgment scores and role-taking existed at each age level, with higher levels of moral judgment being associated with better role-taking ability. In the second study, conducted one year after the first, ten children who had scored low on both the role-taking and

moral judgments assessments were retested employing the same procedures. On the second round of tests, six participants displayed substantially improved role-taking ability while only two demonstrated improved moral judgment scores. These two children had been among the six who had improved on the role-taking tasks. The author concluded that this indicates that role-taking is a necessary, though not sufficient, condition for the development of conventional moral thought (the level to which the two subjects had risen), since everyone who rose to this level had also improved in role-taking ability, yet not everyone who improved in role-taking ability rose to this level.

A study by Walker (1980) explored this question, as well. He attempted to stimulate the moral development of a group of children operating at Kohlberg's stage 2 of moral reasoning, characterized by adherence to rules based on consequences and self-interests, to stage 3, characterized by adherence to rules in order to live up to the expectations of significant others (Maccoby, 1980). He did this by exposing them to moral stage 3 reasoning in a role-play situation. On posttest, it was found that only those children who had been previously assessed as having attained the hypothesized prerequisites of having begun formal operations and having attained a certain degree of perspective-taking ability were able to make the transition.

It was found that the necessary level of perspective-taking ability allows one to not only recognize the perspective of another, but also allows one to realize that others can recognize one's own perspective as well. Children not possessing these skills were unable to make the desired advances in moral reasoning, thus lending credence to the idea that such abilities are necessary conditions for the attainment of level 3 moral reasoning.

In a study similar to the one by Hudgins and Prentice (1973) mentioned earlier, Jurkovic and Prentice (1974) examined the moral reasoning abilities of delinquent and nondelinquent adolescents and their mothers. Even though the same assessment technique was utilized in this study, the results, while in the same expected direction as in the last study, were not significant. Nondelinquents scored higher than delinquents, though not significantly so. Likewise, the mothers of nondelinquents scored higher than the mothers of delinquents, but not significantly so. The authors hypothesized that possible reasons for these discrepancies included small sample size (eight adolescents in each group in this study and ten adolescents in each group in the first study) and possible within-group differences with the category of "delinquent". The one finding from the first study which was replicated, was that the mothers of both delinquents and nondelinquents scored

significantly higher than their sons. One further question investigated in this more recent study was whether there would be between-group differences when mothers and sons were paired in their attempts to address the moral dilemmas. Once again, results were in the expected direction, with nondelinquent mother-son pairs scoring highest; however, the difference between the groups' mean scores was also not significant.

Campagna and Harter (1975) compared moral judgment in sociopathic (so defined on the basis of observed antisocial behavior) and normal children. The 21 sociopathic subjects were residents of a state treatment center. Normal children were drawn from public schools in the area of New Haven, Connecticut. Subjects were matched on social class, IQ, and mental age. Each group was then divided into high and low mental age levels. Moral judgment was evaluated by interviews utilizing Kohlberg's (1958) hypothetical moral dilemmas. Results for both high and low mental age groups found the sociopathic children to display significantly less mature moral judgment than the mental age-matched normal children. In addition, high mental age children scored significantly higher in moral judgment than low mental age children.

In a study by McColgan (1975/1976), moral development and perspective-taking were examined in groups of

delinquent, pre-delinquent, and normal adolescents. The study involved four groups. Group 1 was termed the delinquent group and was made up of 29 institutionalized male delinquents aged 14 to 17. Group 2 was made up of 41 junior and senior high school students matched by group means with Group 1 on a number of variables. Group 3, referred to as the pre-delinquent group, was made up of 26 males from three junior high schools, placed in special classrooms for behavior problem students within the public school setting. Group 4, termed the control or nondelinquent group, was made up of 26 males from three public junior high schools matched with subjects in Group 3 by age, IQ, social class, school, race, gender, residential locale, and several other variables. In Phase I of the study, delinquents were found to be less developed than nondelinquents on measures of both perspective-taking and moral judgment. In Phase II, however, only one of the five assessment instruments utilized (a perspective-taking measure) resulted in significant differences between the pre-delinquent and control groups. No significant differences were found between the pre-delinquent and control groups on moral judgment.

Hains and Miller (1980) investigated role-taking, moral judgment, moral conduct, and cognitive development in groups of delinquents and nondelinquents at three age levels.

Included were 96 boys and girls (42 delinquents and 54 nondelinquents) aged 10-11, 12-13, and 14-16 years. Moral judgment was measured via the Defining Issues Test (Rest, 1974), another assessment device for moral reasoning utilizing hypothetical moral dilemmas. An actual role-taking task was utilized to determine role-taking ability, while Piagetian-like tasks were used to determine cognitive development. Moral conduct was determined through a resistance to temptation (cheating on a test) task. Results indicated no significant difference in role-taking ability between delinquents and nondelinquents. On the other measures, however, delinquents performed significantly less well than did nondelinquents across the age ranges. Furthermore, the rate at which proficiency in the area of moral judgment and cognitive development increased across the ages was lower for delinquents than nondelinquents.

The Defining Issues Test (Rest, 1974) was also used as part of the study by Hains and Ryan (1983), previously mentioned in the discussion of interpersonal problem-solving. Delinquents and nondelinquents at two age groups (10-11 and 14-15) were evaluated for differences in moral reasoning. Findings indicated that when the mean score for older delinquents and nondelinquents combined was compared to the mean score for younger delinquents and nondelinquents combined, the moral reasoning score of the older group was

significantly higher. Contrary to the Hains and Miller (1980) study reviewed above, however, this subsequent study determined that there were no significant differences found between delinquents and nondelinquents at either age level.

In a study by Bear and Richards (1981), 60 elementary school students (32 boys and 28 girls) were assessed on moral reasoning, via a written version of Kohlberg's (1958) moral dilemmas, and on classroom behavior, via teacher ratings. Results indicated that those children found to function lower in moral reasoning also displayed more behavioral problems. Also, findings indicated that children with lower moral reasoning ratings displayed more variability in their behavior ratings than did those with higher moral reasoning ratings. The differences found were significant both before and after statistically controlling for gender, verbal ability, and social class.

Gavaghan, Arnold, and Gibbs (1983) compared the levels of moral development of 60 delinquents and 73 nondelinquents using both recognition measures (where participants can choose responses to moral dilemmas from a list) and production measures (where participants were required to develop their own response). Male and female delinquents were incarcerated on a variety of offenses in the state of Ohio. Nondelinquents were ninth- and eleventh-graders drawn from a public high school. Age, socioeconomic status, and

IQ were controlled. Results indicated that the delinquents scored significantly lower than the nondelinquents on the production measure; however, there was no significant intergroup difference in moral development found on the recognition measure.

Part of the purpose of a study by Kennedy, Felner, Cauce, and Primavera (1988) was to explore the relationship between moral reasoning and interpersonal problem-solving skills, along with the influence of these two factors on overall adjustment. Participants were 185 inner city public high school students from a Northeastern city. The schools served children from predominantly lower socioeconomic status minority families. Moral reasoning was determined using the Kohlberg (1958) interview technique, while interpersonal problem-solving skills were determined via an assessment developed by one of the authors which was specially modified for this study. Measure of overall adjustment included a self-concept scale and a structured interview, as well as each student's cumulative grade point average and number of days absent from school during the previous year. Results indicated a significant positive correlation between moral development and overall interpersonal problem-solving skills. In addition, it was found that overall adjustment was related to moral reasoning and interpersonal problem-solving skills when both of these

factors were combined, but not when they were considered separately.

This concludes the review of moral judgment, reasoning, and development issues. Once again, it was not possible to reach any firm consensus regarding these factors and their impact on the functioning of more and less well adjusted children, based on these studies. Although the majority of the studies seemed to lend at least some support to the idea that moral reasoning is related to differences in overall development, findings were not unanimous. Similar conclusions were drawn by two other reviews published in 1980 (Blasi, 1980; Jurkovic, 1980), which pointed to emerging, yet still inconclusive, trends. Apparently, further research is still needed in this area. We now move on to a discussion of impulse control.

Impulse Control

The reader will recall that during the earlier discussion of alternative thinking and consequential thinking, it was posited that one of the advantages to engaging in these processes was that they worked against impulsive responding. Failure to engage in the control of impulsive behavior has been linked to anger and aggression (Feindler & Fremouw, 1983). Margalit, Weisel, Heiman, and Shulman (1988) have stated that in order to regulate impulsive behavior, one needs insight into his or her

behavior, the motivation to monitor it, and the ability to delay acting. Children with behavior disorders have often been cited as lacking such factors. The following studies explore this issue and others.

A study by Erikson and Roberts (1966) used the Porteus Maze Test (Porteus, 1959) to compare impulsivity in two groups of institutionalized delinquent boys. Students were selected by institutional staff and divided into two groups on the basis of patterns of generally breaking, or generally conforming to, the rules of the facility. From the two groups, ten pairs of boys were selected with each pair consisting of one rule breaker and one conformer matched on the basis of age, IQ, and ethnicity. Results indicated that the conformers were significantly less impulsive than the rule breakers, although no differences were found between groups on foresight or planning ability.

Braunstein (1974/1975) compared groups identified by an author-constructed assessment instrument as premeditative aggressors, impulsive aggressors, and nonaggressors on measures of intelligence, empathy, and impulse control. Participants were 120 predominantly lower middle class, black males from two public schools in a semisuburban neighborhood. A small, but significant, positive correlation between empathy and IQ scores was found. In addition, results indicated that empathy and good impulse

control were characteristics of the nonaggressors, while impulsive aggressors were significantly lower on impulse control and higher on empathy than the premeditative aggressors. Empathy scores were also found to increase significantly with age. With regard to the impulsive aggressors, results were interpreted as demonstrating that the impulsive, aggressive child does not lack empathy, but rather lacks the ability to delay responding when faced with anger provoking stimuli.

In a study by Eysenck and McGurk (1980), 641 incarcerated British delinquents completed two assessment instruments designed to measure a variety of factors, including impulsivity and empathy. Data on these factors had been previously collected from a normal population, as well. Results indicated that, when compared to the normal group, the delinquents scored significantly higher on impulsivity, and significantly lower on empathy.

Wynne and Brown (1984) conducted a study to determine whether rigorous diagnostic batteries aimed at specific aspects of cognitive functioning would result in the same discriminations between students classified as normal, behavior disordered, or learning disabled, as do traditional school psychological batteries. As a part of this study, one of the aspects of cognitive functioning examined was impulsivity. Utilizing teacher ratings on this factor,

students with behavior disorders were found to be significantly more impulsive than either students classified as normal or learning disabled. Interestingly, subjects with learning disabilities were found to be even less impulsive than their peers classified as normal, indicating that a handicapped status alone did not result in high impulsivity ratings for the youngsters with behavior disorders.

A study by Unruh and Gilliam (1988) explored differences in impulsivity between students labeled as emotionally disturbed/behavior disordered and normal students matched on gender, race, and age. Each of these groups was also divided into older and younger groups in order to examine each group's developmental characteristics with regard to impulsivity. The assessment device used to measure impulsivity was a visual discrimination test which requires participants to select, from six choices, the figure which best matches a standard figure. The test results in scores for error (number of mistakes made) and latency (amount of time spent reflecting on the choices prior to responding). Results indicated no significant differences between students labeled emotionally disturbed/behavior disordered and their normal peers on either measure. In addition, significant developmental trends, in the form of longer response times, was found

between younger and older children in the group labeled emotionally disturbed/behavior disordered, only.

Saunders, Reppucci, and Sarata (1973) compared impulsivity in two groups of delinquents (one from a minimum security conservation and correction camp and one from a maximum security reformatory) to a group of normal high school seniors of approximately the same age and socioeconomic background. Three separate measures of impulsivity were utilized. With only one exception, it was determined that no significant differences existed between either of the delinquent groups and the normal group. The one exception was, rather surprisingly, that on one of the measures the normal high school seniors actually scored higher on impulsivity than the camp-based delinquents. In none of the comparisons were the delinquent groups found to be more impulsive than their normal peers.

Once again, then, we were left with no clear picture from the results of these studies. The findings failed to consistently indicate whether group differences exist between more and less well adjusted children with regard to impulsivity. Even when such differences were indicated, evidence was contradictory regarding which group was actually more impulsive.

Miscellaneous Studies

Not all factors which may have some bearing on group differences related to anger have been as thoroughly researched as the above areas. In some cases only one or two studies which explored a particular phenomenon were located. Nonetheless, these studies were pertinent to this review. This final portion of the literature review will be devoted to looking at these studies. We begin with what may be a subcomponent of impulse control: self-guiding speech.

Self-Guiding Speech

Little and Kendall (1979) proposed that in order for a child to inhibit impulsive responding, he or she must possess the necessary cognitive and behavioral skills to inhibit responding, plus the motivation to use these skills when appropriate. They stated that the process of developing verbal control over behavior seems to follow a standard developmental sequence whereby the initiation, and later the inhibition, of behavior first is under the control of adult cues. Following this, the initiation, and later the inhibition, of responses comes under the control of the child's own verbal cues, resulting in self-control. Children with behavior disorders may lack, or fail to make use of, such self-guiding verbalizations.

Camp (1977) partially addressed this issue in a comparison of 49 aggressive and 46 normal (as determined by

teacher ratings) first- and second-grade boys on a number of variables including verbal ability, types of self-guiding speech, nonverbal intelligence, reading achievement, impulsivity, skill in inhibiting responses, and modulation of behavior resulting from overt and covert commands. Results indicated that the aggressive group was characterized by a more rapid response style and a failure to use self-guiding speech unless it was requested of them. The author concluded that the failure to use self-guiding speech was not the result of a lack of ability since this group possessed good vocabularies, did use self-guiding speech in some situations, and was able to inhibit behavior by using overt self-verbalizations. It appeared, rather, that the aggressive group possessed the ability to engage in self-guided speech but failed to initiate the use of the skill. It also appeared that the aggressive boys were able to modify their responses when using overt self-guiding speech but not when using covert self-guiding speech. In addition, when compared to their normal peers, the aggressive children talked considerably more when engaging in self-guiding speech and produced a larger proportion of immature and nonfunctional verbal cues.

Beliefs Regarding Anger and Aggression

Perry, Perry, and Rasmussen (1986) explored two types of cognitions which may influence children to behave

aggressively. Subjects were 160 elementary school students selected from grades 5 through 8, with 10 aggressive and 10 nonaggressive subjects (based on peer ratings) of each gender taken from each grade. The subjects were asked to respond to two questionnaires. The first questionnaire dealt with their beliefs regarding their abilities to perform or inhibit aggressive acts and to respond to problematic situations nonaggressively. The second questionnaire addressed their beliefs about the positive and negative outcomes of aggression.

A number of significant differences between various groups were found. First, it was discovered that aggressive children were more confident in their ability to aggress than their nonaggressive peers. A difference between sexes, with girls having more difficulty in performing aggression than boys, nearly reached significance, as well. It was also found that aggressive children saw themselves as having more difficulty inhibiting aggression than nonaggressive children, although this was true only for children in the three lowest grades. Aggressive girls saw themselves as being more capable of employing prosocial responses than did the aggressive boys, while there were no sex differences in this area among the nonaggressive children. Aggressives were more confident than nonaggressives, and boys were more confident than girls, that aggressive behavior would bring

tangible rewards to the aggressor. Boys at every grade level were also more likely than girls to expect peer approval for aggression, particularly when the target of the aggression was also seen as aggressive, but also when the target was seen as nonaggressive. Aggressive children were more likely to expect a reduction in aversive treatment as a result of aggression regardless of whether the target of the aggression was aggressive or nonaggressive. Overall, girls recognized one grade sooner than boys that aggression directed toward an aggressive peer would be less likely to result in a reduction of aversive treatment than would aggression toward a nonaggressive peer. In addition, older children expected to see fewer signs of suffering in the victim than did younger children. Girls were more likely than boys to expect target injury. Aggressive targets were expected to display less suffering than nonaggressive targets. Older children, more aggressive children, and boys were more likely to expect self-affirmation as a result of aggressive behavior. Finally, no significant relationship was found between the degree to which participants felt they could engage in aggressive behavior and the expected consequences of aggression.

Problem-solving skills and beliefs supporting aggression were examined in a study by Slaby and Guerra (1988). Subjects were 144 adolescents, equally divided by

sex, divided into antisocial aggressive (drawn from a juvenile corrections facility), high aggressive (based on public school teacher ratings), and low aggressive (also based on public school teacher ratings) groups. The two settings were comparable with regard to geographic location, ethnicity, and socioeconomic factors. Subjects were administered both social problem-solving and beliefs measures. The findings reflected numerous significant differences between the various groups of interest.

With regard to perceiving hostility in a problem situation, antisocial aggressives scored significantly higher than did the high aggressive group, who in turn scored significantly higher than the low aggressive group. With regard to likelihood of selecting a hostile goal, there was no significant difference between the antisocial aggressives and the high aggressives, although both groups scored significantly higher than the low aggressives. For the number of facts sought prior to responding, the number of alternative solutions generated, and the number of consequences generated, these numbers were significantly higher for the low aggressives than the high aggressives, and were also significantly higher for the high aggressives than the antisocial aggressives. Both low and high aggressives were significantly more likely than antisocial aggressives to select solutions rated as effective.

Many significant between-group differences were also found in reported beliefs. Antisocial aggressives were significantly more likely than high aggressives, and high aggressives were more likely than low aggressives, to advocate the beliefs that aggression is a legitimate means of resolving problems and that aggression helps to avoid a negative self-image. Antisocial aggressives were more likely than the high and low aggressive groups (between which there were no significant differences) to hold the belief that aggressive behavior increases self-esteem. Both the antisocial aggressives and high aggressives (between whom there were no significant differences) were more likely than the low aggressives to believe that victims of aggression don't suffer. Finally, and perhaps surprisingly, antisocial aggressives were significantly less likely to feel that victims deserve the aggression directed against them than either the high or low aggressive groups.

Locus of Control

"Locus of control" refers to the expectancies people hold regarding the consequences of their actions. If a person views consequences as being the direct result of his actions ("I passed the test because I studied for it"), he is said to possess an internal locus of control. On the other hand, if a person believes consequences to be independent of his behavior ("I passed the test because it

was easy"), he is said to possess an external locus of control.

Using a random sample of secondary school children, Raine, Roger, and Venables (1982) explored the relationship between locus of control and socialization. It was hypothesized that undersocialized children would be characterized by an external locus of control. The sample of 183 children was administered a battery of socialization-delinquent personality measures as well as a locus of control measure. Results indicated a significant correlation between degree of socialization and locus of control in the hypothesized direction.

Approach or Avoidance Coping Style

Ebata and Moos (1991) compared the coping style of four groups of adolescents. Subjects were either healthy controls (selected from schools and community organizations), conduct disordered (referred for treatment due to delinquent acts or substance abuse), depressed (referred by diagnosing clinicians), or adolescents with rheumatic disease (referred from a medical center). The children were administered an assessment to determine to what extent they utilized approach coping (characterized by logical analysis, cognitive reappraisal of the problem situation, seeking guidance and support, and active problem-solving) or avoidance coping (characterized by trying not to

think about the problem, resigned acceptance of the problem, getting involved in a different activity, and engaging in emotional discharge). Results indicated that the depressed and conduct disordered groups used more avoidance coping, in the form of trying not to think about the problem and engaging in emotional discharge, than did the rheumatic disease and healthy control groups. The conduct disordered group also attempted to cope through involvement in a different activity more than the rheumatic disease group. No significant differences in coping style were found between the depressed and conduct disordered groups, and between the healthy control and rheumatic disease groups. In general, the groups with significant emotional or behavioral problems were more likely to respond with avoidance coping methods.

Stimulation Seeking

Whitehill, DeMyer-Gapin, and Scott (1976) conducted a study to determine whether preadolescents classified as antisocial engage in a greater amount of stimulation seeking than do normal or neurotic children in a situation specifically designed to be boring. Eight boys in a residential treatment center were selected for the antisocial group on the basis of engaging in particularly negative behavior according to staff reports. Eight children were selected for the neurotic group from the same

institution. Children in this group were characterized as being particularly controllable, easily intimidated by authority, sensitive to the rejection and disapproval of others, and quick to learn from punishment. Seven children from a public elementary school were drawn as normal controls. Participants were comparable in age and IQ. All subjects were White, save one Black child in the antisocial group. Both the elementary school and treatment center contained children from mixed socioeconomic backgrounds.

Subjects were presented with a series of monotonous slides which they could either view at a pre-set rate of one every twenty seconds or which the children could cause to be presented faster by use of a hand held control. Time taken to view the slides across eleven trial blocks of nine slides each was the dependent variable, and was seen by the researchers as a measure of stimulation seeking. The antisocial group's viewing time was significantly shorter (indicating greater stimulation seeking) than the normal group's time on seven of the eleven trial blocks, and was shorter than the neurotic group's time on all trial blocks. From these findings, the researchers concluded that the antisocial boys were characterized by increased stimulation seeking when compared to neurotics and normal controls. They acknowledged, however, that their findings rest on the assumption that the dependent variable is actually a measure

of stimulation seeking, and conceded that other phenomena, such as impulsivity or hyperactivity may have accounted for the results.

Reactions to Victim Pain Cues

A study by Perry and Perry (1974) investigated the relationship between the magnitude of a victim's pain cues, the level of prior anger arousal on the part of the aggressor, and the aggressor's characteristic level of aggressive behavior. The researchers hypothesized that the angry, aggressive child is motivated to create indications of pain on the part of his victim and, if denied such pain cues, will increase the intensity of aggression toward the targeted individual. Participants were 128 fifth-, sixth-, and seventh-grade boys divided into high and low aggression groups on the basis of peer nominations. Same grade level confederates were utilized to arouse participant anger and then to serve as victims of aggression. After attempts were made by a child confederate to arouse the subject's anger (and the success of the attempt was confirmed or disconfirmed), the participant had the opportunity to deliver what he was led to believe were different intensities and durations of pain inducing sound to the confederate as a consequence for errors on a mathematics task. Findings indicated that, for the high aggression group only, there was a significant interaction between

magnitude of confederate pain cues and participant aggressiveness, in that low pain cues from the confederate resulted in higher intensities of participant aggression toward his victim. Prior anger arousal was not found to be necessary for this effect to occur.

A study by Perry and Bussey (1977) used a similar procedure to determine whether differences exist between high and low aggressives with respect to the amount of self-reinforcement delivered following feedback to the participants that they had injured their victims. Participants were fifth-grade boys separated into high and low aggression groups on the basis of peer nominations. In this study, high pain cues from the confederate were found to inhibit aggression on the part of the low aggression group, but had no significant effect on the intensity of aggression displayed by the high aggression group.

Self-reinforcement, in the form of tokens rewarded by the participant to himself, followed high pain or low pain feedback from the confederate. This feedback occurred either immediately following the administration of the pain inducing stimuli by the participant or on a delayed basis in which the participant received no feedback until all of the aggressive consequences had been administered to the confederate. Results indicated that the low aggression group took significantly fewer tokens following high pain

feedback from the confederate as opposed to following low pain feedback. The high aggression group, however, did not significantly alter their level of self-reinforcement between the low pain and high pain conditions. These findings remained consistent regardless of whether confederate pain feedback was delivered on an immediate or delayed basis and, in the author's view, support the notion that high-aggressive boys do not suffer the same negative reactions following injuring another as do low-aggressive boys.

Personality Style, Expressed Concerns, and Behavioral Correlates

Holcomb and Kashani (1991) utilized the Millon Adolescent Personality Inventory (Millon, Green, & Meagher, 1984) in comparing the personality styles, concerns, and behavioral correlates of groups of adolescents classified as behavior disordered or normal. A number of significant differences were reported. Participants with behavior disorders were found to lack confidence in their academic abilities, when compared to normal participants, and to be more dissatisfied with their family life. In their interactions with others the adolescents with behavior disorders were seen as being more harsh, critical, uncooperative, domineering, and disrespectful. Those with behavior disorders were also found to be more moody and

pessimistic than the normal group, and to be more likely to seek out unpredictable situations. The group with behavior disorders saw themselves as being insensitive to the concerns and feelings of others and perceived greater distances between their real and ideal selves than did the normal group. Participant responses also indicated that adolescents with behavior disorders possess significant deficits in impulse control, school achievement and attendance, and conformity to societal expectations when compared to their normal peers.

Reactive and Proactive Aggression

A computerized pinball game was used by Atkins and Stoff (1993) to differentiate between and determine levels of reactive (hostile) and proactive (instrumental) aggression. The purpose of the game was to earn more points than a perceived opponent. Reactive aggressive behavior consisted of delivering an aversive noise to the opponent with no potential for increasing points relative to the opponent. Proactive aggression consisted of deliberately blocking the opponent's progress on the game with a payoff of affecting the score. Participants played the game under conditions of being provoked by the opponent (in the form of having the participant exposed to the aversive noise or having his own game blocked) and, also, under conditions of no provocation. Following a practice session, the initial

five balls were played without provocation. The next ten balls were played under conditions of provocation. The final five balls were played without provocation.

Participants, between the ages of 8 and 12, were in either a group of pure aggressive behavior disordered boys (drawn from inpatient and outpatient mental health settings), a group of comorbid aggressive behavior disordered and ADHD boys (also drawn from inpatient and outpatient mental health settings), or a group of normal male controls (drawn from the community). Results indicated that all three groups displayed higher rates of both reactive and proactive aggression during conditions of provocation. Both the group of pure aggressive behavior disordered boys and the group of comorbid behavior disordered and ADHD boys displayed significantly higher rates of proactive aggression, designed to increase their score relative to their opponents, than did the normal controls. Only the comorbid behavior disordered and ADHD group displayed higher rates of reactive aggression, with no concrete payoff, when compared to the normal control group.

Summary

The purpose of this review was to explore various phenomena which may in some way impact upon or illustrate differences between children with and without behavior disorders in their experience of and reaction to anger

provoking stimuli. Although a significant number of studies were reviewed, there remained few clearly demonstrated between-group differences for the various factors examined. For most of the phenomena explored, either study results were contradictory, or there was a lack of confirmatory evidence in the form of similar studies reaching similar conclusions. While there did appear to be substantial support for the idea that deficits in moral reasoning and certain aspects of interpersonal problem-solving skills may contribute to the difficulties of children with behavior disorders, even the findings related to these two factors were not entirely consistent. Given the incredible impact of the angry behavior of adolescents with behavior disorders in today's society, and the apparent lack of consensus with regard to cause and treatment, further research is clearly indicated.

The following pages contain a summary of the findings of the above studies presented in table format (Table 2.1), as well as the thinking (Table 2.2), feeling (Table 2.3), and acting (Table 2.4) characteristics of individuals with behavior disorders (found in cited studies, chapters, or books) possibly related to the experience of or reaction to anger.

TABLE 2.1

REVIEW FINDINGS ON GROUP DIFFERENCES POSSIBLY RELATED TO HOW CHILDREN WITH BEHAVIOR DISORDERS EXPERIENCE OR REACT TO ANGER

<u>CHARACTERISTIC</u>	<u>FINDINGS</u>	<u>CITATION AND YEAR</u>
Problem-solving skills (General)	1. BDs < Normals 2. High negative BDs < Low negative BDs 3. BDs < Normals	Freedman et al., 1978
	1. Older BDs = Younger & Older Normals 2. Younger BDs < Younger & Older Normals = Older BDs	Hains & Ryan, 1983
	BDs < Normals	Dishion et al., 1984
	Less well adjusted = Better adjusted	Kendall & Fischler, 1984
	Maladjusted < Adjusted	Denham & Almeida, 1987
	Adolescents with lower moral reasoning < Adolescents with higher moral reasoning	Kennedy et al., 1988
	BDs < Depressives = Normals	Joffe et al., 1990
Displaying hostile attributions	Aggressives > Nonaggressives	Nasby et al., 1980
	Aggressives > Nonaggressives	Dodge & Newman, 1981
	Aggressives > Normals	Milich & Dodge, 1984

Empathy and
Perspective-taking
skills (General)

Deviants > Normals	Dodge et al., 1984
Reactive aggressives = Reactive/proactive aggressives > Normals = Proactive aggressives	Dodge & Coie, 1987
Aggressives > Normals	Dodge & Somberg, 1987
Antisocial aggressives > High aggressives > Low aggressives	Slaby & Guerra, 1988
Reactive aggressives = Undersocialized aggressives > Socialized aggressives	Dodge et al., 1990
Aggressives > Nonaggressives	Graham et al., 1992
BDs < Normals	Neale, 1966
BDs < Normals	Chandler, 1972
BDs < Normals	Chandler, 1973
1. Premeditated aggressors < Impulsive aggressors 2. Premeditated aggressors < Nonaggressors	Braunstein, 1974/1975
High aggressives < Low aggressives	Aleksic, 1975

	1. (High School) BDs < Normals	McColgan, 1975/1976
	2. (Jr. High & High School) BDs < Normals	
	BDs < Normals	Eysenck & McGurk, 1980
	1. (Age 10-11) BDs = Normals	Hains & Miller, 1980
	2. (Age 12-13) BDs = Normals	
	3. (Age 14-16) BDs = Normals	
	1. BDs < Normals	Ellis, 1982
	2. Aggressive delinquents < nonaggressive delinquents	
<u>Cognitive</u> perspective-taking skills	BDs = Normals	Rotenberg, 1974
	BDs < Normals	Waterman et al., 1981
<u>Affective</u> perspective-taking skills	BDs < Normals	Rotenberg, 1974
	BDs < Normals	Waterman et al., 1981
Alternative thinking	Aggressive/rejecteds = Isolateds < Populars	Richard & Dodge, 1982
	Negatives < Positives	Asarnow & Callan, 1985
	Antisocial aggressives < High aggressives < Low aggressives	Slaby & Guerra, 1988
	BDs < Depressives = Normals	Joffe et al., 1990

Consequential thinking	Aggressive/rejecteds = Isolateds = Populars	Richard & Dodge, 1982
	Negatives < Positives	Asarnow & Callan, 1985
	Antisocial aggressives < High aggressives < Low aggressives	Slaby & Guerra, 1988
	BDs < Depressives = Normals	Joffe et al., 1990
Means-end thinking	Disturbed < Normal	Shure & Spivack, 1972
	Least popular < Most popular	Higgins & Thies, 1981
	BDs < Depressives = Normals	Joffe et al., 1990
Level of moral judgment, reasoning, & development	BDs = Normals	Ruma, 1967
	Less guilty feeling BDs < More guilty feeling BDs	Ruma & Mosher, 1967
	Poor role-takers < Good role-takers	Selman, 1971
	BDs = Those more susceptible to social influence < Those less susceptible to social influence	Fodor, 1972
	Psychopathic delinquents < Nonpsychopathic delinquents	Fodor, 1973
	BDs < Normals	Hudgins & Prentice, 1973

BDs = Normals	Jurkovic & Prentice, 1974
1. BDs < Normals 2. Low mental age BDs & Normals < High mental age BDs & Normals	Campagna & Harter, 1975
1. (Jr. High & High School) BDs < Normals 2. (High School) BDs = Normals	McColgan, 1975/1976
1. (Age 10-11) BDs < Normals 2. (Age 12-13) BDs < Normals 3. (Age 14-16) BDs < Normals	Hains & Miller, 1980
Children with more behavior problems < children with fewer behavior problems	Bear & Richards, 1981
1. (On production measures of moral development) BDs < Normals 2. (On recognition measures of moral development) BDs = Normals	Gavaghan et al., 1983
1. (Age 10-11) BDs = Normals 2. (Age 14-15) BDs = Normals	Hains & Ryan, 1983
Adolescents with poorer problem solving skills < Adolescents with better problem solving skills	Kennedy et al., 1988

Impulse control	Rule-breaking institutionalized delinquents < Rule-conforming institutionalized delinquents	Erikson & Roberts, 1966
	(Using 3 measures) Measure 1: Max. security delinquents = Min. security delinquents = Normals Measure 2: Same as above Measure 3: Min. security delinquents > Max. security delinquents = Normals	Saunders et al., 1973
	1. Impulsive aggressors < premeditated aggressors 2. Impulsive aggressors < nonaggressors	Braunstein, 1974/1975
	BDs < Normals	Eysenck & McGurk, 1980
	BDs < Normals	Wynne & Brown, 1984
	BDs = Normals	Unruh & Gilliam, 1988
	BDs < Normals	Holcomb & Kashani, 1991
Use of self-guiding speech	Aggressives < Normals	Camp, 1977
Confidence in ability to aggress	Aggressives > Nonaggressives	Perry et al., 1986

Self-perception of difficulty inhibiting aggression	1. (Grades 5-7) Aggressives > Nonaggressives 2. (Grade 8) Aggressives = Nonaggressives	Perry et al., 1986
Belief that aggression brings reward or reduction in aversive treatment	Aggressives > Nonaggressives	Perry et al., 1986
Expectation of self-affirmation as a result of aggression	Aggressives > Nonaggressives	Perry et al., 1986
Likelihood of selecting a hostile goal in problem situations	Antisocial aggressives = High aggressives > Low aggressives	Slaby & Guerra, 1988
Number of facts sought prior to responding in problem situations	Antisocial aggressives < High aggressives < Low aggressives	Slaby & Guerra, 1988
Likelihood of selecting an effective solution in problem situations	Antisocial aggressives < High aggressives = Low aggressives	Slaby & Guerra, 1988
Belief that aggression is a legitimate way to resolve problems	Antisocial aggressives > High aggressives > Low aggressives	Slaby & Guerra, 1988
Belief that aggression helps to avoid a negative self-image	Antisocial aggressives > High aggressives > Low aggressives	Slaby & Guerra, 1988
Belief that aggression increases self-esteem	Antisocial aggressives > High aggressives = Low aggressives	Slaby & Guerra, 1988

Belief that victims of aggression don't suffer	Antisocial aggressives = High aggressives > Low aggressives	Slaby & Guerra, 1988
Belief that victims deserve the aggression	Antisocial aggressives < High aggressives = Low aggressives	Slaby & Guerra, 1988
External locus of control	Undersocialized adolescents > Socialized adolescents	Raine et al., 1982
Avoidance coping style	BDs > Normals	Ebata & Moos, 1991
Stimulation seeking	BDs > Normals	Whitehill et al., 1976
Tendency to respond to low victim pain with increased aggression	High aggressives > Low aggressives	Perry & Perry, 1974
Degree to which victim pain cues inhibit self-reward for aggression	High aggressives < Low aggressives	Perry & Bussey, 1977
Confidence in academic abilities	BDs < Normals	Holcomb & Kashani, 1991
Satisfaction with family life	BDs < Normals	Holcomb & Kashani, 1991
Critical of others	BDs > Normals	Holcomb & Kashani, 1991
Harsh with others	BDs > Normals	Holcomb & Kashani, 1991
Cooperative with others	BDs < Normals	Holcomb & Kashani, 1991
Domineering with others	BDs > Normals	Holcomb & Kashani, 1991

Respectful toward others	BDs < Normals	Holcomb & Kashani, 1991
Moodiness	BDs > Normals	Holcomb & Kashani, 1991
Pessimism	BDs > Normals	Holcomb & Kashani, 1991
Tendency to seek out unpredictable situations	BDs > Normals	Holcomb & Kashani, 1991
Self-perception as insensitive to others	BDs > Normals	Holcomb & Kashani, 1991
Discrepancy between real and ideal self	BDs > Normals	Holcomb & Kashani, 1991
School achievement and attendance	BDs < Normals	Holcomb & Kashani, 1991
Conformity to societal expectations	BDs < Normals	Holcomb & Kashani, 1991
Tendency to increase aggression when provoked	Comorbid BD/ADHDs = Pure BDs = Normals	Atkins & Stoff, 1993
Tendency to engage in proactive aggression	Comorbid BD/ADHDs = Pure BDs > Normals	Atkins & Stoff, 1993
Tendency to engage in reactive aggression	Comorbid BD/ADHDs > Pure BDs = Normals	Atkins & Stoff, 1993

TABLE 2.2

THINKING CHARACTERISTICS OF BEHAVIOR DISORDERED AND/OR AGGRESSIVE CHILDREN (FOUND IN CITED STUDIES, CHAPTERS, OR BOOKS) POSSIBLY RELATED TO THE EXPERIENCE OF OR REACTION TO ANGER

<u>CHARACTERISTIC</u>	<u>CITATION</u>	<u>YEAR</u>
Interpersonal problem-solving deficits (General)	Freedman et al.	1978
	Little & Kendall	1979
	Shure	1982
	Hains & Ryan	1983
	Small & Schinke	1983
	Dishion et al.	1984
	Feindler et al.	1984
	Kennedy	1984
	Kazdin	1985
	Denham & Almeida	1987
	Margalit et al.	1988
	Slaby & Guerra	1988
Joffe et al.	1990	
Cue sensitivity and interpretation deficits (General)	Milich & Dodge	1984
	Kazdin	1985
	Dodge & Coie	1987
	Dodge & Somberg	1987
Hostile attributions	Nasby et al.	1980
	Dodge & Newman	1981
	Milich & Dodge	1984
	Dodge	1985
	Kazdin	1985
	Dodge & Coie	1987
	Dodge & Somberg	1987
	Slaby & Guerra	1988
	Dodge et al.	1990
Graham et al.	1992	
Perspective-taking deficits (General)	Neale	1966
	Chandler	1972
	Chandler	1973
	Braunstein	1974/1975
	Aleksic	1975
	McColgan	1975/1976
	Little & Kendall	1979
	Eysenck & McGurk	1980
	Ellis	1982
	Kennedy	1984
Kazdin	1985	

<u>Cognitive</u> perspective-taking deficits	Waterman et al.	1981
<u>Affective</u> perspective-taking deficits	Rotenberg Waterman et al.	1974 1981
Alternative thinking deficits	Little & Kendall Richard & Dodge Shure Small & Schinke Kennedy Asarnow & Callan Kazdin Slaby & Guerra Joffe et al.	1979 1982 1982 1983 1984 1985 1985 1988 1990
Consequential thinking deficits	Little & Kendall Richard & Dodge Shure Small & Schinke Asarnow & Callan Kazdin Slaby & Guerra Joffe et al.	1979 1982 1982 1983 1985 1985 1988 1990
Means-end thinking deficits	Shure & Spivack Little & Kendall Higgins & Thies Shure Small & Schinke Kennedy Kazdin Joffe et al.	1972 1979 1981 1982 1983 1984 1985 1990
Moral judgment, reasoning, and development deficits	Ruma & Mosher Fodor Fodor Hudgins & Prentice Campagna & Harter McColgan Hains & Miller Bear & Richards Gavaghan et al. Arbuthnot et al. Kennedy et al.	1967 1972 1973 1974 1975 1975/1976 1980 1981 1983 1986 1988

Failure to recognize the causes of others' behavior	Kazdin	1985
Grandiosity	Kazdin	1985
Beliefs supporting aggression	Perry et al. Slaby & Guerra	1986 1988
Pessimism	Holcomb & Kashani	1991
Self-perception as insensitive toward others	Holcomb & Kashani	1991
Deficits in use of self-guiding speech	Camp	1977
External locus of control	Raine et al.	1982
Deficits in anticipating obstacles to a solution	Joffe et al.	1990
Deficits in generating directly assertive solutions	Joffe et al.	1990

TABLE 2.3

FEELING CHARACTERISTICS OF BEHAVIOR DISORDERED AND/OR AGGRESSIVE CHILDREN (FOUND IN CITED STUDIES, CHAPTERS, OR BOOKS) POSSIBLY RELATED TO THE EXPERIENCE OF OR REACTION TO ANGER

CHARACTERISTIC	CITATION	YEAR
Guilt	Ruma & Mosher	1967
Moodiness	Holcomb & Kashani	1991
Lacking confidence regarding school performance	Politano et al. Holcomb & Kashani	1989 1991
Dissatisfaction with family life	Holcomb & Kashani	1991
Depression	Puig-Antich Marriage et al. Nieminen & Matson Mitchell et al. Woolston et al. Craighead Harrington et al. Bird et al.	1982 1986 1987 1988 1989 1991 1991 1993
Feeling defeated	Politano et al.	1989
Feeling disliked due to behavior	Politano et al.	1989
Upset (always bothered; feels like crying)	Politano et al.	1989
Unable to enjoy people or have fun	Politano et al.	1989

TABLE 2.4

ACTING CHARACTERISTICS OF BEHAVIOR DISORDERED AND/OR AGGRESSIVE CHILDREN (FOUND IN CITED STUDIES, CHAPTERS, OR BOOKS) POSSIBLY RELATED TO THE EXPERIENCE OF OR REACTION TO ANGER

<u>CHARACTERISTICS</u>	<u>CITATION</u>	<u>YEAR</u>	
Physical aggression toward peers or adults	Robins	1978	
	Patterson	1979	
	Osborn & West	1980	
	Kauffman	1981	
	Puig-Antich	1982	
	Feindler et al.	1984	
	Kazdin	1985	
	Ruhl & Hughes	1985	
Vandalism/Property destruction	Adam et al.	1991	
	Atkins & Stoff	1993	
	Morris et al.	1956	
	Kazdin	1985	
Ruhl & Hughes	1985		
	Truancy or lack of attendance	Morris et al.	1956
		Robins	1978
Puig-Antich		1982	
Kazdin		1985	
Adam et al.		1991	
Holcomb & Kashani		1991	
Firesetting/Arson	Puig-Antich	1982	
	Kazdin	1985	
Threatening or coercion	Patterson	1979	
	Kazdin	1985	
	Ruhl & Hughes	1985	
Disruptiveness	Kazdin	1985	
Yelling	Kazdin	1985	
Teasing/Provoking	Morris et al.	1956	
	Kazdin	1985	
Theft/Robbery/B&E	Morris et al.	1956	
	Puig-Antich	1982	
	Kazdin	1985	
	Adam et al.	1991	

Running away	Kazdin	1985
Criminal behavior	Robins	1978
(General)	Kazdin	1985
	Adam et al.	1991
Impulsivity	Erikson & Roberts	1966
	Braunstein	1974/1975
	Little & Kendall	1979
	Eysenck & McGurk	1980
	Feindler & Fremouw	1983
	Kennedy	1984
	Wynne & Brown	1984
	Kazdin	1985
	Margalit et al.	1988
	Kendall et al.	1990
	Holcomb & Kashani	1991
Disobedience, rule	Morris et al.	1956
breaking, or	Puig-Antich	1982
defiance	Kazdin	1985
	Holcomb & Kashani	1991
Bravado	Kazdin	1985
Testing limits	Kazdin	1985
Speaking in a	Kazdin	1985
harsh or irritable	Holcomb & Kashani	1991
fashion		
Arguing	Kazdin	1985
Substance abuse	Robins	1978
	Kutcher et al.	1989
	Osborn & West	1980
	Adam et al.	1991
Murder	Adam et al.	1991
Associating with a	Robins	1978
negative peer		
group		
Negative behavior	Gresham	1991
is resistant to		
intervention		
Lying	Puig-Antich	1982
Pro-social skills	Schloss et al.	1986
deficits	Margalit et al.	1988

Avoidance coping style	Ebata & Moos	1991
Stimulation seeking	Whitehill et al.	1976
Tendency to respond to low victim pain with increased aggression	Perry & Perry	1974
Tendency to not inhibit self-reward in the face of victim pain	Perry & Bussey	1977
Disrespectful toward others	Holcomb & Kashani	1991
Highly critical of others	Holcomb & Kashani	1991
Uncooperative with others	Holcomb & Kashani	1991
Domineering	Holcomb & Kashani	1991
Tendency to seek out unpredictable situations	Holcomb & Kashani	1991
Below normal school achievement and/or dropping out	Zax et al.	1968
	Bachman et al.	1978
	Loeber et al.	1989
	Adam et al.	1991
	Holcomb & Kashani	1991
	Robins	1991
Hyperactivity and/or difficulty sustaining attention	Offord et al.	1979
	Walker et al.	1987
	Biederman et al.	1989
	Kutcher et al.	1989
	Szatmari et al.	1989
	Schachar & Wachsuth	1990
	Zoccolillo	1992
	Atkins & Stoff	1993
Bird et al.	1993	

CHAPTER THREE

METHOD

Poor anger control is a frequently noted problem for children with behavior disorders. It could be asked, therefore, if the experience of and reactions to an anger-provoking event may be different for a child in a residential treatment program for behavior disorders than for a child with no behavior disorder in a regular public school classroom because the behavior of the child with no behavior disorder has not resulted in placement in a special class or facility. If differences do exist between the two groups in their experience of anger-provoking stimuli, this will help to shed light on factors that may be problematic (in the sense of causing or exacerbating behavioral problems) for children with behavior disorders which can be targeted for intervention. In addition, any research which advances the understanding of how children with behavior disorders function, when angry, may prove helpful in counseling such youths.

The issues addressed in this study were to describe how adolescent males with and without behavior disorders experience and respond to anger-provoking incidents and to determine whether differences exist between these two groups in their functioning during angry situations. Specifically, the first area of interest was to describe the interaction of mode(s) of behavior (thinking, feeling, and acting) of

individual participants with and without behavior disorders under conditions of normal daily events and under various anger-related conditions, using the TFA triad. The second area determines what specific thoughts, feelings, and actions were experienced by individuals in the two groups during two distinct angry episodes (an actual self-identified angry event and a standardized imaginary anger scenario).

This chapter initially addresses (a) a description of the TFA triangle and its uses in problem identification, counseling, and progress assessment and (b) the make-up of subject groups. Specifics of the two TFA interviews utilized follow in the section titled "Data Collection Procedures". Finally, the "Methods of Analysis" section describes the techniques used for examining both the TFA triads, formed within the TFA triangles, and the specific thoughts, feelings, and actions identified.

Discussion of the TFA Triad

Hutchins has defined behavior as the interaction of thoughts, feelings, and actions (Hutchins & Mueller, 1992). The interview method used in TFA Systems (Hutchins & Cole, 1992) results in a visual representation of a person's behavior in a particular situation. This visual representation is provided by the TFA triad, a closed triangle placed within the TFA triangle, which is an open

triangular design with thinking, feeling, or acting represented at each vertex of the triangle (Figure 3.1). The placement of the triad within this triangle illustrates the predominant mode a client functions under in a specific situation.

Each of the three sides of the triangle represents one of three possible dichotomies (Thinking-Feeling, Feeling-Acting, and Acting-Thinking). These three dichotomies are developed from pairing the three behavioral modes (thinking, feeling, and acting) in all possible combinations of two modes each. This allows for an illustration of the extent to which a person functions in one mode in comparison to each of the other two.

If a vertex of the TFA triad is located at one end on any of the three sides of the TFA triangle, this would indicate that the individual is functioning predominantly in the behavioral mode represented at that end of the triangle's side for that particular behavioral dichotomy. If a vertex of the TFA triad is located in the center on one of the triangle's sides, this would indicate that the individual is functioning about equally within both behavioral modes of the dichotomy represented by that side of the triangle. Thus, for example, on the Thinking-Feeling side of the TFA triangle, if a vertex of the TFA triad is located at the thinking end of that side, this would

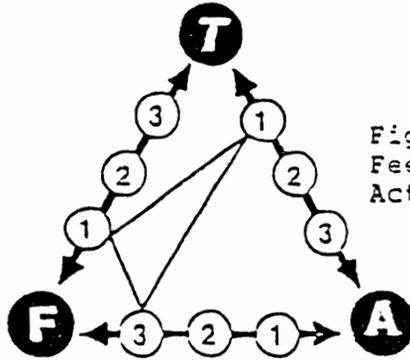


Figure 3.1a
Feeling-Thinking-
Acting Triad

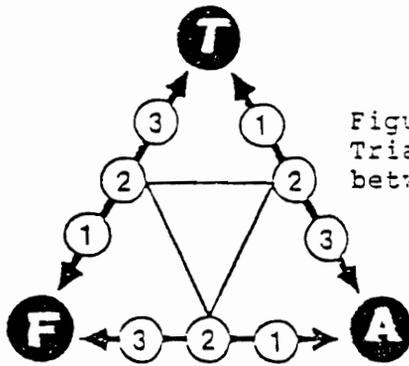


Figure 3.1b
Triad equally balanced
between T, F, and A

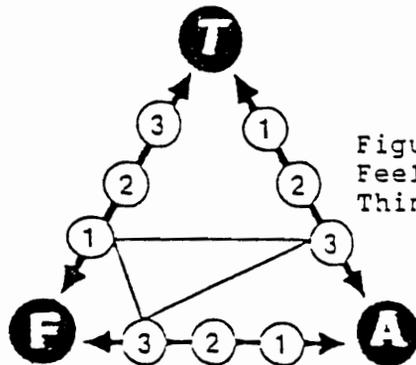


Figure 3.1c
Feeling-Acting-
Thinking Triad

Figure 3.1
TFA Triads

indicate that, for whatever specific situation is being examined, the person functions in a more thinking than feeling manner. If a vertex of the triad is located at the feeling end of the side of the Thinking-Feeling dichotomy, this would indicate that, for that specific situation, the person functions in a more feeling than thinking manner. If the vertex of the triad is located in the center of the Thinking-Feeling dichotomy, this would indicate that, in the specific situation being examined, the person engages in thinking and feeling to approximately the same extent.

To illustrate, in Figure 3.1a, two vertices of the triad are located closest to the Feeling end of the sides of the triangle representing the Thinking-Feeling and Feeling-Acting dichotomies. On the side of the triangle representing the Acting-Thinking dichotomy, one vertex of the triad is located closest to the thinking end. Together, these points of the triad indicate that, in this particular situation, the individual functions primarily in the feeling mode, secondarily in the thinking mode, and very little in the acting mode. Figure 3.1b would indicate that the individual is functioning about equally in all three modes, which is referred to as a midpoint triad. Figure 3.1c would indicate functioning primarily in the feeling mode, secondarily in the acting mode, and very little in the thinking mode.

These triads can be used to provide an initial problem evaluation, to indicate in which domains to initially meet the client, to point toward therapeutic goals and interventions, to demonstrate behavioral changes from one situation to another, or to determine changes that have occurred as a result of an intervention (Hutchins & Cole, 1992).

Identifying the TFA Triad

TFA triads can be created in more than one way; thus, the following examples will demonstrate the procedure used in this study, along with identifying certain implications regarding counseling for each example. These examples will utilize hypothetical scenarios with adult clients. Adults will be used in these scenarios in order to avoid confusing these examples with the results for the teenage participants in this study.

In the first example, let us suppose that an adult male client enters counseling with complaints that he never accomplishes anything. Through questioning the client, the therapist first determines that this problem is not confined to one type of situation but, rather, that the client experiences such problems throughout the day, almost every day. In order to generate the TFA triad for this client's typical day-to-day functioning, then, a procedure identified by Hutchins and Cole (1992) would be utilized. To pinpoint

the appropriate location between each vertex of the triangle indicative of the individual's functioning within each of the three possible dichotomies (Thinking-Feeling, Feeling-Acting, and Acting-Thinking) represented by the triangle's three sides, the therapist (while pointing to the appropriate point on the triangle) would ask the client a series of three questions in reference to his typical day-to-day functioning, as follows:

1. In your typical day-to-day experiences, are you normally (a) more thinking, (b) more feeling, or (c) about in the middle between thinking and feeling?

2. In your typical day-to-day experiences, are you normally (a) more feeling, (b) more acting, or (c) about in the middle between feeling and acting?

3. In your typical day-to-day experiences, are you normally (a) more acting, (b) more thinking, or (c) about in the middle between acting and thinking? (Hutchins & Cole, 1992, p. 18).

Had the client indicated that the problem occurred only in one particular type of situation, he would have been asked to identify a triad indicative of his functioning in that specific situation, rather than for his typical day-to-day functioning as was the case in this scenario.

Connecting the three identified points on the triangle will result in the client's TFA triad for his typical day-

to-day functioning. In this example, let's say that answering the above three questions regarding the client's typical functioning reveals the triad found in Figure 3.1a. Such a triad may indicate that the client spends excessive time worrying and ruminating over a course of action to the point of never getting started, as evidenced by the strong feeling-thinking dominance and the absence of an acting orientation. Given this triad the counselor may choose to initially employ a person-centered approach (taking into account the client's strong feeling orientation) and some cognitive techniques, as well. A goal of therapy may be to eventually move the client toward a more action-oriented behavioral profile. If, after several sessions, interventions result in the client's TFA triad changing to the triad in Figure 3.1b, this, along with descriptions of behavior, would indicate progress on the client's part in moving toward that goal.

As an additional example, suppose a client entered counseling with statements indicating that he had begun to physically abuse his wife. During an initial interview, the client appears to be calm and rational and is asked to identify the triad indicative of how he normally behaves, producing the triad in Figure 3.1b. Subsequently, he is asked to visualize back to the last abusive episode and to

describe his behavior in that situation, resulting in the triad found in Figure 3.1c.

A comparison of the two triads indicates that while the client generally behaves in a rational, well-balanced manner, in abusive situations he decreases thinking and simply functions predominantly in the feeling and acting modes. This was, in fact, found to be the case, as noted by Clow, Hutchins, and Vogler (1990), who used TFA Systems to explore the behavior of court-referred male spouse abusers. This information could be utilized in clearly illustrating the problem to the client and in pointing the way toward areas needing work, such as the identification of factors that trigger anger and the development of relaxation and cognitive mediation techniques.

While the TFA triad describes a general pattern, specific descriptions of a person's actual behavior are needed for the triads to be their most clinically useful. Therefore, a person's behavioral picture is further developed through an interview to determine specific thoughts, feelings, and actions, as discussed more fully in the section of this chapter titled "The Interviews".

Subjects

As previously stated, this study used only males as participants. There were a number of reasons for this. One such reason was simply one of access. As males make up

approximately 80% of the population of children with behavior disorders (Bullock, Zagar, Donahue, & Pelton, 1985; Jennings et al., 1987), it is sometimes difficult to obtain an adequate number of females in residential treatment settings (Waterman et al., 1981). In addition, it has been suggested that boys and girls may tend to utilize different types of coping strategies and engage in different thoughts and beliefs when faced with interpersonal problems, even though the differences may not be as significant as one might assume (Compas, Malcarne, & Fondacaro, 1988; Perry et al., 1986). A recent study by Zahn-Waxler, Cole, Welsh, and Fox (1995) documented gender differences in emotional, behavioral, and physiological reactions to a variety of hypothetical and real situations. This suggests the importance of taking into account possible gender differences (Compas, 1978). Angry (Zahn-Waxler et al., 1995) and aggressive (Barrett, 1979) reactions, in particular, are seen to a greater extent in boys, and the impact of aggression on the child's environment tends to be greater for boys than for girls (Olweus, 1984).

Two groups of 10 boys each, aged 14 to 15, were used in this study. Participants with behavior disorders were drawn from two residential treatment centers. The treatment centers are located in rural areas of Virginia and were chosen for their proximity to my home, in order to enable me

to flexibly arrange interview times around the schedules of the participants, while still maintaining a reasonable limit on time spent traveling to the various sites. These treatment centers serve children with behavior disorders from urban, suburban, and rural areas of Virginia, West Virginia, Maryland, and Washington, D. C. Children are referred to the treatment centers by their parents, social workers, school systems, and the courts, usually following failed intervention attempts in less restrictive settings. Both of the treatment centers utilize psychotherapy coupled with around-the-clock supervision and behavior management.

As each of the residential treatment centers serves a population of fewer than 80 adolescents with behavior disorders, it was possible to utilize as a potential participant every student who met three specific criteria. Criteria for participants were: (a) he was aged 14 or 15 years, (b) he did not have mental retardation, and (c) he met diagnostic criteria for Oppositional Defiant Disorder or Conduct Disorder. Students meeting these criteria needed signed guardian permission and signed personal consent forms, as well, in order to be included in the final pool of potential participants. It was anticipated that only a few students from each facility would be available as potential subjects due to (a) the small number of students served by

each facility, (b) the need for every potential participant to meet each of the three criteria identified above, and (c) the need for both guardian and personal consent in order to participate.

Parental consent could only be obtained for 10 of the eligible residential treatment center students. This, then, became the initial group of participants with behavior disorders. One of these 10 was unable to complete the interviews. By then, however, a 13-year-old in one of the treatment centers had turned 14, and it was possible to include him in the study, thus retaining 10 participants in the group with behavior disorders.

The second group (adolescents without behavior disorders) was drawn from a single public high school located within a 20 mile radius of the residential treatment centers. Personnel from the public school being utilized performed a computer matching of their students to the identified participants with behavior disorders. Originally, it had been hoped to match participants from the public school to participants with behavior disorders on age (within one year of age), race, and measured intellectual range. It was on these factors that the public school officials matched their students to the group with behavior disorders. Due to the low number of potential public school participants for whom parental consent could be obtained,

however, it was necessary to loosen the criteria. The new criteria were that both groups would be made up of 14- and 15-year-old boys with no mental retardation. Officials from the public school system screened potential public school participants in order to ensure that none were experiencing significant behavioral difficulties.

It was hoped that, by limiting the heterogeneity of the individuals in the study to a certain extent, this would increase the likelihood that any differences noted between groups would not be the result of age, intelligence, or gender. It was not assumed, however, that these were the only factors which could impact the results of the study. Unfortunately, I had limited access to information regarding the public school students, in particular. Family background, socioeconomic status, size of family, ethnicity, and locale of origin were just some factors that could not be controlled, and thus may have confounded the results. These considerations, along with the small number of participants, require that the findings of this study be viewed with caution.

When public school students were identified as meeting the designated criteria, guardian and personal consent was sought. Once again, the number of adolescents for whom parental permission could be obtained was small. Parental permission was obtained for only 12 public school students.

As even this small number required two mailings, and since I was under severe time constraints due to needing to complete the interviews prior to the public school students leaving for Christmas break, these students were included in the group without behavior disorders in the order that their consent forms were received. This resulted in a participant group of 10, with two alternates. As one of the original members of the group without behavior disorders failed to attend the second interview, it was necessary to replace him with one of the alternates, thus retaining 10 participants.

Data Collection Procedures

Consent Forms

Permission was obtained from the parent or guardian of all participants (see the parent/guardian consent form, Appendix A). This form explained the rationale for the study, expectations to be placed on the child, how findings will be used, and guidelines for confidentiality.

Each adolescent was given a consent statement (Appendix B) in advance of the interviews, which was explained and signed by both the participant and the researcher. Participants were informed of the rationale for the study, guidelines for confidentiality, and expectations for those taking part in the study. Each student was offered a stipend of 10 dollars for his participation, to be delivered upon the completion of the interviews.

Areas of Comparison

The two major areas of comparison in this study were (a) within and between conditions (utilizing triads for the normal daily events scenario and various anger-related conditions), and (b) within individual participants, and within and between subject groups (those with behavior disorders and those without). In order to collect data for these comparisons, each participant took part in two separate semi-structured interviews. Information was gathered on how the individual would see himself functioning during a scenario designed to depict normal daily events and during two distinct angry episodes (one being an actual self-identified angry event and the other being a standardized imaginary anger scenario). In addition, participants were asked to identify triads representing their "typical" functioning, when angry, for both current and past circumstances.

The Interviews

Each child was interviewed twice. The purpose of the two interviews combined was: (a) to generate a TFA triad for each participant's functioning under conditions of normal daily events; (b) to identify a TFA triad for each of two distinct angry episodes per participant; (c) to complete a "How angry were you?" assessment (Appendix C) for each of the two distinct angry episodes; (d) to identify TFA triads

for current and past typical functioning, when angry; (e) to obtain the participant's feedback on the triads he produced; and (f) to generate a list of specific thoughts, feelings, and actions occurring during each angry episode. Each interview was divided into short 5 to 20 minute "Task Segments", with specific tasks identified for each segment.

Interview #1

The first interview lasted approximately one hour.

Screening stage. The initial 15-minute Task Segment of the first interview was devoted to insuring a rudimentary understanding of the concepts of and differences between thinking, feeling, and acting. Concurrent with corrective feedback, each child was asked to define these concepts and to identify the differences between each of the three possible dichotomies represented on the TFA triangle. Each child was asked to correctly identify examples of thoughts, feelings, and actions. For instance, it was expected that each participant would be able to identify "He's nice" as a thought, "sad" as a feeling, and "jumping up" as an action, along with other examples. It was recognized that many people have difficulty recognizing differences between their own internally generated thoughts and feelings (Hutchins & Cole, 1992). Thus, particular attention was paid to this dichotomy when the time came to identify the participant's own thoughts, feelings, and actions. If, at the end of this

discussion, the child had been unable to make correct discriminations from a list of 20 thoughts, feelings, and actions (Appendix D) at 85% accuracy or better, he would have been allowed to complete participation in the interview process (in order to prevent him from feeling he had been "rejected" from the study), but his findings would not have been used. Another child would have been chosen to take his place so that there would still be data utilized for 10 participants per group. This was not necessary, however, as all participants were able to complete the assessment at an acceptable level of accuracy. In this 15-minute segment, approximately 10 minutes were allowed for discussion, and approximately 5 minutes were allowed for the evaluation.

Explaining TFA stage. The second Task Segment of the first interview was approximately 10 minutes in length and was devoted to explaining how the TFA triangle and triad are used to illustrate a person's behavior in specific situations.

Creating the normal daily event triad. The third task segment lasted approximately 5 minutes. The participant created his own TFA triad for his behavior under conditions of normal daily events. Each participant listened to a standardized recorded scenario (see Appendix E for content) designed to depict a relaxed every-day set of circumstances, and he then created his personal TFA triad for that

situation by answering the three questions specified in the example cited earlier in the section titled "Discussion of the TFA Triad". The child was then asked to accurately describe the specifics of his TFA triad, once again while being provided with corrective feedback to ensure understanding, before moving on to the next Task Segment.

Creating the triad for the self-identified angry event and completing the "How angry were you?" assessment. During the fourth Task Segment which was about 10 minutes long, the participant was asked, via tape-recorded instructions (see Appendix F), to identify a recent episode of significant anger. Recalling a recent angry event is a technique which has been previously utilized in exploring adolescent responses in coping with anger-producing stimuli (Hart, 1991). Each adolescent was then asked to identify the TFA triad describing his functioning in the anger-provoking episode just described. Each participant also completed the "How angry were you?" assessment for this angry event.

Identifying thoughts, feelings, and actions: Episode 1. The fifth Task Segment lasted for approximately 20 minutes. The child was directed, via tape-recorded instructions (Appendix F), to review the self-identified angry episode by recalling and describing it in a step-by-step fashion as if running a movie (Finch, Nelson, & Moss, 1993) of the event from start to finish, occasionally stopping the movie, on

request, to describe what thoughts, feelings, and actions were occurring at that point in the angering situation. The "running a movie" technique is thought to be helpful in aiding children to remember the details of past events. After this, the child was asked to identify any thoughts, feelings, or actions which he was aware of in the anger-provoking situation that had not already been noted. This was the process used in generating each individual's list of thoughts, feelings, and actions specific to each episode discussed.

Interview #2

The second interview took approximately one hour to complete and was also divided into short Task Segments.

Review of TFA. The purpose of the first 10-minute Task Segment was to review the preparatory information presented in the first interview. Participants reviewed the definitions of and differences between thoughts, feelings, and actions. In addition, there was a brief review of what the TFA triads represent and how they are produced.

Creating the triad for the anger scenario and completing the "How angry were you?" assessment. During the second 10-minute Task Segment, the participant was asked to identify a TFA triad for what his functioning would be during a standardized taped scenario designed to depict a situation which provided several opportunities for angry

reactions directed toward a variety of potential targets (Appendix G). He was also asked to complete the "How angry were you?" assessment for this "anger scenario".

Identifying thoughts, feelings, and actions: Episode 2.

The third Task Segment was approximately 20 minutes in duration and was devoted to the generation of the list of specific thoughts, feelings, and actions for the second angry episode. The participant listened to the anger scenario; however, this time, it was broken down into the stages identified in Appendix G. At the end of each stage, the participant was asked to describe what his thoughts, feelings, and actions would have been at that point in the scenario. Once this was completed, the participant was asked if he would have experienced any additional thoughts, feelings, or actions not already identified.

Subject feedback on triads. This 15-minute Task Segment was devoted to obtaining feedback from the participant on the triads he produced during the first and second interviews. This was for the purpose of verifying the accuracy of the triads and receiving feedback as to whether the identified anger triads were typical or atypical of his functioning, when angry. The triads originally produced could be modified at this time. Minimally, the adolescent was asked to give his subjective view as to

(a) why the triad for normal daily events and the anger triads were identical or different, (b) why the anger triads were identical or different, and (c) in what ways the anger triads are typical or atypical of his usual functioning, when angry.

Identification of current and past "typical" angry triads. In the final 5-minute segment, the participant was first asked to identify a TFA triad for his current typical functioning, when angry, if he currently had a typical way of responding during angry situations. Because it was thought there may be some differences in the functioning of participants with behavior disorders, depending upon what stage they were at in their residential treatment, participants were also asked to identify a TFA triad for their past typical angry functioning, assuming there was a typical way of responding during angry situations in the past. Participants with behavior disorders were asked to describe their functioning prior to the introduction of therapeutic services. Public school participants without behavior disorders were asked to describe their past functioning at a point 2 years prior to the interview.

Methods of Analysis

Four types of data were collected during the interviews: (a) the TFA triads related to the conditions of interest ("normal daily events" and the various anger-

related triads); (b) the "How angry were you?" assessments for the self-identified angry event and the anger scenario; (c) the specific thoughts, feelings, and actions which occurred during the angry episodes; and (d) each participant's subjective input as to the triads produced. With regard to the TFA triads, the task was now to make within-subject, within-group, and between-group comparisons. With regard to the thoughts, feelings, and actions experienced during angry episodes, these were organized into a format which allowed for the identification of predominant within-group similarities, and for comparisons to identify any between-group differences.

TFA Triad Analysis

In looking at within-subject comparisons, each adolescent's pair of TFA triads for the distinct angry events (the actual self-identified angry event and the standardized imaginary anger scenario) were examined to determine whether or not he generated identical triads for both distinct angry episodes. Descriptions and comparisons of these two anger triads were offered. The individual's two distinct angry event triads, and the triads for current and past typical angry functioning, were then compared to each other and to the triad produced for the normal daily events scenario. Subjective input provided by each participant with regard to the triads produced was examined

and considered in an effort to obtain further understanding of within-subject functioning.

Within-group comparisons were made to describe the pattern of triads discovered for each group under the various anger conditions and normal daily events, and also to determine if a predominant triad pattern existed within a group for any of these conditions. A TFA triad was to be considered the predominant TFA triad within a particular group under a specific condition if at least 70% of the participants' TFA triads for that group and condition were identical. Any group found to have a predominant TFA triad pattern in any condition had that triad compared with the predominant TFA triad pattern (or lack thereof) of both (a) the other group's pattern in the same condition (#s 1 through 5 on the matrix in Figure 3.2), and (b) the same group's pattern in the other conditions (#s 6 and 7 on the matrix in Figure 3.2). In addition, if predominant within-group patterns were discovered (using the 70% criteria) in moving from the predominant triad identified under the normal daily events condition to the predominant triad under any of the anger conditions, these patterns were to be examined for similarity or dissimilarity between groups. These same comparisons were made even if no predominant patterns were found to exist.

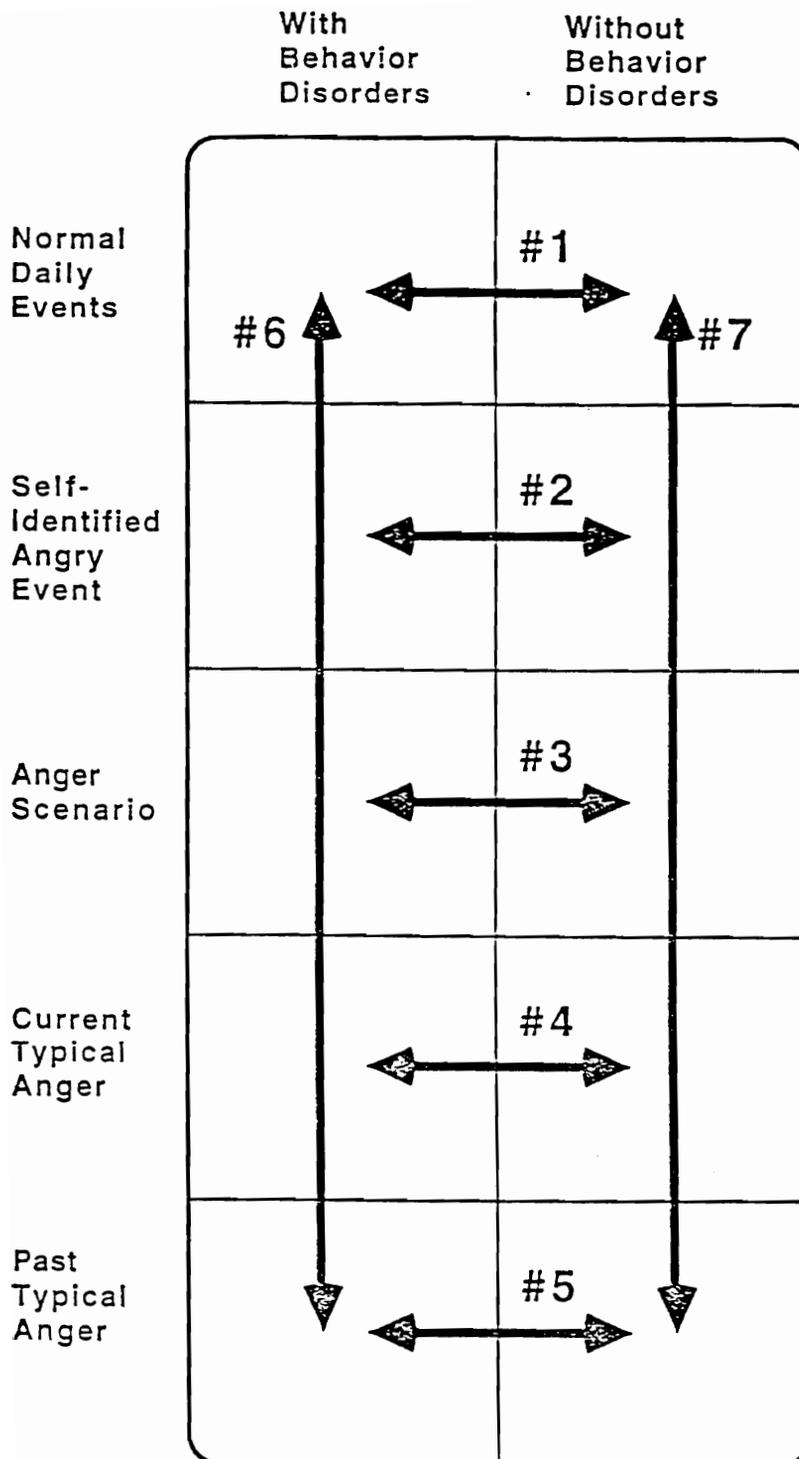


Figure 3.2

TFA Triad Comparison Matrix

Analysis of Thoughts, Feelings, and Actions

The thoughts, feelings, and actions of each participant were identified during the interview process. In order to break this data down into a manageable number of factors to consider, these thoughts, feelings, and actions were placed into general categories. The main concern in developing these categories was to result in classifications which were general enough to include a substantial number of the identified thoughts, feelings, and actions within them (so as to provide a workable number of categories for later comparisons), while remaining specific enough to result in clinically useful information. As it was impossible to know, specifically, what thoughts, feelings, and actions would be reported by the participants prior to such data being collected during the TFA interviews, the rationale for creating or eliminating certain categories is discussed, as needed, in Appendices K and L. Category identification took place in two steps.

Step One: Categories Identified in the Literature

In the first step, categories emerging from what we already knew from the review of the literature about the reported thinking, feeling, and acting characteristics of individuals with behavior disorders (Tables 2.2, 2.3, and 2.4) were considered. Categories identified in the

literature were treated in one of four ways, as described below:

1. Some categories identified in the literature were used exactly as stated in the literature review with no changes of any kind, and participant identified thoughts, feelings, and actions were placed within these categories. For example, reports of thoughts, such as "I was wondering if they were going to get mad at me if I didn't say anything" and "Is it worth the restriction?" were included in the category "consequential thinking".

2. Some categories identified in the literature were combined into more all-encompassing categories within which participant-identified thoughts, feelings, and actions were included. For instance, the acting categories "threatening or coercion", "yelling", "teasing/provoking", "speaking in a harsh or irritable fashion", "disrespectful toward others", and "domineering" were all subsumed under the broader category of "negative verbal interactions". Participant-identified actions, such as "I cursed her", "Yelling at him", and "I would tell him to shut up" were included in this category.

3. Some categories identified in the literature were divided into other categories or altered in some other way. For instance, the category "disobedience, rule breaking, or defiance" identified in the literature was divided and

subsumed under the categories of "noncompliance with adult direction/decision" (for active disobedience to an adult direction) or "arguing" (for verbal defiance).

4. Some categories, such as "murder" and "guilt", identified in the literature did not correspond to any thought, feeling, or action reported by participants; thus, these were not used in the final analysis of thoughts, feelings, and actions presented in the results chapter.

How the various categories identified in the literature were treated and/or utilized in the final analysis of participant-identified thoughts, feelings, and actions, is described in more detail in Appendix K.

Step Two: Categories Emerging from the Data

The second step used in this part of the study, then, involved those thoughts, feelings, and actions identified by the participants which did not fit well into any one category emerging from the review of the literature. These remaining thoughts, feelings, and actions were also examined to determine if any additional categories could be created from them. For example, various participants reported actions including "I asked why", "I'd probably ask the teacher, you know, 'What, uh, went wrong here on the test?'" , and "I would talk to him to see if this is my correct paper". None of these actions clearly fit into any of the acting categories emerging from the review of the

literature; however, it was possible to group these actions into a new category of their own called "information seeking".

New categories emerging from the data for either group, along with thoughts, feelings, and actions reported by each group corresponding to categories already noted in the literature review, were compared for similarity or dissimilarity. The presence or absence of a particular category, the frequency with which the participants in either group reported engaging in behavior indicative of a particular category, and any other factors of interest that emerged as the analysis progressed, were compared, with an eye toward identifying pertinent between-group differences. It was these comparisons, along with the TFA triad comparisons, which resulted in information useful to intervening with adolescents with behavior disorders.

Summary

In this study, the following comparisons were made: (a) within-subject, within-group, and between-group comparisons of TFA triads for conditions of normal daily events, a self-identified angry event, a standardized anger scenario, current typical angry functioning, and past typical angry functioning, and (b) between-group comparisons of patterns in specific thoughts, feelings, and actions identified for angry episodes.

The information obtained from these comparisons was used to: (a) describe how adolescent males with and without behavior disorders experience and respond to anger-provoking stimuli, and (b) illustrate differences in the experience of and response to anger-provoking stimuli between the two groups.

CHAPTER FOUR

RESULTS

Introduction

One premise on which this study was based was that differences between relatively more well-functioning groups and relatively less well-functioning groups indicate areas which may be problematic for members of the less well-functioning group. These areas can then be targeted for intervention. The intent was to explore how male adolescents with and without behavior disorders experience and respond to anger-provoking stimuli. Differences between the two groups in their experience of and response to anger should point to areas which could be problematic for the members of the group with behavior disorders.

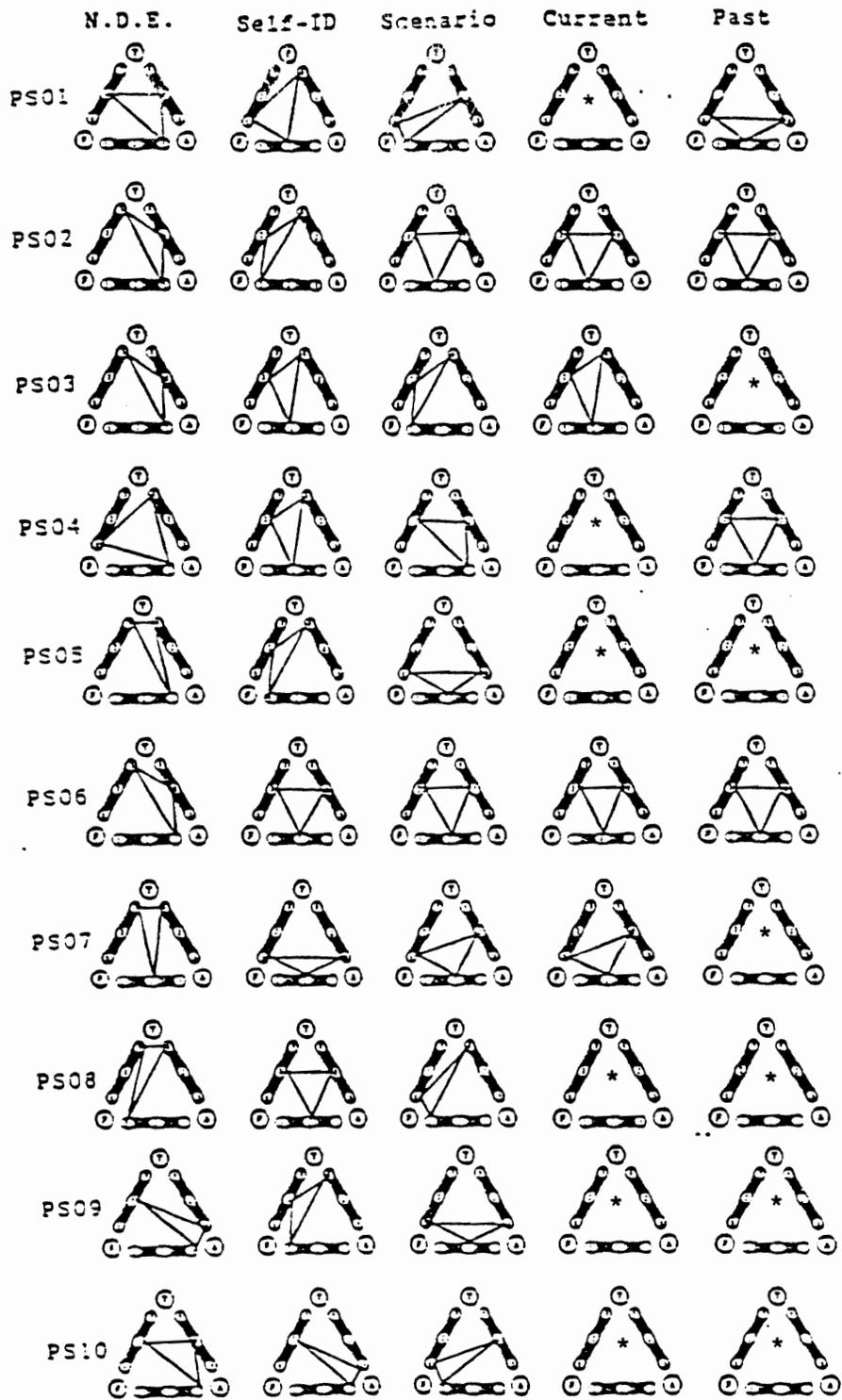
Several types of data were collected. These included each participant's TFA triads under five conditions, each participant's subjective input as to the triads produced, and the specific thoughts, feelings, and actions which were identified as occurring during the self-identified angry event and the standardized anger scenario. In addition, other information is presented, including how angry each participant reported feeling during each of the angry events, and at what stage of the standardized anger scenario each participant first reported angry feelings.

Participant Demographics

All participants in the study were adolescent males, aged 14 or 15, with no mental retardation. Eight of the participants without behavior disorders were Caucasian and two were African American. Nine of the participants with behavior disorders were Caucasian and one was African American. Length of residential treatment for the participants with behavior disorders varied from several months to several years. The reader can refer to the Subjects section of the third chapter for further details regarding the treatment centers from which the participants with behavior disorders were drawn.

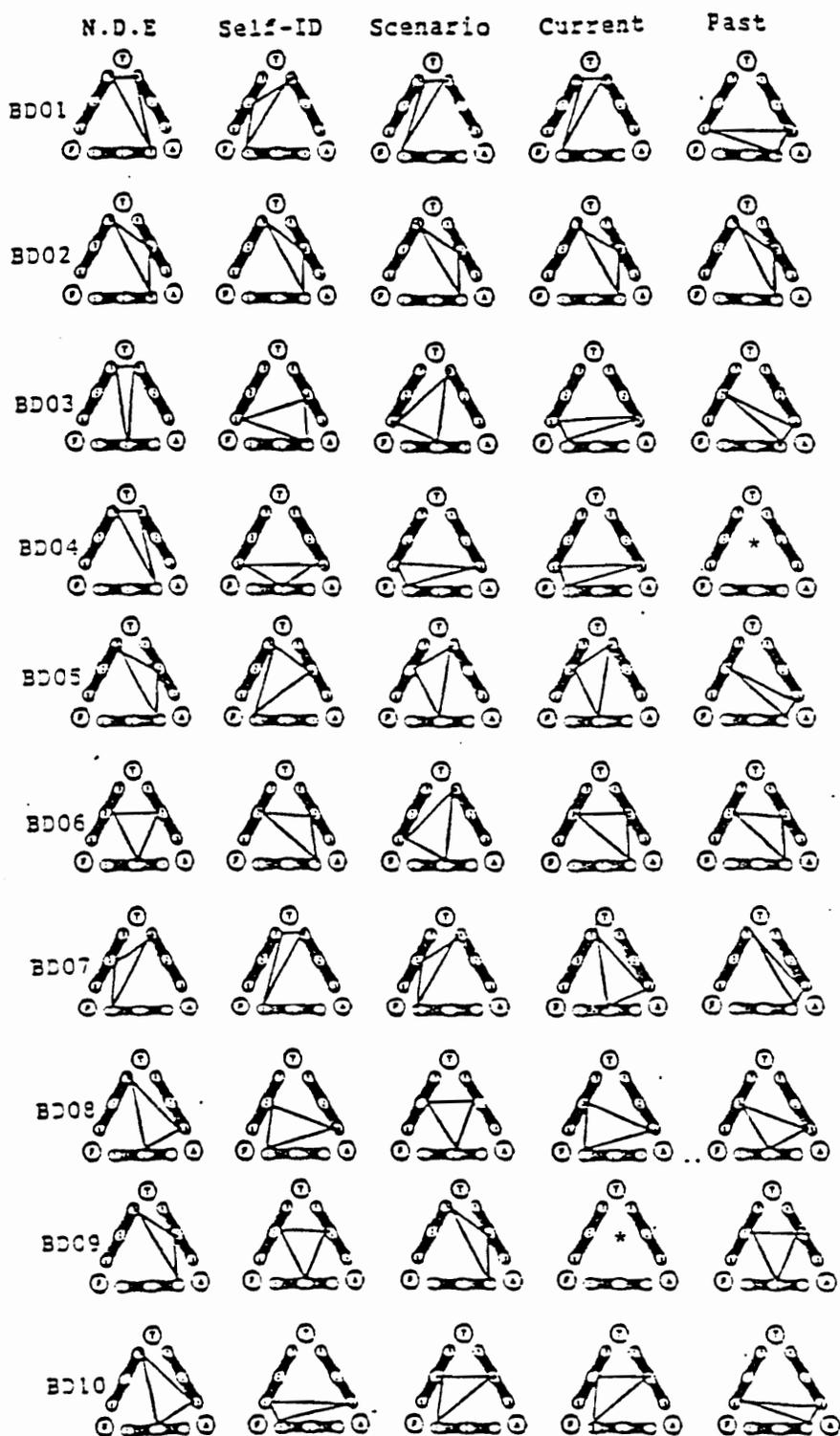
TFA Triad Results

Each participant produced a triad for: (a) a standardized "normal daily events" scenario (Appendix E); (b) a self-identified recent angry event (Appendix F); (c) their imagined reactions to a standardized anger scenario, which was broken down into five stages (Appendix G); (d) current "typical" functioning, when angry; and (e) past "typical" functioning, when angry. For current and past typical functioning, when angry, each participant had the option of identifying that he has, or had, no such typical functioning. The actual triads produced by each participant are located in Figures 4.1 and 4.2. On those



*Asterisk indicates a situationally-based response

Figure 4.1 TFA Triads ID'ed by the Group Without BDs



*Asterisk indicates a situationally-based response
 Figure 4.2 TFA Triads ID'ed by the Group With BDs

figures, blank TFA triangles, containing no triad, indicate that no triad representative of a "typical" way of functioning was identified by that participant within that particular condition. In these tables, and elsewhere in the document, participant numbers beginning with the letters "PS" signify that the participant was in the group of public school students without behavior disorders. Participant numbers beginning with the letters "BD" indicate that the participant was one of the residential treatment center students with behavior disorders.

Using a procedure described by Hutchins and Cole (1992) modified slightly with the permission of the lead author, each individual triad was assigned a TFA score, which indicated the relative degree to which each participant engaged in thinking-, feeling-, or acting-oriented behavior within each of the conditions of interest. For an individual, scores of T-3, F-1, A-2 indicate that for whatever condition was being examined thinking was predominant, followed by somewhat less acting, and feeling being the least likely to occur. Higher scores indicate a greater degree of functioning within that particular mode. For instance, a score of T-32, F-19, A-20 for the group indicates that for whatever condition was being examined, the individuals producing the triads on which these scores are based functioned in a predominantly thinking-oriented

way because the scores for thinking (T-32) were noticeably higher than the scores for feeling (F-19) or acting (A-20). These individual triad scores were then combined to create group scores for the various conditions of interest (see Appendix H for a description of how individual and group TFA scores were calculated and utilized). The individual and group scores are located in Tables 4.1 (for the group without behavior disorders) and 4.2 (for the group with behavior disorders). These scores are used throughout this chapter in order to assist in clarifying the discussion and reinforcing the conclusions.

As specified in the Method chapter, within-subject, within-group, and between-group comparisons were made in examining the participant-identified TFA triads. Although some patterns were identified in examining the within-subject comparisons, most of the more important findings of this study did not begin to emerge until within-group and, particularly, between-group comparisons were made. It was necessary, however, to determine within-subject functioning before the patterns of these individuals could be identified within each group. Likewise, it was also necessary to determine these within-group patterns before between-group comparisons of the patterns could be made. Therefore, in order to allow the reader to experience the order in which the various comparisons actually occurred and built upon one

TABLE 4.1

TFA SCORES FOR THE GROUP WITHOUT BEHAVIOR DISORDERS

SUBJECT	<u>N.D.E.</u>	<u>SELF-ID</u>	<u>SCENARIO</u>	<u>CURRENT</u>	<u>PAST</u>
PS01	T2,F1,A3	T2,F3,A1	T1,F4,A1	FLEXIBLE	T0,F3,A3
PS02	T3,F0,A3	T3,F3,A0	T2,F2,A2 FLEXIBLE	T2,F2,A2 FLEXIBLE	T2,F2,A2 FLEXIBLE
PS03	T3,F0,A3	T3,F2,A1	T3,F3,A0	T3,F2,A1	FLEXIBLE
PS04	T2,F2,A2	T3,F2,A1	T2,F1,A3	FLEXIBLE	T2,F2,A2 FLEXIBLE
PS05	T4,F0,A2	T3,F3,A0	T0,F3,A3	FLEXIBLE	FLEXIBLE
PS06	T3,F0,A3	T2,F2,A2 FLEXIBLE	T2,F2,A2 FLEXIBLE	T2,F2,A2 FLEXIBLE	T2,F2,A2 FLEXIBLE
PS07	T4,F1,A1	T0,F3,A3	T1,F3,A2	T1,F3,A2	FLEXIBLE
PS08	T4,F2,A0	T2,F2,A2 FLEXIBLE	T2,F4,A0	FLEXIBLE	FLEXIBLE
PS09	T1,F1,A4	T3,F3,A0	T0,F3,A3	FLEXIBLE	FLEXIBLE
PS10	<u>T2,F1,A3</u>	<u>T1,F1,A4</u>	<u>T1,F4,A1</u>	<u>FLEXIBLE</u>	<u>FLEXIBLE</u>
<u>TOTALS</u>	T-28 F-8 A-24	T-22 F-24 A-14	T-14 F-29 A-17	80% FLEXIBLE	90% FLEXIBLE

IMPLICATIONS:

NORMAL DAILY EVENTS: Principally T and A, little F

SELF-ID ANGRY EVENT: Principally T and F, relatively less A

ANGER SCENARIO: Principally F, relatively less T and A

CURRENT TYPICAL ANGER: Flexible

PAST TYPICAL ANGER: Flexible

TABLE 4.2

TFA SCORES FOR THE GROUP WITH BEHAVIOR DISORDERS

<u>SUBJECT</u>	<u>N.D.E.</u>	<u>SELF-ID</u>	<u>SCENARIO</u>	<u>CURRENT</u>	<u>PAST</u>
BD01	T4,F0,A2	T3,F3,A0	T4,F2,A0	T4,F2,A0	T0,F2,A4
BD02	T3,F0,A3	T3,F0,A3	T3,F0,A3	T3,F0,A3	T3,F0,A3
BD03	T4,F1,A1	T1,F2,A3	T2,F3,A1	T0,F4,A2	T1,F1,A4
BD04	T4,F0,A2	T0,F3,A3	T0,F4,A2	T0,F4,A2	FLEXIBLE
BD05	T3,F0,A3	T3,F2,A1	T3,F2,A1	T3,F2,A1	T1,F1,A4
BD06	T2,F2,A2 FLEXIBLE	T2,F1,A3	T2,F3,A1	T2,F1,A3	T2,F1,A3
BD07	T3,F3,A0	T4,F2,A0	T3,F3,A0	T2,F1,A3	T2,F0,A4
BD08	T2,F1,A3	T1,F3,A2	T2,F2,A2 FLEXIBLE	T1,F3,A2	T1,F2,A3
BD09	T3,F0,A3	T2,F2,A2 FLEXIBLE	T3,F0,A3	FLEXIBLE	T2,F2,A2 FLEXIBLE
BD10	<u>T2,F1,A3</u>	<u>T0,F4,A2</u>	<u>T2,F3,A1</u>	<u>T2,F3,A1</u>	<u>T0,F2,A4</u>
<u>TOTALS</u>	T-30 F-8 A-22	T-19 F-22 A-19	T-24 F-22 A-14	T-17 F-20 A-17	T-12 F-11 A-31

IMPLICATIONS:

NORMAL DAILY EVENTS: Principally T, followed by A, little F

SELF-ID ANGRY EVENT: No predominant mode

ANGER SCENARIO: Principally T and F

CURRENT TYPICAL ANGER: No predominant mode

PAST TYPICAL ANGER: Principally A

another, within-subject comparisons are first discussed (where findings were less dramatic) followed by within-group and between-group comparisons (where most of the study's major results were discovered).

Within-Subject Comparisons

A discussion of each participant's identified triads can be found in Appendix I. This section presents a summary of the findings from those discussions, as well as a summary of the subjective input provided by the individual participants with regard to the triads they created.

Identified Triads

Examining Tables 4.1 and 4.2 allows the reader to compare the TFA scores derived from the triads reported by each participant under each condition investigated. The reader can also use these tables to determine a participant's principal mode of functioning under the various conditions and to compare one participant's functioning with that of others. These tables will also be used to help make within-group and between-group comparisons.

In order to avoid confusion, please note that different triads can occasionally result in identical TFA scores. An examination of the triads for BD06 and BD07 (Figure 4.2) for current typical angry functioning illustrates this. Although the triads are different, their TFA scores (T-2,

F-1, A-3, from Table 4.2) are the same.

In examining the actual triads located in Figures 4.1 and 4.2 and the TFA scores located in Tables 4.1 and 4.2, one can see that there was significant variety in the triads produced by individual participants, as well as in the TFA scores and principal modes of functioning identified from these triads. This was not surprising given the different types of circumstances being examined in the various conditions of interest. Nonetheless, in examining within-participant comparisons, certain patterns do begin to emerge. Patterns and trends will become increasingly clear as we move into within-group and between-group comparisons.

Participants without behavior disorders. Participant PS06 reported that his functioning would be represented by a flexible midpoint triad (T=F=A) in all four anger-related conditions. This was in contrast to a strong acting and thinking orientation (T-3, F-0, A-3) noted for the normal daily event scenario. Thus, this participant appeared to move toward a somewhat more feeling but also more flexible response style, when angry.

Participant PS02, who identified a pattern of responses which was very similar to participant PS06 (discussed above), reported operating in a fashion represented by a flexible midpoint triad (T=F=A) in three of the four anger-related conditions (the anger scenario, current typical

anger, and past typical anger). This was in contrast to a strong acting and thinking orientation (T-3, F-0, A-3) reported for the normal daily event scenario. Thus, like participant PS06, this participant appeared to move toward a somewhat more feeling but also more flexible response style, when angry.

For participant PS03, a thinking orientation was balanced with an acting orientation (T-3, F-0, A-3) under the normal daily events condition, but was blended with a feeling orientation to various degrees in the three current anger-related conditions (T-3, F-2, A-1 for the self-identified angry event; T-3 F-3, A-0 for the anger scenario; T-3, F-2, A-1 for current typical anger). This indicated that this participant saw himself as functioning in a thinking-acting manner during normal daily events, but shifting to a thinking (primarily) and feeling (to varying degrees) orientation, when angry. Thus, this client reported that, while remaining very thinking oriented, he tends to move away from acting and toward feeling when he becomes angry.

Participant PS07 reported a strong thinking orientation (T-4, F-1, A-1) for the normal daily event condition, but a primarily feeling orientation coupled with varying degrees of acting in the three current anger-related conditions

(T-0, F-3, A-3 for the self-identified angry event; T-1, F-3, A-2 for the anger scenario; T-1, F-3, A-2 for current typical anger). Thus, this participant, like PS03 (discussed above), appeared to alter his functioning in a more feeling-oriented direction as he became angry; however, in the case of PS07 this feeling orientation was combined with acting rather than thinking.

Participants PS05, PS08, PS09, and PS10 reported that, both currently and in the past, they would have no typical way of functioning during angry situations but, rather, that they would respond flexibly on a situation-to-situation basis. The fact that the triads for the self-identified angry event and the anger scenario were quite different for each of these participants lends support to the idea of flexible functioning during angry episodes. Primary modes for normal daily events reported by these participants were mainly a mix of thinking and acting responses with varying secondary modes identified.

Participant PS04 reported flexible functioning during past typical angry episodes by engaging in behavior indicated by a midpoint triad. Flexible functioning, reported as responding on a situationally-determined basis, was also noted for current typical angry episodes. The triads for the self-identified angry event and the anger scenario were different and displayed different primary

modes, thus lending support to the notion of flexible functioning for this participant. Thinking was noted as either a primary or secondary mode within the conditions of normal daily events (T-2, F-2, A-2), the self-identified angry event (T-3, F-2, A-1), the anger scenario (T-2, F-1, A-3), and past typical anger (T-2, F-2, A-2). Although this may have been coincidental, it may indicate a certain reliance on thinking, to varying degrees, in most situations of current anger, as well as for normal daily events and past typical anger.

Participant PS01 reported flexible functioning (based on responding in a situationally-determined manner) under conditions of current typical anger. This was supported by having different triads for the self-identified angry event and the anger scenario. The triads for both of those conditions indicated a primary feeling response, however (T-2, F-3, A-1 for the self-identified angry event; T-1, F-4, A-1 for the anger scenario). Once again, this could be coincidental, or it may indicate that typical current angry reactions, while somewhat flexible, involve a high degree of feeling. This participant reported past typical angry functioning as being represented by a strong feeling-acting orientation (T-0, F-3, A-3), the acting component of which was noted as having been problematic. This stood in contrast to the lack of an acting orientation reported for

the two specific anger-related conditions (the self-identified angry event and the anger scenario), although this participant reported the continuation of acting as one of his primary orientations (T-2, F-1, A-3) during normal daily events. Thus, this participant may have deliberately moved away from an acting orientation, when angry, in order to avoid action-related problems.

Participants with behavior disorders. Participant BD02 reported an identical strong acting and thinking orientation (T-3, F-0, A-3) under each of the five conditions. This means that this individual indicated utilizing the same behavioral modes, when angry, both currently and in the past, as well as during normal daily events. Thus, during the upcoming within- and between-group comparisons, the reader should be aware that the data for this individual may be more a function of being trapped into one mode of responding in all situations rather than an indication of his response style within any of the individual conditions of interest. Thus, if any finding was based in large measure on this participant's data, that finding should be viewed with extra caution. None of the major findings were dependent upon the triads identified by this one individual participant.

Participant BD01 reported a strong thinking orientation for both the normal daily events scenario (T-4, F-0, A-2)

and each of the three current anger-related conditions (T-3, F-3, A-0 for the self-identified angry event; T-4, F-2, A-0 for the anger scenario; T-4, F-2, A-0 for current typical anger). This thinking orientation was combined with a secondary acting orientation for the normal daily events scenario, however, while it was combined with a feeling orientation to varying degrees in the current anger-related conditions. Thus, this participant reported that while remaining very thinking oriented, he shifts away from acting and toward feeling, when angry. This is in contrast to past typical angry functioning which was identified as having acting as the primary mode of functioning (T-0, F-2, A-4).

Participant BD05, who presented very similar functioning to participant BD01 (discussed above), identified a triad for the normal daily events scenario which indicated a strong thinking and acting orientation (T-3, F-0, A-3). In the three current anger-related conditions (the self-identified angry event, the anger scenario, and current typical anger) he identified a primarily thinking and somewhat feeling orientation (T-3, F-2, A-1). Thus, this participant reported that while remaining very thinking oriented, he shifts away from acting and toward feeling when he becomes angry. This stands in contrast to his reported past typical functioning, when

angry, which was noted to be strongly acting oriented (T-1, F-1, A-4).

Participant BD04 reported that feeling would be his primary (or one of his primary) mode(s) of functioning in each of the current anger-related conditions (T-0, F-3, A-3 for the self-identified angry event; T-0, F-4, A-2 for the anger scenario; T-0, F-4, A-2 for current typical anger). In comparing these results to the strong thinking and somewhat acting orientation (T-4, F-0, A-2) reported for the normal daily events scenario, it appeared that this participant consistently engaged in varying degrees of acting (usually as a secondary orientation), but moved away from a primarily thinking orientation and toward a primarily feeling orientation, when angry.

Participant BD06 reported a primarily acting and somewhat thinking mode of functioning (T-2, F-1, A-3) for the self-identified angry event, the current typical anger condition, and the past typical anger condition. This primarily acting, somewhat thinking orientation was in contrast to the flexible midpoint triad identified for normal daily events. This participant reported identical triads for typical current and past angry functioning.

Participant BD07 identified similar, though not identical, triads for both typical current (T-2, F-1, A-3) and typical past (T-2, F-0, A-4) angry functioning, which

revealed a primarily acting and somewhat thinking orientation. This was in contrast to the strong thinking and feeling orientation (T-3, F-3, A-0) noted for the normal daily events scenario, which was identical to his anger scenario triad and similar to his triad for the self-identified angry event (T-4, F-2, A-0). Unlike 90% of the 20 subjects in this study, only this participant and participant BD03 (discussed below) identified self-identified angry event triads and anger scenario triads, neither one of which was identical to that of their reported current typical angry functioning. It must be remembered, though, that a basic assumption identified in the introductory chapter of this document is that adolescents can and will accurately self-report. Given that, it must be assumed that the triad for current typical angry functioning of participant BD07 is correct as identified (with a strong acting, followed by thinking orientation) and that the triads for the self-identified angry event and the anger scenario, while accurate for those situations, are not typical of this participant's current angry functioning. Thus, this participant appeared to adopt an acting-oriented mode of functioning, when angry, both currently and in the past, which was in contrast to the thinking and feeling orientation identified for the normal daily event scenario.

Participant BD03 was the second participant for whom neither the triad for the self-identified angry event nor the triad for the anger scenario was identical to what was reported to be current typical angry functioning. This participant reported functioning in a primarily acting, somewhat feeling manner (T-1, F-2, A-3) during the self-identified angry event. A primarily feeling, somewhat thinking orientation (T-2, F-3, A-1) was indicated for the anger scenario. A strong feeling, followed by acting orientation (T-0, F-4, A-2) was reported as being typical of current angry functioning. Thus, while none of the three current anger conditions (the self-identified angry event, the anger scenario, and current typical angry functioning) resulted in identical triads, there was a primarily feeling-oriented response for both the anger scenario and current typical angry functioning, while feeling was identified as a secondary orientation for the self-identified angry event. This was in contrast to the strong thinking orientation (T-4, F-1, A-1) identified for the normal daily events condition, and the strong acting orientation (T-1, F-1, A-4) identified for past typical angry functioning.

Participant BD08 reported a primarily feeling- and somewhat acting-oriented mode of functioning (T-1, F-3, A-2) for both the self-identified angry event and current typical angry functioning. This was in contrast to the primary

acting orientation identified for both the normal daily events scenario (with a secondary thinking orientation noted by the score T-2, F-1, A-3) and for past typical angry functioning (with a secondary feeling orientation noted by the score T-1, F-2, A-3). Thus, this participant appeared to have moved toward a feeling orientation and away from an acting orientation during angry episodes even though he still reported a primarily acting-oriented manner of functioning for the normal daily events scenario.

Participant BD10 reported a primary feeling orientation, with varying secondary orientations, for all three current anger-related conditions (T-0, F-4, A-2 for the self-identified angry event; T-2, F-3, A-1 for the anger scenario; T-2, F-3, A-1 for current typical anger). This was in contrast to the primary acting orientation, with varying secondary orientations, identified for both the normal daily events scenario (T-2, F-1, A-3) and past typical angry functioning (T-0, F-2, A-4). Thus, like BD08 (discussed above) this participant appeared to move toward a feeling orientation and away from an acting orientation, when angry, yet to still report functioning in an acting-oriented manner for the normal daily event scenario.

Participant BD09 was the only participant with a behavior disorder to report that he functioned flexibly both in the past (as determined by a flexible T=F=A midpoint

triad) and currently (identified as a flexible situationally-determined response). The fact that he identified different triads for the self-identified angry event (a T=F=A midpoint triad) and the anger scenario (a triad indicative of a strong acting and thinking orientation noted by the score T-3, F-0, A-3) initially appears to lend support to the idea of flexible functioning. It is possible, however, that this flexibility may be somewhat limited, as this participant basically identified only two triads for any of the five conditions. He identified a triad indicative of a strong acting-thinking orientation (T-3, F-0, A-3) for the normal daily events scenario and the anger scenario, and a midpoint triad for the self-identified angry event and past typical angry functioning. Thus, all four of these triads had acting and thinking as one of their predominant modes. Keeping in mind that all triads are assumed to be accurate as reported, these match-ups could be coincidental or they could indicate that this participant actually functioned in a primarily acting and thinking way in most circumstances, and that the only true flexibility displayed was in the amount of feeling involved.

Participant Discussion of Triads

As part of their individual interviews, participants discussed the TFA triads they had created for their personal functioning within the various conditions of interest. Many

of the statements generated during this process appeared to apply specifically to only one participant. Other statements, however, applied to more than one participant and, in examining them, certain themes emerged. These items were introduced spontaneously as the participants examined their triads, as opposed to having participants agree or disagree with a number of previously prepared statements. It is assumed, therefore, that the number of participants who would have endorsed certain statements or opinions, if asked, could have been higher than that which was actually reported.

One theme which was reported by several participants involved reactions during angry situations being determined, in part, by the nature of the angering event, attributes of the provocateur, and where and with whom the angry event takes place. Statements indicating a sensitivity to such variables included being less likely to act during angry episodes in school (BD07); being less likely to act when angry in the presence of authority figures, family, or family friends (PS05, PS09, and BD05); being more likely, when angry, to engage in an acting response with peers (PS05 and PS09) or other familiar people (PS01); that having more time to respond increases the tendency toward a thinking response (PS08 and BD04); and that being confronted with numerous stressors at one time makes a feeling-oriented

response more likely (PS08 and BD04), among others. In all, six participants without behavior disorders (PS01, PS04, PS05, PS08, PS09, and PS10) and four participants with behavior disorders (BD04, BD05, BD07, and BD10) reported such environmental factors influencing their functioning during angry episodes.

Another theme which was reported by several participants was the tendency to move toward or away from certain modes of functioning with increasing levels of anger. For instance, three participants without behavior disorders (participants PS01, PS02, and PS03) and two participants with behavior disorders (BD03 and BD05) indicated that increasing levels of anger can result in a tendency to respond in an increasingly feeling-oriented mode of functioning.

The opposite effect was found to be true for thinking, as five participants without behavior disorders (PS01, PS02, PS06, PS07, and PS10) and one participant with a behavior disorder (BD03) reported that increasing levels of anger lead to a decreased tendency to operate in a thinking-oriented manner. Two participants (PS05 and PS06) indicated that, for them, more thinking tends to result in less acting.

With regard to acting, there were some interesting findings. While only one participant (PS10) reported that

increased anger typically tends to lead toward increased acting, three participants (PS03, PS07, and BD07) indicated that only atypically extreme anger would produce such a response. Also, one participant in the group without behavior disorders (PS02) and two participants in the group with behavior disorders (BD01 and BD05) actually reported a decreased tendency to engage in acting, when angry. This tendency to inhibit acting, when angry, may be very deliberate, however, as three of the participants with behavior disorders (BD04, BD07, and BD10) indicated that engaging in an acting-oriented manner, when angry, has resulted in past problems. In addition, one participant from the group without behavior disorders (PS01) and three participants from the group with behavior disorders (BD04, BD07, and BD10) reported being aware of a need to avoid an action-oriented response, when angry, in order to avoid negative consequences for their behavior. Thus, especially for adolescents with behavior disorders, if action is avoided, when angry, this may be due to very deliberate attempts to inhibit acting based on knowledge gained from past experience that acting, when angry, can result in problems and negative consequences. This conclusion must be viewed with significant caution given the way the information on which it is based was collected and the small number of participants involved. Nonetheless, further

evidence supporting this notion is presented as within-group and between-group differences are reported later in this chapter.

Within-Group Comparisons

As stated in the previous section, significant variation was found in the triads produced by each participant for the different conditions of interest. This was not surprising given that very different types of situations were being assessed. In looking for within-group patterns, however, that trend begins to change in a more noticeable way, as discussed in the following sections. It is suggested that the reader, once again, refer to Tables 4.1 and 4.2, as well as the actual triads located in Figures 4.1 and 4.2, for clarification when needed.

Within-group comparisons will be made by comparing the functioning of individual participants within a group to one another, by looking for group patterns within each condition, and by making cross-condition comparisons. At a minimum, the following will be discussed:

1. Primary modes of functioning within each condition.
2. Consistency of participant responses between various conditions.
3. Between-condition comparisons of the self-identified angry event, the anger scenario, and current typical angry functioning. This will be with an eye toward determining

whether the responses indicated for the two distinct angry events support the responses indicated for current typical angry functioning.

4. Between-condition comparisons of the responses for (a) normal daily events and current typical anger and (b) current typical anger and past typical anger. These are considered to be the between-condition comparisons of greatest importance since these three situations represent general functioning under current calm, current angry, and past angry conditions. This should provide a global picture of the general functioning of each group. This is as opposed to the self-identified angry event and the anger scenario which are seen as being two idiosyncratic situations, the results for which are specific to those distinct events and which may not correspond to functioning in general.

Although the discussion will move back and forth between the various conditions, the general format to be used in this section will present the above comparisons beginning with normal daily events, moving through the two specific angry situations and the current typical anger condition, and ending with the past typical anger condition.

Participants Without Behavior Disorders

In beginning the exploration of within-group comparisons for participants without behavior disorders, it

should be noted that no single triad pattern for any of the conditions met the criteria of being identified by 70% of participants in order to qualify as a predominant triad pattern for this group.

When looking at the primary modes of functioning for the group without behavior disorders within the condition of normal daily events, there was a largely thinking-acting orientation, with relatively little feeling. This was reflected in the following group TFA score taken from Table 4.1: T-28, F-8, A-24.

The primary modes of functioning for this group under the self-identified angry event condition were thinking and feeling, with relatively less acting. This was indicated by the following group TFA score for the self-identified angry event: T-22, F-24, A-14.

The primary mode of functioning identified by the group without behavior disorders for the anger scenario condition was feeling, with relatively less thinking and acting noted. This was indicated by the following group TFA score for the anger scenario: T-14, F-29, A-17.

In producing the triads for current typical angry functioning, participants were asked to identify the triad that would indicate how they typically respond, when angry, at this point in their lives, if they have a typical response pattern. Six participants in the group with no

behavioral disorders stated that they have no typical way of functioning, when angry, but that their response varies from situation to situation. Two other participants in this group indicated a midpoint triad pattern indicative of functioning in a flexible manner, about equally between thinking, feeling, and acting modes. The indication then, is that 80% of this group reported that they currently function flexibly when experiencing anger, either through responding on a situationally-determined basis, or by utilizing a flexible midpoint response pattern.

In looking at the between-condition examination of the self-identified angry event and the anger scenario versus the current typical anger condition, the focus was on determining whether or not the triads identified for the two distinct angry conditions (the self-identified angry event and the anger scenario) supported the finding of the current typical anger condition. While it was unlikely that every response for the two idiosyncratic, distinct angry events would match that identified for current typical angry functioning, one would expect to see at least some degree of corroboration. This was, in fact, found to be the case. If one considers that current typical situationally-determined functioning, when angry, would often be represented by differing triads for the two different and distinct angry events (the self-identified angry event and the anger

scenario), then it is apparent that participants PS01, PS04, PS05, PS08, PS09, and PS10 identified triads in the self-identified angry event and anger scenario conditions which corroborate the flexible response identified for current angry functioning. In those four cases where a triad was identified within the current typical anger condition, participant PS06 had identical midpoint triads across each of the three conditions, while participants PS02, PS03, and PS07 each reported that the triads for at least one of the two distinct angry events would match that of their current typical angry functioning. Thus, 7 out of 10 participants in this group reported completely supportive responses across the triads for self-identified angry events, the anger scenario, and the current typical anger conditions, even though, for the most part, this was attributable to the degree of situationally-based flexible responding reported. The remaining 3 participants reported matching triads for two out of these three conditions. Thus, in examining the triads identified for the self-identified angry events and the anger scenarios, considerable support was found to exist for the triads reported within the current typical anger condition.

When asked to describe past typical anger responses, 6 members of the group without behavior disorders identified no triad, stating that their behavior would vary from

situation to situation. Another 3 participants in this group identified the flexible midpoint triad, indicative of functioning approximately equally in all three behavioral modes. Thus, 90% of the members of this group saw themselves as typically functioning flexibly during past angry episodes, either through responding on a situationally-determined basis, or by utilizing a flexible midpoint response pattern. Flexibility, then, appeared to be the rule in this group's functioning, when angry, both currently and two years in the past.

None of the responses identified by the participants without behavior disorders for normal daily events matched those of the current typical anger condition. This indicated very different types of functioning between normal daily events and when angry for the group without behavior disorders.

There was considerable consistency between current typical and past typical angry reactions. Sixty percent of the participants in this group indicated identical triads as being indicative of both current and past typical functioning. As previously noted, 70% reported one type or another of flexible responding within both of these conditions for each participant. Finally, 85% of the 20 responses identified by the group without behavior disorders, under the current and past typical anger

conditions combined, indicated some sort of flexible functioning, while only 15% indicated some other triad.

In conclusion, in making cross-condition comparisons between the normal daily events condition, the current typical anger condition, and the past typical anger condition, the following global picture emerged for the group without behavior disorders. Participant responses indicated that for the normal daily events condition this group functioned in a primarily thinking and acting-oriented manner, with little feeling, as indicated by a group TFA score of T-28, F-8, A-24. During current typical angry events, this group as a whole reported that they moved away from this highly thinking and acting orientation, and responded in a flexible manner, either through reacting in a way indicated by a midpoint triad or through responding on a situationally-determined basis. This same flexible response style was also indicated for past typical angry functioning. Thus, while the reported current typical angry reactions of the group without behavior disorders were very similar to their past typical angry response style, they were quite different from the primarily thinking-acting reactions identified for normal daily events.

Participants With Behavior Disorders

In beginning the exploration of within-group comparisons for participants with behavior disorders, it

should, once again, be noted that no single triad pattern within any of the conditions of interest met the criteria of being identified by 70% of participants in order to qualify as a predominant triad pattern for this group.

When looking at the primary modes of functioning for the group with behavior disorders within the normal daily events condition, there was a largely thinking, somewhat acting orientation, with little feeling. This was indicated by the following group TFA score taken from Table 4.2: T-30, F-8, A-22.

In examining the self-identified angry event, there was no one clearly predominant mode of functioning as indicated by the group TFA score for this condition of T-19, F-22, A-19.

The primary modes of functioning within the anger scenario condition were thinking and feeling. This was indicated by the following group TFA score for the anger scenario: T-24, F-22, A-14.

In producing the triads for current typical angry functioning, participants were asked to identify the triad that would indicate how they typically respond, when angry, at this point in their lives, if they have a current response pattern. In examining the triads identified by the group with behavior disorders under this condition, along with the resulting TFA scores, it was found that no

predominant group mode of functioning existed but, rather, that the participants reported a variety of different triads and modes. This was indicated by a group TFA score within this condition of T-17, F-20, A-17.

In looking at the between-condition examination of the self-identified angry event and the anger scenario versus the current typical anger condition, the focus was on determining whether or not the triads identified for the two distinct angry conditions (the self-identified angry event and the anger scenario) supported the finding of the current typical anger situation with regard to the primary mode(s) of functioning. As 9 out of the 10 participants in the group with behavior disorders identified different non-midpoint triads for current angry functioning (unlike the group without behavior disorders), it was desirable to determine the degree of corroboration for the current anger responses provided by the two specific angry events. This was done by summing the TFA scores for the self-identified angry event and the anger scenario and comparing the summed score for TFA relationships with that for current typical anger. The results of the comparison are shown in Table 4.3. As can be seen, for 7 of the 9 participants, the summed score did corroborate their responses for current typical anger. Furthermore, for 6 of these 7, the relationship between thinking, feeling, and acting was

TABLE 4.3

TFA SCORE COMPARISONS FOR THE SELF-IDENTIFIED ANGRY EVENT AND THE ANGER SCENARIO (SUMMED) VERSUS CURRENT TYPICAL ANGER

<u>SUBJECT</u>	<u>SELF-ID</u>	<u>SCENARIO</u>	<u>SUM</u>	<u>CURRENT</u>	<u>SUPPORT?</u>
BD01	T3, F3, A0	T4, F2, A0	T7, F5, A0	T4, F2, A0	YES
BD02	T3, F0, A3	T3, F0, A3	T6, F0, A6	T3, F0, A3	YES
BD03	T1, F2, A3	T2, F3, A1	T3, F5, A4	T0, F4, A2	YES
BD04	T0, F3, A3	T0, F4, A2	T0, F7, A5	T0, F4, A2	YES
BD05	T3, F2, A1	T3, F2, A1	T6, F4, A2	T3, F2, A1	YES
BD06	T2, F1, A3	T2, F3, A1	T4, F4, A4	T2, F1, A3	NO
BD07	T4, F2, A0	T3, F3, A0	T7, F5, A0	T2, F1, A3	NO
BD08	T1, F3, A2	T2, F2, A2	T3, F5, A4	T1, F3, A2	YES
BD10	T0, F4, A2	T2, F3, A1	T2, F7, A3	T2, F3, A1	YES

exactly the same for the two distinct angry events in combination and current typical anger.

In examining the reported triads and resultant TFA scores, it appeared that while this group indicated engaging in very little feeling during normal daily events (as indicated by a group TFA score for that condition of T-30, F-8, A-22), they reported a great deal more feeling within the current typical anger condition (T-17, F-20, A-17). This indicated that while this group would engage in little feeling within the normal daily events condition, they moved toward a more feeling-oriented response (in combination with other modes) under the condition of current typical anger. Thus, they reported functioning differently under the condition of normal daily events when compared to current typical anger condition.

It was when examining the triads and TFA scores identified for typical past angry responses that the strongest trend became apparent for the group with behavior disorders. In creating these triads, participants in this group were asked to identify their functioning prior to receiving therapeutic services. Two triads, one depicting a strong acting orientation and the other depicting a strong acting and somewhat feeling orientation, were identified twice each. No other triad occurred more than once. When the TFA scores for each of the triads created for past

typical angry responses were examined, however, it was discovered that 90% of the participants identified acting as the principal mode or one of the principal modes of behavior, when angry, in the past. The indication, then, was that prior to receiving therapeutic services, this group, as a whole, responded to angry situations in a predominantly acting manner. This was reflected in a group TFA score for this condition of T-12, F-11, A-31 (Table 4.2).

Like the group without behavior disorders, participants in the group with behavior disorders generally reported that their functioning would differ between the normal daily events condition and the current typical anger condition. Ninety percent of this group differentiated between normal daily events functioning and current angry functioning, compared to 100% of the group without behavior disorders. Within the normal daily events condition, this group reported that it would function in a principally thinking, followed by acting-oriented mode, with very little feeling, as indicated by a group TFA score of T-30, F-8, A-22. In contrast, this group reported that within the current typical anger condition they would display no predominant mode, and that feeling would be approximately equal to the other modes, as demonstrated by a group TFA score of T-17, F-20, A-17.

This group, unlike the group without behavior disorders, reported very little consistency between current and past typical angry functioning. Only two participants (BD06 and BD02) reported identical triads between these conditions. Participant BD02 it should be remembered indicated identical triads for all five conditions. Only one additional participant (BD07) reported functioning in the same predominant mode. Thus 80% of this group reported different triads between these two conditions, and 70% reported functioning within different primary modes. The group TFA score for current typical anger was T-17, F-20, A-17, indicating no one predominant mode of functioning, while the group TFA score for past typical anger was T-12, F-11, A-31, indicating highly acting-oriented functioning.

In conclusion, in making cross-condition comparisons between the normal daily events condition, the current typical anger condition, and the past typical anger condition, the following global picture emerged for the group with behavior disorders. Participant responses indicated that for the normal daily events condition, this group functioned in a primarily thinking followed by acting manner, with little feeling, characterized by a group TFA score of T-30 F-8, A-22. During current typical angry events, although no one particular mode proved to be predominant, this group as a whole reported beginning to

engage in a greater amount of feeling-oriented behavior, as illustrated by group TFA scores of T-17, F-20, A-17. In contrast, the triads produced for past typical angry reactions indicated a strong acting orientation. The overall impression, then, is that this group moved away from a primarily acting-oriented manner of functioning, when angry, in the past, to a current typical manner of functioning, when angry, involving no predominant mode.

Between-Group Comparisons

As indicated in the Method chapter, the initial between-group comparisons to be completed in this study were those illustrated on the TFA Triad Comparison Matrix in Figure 3.2. If any group was found to have a predominant TFA triad pattern (using the seventy percent criteria) in any of the conditions of interest ("normal daily events" or the four anger-related triads) that pattern was to be compared to the other group's pattern, or lack thereof, for that condition. In addition, if predominant within-group triad patterns were discovered (using the seventy percent criteria) in moving from the predominant triad under normal conditions to the predominant triad under any of the anger-related conditions, these patterns were to be examined for similarity or dissimilarity between groups.

As was noted, though, no predominant triad pattern was discovered for either group for any of the five conditions

of interest. Most of the participants in both groups produced TFA triads which were found to be rather variable when making both within-subject and within-group comparisons. Thus, no predominant triad patterns were found on which to make further comparisons.

Even though neither group produced a predominant individual triad pattern for any of these conditions, the TFA scores were used to make comparisons between the two groups.

In looking at the TFA scores and predominant modes for the normal daily events condition, it was noted that the group without behavior disorders as a whole reported a principally thinking and acting response style with very little feeling (T-28, F-8, A-24). The group with behavior disorders displayed a similar, principally thinking, somewhat acting response style, once again with very little feeling noted (T-30, F-8, A-22). Thus, both of these groups reported similar response styles characterized by a predominant thinking orientation and little feeling. The only notable difference between the two groups within this condition was that the group with behavior disorders indicated slightly less acting, when compared to thinking, than did the group without behavior disorders.

This low-feeling orientation reportedly changed greatly for both groups during current angry situations. The group

without behavior disorders identified a flexible response style as typifying current angry reactions. The group with behavior disorders reported moving toward a much more feeling-oriented manner of functioning when angry as evidenced by a group TFA score of T-17, F-20, A-17 for the current typical anger condition.

In making between-group comparisons regarding the self-identified angry events condition, it was noted that the group without behavior disorders reported engaging in primarily thinking and feeling, with somewhat less acting in these various actual events (T-22, F-24, A-14). The group with behavior disorders reported engaging in all three modes to approximately the same extent (T-19, F-22, A-19).

For the anger scenario, as a whole, the group without behavior disorders reported engaging in a primarily feeling-oriented manner, with relatively less thinking and acting (T-14, F-29, A-17). In comparison, the group with behavior disorders reported engaging primarily in thinking and feeling, with relatively less acting noted (T-24, F-22, A-14).

In the previous section on within-group comparisons, there were two major findings with regard to how the group without behavior disorders typically functioned during current and past angry episodes. These two findings were (a) that for current typical functioning, 80% of this group,

and (b) for past typical functioning, 90% of this group, reported predominant modes of functioning indicating that they responded flexibly when experiencing anger. This was accomplished either through responding on a situationally-determined basis, or by utilizing behavior typified by a flexible midpoint (T=F=A) triad, which indicates functioning about equally in all three behavioral modes. This flexibility in responding appeared to be the norm for this group's functioning during both current and past angry situations.

The group with behavior disorders had a very different pattern of responding to these two situations. In examining the predominant modes of functioning identified from the triads for past reactions, when angry, it was discovered that prior to receiving therapeutic services, this group as a whole responded to angry situations in a predominantly acting manner (indicated by a group TFA score of T-12, F-11, A-31). As noted, several of the participants in this group stated during the interviews that such an acting orientation had proven problematic in the past and/or that acting-oriented responses needed to be deliberately avoided in order to avoid negative consequences. These findings reinforce the notion that, during past years, a predominantly acting-oriented manner of responding during

angry episodes contributed to problems experienced during such situations.

The participants in the group with behavior disorders were at various points in their treatment and were displaying different responses to treatment during the time period of their interviews. Thus, it was not surprising to find that in looking at the current typical angry functioning of this group, there was significant variation between participants. There was, in fact, no predominant group pattern currently being displayed (as indicated by a group TFA score of T-17, F-20, A-17 for current typical anger) but, rather, a wide variety of triad patterns reported for current functioning, when angry. Despite the fact that there was no predominant triad pattern or mode of functioning identified, there were two important considerations.

The first such point was that the considerable intra-group variability noted for the current typical angry functioning of the group with behavior disorders lies in direct contrast to the predominantly acting-oriented way of responding noted by this group in the past. The second consideration was that only one participant in the group with behavior disorders reported that he currently responded in a flexible, situationally-based manner, when angry. This was in contrast to 80% of the group without behavior

disorders reporting a currently flexible response style, when angry.

To summarize a major finding, for the group without behavior disorders, both past and current functioning, when angry, was marked by a flexible response style. This stood in contrast to the past typical angry functioning of the group with behavior disorders, which was marked by a predominantly acting-oriented response style. In addition, the current manner of functioning, when angry, reported by the group with behavior disorders indicated that as a group they had moved away from the predominantly acting response style which resulted in problems for them, but that they still did not display the flexible functioning of the group without behavior disorders.

Thoughts, Feelings, and Actions Results

As discussed in the Method chapter, the thoughts, feelings, and actions identified during the interviews were placed into general categories for between-group comparisons. This was accomplished in two steps. In the first step, categories identified in the literature were either utilized as separate categories, or were combined or altered to create new categories. The second step involved those thoughts, feelings, and actions identified by the participants which did not fit well into any of the single categories emerging from the review of the literature.

These remaining thoughts, feelings, and actions were also used, either alone or in combination with others, to create additional categories for between-group comparisons.

Comparisons for each category were made separately for the self-identified angry event and the anger scenario. This is because these two situations examined two very different types of events. The self-identified angry event had the advantage of being an angering situation that actually occurred with the participant. Thus, the participant did not have to guess at how he would respond. The disadvantage with the self-identified angry event was that each participant was describing a different set of circumstances. The advantage with the anger scenario was that each participant walked through the same imaginary set of circumstances; however, the participant had to make assumptions about how he would respond. Thus, the self-identified angry event and anger scenario each had their own strengths and weaknesses, and produced different types of information.

Appendix J contains the transcribed thoughts, feelings, and actions identified by each participant. Underlined and in parentheses, the reader will find the category to which they have been assigned. The identification and comparison of thinking, feeling, and acting categories begins in Appendix K. Appendix K presents a discussion of how the

categories found in the literature pertinent to the thoughts, feelings, and actions, identified by the participants in this study, will be treated. Appendix L contains the description and comparisons of categories of participant-identified thoughts, feelings, and actions emerging from the interview data. Findings resulting from the comparisons of thinking, feeling, and acting categories, identified in Appendices K and L, will be summarized below.

Summary of Between-Group Differences in Thinking Categories

Table 4.4 presents a summary of the findings related to between-group differences for each thinking category found either in the literature or emerging from the interview data, for both the self-identified angry event and the anger scenario. Substantial between-group differences were noted to exist only if the number of participants reporting engaging in a particular type of thinking, or the number of separate instances of engaging in such thinking, were at least twice as high for one group compared to the other. If between-group differences were indicated for any category under either angry situation, the direction of the difference was noted (i.e., BDs > Without BDs or BDs < Without BDs). If no between-group differences were found, that was indicated as well (No differences).

As can be seen in Table 4.4 no between-group differences were found for several of the categories

TABLE 4.4

SUMMARY OF FINDINGS ON THINKING CATEGORY BETWEEN-GROUP DIFFERENCES

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>	<u>ANGER SCENARIO</u>
Alternative thinking	No differences	BDs > Without BDs
Consequential thinking	BDs > Without BDs (On # of occurrences only)	No differences
Self-guiding speech	BDs > Without BDs	No differences
External locus of control	No differences	No differences
Internal locus of control	No differences	No differences
Analyzing the situation	No differences	No differences
Concern regarding reactions of family	No differences	BDs < Without BDs
Contemplating first-strike aggression	BDs > Without BDs (Toward peers <u>and adults</u>)	BDs > Without BDs (Toward peers <u>and adults</u>)
Contemplating physical defense	BDs < Without BDs	No opportunity
Contemplating nonaggressive, and positive, course of action	No differences	No differences
Contemplating nonaggressive, but negative, course of action	BDs > Without BDs	BDs > Without BDs

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>	<u>ANGER SCENARIO</u>
Coping/calming thoughts	BDs > Without BDs	No differences
Mind reading	No differences	No differences
Negative prediction	No differences	No differences
Positive prediction	No differences	BDs < Without BDs
Negative thoughts regarding others	BDs > Without BDs	No differences
Self-criticism	No differences	BDs < Without BDs
"Should" thought	BDs > Without BDs	No differences
Theme of being trapped into undesired conflict	No differences	No differences
Theme of mistreatment	No differences	No differences
Theme of revenge	BDs < Without BDs	No differences
Turning thoughts or attention <u>away</u> from the angering situation	BDs < Without BDs	BDs < Without BDs
Turning thoughts or attention <u>toward</u> the angering situation	BDs > Without BDs	BDs < Without BDs
Wishful thinking	No differences	BDs < Without BDs (On # of occurrences only)

emerging from either the literature or the interview data for either the self-identified angry event or the anger scenario. Analysis of the interview data indicated no substantial differences (using the 2:1 ratio criteria) between the two groups for the following categories: (a) analyzing the situation; (b) contemplating/planning a nonaggressive, and positive, course of action; (c) mind reading; (d) negative prediction; (e) theme of being trapped into an undesired conflict; and (f) thought indicating an external locus of control. With regard to thought indicating an internal locus of control, no between-group differences were found within this category, either; however, the number of occurrences of such thoughts reported by the group without behavior disorders nearly met criteria to be considered substantially higher than the number of such occurrences reported by participants with behavior disorders.

Evidence for between-group differences in the thinking categories was considered greatest for those categories within which (a) there were at least two participants in at least one of the groups who reported engaging in the type of thought specified for that category, (b) both the number of participants reporting engaging in a particular category of thinking and the overall number of occurrences of engaging in that category of thinking were substantially higher for

one group than the other, and (c) there was no disagreement between the findings for the self-identified angry event and the anger scenario. These same three criteria were used in examining feeling and acting categories, which will be discussed when we come to those sections later in this chapter.

Four thinking categories met all three of these criteria. In two of these categories, when compared to the group without behavior disorders, participants with behavior disorders were found to report substantially more thoughts indicative of contemplating/planning first-strike physical aggression and of contemplating/planning a nonaggressive, but still negative, course of action. They were also found to be substantially more likely to contemplate first-strike aggression toward an adult. In the third category, participants with behavior disorders were also found to be substantially less likely to turn their thoughts or attention away from the angering situation than was the group without behavior disorders.

The fourth thinking category which met the three criteria mentioned above was "contemplating/planning physical defense or retaliation". Participants with behavior disorders were found to be substantially less likely to engage in this sort of thinking than were members of the group without behavior disorders. This finding only

held true for the self-identified angry event. Because there was no need for defense in the anger scenario, and thus no opportunity to engage in this type of thinking, this was not considered to signify disagreement between the self-identified angry event and the anger scenario.

These group differences created a picture of adolescents with behavior disorders as being a group who, as a whole, remained focused on the angering situation rather than turning their attention elsewhere, and who mentally generated negative solutions. In addition, it appeared that the tendency of this group was to contemplate or plan aggressive, versus defensive, physical responses to a greater extent than was true for the group without behavior disorders.

The remaining thinking categories had conflicting results between the self-identified angry event and the anger scenario. It must be remembered, however, that these two situations looked at two very different sets of circumstances. The self-identified angry event examined events which actually occurred, but that were different for each participant, while the anger scenario examined an identical, but imaginary, situation. Thus, differences in results may have been due to differences in the circumstances of the two situations. It should not be assumed, therefore, that these mixed results indicated an

absence of group differences but, rather, the need for further investigation into those specific categories.

Summary of Between-Group Differences in Feeling Categories

The criteria established for demonstrating clear group differences within any particular category was modified slightly when examining the feeling categories. To review, the three criteria, first discussed when determining between-group differences in the thinking categories, were (a) there were at least two participants in at least one of the groups who reported engaging in the type of feeling specified for that category; (b) both the number of participants reporting engaging in the type of behavior (thinking, feeling, or acting) and the overall number of occurrences of engaging in that category of behavior were substantially higher (at least twice as high) for one group than the other; and (c) there was no disagreement between the findings for the self-identified angry event and the anger scenario. Criteria (b), listed above, was modified slightly since only the number of participants reporting a particular feeling was counted, but not the number of individual instances of the feeling category being reported. This was done for the feeling categories only, since feelings were viewed as a phenomenon which can last intact throughout several stages of an angry episode, as opposed to thoughts or actions, which were seen as distinct units of

behavior that, although they can occur repeatedly, have definite beginning and ending points within short periods of time during the angry event. Thus, in examining feeling categories, criteria (b) was amended to state that only the number of participants reporting engaging in a particular category of feeling must be substantially higher (at least twice as high) for one group compared to the other.

As indicated in Table L-1 (Appendix L), then, only two of the identified feeling categories met the criteria established to qualify as demonstrating clear group differences. The first of these two categories was "betrayed", within which the group without behavior disorders reported experiencing this feeling substantially more often than the group with behavior disorders. The second category was "frustration" which was reported substantially more often by the group with behavior disorders. Thus, when compared to the group without behavior disorders, the group with behavior disorders reported experiencing feelings of betrayal less often, but feelings of frustration more often. For the group with behavior disorders, feeling betrayed less often (actually, for this group, not at all) would, at first, hardly seem to tie into increasing the intensity of angry reactions. Increased feelings of frustration, however, could reasonably

be assumed to contribute to making angry reactions more intense.

Summary of Between-Group Differences in Acting Categories

Table 4.5 presents a summary of findings regarding between group differences in the acting categories. As can be seen, no substantial group differences were found for the following categories: (a) compliance with adult direction/decision; (b) directing attention, or moving, away from the angering situation; (c) directing attention, or moving, toward the angering situation; (d) negative verbal interactions toward peers; and (e) seeking assistance.

Evidence for substantial between-group differences in the acting categories was also considered greatest for those categories within which (a) there were at least two participants in at least one of the groups who reported engaging in the type of action specified for that category, (b) both the number of participants reporting engaging in a particular category of acting and the overall number of occurrences of engaging in that category of acting were substantially higher (using the 2:1 criteria) for one group than the other, and (c) there was no disagreement between the findings for the self-identified angry event and the anger scenario. These were the same criteria used for the feeling (with criteria (b) modified) and thinking categories.

TABLE 4.5

SUMMARY OF FINDINGS ON ACTING CATEGORY BETWEEN-GROUP DIFFERENCES

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>	<u>ANGER SCENARIO</u>
Physical aggression toward peers or adults	BDs > Without BDs	BDs > Without BDs (On # of occurrences only) (# of participants barely missed criteria)
Aggressive posturing	No differences	BDs > Without BDs
Arguing	BDs > Without BDs	No differences
Attempting nonverbal communication	BDs < Without BDs	BDs < Without BDs
Avoid or delay action	BDs < Without BDs (On # of participants only)	BDs > Without BDs
Compliance with adult direction/decision	No differences	No opportunity
Noncompliance with adult direction/decision	BDs > Without BDs	No opportunity
Directing attn., or moving, away from the angering situation	No differences	No differences
Directing attn., or moving, toward the angering situation	No differences	No differences
Ignoring or remaining outwardly calm	BDs > Without BDs (On # of occurrences only)	BDs < Without BDs

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>	<u>ANGER SCENARIO</u>
Information seeking	BDs < Without BDs (On # of occurrences only)	No differences
Negative verbal interactions toward peers	No differences	No differences
Negative verbal interactions toward adults	BDs > Without BDs	BDs > Without BDs
Positive verbal interactions	BDs < Without BDs	No differences
Nonaggressive preventative or self-protective actions	BDs < Without BDs	No differences
Nonverbal expression of displeasure	BDs > Without BDs	No differences
Physical defense of self, others, or property	BDs < Without BDs (On number of participants only)	No opportunity
Seeking assistance	No differences	No differences
Self-calming action	BDs > Without BDs	BDs > Without BDs (On # of participants only)
Smile or laugh in the face of provocation	No differences	BDs < Without BDs

Three acting categories met all three of these criteria. In looking at the first category, there was clear evidence (using the above mentioned criteria) that, for these two groups, participants with behavior disorders reported substantially less involvement in attempting nonverbal communication than did those without behavior disorders. Participants with behavior disorders were also found to engage in substantially more negative verbal interactions with adults and noncompliance with adult directions or decisions.

In addition, it should be noted that the three criteria were barely missed for substantial between-group differences in the extent of physical aggression toward peers or adults, with the group with behavior disorders engaging in more of this sort of behavior. For the anger scenario, had just one more participant with behavior disorders reported engaging in aggression, this would have brought the ratio of participants without behavior disorders to those with behavior disorders engaging in first-strike physical aggression from 4:7 to 4:8, thus meeting the 2:1 criteria for numbers of participants engaging in any particular action. This was the only area related to engaging in first-strike physical aggression where the behavior disordered group fell short of meeting the established criteria for either the self-identified angry event or the

anger scenario. A final factor to consider in this regard is that only participants with behavior disorders reported that they either did or would engage in first-strike physical aggression toward an adult. Thus, these results, while failing to meet criteria, are still quite telling.

Finally, as was noted in previous sections, within those categories where substantial group differences were found for either the self-identified angry event or the anger scenario, but not both, this should not be taken as evidence that substantial between-group differences did not exist for those behaviors. The two angry situations examined two very different sets of circumstances in two very different ways. Thus, these factors may account for a lack of consistent findings between the two types of angry situations.

Some Additional Comparisons Relating to Participant Anger

Nearly every participant indicated that anger would be experienced during the two distinct angry situations (the self-identified angry event and the standardized anger scenario); thus, no clear between-group differences could be identified from simply counting the number of participants reporting that particular category of feeling. Some additional areas related to the timing of the appearance of angry feelings during the anger scenario, and the intensity

of anger reported for both angry situations, were also explored, however. These are examined at this time.

Since the anger scenario led each participant through the same situation, it was possible to determine at which stage of the scenario (see Appendix G for a description of when each stage occurred) each participant first reported angry feelings and, thus, to make between-group comparisons with regard to that factor. The results of those comparisons are located in Table 4.6. As can be seen, there were no striking differences in how quickly members of the two groups became angry, with 90% of the group without behavior disorders, and 80% of the group with behavior disorders, reporting anger arousal within the first two stages of the scenario. If anything, the group with behavior disorders proved to be slightly slower to anger than did the group without behavior disorders.

The second additional area examined dealt with how angry each participant reported becoming in each of the two angry situations. Table 4.7 indicates that, for the self-identified angry event, participants in the group with behavior disorders reported feeling angry enough to feel like aggressing twice as frequently as did the participants without behavior disorders. Table 4.8 indicates that, for the anger scenario, 40% of the group without behavior

TABLE 4.6

PERCENTAGE OF PARTICIPANTS IN EACH GROUP REPORTING ANGER AT EACH STAGE OF THE ANGER SCENARIO

STAGE ONE STAGE TWO STAGE THREE STAGE FOUR STAGE FIVE NEVER

PS01	PS02		PS09		
PS02					
PS03					
PS04					
PS06					
PS07					
PS08					
PS10					

BD01	BD03			BD10	BD09
BD02	BD05				
BD04					
BD06					
BD07					
BD08					

TOTAL PERCENTAGES

WITH NO BEHAVIOR DISORDER

80%	10%	0%	10%	0%	0%
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WITH BEHAVIOR DISORDERS

60%	20%	0%	0%	10%	10%
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TABLE 4.7

"HOW ANGRY WERE YOU OR WOULD YOU HAVE BEEN" RESULTS
(SELF-IDENTIFIED ANGRY EVENT)

Angry enough to feel annoyed	Angry enough to feel like yelling or cursing	Angry enough to feel like breaking something	Angry enough to feel like hitting someone	Angry enough to feel like very seriously harming someone
------------------------------	----------------------------------------------	----------------------------------------------	-------------------------------------------	----------------------------------------------------------

PS09

PS01
PS02

PS03
PS05
PS06
PS07

PS04
PS08
PS10

BD05
BD08
BD10

BD04

BD01
BD02
BD03
BD07
BD09

BD06

TOTAL PERCENTAGES

WITH NO BEHAVIOR DISORDER

10% 20% 40% 30% 0%

WITH BEHAVIOR DISORDER

0% 30% 10% 50% 10%

TABLE 4.8

"HOW ANGRY WERE YOU OR WOULD YOU HAVE BEEN" RESULTS

(ANGER SCENARIO)

Angry enough to feel annoyed	Angry enough to feel like yelling or cursing	Angry enough to feel like breaking something	Angry enough to feel like hitting someone	Angry enough to feel like very seriously harming someone
------------------------------	----------------------------------------------	----------------------------------------------	-------------------------------------------	----------------------------------------------------------

PS08
PS09

PS02
PS03
PS07

PS01

PS04
PS05
PS06
PS10

BD03
BD08
BD10

BD01

BD02
BD04
BD05
BD07
BD09

BD06

TOTAL PERCENTAGES

WITH NO BEHAVIOR DISORDER

20% 30% 10% 40% 0%

WITH BEHAVIOR DISORDER

30% 10% 0% 50% 10%

disorders reported enough anger to feel like hitting someone, while 60% of the group with behavior disorders reported enough anger to feel like aggressing. These findings seemed to support the previously identified group differences in the thinking categories, where it was discovered that the group with behavior disorders reported contemplating/planning first-strike physical aggression to a substantially greater extent than did those without behavior disorders.

Taken together, then, these two additional areas of exploration related to the category "anger" indicated that while the group with behavior disorders were no more quick to anger than were the group without behavior disorders, once they became angry, they were much more likely to report being angry enough to feel like becoming physically aggressive.

CHAPTER FIVE

DISCUSSION AND IMPLICATIONS FOR COUNSELING

Introduction

This chapter presents a summary of major findings along with a discussion and implications for counseling. We will begin with the findings resulting from the analysis of the TFA triads and follow with a section on thoughts, feelings, and actions findings.

TFA Triad Findings

Findings from Identified Triads

Introductory Overview

It was found that there were differences between the groups of participants with and without behavior disorders with regard to past and current typical angry functioning, despite the fact that both groups reported very similar functioning for the condition of normal daily events. The group without behavior disorders reported functioning flexibly during both past and current typical angry events. The group with behavior disorders reported a primarily acting-oriented response during past angry events and no predominant mode for current angry events, indicating that as a group they had moved away from the acting-oriented manner of functioning which had characterized past typical angry episodes. These results are broken down into various component findings in order to discuss each important

comparison, along with the implications of each for counseling.

Finding Number 1

The predominant modes of functioning identified by both groups under the condition of normal daily events were split between thinking and acting. Very little feeling was noted. Only three of the individual participants (one without behavior disorders and two with) reported feeling as a predominant mode under this condition, and this was always in combination with some other mode or modes. Seventeen participants reported that feeling would not be a predominant mode of functioning within the normal daily events condition.

Discussion and Implications

It was striking that so few of the participants reported that feeling would be a predominant mode within the scenario for normal daily events. This scenario was designed to depict a relaxed, stress-free period with opportunities to engage in a variety of activities of the participant's own choosing, should he decide to do so. The scenario was constructed in this manner in order to provide a calm scene with which to contrast reactions identified for the four anger-related conditions. It could be that the lack of significant emotional content in the normal daily events scenario contributed to the lack of a feeling

orientation reported by the participants for this situation. In fact, some of the participants made statements to that effect.

The relaxed atmosphere of the normal daily events scenario may correspond in certain ways to the comfortable, relaxed, and informal atmosphere which many therapists strive to create (Hutchins & Cole, 1992) and which may be particularly vital in working with resistant adolescents (Prout, 1983). This relaxed atmosphere is especially important during the initial phase of counseling when rapport is being developed. It is during this time that the therapist utilizing a TFA approach attempts "meeting the client at his or her own model of the world" (Hutchins & Cole, 1992, p.45). This involves determining the client's predominant behavioral mode (thinking, feeling, or acting) and initially accommodating one's approach and techniques to the natural functioning of the client.

None of the participants involved in this study reported that they would engage in a primarily feeling-oriented mode of behavior during the scenario for normal daily events. This low-key situation would be similar to the type of atmosphere which the therapist would strive to create during the initial phase of counseling. These two findings suggest that the therapist working with adolescents with behavior disorders (and, probably, adolescents in

general) should initially avoid a heavy focus on feeling-oriented approaches and techniques and introduce discussion of emotional material cautiously. Initial attention should be directed toward cognitive or behavioral factors depending on the adolescent's primary behavioral mode when calm. Once the adolescent's initial anger or nervousness regarding counseling has subsided, his primary mode would need to be determined individually, as neither group reported that they would function in a predominantly thinking or acting manner during the normal daily events scenario. As therapy progresses, more feeling-related work could occur, but these results indicate that it would be inappropriate to push this initially. This cautious approach in dealing with the emotional realm with children and adolescents has also been proposed by others (Pothier, 1976; Prout, 1983).

Finding Number 2

The adolescents in both the group without behavior disorders and the group with behavior disorders saw themselves as functioning differently during current typical angry situations than when compared to their behavior under conditions of normal daily events.

Discussion and Implications

Since the participants indicated that they would function differently during current typical angry situations, compared to during normal daily events, the

therapist may need to adjust his or her approach when working with an adolescent who is actively angry (for instance, during in vivo work or when discussing a currently angering event) or when retrospective discussion of an event prompts a return of angry feelings. The therapist's approach and suggested techniques will need to conform to the functioning of the angry adolescent, as opposed to accommodating the adolescent's more relaxed functioning which may be typical of most in-session behavior. Just what sort of functioning the therapist may need to adapt to will be discussed later.

Finding Number 3

Sixty percent of the individuals in the group without behavior disorders reported that their typical functioning, when angry, was currently the same as that of two years ago. Their functioning was characterized as approaching each angering situation in a flexible manner, either through reacting on a situation-to-situation basis or through functioning in a manner indicated by a flexible midpoint triad. Only 20% of the group with behavior disorders indicated that current typical angry functioning would be the same now as in the past.

Discussion and implications

The consistency with which the group without behavior disorders engaged in flexible responses during angry

episodes over the past two years stands in contrast to the longitudinal picture of those with behavior disorders, only 20% of whom reported the same functioning currently as prior to treatment. An additional participant without a behavior disorder reported moving from a flexible response style, characterized by a mid-point triad, to another flexible response style, during which responses to anger varied on a situation-to-situation basis. Thus, this brought the overall percentage of participants in the group without behavior disorders, who utilized a flexible response style when angry both now and in the past, to 70%. The stability of the responses of the group without behavior disorders may be an indication of the effectiveness of utilizing a flexible approach during angry situations. This may also reflect the ineffectiveness of the functioning of the group with behavior disorders, when angry, and the subsequent "trying on" of different alternative types of responding. This information could be used as evidence by the therapist in his or her efforts to convince the child with behavior disorders of the maladaptive nature of his angry responses and, thus, of the need to develop alternative responses.

Since, for the group with behavior disorders, past and current functioning, in actuality, looked at conditions prior to treatment and at various stages during treatment, it could be that what was being seen with this group was the

effect of treatment in modifying their functioning when angry. Whether or not this is taken as the explanation for the lack of longitudinal consistency in the angry functioning of the group with behavior disorders, the therapist can use this information as evidence that children with behavior problems can, indeed, change their reactions to anger if they choose to do so. This may prove helpful in demonstrating to the child the degree of control children with behavior disorders have over their angry reactions and, thus, increase the degree to which they are willing to take responsibility for change.

Findings Number 4 and 5

Ninety percent of the group without behavior disorders saw themselves as functioning flexibly in the past when experiencing anger.

Eighty percent of the group without behavior disorders reported that they currently function in a flexible manner when experiencing anger, either through responding on a situationally-determined basis or through reacting in a way indicated by a mid-point triad.

Discussion and Implications

A flexible response appeared to be the norm, both currently and in the past, for the group without behavior disorders. The extent to which, and ways in which, participants with behavior disorders vary from the norm of

this relatively better functioning group will be indicative of possible areas of concern and potential counseling approaches.

Finding Number 6

Ninety percent of the participants in the group with behavior disorders identified acting as the principal mode, or one of the principal modes, of behavior when describing typical reactions during angry episodes in the past.

Discussion and Implications

As previously mentioned, several participants with behavior disorders reported an acting orientation during angry episodes as resulting in problems and negative consequences. Given this, combined with the finding that 90% of this group reported acting as a principal mode of functioning when angry in the past (prior to treatment), it is not surprising that this group experienced significant difficulty, eventually resulting in residential treatment. This lends further support to counseling approaches which encourage the avoidance or delay of acting-oriented responses when anger occurs, or that encourage the substitution of inappropriate action with appropriate action.

Finding Number 7

Using the 70% criteria, there was no predominant triad or mode of functioning identified as typical of current angry functioning by the group with behavior disorders.

Discussion and Implications

The participants in the group with behavior disorders were at varying points in their treatment (in terms of both time and progress) at the time of the interviews. Thus, it was not surprising that current responses to anger were not consistent. What was striking about this finding, however, was the fact that, when compared to their typical angry functioning prior to receiving counseling services, this group as a whole had moved away from a primarily acting orientation. Compared to the 90% of participants with behavior disorders reporting acting as being the predominant, or one of the predominant, modes of functioning prior to treatment, only 30% of these participants reported an acting orientation as primary in their current functioning when angry. Once again, this move away from an acting orientation as treatment progresses supports the use of counseling approaches and techniques which discourage ineffective acting responses and encourage alternative responses which either avoid or delay action, or which promote more appropriate action.

Finding Number 8

For the group without behavior disorders, past functioning during angry episodes was marked by a flexible style of responding, while the past responding of the group with behavior disorders was predominantly acting oriented.

Discussion and Implications

One premise upon which this study was based is that differences in functioning between a relatively more well-functioning group and a relatively less well-functioning group will point to areas which may be problematic for the less well-functioning group, and which can then be targeted for intervention. Clearly, a picture is developing of the pre-treatment behavior disordered child as one who relies on a problematic acting orientation during angry situations, while children without behavior disorders respond in a flexible manner to anger-provoking stimuli, and thus avoid the sorts of serious difficulties that result from a predominantly acting orientation. Once again, this indicates that the therapist should help the adolescent with behavior disorders to develop responses to anger that do not involve immediate action or that do not involve ineffective action.

Finding Number 9

Current typical functioning of the group without behavior disorders, when angry, was marked by a flexible

style of responding, while the group with behavior disorders reported no current typical angry response pattern, at all.

Discussion and Implications

In comparing the past and current typical angry response styles of the group with behavior disorders, it appeared that, as a whole, this group had moved away from the predominant acting orientation of the past, which resulted in problems for them; however, they still did not display the flexible functioning of the group without behavior disorders. With most of the participants with behavior disorders having moved away from a predominantly acting orientation, when angry, their new pattern of responses may or may not be proving more beneficial. One can assume, however, that given the amount of information pointing toward the dysfunctional nature of acting-oriented functioning, when angry, that any move away from such an orientation will, most likely, do no harm.

Still, given the premise that differences between a more well-functioning group and a less well-functioning group could point toward areas of potential difficulty for the less well-functioning group, it must be considered that the group with behavior disorders could continue to have anger-related problems, as their functioning, though changed, was still unlike the flexible functioning of the group without behavior disorders. Only follow up research

with the behavior disordered group, once they are deemed to have successfully completed treatment, will indicate whether they have adopted a flexible response style, when angry, or whether they continue to display a changed, but still not flexible, way of reacting in angry situations.

If it is found that a flexible response style has not been adopted by this group after completing treatment, it would be helpful to determine if their new way of functioning, when angry, is more beneficial than their way of responding prior to treatment, and if their new way of responding is successful in reducing the extent of anger-related problems to a level comparable to that of adolescents without behavior disorders. The degree to which the success of the group with behavior disorders in dealing with angry situations varies from that of the group without behavior disorders will indicate whether the new mode of functioning is truly successful.

If it is found that significant between-group discrepancies remain in the degree of successful responding to angry events, this may indicate that approaches attempting to produce a more flexible response style need to be developed. If no significant between-group discrepancies are found to remain in the degree of anger-related problems, their new approach to angering situations could be

considered successful, even though still different from the typical approach of adolescents without behavior disorders.

For now, all that can be stated, based on this information, is that adolescents with behavior disorders can change their way of responding during angry events away from the acting-oriented mode of functioning which produced past problems. Whether or not their new way of responding, when angry, proves more successful than their prior way of responding would need to be determined via follow-up research. If it is found that, as a group, the adolescents with behavior disorders (a) continue to experience significant anger-related problems compared to adolescents without behavior disorders and (b) continue to respond to anger in a non-flexible manner, this would lend credence to the position that the therapist should consider a focus on helping the adolescent with behavior disorders to develop a more flexible style of responding during angry situations.

Findings from Participant Discussion of Triads

Finding Number 10

Based on the interviews, half of all of the individual participants (with no substantial difference in the number of participants reporting from each group) reported modifying their reactions when angry based on environmental variables, such as where the episode takes place, who is present, etc.

Discussion and implications

This finding helps to illustrate that adolescents with behavior disorders are able to tune into certain aspects of the environment and modify their responses accordingly. Thus, to the degree that the adolescent does not appear to be considering environmental variables, training in this area may be helpful. The fact that so many of their peers do engage in this behavior may be helpful in convincing those who appear to have deficits in this area of the need for effort directed toward paying more attention to environmental variables.

Finding Number 11

Half of the participants in the group without behavior disorders, but only one individual in the group with behavior disorders, indicated that increasing levels of anger lead to a decreased tendency to operate in a thinking-oriented manner.

Discussion and Implications

There were at least three possible explanations for this finding:

1. The first possible explanation was that adolescents with behavior disorders consistently function in a somewhat low-thought type of orientation. In this scenario, they did not move away from a thinking orientation, when angry,

because they were not functioning in that mode to begin with.

2. A second possible explanation was that the adolescents without behavior disorders did tend to move away from a thinking orientation, when angry, while those with behavior disorders did not. This would appear to be unlikely until one considers that the participants with behavior disorders were reporting on their functioning after some time in treatment. It could have been that the group with behavior disorders had been trained so thoroughly to "stop and think", to engage in interpersonal cognitive problem solving, and/or to practice coping statements during angry episodes, that they actually no longer moved away from a thinking orientation, when angry.

There were two other considerations in looking at the possibility that the group with behavior disorders truly did not move away from a thinking orientation, when angry, while the group without behavior disorders did. The first such consideration was that the content of the thoughts of the group with behavior disorders, when angry, was quite negative in a number of areas (i.e., contemplating physical aggression or planning nonaggressive, but still negative, courses of action). Given this, a tendency to continue in this mode of functioning could prove problematic. Secondly, consider that one of the substantial between-group

differences discovered was that the group without behavior disorders more frequently turned their thoughts or attention away from the angering event. It could have been that this contributed to a move away from a thinking orientation for that group, which was not seen for the group with behavior disorders. In other words, they did not dwell on the angering event nearly as much as the group with behavior disorders.

3. The third possible explanation was that the group without behavior disorders was simply more aware of a tendency possessed by both groups to move away from a thinking orientation, when angry.

Upon examining the predominant modes identified from the TFA triads two of these three possible explanations began to appear to be unlikely. In the case of the first possible explanation, it was noted that the participants with behavior disorders would have engaged in thinking-oriented behavior during the normal daily events situation to the same degree as did the group without behavior disorders, thus making this an unlikely explanation for the finding. In the case of the second and third possible explanations, upon examining the principal modes of functioning identified from the TFA triads produced by the group with behavior disorders (Table 4.2) for conditions of normal daily events and current typical reactions to anger,

it was noted that there was a substantial reduction in the degree to which participants engaged in a thinking-oriented manner of functioning when angry. Eighty percent of the participants with behavior disorders reported thinking as being the primary mode, or one of the primary modes, of functioning on the triads for normal daily events. In contrast, current typical behavior, when angry, revealed a predominant thinking orientation on only 30% of the triads.

Thus, it appeared that this group as a whole did, indeed, decrease the extent to which they engaged in thinking during angry episodes when compared to normal daily events. This resulted in the second explanation being called into serious question and the third explanation receiving support. It appeared, then, that the group with behavior disorders did actually become less thinking oriented during the angry situations. Given the negative content of their reported thoughts, however, it may have been that whatever diminished thinking they did continue to engage in remained focused on the angering event and involved negative and aggressive solutions.

If it was the case, then, that the group with behavior disorders was simply not as aware of the tendency to engage in less thinking with increasing levels of anger as the group without behavior disorders, helping them to become more aware of the degree to which they function in various

behavioral modes, when angry, may be beneficial.

Retrospective TFA triad analysis of functioning during angry episodes could be helpful in this regard.

Finding Number 12

Half of the participants in the group with behavior disorders reported either intentional avoidance of acting when angry or that acting when angry in the past had resulted in negative consequences.

Discussion and Implications

Half of the group with behavior disorders volunteered that an acting orientation, when angry, was seen as problematic, and it is very possible that even more members of this group would have endorsed this concept had they been asked. It appears, then, that these adolescents, all of whom were currently in treatment at the time of the interviews, were beginning to recognize that an acting orientation, when angry, was something which needed to be avoided. This lends support to any technique which either aims to delay an action-oriented response to anger-provoking stimuli (such as a "stop and think" approach), or which creates such a delay as an indirect function of the technique (such as having to take time to consider alternative courses of action and their consequences in an interpersonal cognitive problem-solving approach). Once again, knowledge that other adolescents with behavior

problems have recognized the need to avoid an acting orientation, when angry, may help to motivate a child with behavior disorders to consider this as an option.

Thoughts, Feelings, and Actions Findings

Finding Number 13

When compared to the group without behavior disorders, participants with behavior disorders reported engaging in substantially more thinking indicative of (a) contemplating a nonaggressive, but still negative, course of action and (b) contemplating first-strike physical aggression. They were also found to be substantially more likely to contemplate directing such first-strike aggression toward an adult.

Discussion and Implications

These findings indicated that the adolescents with behavior disorders tended to focus on negative and aggressive alternatives to a substantially greater extent than did those without behavior disorders. One focus of counseling when working with adolescents with behavior disorders, then, should be to encourage an increase in the generation of positive alternatives and a decrease in the generation of negative and aggressive alternatives. The generation of negative solutions is not ruled out as a part of the alternative-thinking component of an interpersonal cognitive problem-solving approach, but the extent to which

such solutions are generated may be problematic for the adolescent with behavior disorders. In addition, if skills are lacking in the consequential thinking component of Interpersonal Cognitive Problem-Solving Skills (discussed in the literature review), or if the adolescent focuses purely on the short-term beneficial consequences of negative or aggressive solutions (i.e., you get your way) versus the long-term negative consequences of such behavior (i.e., you eventually get expelled from school), the child with behavior disorders may more frequently choose a negative course of action. Thus, training in recognizing potential positive courses of action and consequential thinking, while actively discouraging the development of negative and aggressive alternatives, may prove helpful.

In addition, given the increased tendency of the adolescent with behavior disorders to consider targeting an adult for first-strike physical aggression, it would be worthwhile to discuss with the child that, right or wrong, aggressive actions directed toward authority figures, as opposed to toward peers, may carry stronger societal sanctions and more extreme consequences. It may also be beneficial to stress to the adolescent that displaying the flexibility to take environmental variables (such as who is present in an angry situation, who is likely to intervene, and who is the target of anger) into account, and adjusting

one's reaction accordingly, may be helpful in avoiding at least some major trouble.

Finding Number 14

When compared to the group without behavior disorders, participants with behavior disorders reported substantially less thinking indicative of contemplating physical defense.

Discussion and Implications

Just why the group without behavior disorders was found to be substantially less likely to consider physical defense is open to conjecture. Perhaps the bravado noted in the review of literature simply reflects members of this group feeling less threatened, and thus less needing to contemplate defense. The attitude displayed in this scenario would be one of "I'm tough enough to handle anything that gets thrown at me, so I don't have to worry about it until it comes." Another possible explanation could be that contemplating defensive action is somewhat incompatible with the increased tendency to contemplate first-strike aggressive action already noted for the group with behavior disorders. In addition, the extent to which this group tends to include victimizers, as opposed to victims, may affect the degree to which they are put in a position of having to consider self-defense as an option.

Regardless of the reason behind this finding, though, it would appear that discussion of moral reasoning in

relation to aggression versus defense may be of some benefit. This could include a consideration of when a physical response is or is not warranted.

Finding Number 15

When compared to the group without behavior disorders, the group with behavior disorders reported substantially less thinking indicative of turning thoughts or attention away from the angering situation.

Discussion and Implications

Techniques for getting one's mind off of the angering event are frequently used as anger management tools. To the extent that those with behavior disorders were remaining focused on the angry situation, they were not engaging in such calming actions. Counseling this population with regard to anger issues, therefore, might include a focus on developing and encouraging the use of techniques such as relaxation, finding alternative activities, fantasy, listening to music, and imagery, which would help the adolescent to direct his thoughts away from what is making him angry.

Finding Number 16

When compared to the group without behavior disorders, the group with behavior disorders reported experiencing (a) substantially fewer feelings of betrayal but (b) substantially more feelings of frustration.

Discussion and Implications

It's difficult to see a way in which experiencing fewer feelings of betrayal would be related to the development of an anger control problem. The absence of such negative feelings would, if anything, seem to decrease the likelihood and intensity of anger. It's possible, however, that there is no cause-effect relationship here but, rather, that the decreased feelings of betrayal may be an artifact of living with a behavior disorder. For instance, if one has few friends or already has low expectations regarding the actions and reactions of others, there may simply be fewer opportunities for feeling betrayed. If you don't expect positive relations with others, you're not likely to be disappointed if things turn out exactly as you expect.

It is, of course, much easier to understand a relationship with frustration and anger. Connections between frustration and disruptiveness, anger, and aggression have been noted by numerous others (Coleman & Broen, Jr., 1972; Herbert, 1974; Janis, Mahl, Kagan, & Holt, 1969; Pothier, 1976). The therapist could approach this frustration-anger connection from two directions. The anger could be attacked directly, either through anger management approaches such as that proposed by Feindler and Ecton (1986), or through the development of incompatible responses to acting, when angry, such as interpersonal cognitive

problem solving. In addition, Ellis (1987, 1994a, 1994b) has proposed addressing frustration directly through the use of a combination of cognitive, emotive, and behavioral methods, which include examining underlying beliefs that promote feelings of frustration (for instance, determining whether the person is engaging in excessive "should" thinking).

Finding Number 17

For the anger scenario, 7 participants with behavior disorders reported that they would have engaged in first-strike physical aggression toward peers or adults, compared to 4 participants without behavior disorders. This 7:4 ratio falls just short of the 8:4 (or 2:1) ratio needed to be considered a substantial difference in this area. Otherwise, the group with behavior disorders reported substantially more physical aggression (both in terms of the number of participants reporting the behavior and in terms of the number of total occurrences of the behavior) for both the self-identified angry event and the anger scenario. Thus, although barely missing criteria for substantial between-group differences, the group with behavior disorders reported much more first-strike physical aggression toward peers and adults than did the group without behavior disorders. While both groups reported first-strike physical aggression toward peers, only members of the group with

behavior disorders reported that they did or would (in the case of the anger scenario) engage in first-strike physical aggression toward an adult.

Discussion and Implications

This increased tendency to aggress could be due to either a loss of control or weaker personal prohibitions against aggression. If a true loss of control is the critical factor, anger management training may be helpful in holding angry feelings to a more manageable level. At least initially, it may also be wise to encourage the identification and avoidance of situations (to the extent possible) that have been at high risk for prompting aggressive reactions in the past.

Should this increased tendency to aggress not be related to a loss of control but, rather, to weak personal prohibitions against engaging in violent behavior, training in empathy and perspective-taking skills to increase an awareness of the impact of aggression on the victim, along with moral reasoning development, would be indicated. Also helpful would be assisting the adolescent to identify and utilize nonaggressive alternatives to resolving interpersonal problems and improving consequential thinking skills. A focus on the short-term, versus the long-term, consequences of aggression should be addressed. This finding would also suggest a factual discussion with regard

to the seriousness with which physical aggression toward authority figures is viewed.

Given the fact that both a loss of control and weak personal prohibitions against aggression may be involved, a combination of all of these approaches may be best and, in any event, would be unlikely to do the aggressive adolescent any harm.

Finding Number 18

When compared to the group without behavior disorders, the group with behavior disorders reported attempting nonverbal communication to a substantially lesser extent.

Discussion and Implications

At first glance, this might appear to be a rather unimportant finding. When viewed in light of the findings regarding hostile attributions reported in the review of the literature, however, this finding takes on an added dimension. If one has difficulty accurately judging the nonverbal cues of others (as is the case in hostile attributions), is it possible that this is related to a lack of skills in using such communication oneself? If so, this could explain the finding that the group with behavior disorders reported attempting nonverbal communication to a substantially lesser degree than did the group without behavior disorders.

Wiig and Semel (1984) discuss just such social perception problems in children with learning disabilities. They note that such children display problems with hyperactivity, short attention span, disruptiveness, and lack of responsibility. Also noted are aggression, anger, and hostility resulting from misinterpreted nonverbal cues. This all sounds strikingly similar to the actions of the behavior disordered child, and further research into these similarities and their impact on counseling would be worthwhile.

Given similar social perception problems and similar behavior problems, perhaps a similar remedial approach would be helpful. Wiig and Semel (1984) report that the learning disabled child who has developed inadequate skills in social perception will not develop such skills unless they are specifically taught. They recommend direct training regarding the meaning of facial and body language cues. Such direct training, combined with repeatedly reviewing the child's perceptions of other's affect and intentions in actual social situations, may prove helpful for the adolescent with behavior disorders.

Finding Number 19

When compared to the group without behavior disorders, the group with behavior disorders reported engaging in

negative verbal interactions with adults to a substantially greater extent.

Discussion and Implications

This finding stood in contrast to the finding of no substantial between-group difference in the extent to which the adolescents with and without behavior disorders engaged in negative verbal interactions with their peers.

Apparently, the group without behavior disorders was fully capable of engaging in negative verbal interactions, but chose not to display this behavior with adults, while their counterparts with behavior disorders did not make this distinction to the same extent. This is reflected in the fact that in looking at the combined results from the self-identified angry event and the anger scenario, the group with behavior disorders engaged in 12 instances of negative verbal interactions with adults, while those without behavior disorders did not engage in any.

Similar to the discussions of the finding related to physical aggression, it must be asked if this failure to inhibit negative verbalizations toward adults was related to a loss of control or weaker personal prohibitions against engaging in such behavior. If loss of control is indicated, then anger management training would seem to be indicated. If weak personal prohibitions against such behavior is indicated, a combination of moral reasoning, empathy

development, and a focus on consequential thinking should be considered. With regard to consequential thinking, it would be important for the adolescent to consider not only the immediate consequences of the behavior, but also the long-range impact of verbally abusing adults which can include damage to relationships and placement outside of regular classrooms.

A focus on more appropriate methods of expressing displeasure and resolving conflicts would be useful regardless of the cause of this disinhibition of negative interactions toward adults. Given the fact that the therapist may not know whether a client's verbal abuse of adults is related to a loss of control or weak personal prohibitions against the behavior, coupled with the fact that both factors may be operating either simultaneously or with the same child at different times, a combination of all of these approaches may be best.

Finding Number 20

When compared to the group without behavior disorders, the group with behavior disorders reported engaging in noncompliance with adult directions and decisions to a substantially greater extent.

Discussion and Implications

Noncompliance with adult directions and decisions, while not necessarily directly causing an angry reaction in

and of itself, can set up conditions likely to result in conflict and angry feelings. If the adolescent is simply allowed to refuse compliance, there is not likely to be very much cause for conflict. Often, though, noncompliance is not simply allowed to occur. The adult may become insistent that the direction or decision be followed or may assign some sort of negative consequence to the adolescent for refusal to comply. These actions can, thus, spark conflict and anger on the part of the adolescent.

Since it is unlikely that most of the authority figures with whom the child comes into contact will simply allow noncompliance to occur unimpeded, it may be helpful for the therapist working with a male adolescent with a behavior disorder to review with him how often angry episodes escalate out of relatively minor acts of noncompliance, which then set up conflicts with adults. Once the adolescent has a fairly accurate picture of the degree to which his own noncompliance results in angry episodes, he can examine the extent of negative consequences resulting from both the noncompliance itself and his own angry reactions during resulting conflicts. Such knowledge can then serve as a springboard for discussions regarding choosing one's battles more wisely. The therapist can help the adolescent with behavior disorders to see that some points are worth taking an appropriate stand on, while many

others are not, and that these should be avoided in order to avoid the resulting conflicts, consequences, and damage to interpersonal relationships.

Finding Number 21

While the participants with behavior disorders were no more quick to anger than were participants without behavior disorders, once they became angry they were substantially more likely to report being angry enough to feel like becoming physically aggressive.

Discussion and Implications

This finding could be interpreted in at least two ways. One possible explanation for this finding is that adolescents with behavior disorders simply experience anger more intensely than do those without behavior disorders and, as a result, are more prone to lose control and become aggressive. If this is the case, identifying and avoiding situations which are known to be at high risk for prompting angry reactions (such as the basketball court) should be coupled with training in how to decrease anger more quickly and effectively once it occurs. Several such methods have already been discussed.

A second possible explanation for this finding is that both groups experience anger with approximately equal intensity, but that the adolescent with behavior disorders simply has fewer internal prohibitions against engaging in

aggression. This scenario implies no loss of control but, rather, a more deliberate decision to aggress. If this is the case, training in empathy development and moral reasoning with regard to aggression, such as has already been discussed, may be beneficial in encouraging the adolescent to reconsider his thinking in this regard.

Of course, it is also possible that both of these explanations could account for the feeling of being angry enough to aggress, either for different adolescents or for the same adolescent at different times. Either way, training with regard to anger management, empathy, and moral reasoning is, once again, not likely to do any harm, and may help to address not only this finding, but some of the previous findings, as well.

Concluding Remarks

The number of participants used in this study was very small. In addition, due to difficulties encountered in assembling participant groups and obtaining parental consent, it was not possible to match the participants with and without behavior disorders as closely as had been hoped. This study also possessed all of the built-in benefits and drawbacks inherent in qualitative research. Given these factors, the findings of this study should be considered cautiously.

Nonetheless, this study did produce results of interest, as well as illuminate areas of potential future study. Particularly enlightening were (a) the degree to which the pre-treatment children with behavior disorders said they operated in a predominantly acting-oriented way, when angry, and (b) the finding that while current circumstances seemed to result in changed functioning on the part of the adolescents with behavior disorders, their angry functioning still did not mirror the flexible responses of the adolescents without behavior disorders. Thus, while it appeared that change was occurring for the participants with behavior disorders, as a group, we don't know whether or not the changes taking place are sufficient to make a real difference in their ability to successfully handle angry events in a socially acceptable manner.

Additionally, the results of this study painted a picture of adolescent males with behavior disorders, as a group, as remaining focused on angering events while also generating negative and aggressive alternatives. They appeared to experience feelings of frustration to a greater extent than their peers without behavior disorders and were more likely to feel like becoming physically aggressive during angry episodes. When faced with anger-provoking stimuli, these adolescents were more likely to engage in noncompliance, and reported engaging in verbally and

physically abusive behavior toward adults to a greater extent than the group without behavior disorders.

In terms of potential research and development of counseling approaches, this study points to several possibilities including exploration (or further exploration) of the following:

1. Once adolescents with behavior disorders are determined to have successfully completed treatment, do they exhibit the same flexible functioning during angry situations as adolescents without behavior disorders, or do they continue to display a rigid, though not necessarily action-oriented, response style?

2. To the extent that adolescents with behavior disorders, who have completed treatment, do or do not display the flexible response style of adolescents without behavior disorders when experiencing anger, is their current response style still resulting in significant problems, or not?

3. If the new style of responding, when angry, displayed by adolescents with behavior disorders who have completed treatment remains inflexible, and if anger-related problems continue to occur, what treatment approaches can assist the adolescent to develop a more flexible response style?

4. If the new style of responding, when angry, reflects the flexible response style of adolescents without behavior disorders, but remains ineffective, what other factors are proving problematic?

5. Given the similarity of behavior problems of children with learning disabilities and children with behavior disorders, could the social perception problems of children with behavior disorders be successfully addressed using procedures currently utilized in addressing such problems in children with learning disabilities and, if so, is there concurrent improvement in terms of angry and aggressive reactions?

6. Are the problems of adolescents with behavior disorders, associated with the disinhibition of thoughts and actions related to the verbal and physical abuse of others (particularly adults and authority figures), a function of an anger-related loss of control, a lack of personal prohibitions against such behavior, or other factors?

APPENDIX A

PARENT/GUARDIAN CONSENT FORMS

Due to the fact that there are two different groups of adolescents involved in this study, two different sets of parent/guardian consent forms are needed in order to speak specifically to the parent(s) or guardian of participants in both groups. The following four pages contain, first, the consent form to be sent to the parent/guardian of each participant in the group without behavior disorders, and, second, the consent form to be sent to the parent/guardian of each participant in the group with behavior disorders.

To: The Parent or Guardian of _____

From: Donald J. Vernon, Study researcher

I am conducting a study on the ways various groups experience, and respond to, anger-provoking situations. Specifically, I want to examine how behavior disordered male adolescents in residential treatment programs experience anger, as compared to male adolescents in regular public school settings. The purpose of the study is to determine possible approaches in helping behavior disordered adolescents in residential treatment to better handle their anger. With your permission, I would like to include your child as a potential participant in this study. As a regular public school student, your child's responses will be used to compare and contrast them with the responses of the adolescents in residential treatment center settings. Should your child participate, he may develop a fuller understanding of his own reactions to anger-provoking situations, as well.

If you give your permission for your child to be a part of this study, and if your child indicates his own willingness, he will be asked to participate in two one-hour audiotaped interviews designed mainly to determine how he experiences, and responds to, angry events. Audiotapes of the interviews will be erased following the completion of the study.

Your child's name and the name of his school will not be used in any report of the findings, nor will the names of those participating in the study ever be presented in any public forum. General results of the study will be used to complete my research and to advance knowledge which may prove useful in helping children with anger control problems.

I have enclosed a copy of the consent form I will ask your child to review and sign, if you agree to his participation. This form reviews the reason for the study and states that no information he gives me will be used in any way that will reveal his identity. Your child will be free to withdraw from the study at any time.

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University.

I would be most appreciative if you would indicate below whether or not you are willing to have your child

participate in this study, and return this form to me in the enclosed envelope as soon as possible. If you are willing to have your child participate, and you would like a summary of the study's findings, please state this as well. If you would like further information prior to making your decision, you can contact me at my home phone number (540)662-4571. If I am not available to take your call please leave a message on my answering machine, and I will get back to you to address any questions you may have.

____I give permission for my child to participate in this study. ____I would like to receive a summary of the study's findings. Please mail the summary to my address indicated below.

Street address

City, State, and Zip Code

____I do not give permission for my child to participate in this study.

Your signature _____
Parent or Guardian

Date _____

To: the Parent or Guardian of _____

From: Donald J. Vernon, Study researcher

I am conducting a study on the ways various groups experience, and respond to, anger-provoking situations. Specifically, I want to examine how male adolescents in residential treatment programs experience anger, as compared to male adolescents in regular public school settings. The purpose of the study is to determine possible approaches in helping adolescents in residential treatment to better handle their anger. With your permission, I would like to include your child as a potential participant in this study. As a residential treatment program student, your child's responses will be used to compare and contrast them with the responses of the regular public school adolescents. Should your child participate, he may develop a fuller understanding of his own reactions to anger-provoking situations, as well.

If you give your permission for your child to be a part of this study, and if your child indicates his own willingness, he will be asked to participate in two one-hour audiotaped interviews designed mainly to determine how he experiences, and responds to, angry events. Audiotapes of the interviews will be erased following the completion of the study.

Your child's name and the name of his school will not be used in any report of the findings, nor will the names of those participating in the study ever be presented in any public forum. General results of the study will be used to prove useful in helping children with anger control problems.

I have enclosed a copy of the consent form I will ask your child to review and sign, if you agree to his participation. This form reviews the reason for the study and states that no information he gives me will be used in any way that will reveal his identity. Your child will be free to withdraw from the study at any time.

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University.

I would be most appreciative if you would indicate below whether or not you are willing to have your child participate in this study, and return this form to me in the enclosed envelope as soon as possible. If you are willing to have your child participate, and you would like a summary of the study's findings, please state this as well. If you would like further information prior to making your decision, you can contact me at my home phone number, (540)662-4571. If I am not available to take your call please leave a message on my answering machine, and I will get back to you to address any questions you may have.

_____ I give permission for my child to participate in this study. _____ I would like to receive a summary of the study's findings. Please mail the summary to my address indicated below.

Street address

City, State, and Zip Code

_____ I do not give permission for my child to participate in this study.

Your signature _____
Parent or Guardian

Date _____

APPENDIX B

PARTICIPANT CONSENT FORM

To: Potential study participants

From: Donald J. Vernon, Study researcher

Thank you for considering participation in this research project. The purpose of this study is to explore how teenagers experience, and react to, angry feelings. The outcomes of this study may help to point out some ways of helping teens who have problems with allowing their tempers to get them into trouble.

There will be approximately twenty students in this study, including yourself. You will discuss how you experience and respond to anger provoking situations, which may prove helpful in better understanding your reactions. No guarantee of benefits can be made, however.

Neither your name, nor your school's name, will be used anywhere in this study. The information you give me will not be passed along to parents, teachers, school officials, or anyone else, in any way that can identify you as being the person who supplied the information.

Your honest input is the most important part of the study. I'll be asking you to spend about an hour speaking with me during two interviews to be held at two different times. These interviews will be taped so that I can review their contents at a later time. On the tape you will be assigned a number so that no one else will know who is giving me the information. The tapes will be erased following completion of the study. You will be paid ten dollars at the completion of the interviews for your time and the information you provide. You may withdraw from the study at any time you choose.

This research project has been approved, as required, by the Institutional Review Board for projects involving human subjects at Virginia Polytechnic Institute and State University. Officials from your school or school district have also given their approval.

Your signature on the following page indicates that you understand and agree to the conditions stated in this letter, and that you agree to participate in the study. If you desire a summary of the study's results, please indicate below, as well.

I agree to participate in this study. I (____ do)
(____ do not) desire a summary of the study's findings.

Study participant

Date

APPENDIX C

"HOW ANGRY WERE YOU?" ASSESSMENT

Participant number _____

Angry episode: Scenario or Self-generated
(Circle one)

In this episode, how angry were you or would you have been?

1
Angry
enough
to
feel
annoyed

2
Angry
enough
to
feel like
yelling
or
cursing

3
Angry
enough
to
feel like
breaking
something

4
Angry
enough
to
feel like
hitting
someone

5
Angry
enough
to
feel like
very
seriously
harming
someone

APPENDIX D

THOUGHTS, FEELINGS, AND ACTIONS DISCRIMINATION ASSESSMENT

<u>EXAMPLE</u>	<u>THOUGHT</u>	<u>FEELING</u>	<u>ACTION</u>
Jumped up	_____	_____	_____
Depressed	_____	_____	_____
Love	_____	_____	_____
Ashamed	_____	_____	_____
Spit	_____	_____	_____
It's too late	_____	_____	_____
Eat	_____	_____	_____
I can't do it	_____	_____	_____
Fear	_____	_____	_____
Throw	_____	_____	_____
I understand	_____	_____	_____
He's nice	_____	_____	_____
Working	_____	_____	_____
Angry	_____	_____	_____
Happy	_____	_____	_____
I'm smart	_____	_____	_____
Sad	_____	_____	_____
Walk	_____	_____	_____
That's wrong	_____	_____	_____
What can I do	_____	_____	_____

APPENDIX E

"NORMAL DAILY EVENT" SCENARIO

Imagine this scene. You are in your school's cafeteria or dining hall. You have just finished eating. You have fifteen minutes before you have to leave to go to your next class. There are lots of people around, but nothing special or unusual is happening, and it's pretty quiet. You don't have any reports due or tests to take this week. You have the chance to interact with others, if you choose to do so, or you can do anything else you feel like. Take a minute to think about how you would usually react in this kind of situation.

APPENDIX F

SELF-IDENTIFIED ANGRY EVENT

Now we're going to take a look at a situation that has really happened with you. What I'd like you to do, is to think, for a moment, of the last time you were really angry. Let me know when you have this situation in mind.

Now take a minute or so and just remember to yourself what occurred in this situation. I'll be asking you to tell me about what happened and how you reacted, but, for right now, just remember it. Let me know when you remember what happened clearly.

Now I'd like you to tell me about the situation in a special way. I'd like for you to describe the incident, from start to finish, as if you were describing a scene from a movie. I'll need to know what was happening, and who was doing and saying what. From time to time, I'll be asking you to stop the movie and answer some questions about what's going on at that exact point in the scene. Then I'll ask you to re-start the movie and continue your description of what happened. Do you have any questions before we get started?

APPENDIX G

ANGER SCENARIO

(STAGE ONE) Imagine this scene. You are standing outside of a classroom waiting for the teacher to let the class in. You know that, once this class begins, the teacher will be handing back the test that you took yesterday. You studied very hard for this test and hope to get a good grade. While waiting outside the room, a classmate notices that your clothes don't match well, and he begins to make fun of you.

(STAGE TWO) Several of the other students waiting with you outside the classroom begin to laugh at you.

(STAGE THREE) Finally, the teacher lets everyone in.

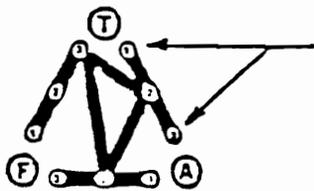
(STAGE FOUR) Everyone takes their seats, and the teacher turns his back on the class to write on the blackboard. The same boy who had teased you a couple of minutes ago sneaks up to the teacher's desk and steals his coffee cup. The teacher turns around. You can tell he's noticed the cup is missing, but he doesn't say anything. The teacher then begins to hand out the graded tests. When you get yours, you see that there's a big red "F" on it.

(STAGE FIVE) The teacher says, angrily, "Maybe if you weren't so busy stealing, you'd have time to study." You look on the floor, next to your desk, and there sits the stolen coffee cup. Think for a minute about how you might respond to this situation if it actually happened to you.

APPENDIX H

CALCULATING TFA SCORES FROM TFA TRIANGLES

Points on triangles are scored as noted below:



Score 2 points for a score at any T, F, or A vertex.

For any midpoint, score 1 point for both bipolar dimensions

Uses of TFA scores in this study:

1. Individual participants will have a TFA score calculated for each triad identified for each condition, as follows:

For each side of the TFA triangle, scores will be determined (in the manner illustrated above) and will be added together by completing the below chart and making the indicated additions.

<u>T-F Side</u>		<u>F-A Side</u>		<u>A-T Side</u>	
T=	F=	T=	F=	T=	F=

-Adding the two T values results in the T score for that individual.

-Adding the two F values results in the F score for that individual.

-Adding the two A values results in the A score for that individual.

These individual TFA scores will be used in various comparisons and to illustrate the individual's predominant mode of functioning in that specific condition for which it was calculated.

2. For each participant who identified a triad for current typical anger, his TFA scores for the self-identified angry event and the anger scenario will be summed and compared to the TFA score for current typical anger.

3. Each participant's TFA score for a particular condition will be summed with the TFA scores of the other participants in his group for that condition. This will result in a group TFA score for that group and condition which will be used to determine predominant group modes for each condition and to perform various comparisons.

APPENDIX I

DISCUSSION OF INDIVIDUAL PARTICIPANT'S TFA TRIADS

The following pages contain a discussion of the TFA triads identified by the twenty participants in this study for the various conditions of interest. Participant numbers beginning with the letters "PS" signify that the participant was in the group of public school students without behavior disorders. Participant numbers beginning with the letters "BD" indicate that the participant was one of the residential treatment center students with behavior disorders. The reader may wish to refer to Figures 4.1 and 4.2 and Tables 4.1 through 4.4 for clarification, when needed.

Public School Participants Without Behavior Disorders

Participant PS01

This participant's triad for the normal daily events situation revealed a predominantly acting and somewhat thinking manner of functioning. The triad for the self-identified angry event showed him to function in a predominantly feeling and somewhat thinking manner. The triad produced for the anger scenario, on the other hand, indicated a strong feeling orientation, with relatively little thinking or acting. The participant confirmed that he tends to move toward a more highly feeling-oriented mode of functioning during angry episodes.

This participant also indicated that the relative lack of an acting orientation when angry is due to an attempt to avoid consequences for engaging in negative interactions with peers and authority figures. He feels somewhat more free to express himself with his parents, however, which resulted in the triad indicating slightly more thinking (as he considered his argument) and acting (as he implemented his argument) for the self-identified angry event, as this involved a conflict over a parental decision. In discussing other differences between the two triads for specific angry events (the self-identified angry event and the anger scenario), he stated that the relative lack of thinking during the anger scenario was due to the extreme anger he would be experiencing in that situation, versus during the self-identified angry event. He acknowledged that, for him, increasing levels of anger tend to be related to a decreased tendency to behave in a thinking-oriented manner. Despite these general tendencies, however, the participant does not feel he currently has a typical pattern of responding when angry, but that his functioning during angry situations varies from situation to situation. This participant stated that two years prior to these interviews he was experiencing some problems with his handling of anger, to the point where it was becoming an issue between himself and his parents. A

triad produced to describe his functioning at that time identified a strong feeling and acting orientation.

Participant PS02

This participant's triad for normal daily events revealed a strong acting and thinking orientation for that situation. The two triads for the specific angry situations were not identical. The triad generated for the self-identified angry event reflected a strong thinking and feeling orientation, while the triad indicated for the anger scenario revealed that the participant saw himself as being likely to function about equally between thinking, feeling, and acting in that situation. In comparing the normal daily events triad to the triads for the self-identified angry event and the anger scenario, the participant noted that he tends to move from a more thinking and acting way of responding toward a more feeling-oriented response during angry situations. The participant stated that the lack of an acting orientation in the self-identified angry event was due to the fact that the person he was feeling angry toward was not physically present at the time the episode occurred, and, as a result, the triad for that event was not typical of his usual functioning when angry. This participant reported that the triad indicating an orientation balanced equally between thoughts, feelings, and actions, which was

produced for the anger scenario, would also typify both current and past behavior during angry situations.

Participant PS03

The triad for normal daily events produced by this participant indicated a strong acting and thinking orientation. The triads for the self-identified angry event and the anger scenario were not identical, but they were quite similar. The triad for the anger scenario indicated that the participant saw himself as likely to function in a strong thinking and feeling manner in that situation. The triad for the self-identified angry event also revealed a thinking and feeling orientation; however, in that situation, the tendency to function in a feeling manner was not quite as strong as that reported in discussing the anger scenario, and there was a slightly increased tendency to behave in an acting oriented manner. The participant explained that he was angrier in the self-identified situation, and that, for him, increasing levels of anger result in a slightly increased tendency to function in a more acting-oriented mode of behavior, even though he remains predominantly thinking and feeling in such situations.

A comparison of these triads, then, reveals that in all three of the above situations the participant engaged in a significant amount of thinking. In the two angry

situations, this thinking orientation was combined with a significant amount of feeling, while in the situation for normal daily events the thinking orientation was combined with a significant amount of acting. Little acting was reported during the two angry episodes.

This participant noted that his current typical response to anger would match the predominantly thinking and somewhat feeling orientation identified for the self-identified angry event. He reported that he does not think he had a typical manner of functioning in the past but, rather, that he responded on a situation-to-situation basis.

Participant PS04

This participant identified a triad for normal daily events which Hutchins and Cole (1992) refer to as a compartmental triad. This indicates functioning which emphasizes thoughts, feelings, and actions at different times. The triad for the self-identified angry event displayed a predominantly thinking and somewhat feeling orientation, while the triad for the anger scenario reflected a predominantly acting and somewhat thinking orientation. In discussing differences between these two anger triads, the participant stated that his somewhat more acting-oriented response in the anger scenario situation was due to the setting in which that situation occurred. Since the anger scenario episode occurred in school, he had to

take a more active role in defending himself, because any trouble he might get into would be reflected on his permanent school record. Thus, the anger scenario situation demanded immediate action. In examining differences between the normal daily event triads the triads for the self-identified angry event and the anger scenario, the participant stated that he would be more feeling-oriented in the normal daily event situation, because he would be happy.

The participant indicated that, currently, he would not have a typical triad for his functioning when angry, as his responses would differ from situation to situation. He thought, however, that in the past (two years prior to the interview), he would have had a consistent triad pattern for angry functioning, and that triad would indicate that he was responding to an approximately equal extent between thinking, feeling, and acting. The participant felt that the change from this consistent triad to a more situationally-determined response is indicative of a maturing process in the way he handles angry situations.

Participant PS05

This participant's triad produced for the normal daily events scenario indicated a strong thinking and somewhat acting orientation for that situation. The triad for the self-identified angry event revealed a strong thinking and feeling mode of functioning, while the triad for the anger

scenario indicated a strong feeling and acting mode of functioning. Thus, both of these anger triads indicated a significant degree of feeling but differed in the reported extent of thinking and acting. This is in contrast to the triad for normal daily events which indicated an orientation characterized by little or no feeling.

The participant indicated that, in angry situations, his tendency to engage in thinking tends to be negatively related to his tendency to engage in acting. The participant also reported that differences noted in the degree of acting on the three identified triads reflected, to a large extent, differences in the social environment in which the situations occurred. He indicated that he is most likely to resist behaving in an acting-oriented manner in a setting where there is a large number of adults and family friends present (such as in the self-identified angry situation), and that he is somewhat more likely to engage in acting-oriented functioning in either situations with peers (such as in the anger scenario) or in situations where there is little conflict occurring (such as in the normal daily event scenario). He also stated that he attempts not to respond to provocateurs in an acting manner unless they become highly antagonistic or behave in a physical way with him. This indicates that, in determining his response, he also takes into account the behavior of the provocateur and

the nature of the provocation. Thus, there is no typical mode of functioning displayed during angry events. Rather, reactions are determined on a situational basis. In discussing past functioning when angry, the participant stated that there would be no consistent triad pattern, although several years ago he tended to behave in a more acting-oriented manner.

Participant PS06

This participant's triad for normal daily events identified a strong acting and thinking orientation. The triads for the self-identified angry event and the anger scenario were identical and displayed the participant as functioning to an equal extent between thinking, feeling, and acting. The participant indicated that these triads were also representative of both his current and past functioning with regard to his typical response in angry situations. On those rare occasions when he would become angry enough to fight, however, the participant indicated that he would stop thinking and function in a totally feeling and acting manner. He stated that one thing that was helpful in both the self-identified angry situation and in the anger scenario was that he had plenty of time to think. Thus, for this participant, engaging in thinking appears to be negatively related to a tendency to fight.

Participant PS07

The normal daily events triad for this participant reflected a strong thinking orientation, with little feeling or acting. This participant's triads for the self-identified angry event and the anger scenario were not identical; however, they were quite similar to one another. The triad produced for the self-identified angry event showed a strong feeling and acting orientation, with little or no thinking present. The triad produced for the anger scenario displayed a predominantly feeling and somewhat acting orientation, but with some thinking still being present. Thus, these two triads (along with the triad for current typical angry functioning) indicate a tendency to move away from a thinking orientation and toward a predominantly feeling and somewhat acting orientation when angry.

In discussing differences between the triad for the self-identified angry event and the triad for the anger scenario, the participant stated that he was more angry in the self-identified angry event than he has ever been before, and that this is why he was more acting-oriented than he would have been in the anger scenario. He stated, however, that he has become angry to the point of developing a strong acting orientation only this one time, and that his current typical functioning is best represented by the

predominantly feeling and somewhat acting orientation noted for the anger scenario. He did not believe that he would have had a typical way of functioning during angry episodes in the past, though, and felt that this was an indication that he was becoming more consistent in his responses to anger as he grows older.

Participant PS08

The triad for normal daily events produced by this participant indicated that in this situation he would function in a strongly thinking and somewhat feeling manner. The triad for the self-identified angry event revealed that the participant engaged in approximately equal degrees of thinking, feeling, and acting in that situation. The triad for the anger scenario, on the other hand, indicated a strong feeling and somewhat thinking orientation.

In discussing differences between the two above anger triads, the participant stated that the more extreme feeling orientation noted for the anger scenario was due to both the sensitive nature of what was occurring (being falsely accused of stealing) and the fact that he was confronted with numerous stressors within a short period of time. He also indicated that the response displayed in the self-identified angry situation was due to the fact that he had been faced with a potentially dangerous situation which required that he bring all three modes of behaving into play

quickly in order to protect himself. This was in contrast to the anger scenario, during which there was a more gradual buildup of stressors (none of which were physically threatening), which provided time to engage in a relatively more thinking-oriented response than was possible in the self-identified angry event. Thus, in both of these angry events, the participant's functioning was situationally-determined and responded to the specific requirements of each individual episode. The participant reported that a situationally-determined response, versus a typical way of functioning, is indicative of how he currently behaves in angry situations, and also reflects how he has responded in earlier years.

Participant PS09

This participant's triad for normal daily events reflected a strong acting orientation. The triad for the self-identified angry event displayed a strong thinking and feeling orientation, while the triad for the anger scenario demonstrated a strong feeling and acting orientation. Thus, although different, both anger triads indicated a significant amount of feeling. In discussing differences between these two anger triads, the participant noted that the reason for a stronger acting orientation being identified for the anger scenario was because he feels more free to react to peers, as opposed to an authority figure or

family member. He stated that, in a situation such as the self-identified angry event, he wouldn't want to do anything to hurt a family member or make a family member feel bad, so he'd "just be sucking it up" (not acting), although his feelings may be even stronger in that type of situation. This participant also noted a tendency to be more feeling than thinking when there is a large number of people involved in an angering incident, and more acting, in general, around his peers. The participant indicated that he currently has no typical way of functioning during angry episodes, nor did he have any particular pattern in the past but, rather, that he responds differently to different situations.

Participant PS10

This participant's triad for normal daily events reflected a predominantly acting and somewhat thinking orientation. The triad for the self-identified angry event reflected a strong acting orientation, while the triad for the anger scenario displayed a strong feeling orientation. The participant explained the differences between these two anger triads as being due to his reluctance to behave in an acting oriented manner in situations, such as the anger scenario, where he may be viewed as being guilty of some wrongdoing (i.e., stealing a coffee cup). He reported that avoiding acting in such circumstances is a way of staying

out of trouble. In the self-identified angry event, then, he would feel more free to act since he was clearly not responsible for any wrongdoing in that situation.

The participant also noted that the angrier he becomes, the more likely he is to behave in an acting-oriented manner. In contrasting the triad for normal daily events with the triads for the self-identified angry event and the anger scenario, it also appeared that the participant tends not to engage in much thinking when angry compared to when calm. This participant reported that he does not currently have, nor did he have in the past, a typical way of responding during angry events but, rather, that his functioning varies from situation to situation.

Participants with Behavior Disorders

Participant BD01

On the triad for normal daily events, this participant identified a strong thinking, somewhat acting orientation, with little or no feeling being present. The participant's triad for the self-identified angry event and his triad for the anger scenario were similar but did not match exactly. He identified a strong thinking and feeling orientation on the self-identified anger triad, with little or no acting present. The triad for the anger scenario indicated a predominantly thinking, somewhat feeling orientation, with little, if any, acting. Thus, while all three of these

triads revealed a strong thinking orientation under both conditions of anger and normal daily events, the participant engaged in little acting during the angry situations and little feeling during normal daily events. The participant indicated that the reason for the difference between the angry and normal daily events conditions is that, when angry, he has to avoid acting in order to avoid negative consequences for his actions. He indicated that the triad identified for the anger scenario (strong thinking and somewhat feeling) is representative of the way he typically responds during angry episodes at this point in his life. This participant had been in residential placement for nearly two years at the time of the interviews. He indicated that, prior to residential placement, his typical response to angry events would have resulted in a triad which was strongly acting-oriented, somewhat feeling, and displayed very little thinking.

Participant BD02

The triad produced for the normal daily events scenario revealed a strong acting and thinking orientation. The triad for the self-identified angry event and the triad for the anger scenario were not identical as originally produced; however, upon reflection, the participant changed his triad for the self-identified angry event, which resulted in all three triads (normal daily events, self-

identified angry event, and anger scenario) being identical, with a strong acting and thinking orientation, and little or no feeling. The participant also stated that the same triad would represent both his current and past typical functioning when angry.

Participant BD03

This participant created a strongly thinking-oriented triad for the normal daily events scenario. He noted that the reason for this was because in that scenario he was calm and there was no one making him angry. The triad produced during the self-identified angry event revealed that the participant had functioned in a predominantly acting and somewhat feeling manner in this actual situation. His triad for the anger scenario, on the other hand, displayed a predominantly feeling and somewhat thinking orientation. One factor which was identical for both of these two anger triads occurred on the thinking-feeling side of the TFA triangle, where the participant was shown to function in a high-feeling, low-thinking manner. The participant noted that the predominantly acting and somewhat feeling orientation represented by the triad for the self-identified angry situation was more typical of his usual functioning when angry, in that it displayed little thinking. His most typical anger response differs from this triad, however, in that he normally responds in a more feeling than acting

fashion in such situations. Thus, the triad produced for the anger scenario appears to be atypical of how this participant usually responds in angry situations, in that it showed the participant to be engaging in relatively more thinking than acting, when in most angry situations he would respond in the opposite manner. A triad reflecting his current typical functioning when angry, then, would display a strong feeling and somewhat acting orientation, with little or no thought. This participant stated that a triad depicting his typical functioning when angry, in past years, would indicate a strong acting orientation, with little thinking or feeling.

Participant BD04

This participant created a triad depicting a strong thinking and somewhat acting orientation for the normal daily events situation. His triads for the self-identified angry event and the anger scenario, while not exactly identical, were very similar and reflected a predominantly feeling and somewhat acting orientation. The reason noted for the difference between the normal daily events triad and these two anger triads was that, in the angry situations, events unfolded so rapidly as to not leave time to think before reacting. In comparing these two anger triads, the participant also noted that when he is confronted with several stressors simultaneously, as in the anger scenario,

he is likely to react in a more feeling-oriented manner. This strong feeling and somewhat acting orientation was reported to be typical of his current functioning when angry, and also of his functioning during normal situations when events unfold rapidly. The participant noted that functioning in this manner usually gets him into trouble. Thus, any situation during which a number of things are happening in quick succession could be troublesome for this adolescent. This participant indicated that, in the past, his reactions to anger varied on a situation-to-situation basis and, thus, he would have no typical triad for angry functioning during that period.

Participant BD05

This participant identified a strong thinking and acting orientation for his functioning in the scenario for normal daily events. He explained that the lack of a feeling orientation was due to a lack of emotionally stimulating occurrences in that scenario. His triads for the self-identified angry event and the anger scenario were not identical, although both revealed a predominantly thinking and somewhat feeling orientation. He stated that the reason why these anger triads were not identical was because the situations were different and had a different impact on him. The predominantly thinking and somewhat feeling orientation was seen as being typical of his current

functioning during angry episodes. The participant's statements supported the triads in indicating that he tends to move into a more feeling-oriented mode (when compared to normal daily events) when angry, but that he avoids acting at such times. Avoiding angry actions in the presence of an authority figure was noted as a reason for this, as was determining the usefulness of actively asserting a point with authority figures whom he viewed as unresponsive to his arguments. This participant had been in treatment for seventeen months at the time of the interviews. He produced a strongly acting-oriented triad in describing his typical reactions to angry situations prior to entering treatment.

Participant BD06

The triad identified for normal daily events demonstrated the participant to be functioning about equally between thinking, feeling, and acting. The triad for the self-identified angry event revealed a predominantly acting and somewhat thinking orientation, while the anger scenario resulted in a triad depicting a predominantly feeling and somewhat thinking orientation. He identified the triad for the self-identified angry situation (predominantly acting and somewhat thinking) as being typical of his usual functioning when angry, both currently and in the past.

Participant BD07

The triad produced for normal daily events reflected a strong thinking and feeling orientation. This participant's triads for the self-identified angry event and the anger scenario were similar, but did not match exactly. The participant identified a strong thinking and somewhat feeling orientation on the triad illustrating the self-identified angry episode. The anger scenario resulted in a triad indicating a strong thinking and feeling orientation, which was identical to the triad for normal daily events. In discussing these three triads, he stated that his typical response when extremely angry would produce a more acting-oriented triad than either of the anger triads produced during the interviews. This triad would display a predominantly acting and somewhat thinking orientation. He indicated that had he responded in this typical manner (i.e., relatively more acting) during his self-identified angry event in school, he would have been suspended. He felt he typically reacts to most situations as indicated in the triads he produced (mostly thinking and feeling) during the interviews, and that he resorts to a more acting-oriented way of responding only when extremely angry. This subject was in the process of completing his residential placement at the time of the interview. When asked what his typical anger triad would have been prior to residential

treatment, he indicated a triad which was strongly acting oriented, somewhat thinking oriented, and which displayed very little, if any, feeling.

Participant BD08

The triad for normal daily events produced by this participant displayed a predominantly acting, somewhat thinking orientation. The triad for the self-identified angry event reflected a predominantly feeling, somewhat acting orientation. The participant indicated that this was representative of his current typical mode of responding to angry events. The triad produced for the anger scenario indicated that, in this situation, the participant believed he would engage in thinking, feeling, and acting to an approximately equal extent. When questioned as to his typical response to angry situations in the past, the participant created a triad which indicated a predominantly acting, somewhat feeling orientation. This indicates that compared to his reactions prior to residential placement, this participant currently functions in a somewhat less acting oriented manner when angry.

Participant BD09

The triad produced by this participant for normal daily events indicated a strong acting and thinking orientation, with little or no feeling. He stated that he felt that this was typical of his functioning during periods when he is not

angry. The triad for the self-identified angry situation indicated that the participant saw himself as functioning about equally between thinking, feeling, and acting in that situation. The triad produced for the anger scenario displayed the same strong acting and thinking orientation that was seen in the triad for normal daily events. The participant indicated that he has no typical way of responding in angry situations at the present time but thinks that, in the past, he typically responded in a manner which would be represented by a triad identical to that produced for the self-identified angry event.

Participant BD10

This participant generated a triad for normal daily events which was predominantly acting-oriented and somewhat thinking-oriented. The triad for the self-identified angry event was strongly feeling-oriented and somewhat acting-oriented, while the triad for the anger scenario was predominantly feeling-oriented and somewhat thinking-oriented. Thus, both of these anger triads displayed a predominant feeling orientation for angry episodes, although their secondary orientations were different. The triad for the self-identified situation was somewhat more strongly feeling-oriented than was the triad for the anger scenario. This was explained as being due to the more serious and sensitive nature of the subject matter discussed during the

conflict being reported by this participant in the self-identified situation. The participant's current typical response to anger was noted as being represented best by the anger scenario, however. The participant was somewhat more acting-oriented during the situation for normal daily events, as compared with these two angry episodes, and this was explained as being due to his needing to avoid "lashing out" during angry episodes. He reported that his typical response to anger in the past, though, would have produced a triad depicting a strongly acting and somewhat feeling orientation, which would reflect a more abusive and violent response.

APPENDIX J

PARTICIPANT-IDENTIFIED THOUGHTS, FEELINGS, AND ACTIONS

The following are the transcribed thoughts, feelings, and actions identified by each participant as occurring during the self-identified angry event and the standardized imaginary anger scenario. Once again, participant numbers beginning with the letters "PS" signify that the participant was in the group of public school students without behavior disorders. Participant numbers beginning with the letters "BD" indicate that the participant was one of the residential treatment center students with behavior disorders.

Participants Without Behavior Disorders

Participant PS01

Self-Identified Angry Event (Not being allowed to go to party)

[Parent refuses permission to attend party.]

FEELING - "I was really mad at them..." (Anger)

THOUGHT - "...because I knew that, like, the party wasn't going to be out of control." (Theme of mistreatment)

THOUGHT - "Like, didn't they understand, because, when they were kids, didn't they want to go to parties and stuff?" (Theme of mistreatment)

THOUGHT - "I remember trying to like think of something, some way to get around them or something." (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "Just why they wouldn't let me go." (Analyzing the situation)

FEELING - "I don't know. Would I say sad, because, like, they wouldn't trust." (Sadness)

ACTION - "My tone of voice went up [later clarified as speaking more distinctly as opposed to yelling] and I tried to explain to them what was gonna happen at the party. I tried, you know, just to explain it to 'em what would happen." (Positive verbal interaction)

THOUGHT - "Just, like, sort of confusion and I'm starting to not really wanna go to the party a whole lot. So like lost a little bit of interest in it."

THOUGHT - "Confusion, first of all, as to why, I mean, they wouldn't, you know, why they were, like, acting like that." (Analyzing the situation)

FEELING - "I'm starting to calm down a little bit." (Calm)

FEELING - "Just sadness was starting to come up a little bit more." (Sadness)

ACTION - "At that point I pretty much agreed. I said, you know, 'fine', cuz I realized I wasn't gonna get out of it. So I pretty much gave up" (Compliance with adult direction/decision) "and went upstairs." (Directing attention or moving away from the angering situation)

[Parent reverses decision.]

FEELING - "I was a little bit happier, cuz I could go." (Happiness)

THOUGHT - "I was thinking, you know, is it gonna be worth it, like, do I really want to go or I'd just like stay around here tonight. Because it was already late at that point and since I had to come home, like, early, I was thinking that there wouldn't be much of a point in going." (Analyzing the situation)

FEELING - "I was a little bit happier," (Happiness) sort of relieved," (Relief) "you know, knowing that, like, I could go, but then I was sorta like, you know, no point. I was depressed because I had already, like, missed the party and there was, like, no point in going." (Sadness) "I wasn't really mad anymore. We were sort of like evening out with each other."

ACTION - "I still just laid there and talked to him." (Positive verbal interaction)

THOUGHT - "He had probably called the mother of the friend that I was gonna go with, you know, to probably find out the parents would be there or something, cuz that's how my parents are." (Analyzing the situation)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHTS - "I'd be thinking, like, like, 'You're stupid.'" (Negative thoughts regarding others) "Um, maybe, maybe my clothes don't match or something. And I'd be thinking 'I don't really care'. You know it's not that important to me." (Coping/calming thought)

FEELING - "I'd be angry." (Anger) "I'd be annoyed at it." (Annoyed)

FEELING - "I'd feel sorta sad that he'd, like, pick on me." (Sadness)

ACTION - "I'd probably tell him to shut up." (Negative verbal interaction) "And then just like, you know, ignore him or something. You know, like play it off somehow." (Ignoring or remaining outwardly calm)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHTS - "Like, I hate you all. You know, like, shut up, you know, you're annoying." (Negative thoughts regarding others) 'Like, leave me alone. I'd probably think that.' (Theme of being trapped into an undesired conflict)

FEELING - "That's when I'd start to feel sad. Sort of depressed." (Sadness)

FEELING - "And you'd be angry at that person. You wouldn't be angry at the ones that are laughing at you. But you'd still be angry at that person who was making fun of you." (Anger)

ACTION - "I'd still just try to downplay the situation. You know, just sorta like say, 'Yeah, you know, so, I don't care. You know, big deal.' So." [Clarified as an attempt to end the provocation.] (Ignoring or remaining outwardly calm)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

FEELING - "I'd still be annoyed, probably, at what had happened right before." (Annoyed)

FEELING - "I'd be feeling, like, nervous, sort of." [Regarding test.] (Nervous)

THOUGHT - "And then I'd be thinking, you know, like, you know, forget it about it. Don't worry about that." (Self-guiding speech)

THOUGHT - "Did I do good. [on the test] I'd be thinking, you know, whether I did good or bad. All that, and like, just what my parents would think." (Concern regarding the reactions of family)

THOUGHT - "I'd still be thinking about, like, what they did." (Turning thoughts or attention toward the angering event)

ACTION - "I'd like ignore 'em. Ignore everybody. Ignore 'em, like, as I walked in. You know, just sorta like, you know, put 'em behind my back" (Ignoring or remaining outwardly calm) "and just walk in and just sit down at my desk." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "I'd be really angry - at myself - for getting that grade on the test." (Anger, at self)

FEELING - "I'd also be sad and depressed that I got that." (Sadness)

THOUGHT - "I'd be like, 'Man, why?'"

THOUGHT - "Just why, why I got that grade, is what I'd be thinking." (Analyzing the situation)

THOUGHT - "I must be stupid or something." (Self-criticism)

ACTION - "I'd probably, like, you know, pop my knuckles. Something like that. You know, like, or I'd tense up probably. Just sorta like, you know, suppressing my anger so I don't, like, explode." [Clarified as personal anger management techniques.] (Self-calming actions)

ACTION - "I'd probably, like, hit my head down on the desk or I'd hit my head on the desk or something." (Nonverbal expression of displeasure)

THOUGHT - "I'd be, like, man, stupid. I'd, you know..." (Self-criticism)

- STAGE 5 - SEES STOLEN CUP BY DESK

THOUGHT - "I'd be thinking of the person who did it. I'd, you know, I'd be thinking like, 'I hate you', or, you know." (Negative thoughts regarding others) "I'd be like... I'd be thinking like, you know, 'Why is he's into doing this?' You know." (Analyzing the situation)

THOUGHT - "I'd still be thinking about my test... Why I did so bad. Why I, like, failed it." (Analyzing the situation)

THOUGHT - "Sort of like, this is like the worst day of my life. Something like that. Along the lines, this is like the worst thing that's ever happened to me. I'd, like, exaggerate the situation like that. Just like I'd do that in my head probably." (Turning thoughts or attention toward the angering situation)

FEELING - "A lot of anger." (Anger)

FEELING - "Yeah, I'd be sad. I'd still be sad about my test. I'd still be sad about him doing that." (Sadness)

ACTION - "I'd, like, grip my desk or something, you know, sorta like hold onto the desk. Again I'd, like, try to suppress my anger. I, like, I'll always do that. I just, like, you know, I grab something and I, like, squeeze it as hard as I can. And then I'd probably, like, you know, grit my teeth and, you know, like, you know, crunching my jaws and stuff. You know that thing right there. [Points to place on jaw.] So, I'd be doing that trying to, like, you know, just sorta suppress my anger." (Self-calming actions)

ACTION - "I'd look at him. At the person [the provoking peer] who did it. I'd ignore the teacher. I'd, like, you know, put my head down. I wouldn't want to look at him [the teacher], cuz if I looked at him and like [gave an exasperated look and vocalization] I could get into trouble for, like, looking at him, being like, 'You're stupid', you know." (Directing attention or moving away from the angering situation) "Then I'd purposely look at the student who I know did it. I hope then to give the teacher a hint of who did it," (Attempting nonverbal communication) "but then I'd look at him for like, you know, like, you know, 'I

hate you. I can't stand you.' That's what my actions would be is looking at him." (Attempting nonverbal communication)

Participant PS02

Self-Identified Angry Event (Being lied to by a friend)

THOUGHT - "What a jerk." (Negative thoughts regarding others)

THOUGHT - "Why didn't he confront me himself" (Analyzing the situation) "without lying to me?" (Theme of mistreatment)

FEELING - "I was very ticked off" (Anger)

FEELING - "I guess you could kind of say, I guess you could say I was hurt. It wasn't like I was gonna lose sleep over it or anything like...I wasn't...It wasn't anything big," (Hurt) "but I was mainly ticked off at him." (Anger)

THOUGHT - "I wanted to confront him that I knew the situation." (Contemplating/planning nonaggressive course of action, positive)

ACTION - "Well, I just... I was polite and I said, 'Well, thank you' [to brother of object of anger] and then I hung up the phone." (Positive verbal interaction)

THOUGHT - "I just thought about, like, like why he didn't confront me" (Analyzing the situation) "and that what I was gonna say to him, that it, that, that it happened the next day." (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "I was, well, I was thinking what I was gonna do [for that evenings activity] since they are already gonna do... both... two of my closest friends are already doing something. And so I was thinking about just something else that I can do since I couldn't do anything with one of them." (Turning attention away from the angering situation)

FEELING - "I guess I was kind of annoyed, too." (Annoyed)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "That the person's a real jerk," (Negative thoughts regarding others) "and I'm not gonna pay any

attention to him 'cuz he or she just... I, I, basically I wouldn't pay any attention to the person or what the person was saying to me, 'cuz he just, he or she just might be full of it." (Coping/calming thought)

FEELING - "I'd feel a little ticked off." (Anger) Also a little, like, just a little annoyed by it. He's getting on my nerves." (Annoyed)

THOUGHT - "I really don't care what the person's thinking or thinks of me." (Coping/calming thought)

ACTION - "I'd probably just, just walk away and go talk to somebody else." (Directing attention or moving away from the angering situation)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "Probably, maybe I should pay more attention to what I wear." (Contemplating/planning nonaggressive course of action, positive) (Thought indicating internal locus of control) "Or, like, well it's no really big deal. Why do all these people really care what I'm wearing? And I'd be thinking to like 'Nobody's perfect. Aren't you... Don't you all ever make a mistake in the morning?' Or something like that." (Coping/calming thought)

THOUGHT - "I'd kinda think about, like, well maybe I should think twice of what I wanna wear in the morning." (Contemplating/planning nonaggressive course of action, positive) (Thought indicating an internal locus of control)

ACTION - "I'd just comment on nobody being perfect... Nobody's perfect. Everybody makes mistakes." (Positive verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Finally. At last. I don't want to hear this guy's crap anymore." (Theme of mistreatment)

THOUGHT - "I hope I got a good grade on the test. Thinking of the test." (Turning thoughts or attention away from the angering situation)

THOUGHT - "I'd be feeling [later clarified as thinking] like, kind of, trying to get this person out of my mind that was making fun of me. And, like, feeling [later clarified as thinking] like I hope I get a good grade on the test." (Turning thoughts or attention away from the angering situation)

FEELING - "I guess I was a little, still a little annoyed. Still feeling a little annoyed." (Annoyed)

THOUGHT - "Maybe I should present myself better next time." (Contemplating/planning nonaggressive course of action, positive) (Thought indicating an internal locus of control)

ACTION - "I'd just try to just walk in the class casually, like nothing had happened, and just drop the situation." [Clarified as being an attempt to show the provocateur that he was not bothered so that the provocateur would not get any satisfaction from his reaction] (Ignoring or remaining outwardly calm) "Just go sit in my seat and wait for the test." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "Oh great. Now what's gonna happen next? My day's already been bad enough. What's gonna happen next?"

THOUGHT - "I wonder why that kid just stole that coffee cup." (Analyzing the situation)

THOUGHT - "I'd be thinking why I got an 'F' on the, like, why, I'd look at the test and see what... why I got an 'F' on the, the, um, test." (Analyzing the situation)

FEELING - "I'd feel, I'd get, I'd feel mad at myself about not working hard enough." (Anger)

FEELING - "Kinda sad I got an 'F'." (Sadness) "Upset that I got an 'F'." [Clarified as both mad-upset and sad-upset] (Anger)

ACTION - "I'd just flip through the test and see what I got wrong. And see what I need to improve on." (Information seeking)

ACTION - "Ask the teacher why I got an 'F'." (Information seeking)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "Oh great, why'd that jerk" (Negative thoughts regarding others) "put the thing next to my desk? Now it looks like I stole the coffee cup" (Analyzing the situation) "and the teacher's gonna be even more mad at me." (Negative prediction)

THOUGHT - "How am I gonna explain to the teacher that I did not take the cup and the other guy did?"
(Contemplating/planning nonaggressive course of action, positive)

FEELING - "Very upset. I'd be mad. I'd be very mad" (Anger) "and I'd be sad." (Sadness) "I'd be very annoyed. I'd be more... I'd be even more annoyed at the other guy. The, the guy." (Annoyed) "I'd be, um, kind of sad. I'd be sad because I wouldn't know how to fix... how to explain to the teacher that I did not take the cup."

ACTION - "I'd pick up the cup and give it back to the teacher and say that I didn't take it" (Positive verbal interaction) "and I'd ask the class if anybody saw the other guy do it. And if they did, I'd ask the person to see if they... and see what the other person said," (Seeking assistance) "and, um, then I'd explain to the teacher that I did not take it and that the other guy did and that there's a witness that the other guy took it." (Positive verbal interaction) "So the other guy would get in trouble. Not me, hopefully."

Participant PS03

Self-Identified Angry Event (Mom wouldn't let me drive.)

THOUGHT - "I just don't see why she should drive or why she won't let me drive" (Analyzing the situation) "And I'm thinking that no reason she just... She's gonna come, and she wasn't gonna let me. She never does." (Theme of mistreatment)

FEELING - "Well, I felt mad." (Anger)

ACTION - "I say, like, 'Gosh. Why won't you let me drive?'" (Information seeking) "and get in the car. Got in the car." (Directing attention or moving away from the angering situation)

THOUGHT - "I don't know. Everybody else is. Their parents letting them drive," (Theme of mistreatment) "and I don't see why she won't." (Analyzing the situation)

ACTION - "I was just sitting there. Pouting." (Nonverbal expression of displeasure)

ACTION - "I don't know. I kind of said, 'I hate you' or something. Something like that." (Negative verbal)

interaction) "Then I got in the car." (Directing attention or moving away from the angering situation)

ACTION - " When we got home I just... I went up to my room and didn't say anything. Took a nap." (Directing attention or moving away from the angering situation)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I'd be thinking that pretty stupid, um, pretty stupid thing to be making fun of me about." (Coping/calming thought)

FEELING - "I'd probably start to get mad." (Anger)

ACTION - "I don't know. Maybe I'd just tell him to shut up or something." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "Thinking a little... Thinking it was a little more of this. Kinda ridiculous thing to, thing to be doing." (Coping/calming thought)

FEELING - "I guess I'd feel like... Just feel mad." (Anger)

THOUGHT - "They should stop." ('Should' thought)

ACTION - "I don't know, I may then tell them I just really didn't care. I don't think it's that big of a deal." (Positive verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Maybe it'll all blow over at that point." (Coping/calming thought)

THOUGHT - "Yeah, I'd still think it was real ridiculous, but that's about it." (Coping/calming thought)

FEELING - "I'd still be a little mad." (Anger)

ACTION - "I wouldn't...I probably wouldn't be doing much of anything then. Just going in the classroom." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "I'd be mad." [Clarified as anger at the test]
(Anger, at situation)

THOUGHT - "I'd be thinking that it was a hard test."
(Thought indicating an external locus of control) "I don't usually get 'F's." (Analyzing the situation)

FEELING - "I'd maybe get mad, I maybe feel mad towards the teacher. But that's the same thing, so." (Anger, at teacher)

ACTION - "Go ahead and ask him what I did wrong or something like that." (Information seeking)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I can just get the situation straightened out."
(Positive prediction) (Coping/calming thought)

FEELING - "Well, I don't think it would... I was already mad, so I'll still be mad, but it wouldn't add too much to it, because I can just get it straightened out." (Anger)

ACTION - "I'd tell him that I didn't do it." (Positive verbal interaction)

ACTION - "I'd tell him, 'It was him', kinda jokingly. I don't think I'd make that big of an issue about it."
(Positive verbal interaction)

Participant PS04

Self-Identified Angry Event (Being lied about by a girl at work)

[After being told another boy was going to fight him due to some statements having been made by a girl at his place of employment]

THOUGHT - "I was thinking they were all just playing at first. Then i noticed that more and more people came up to me." (Analyzing the situation)

THOUGHT - "My thoughts were, 'They jump in my face... They take a swing, I'm gonna swing back.'"
(Contemplating/planning physical defense or retaliation)

THOUGHT - "If they do it they better knock me down the first time." (Contemplating/planning physical defense or retaliation)

FEELING - "My feelings were pretty shot. I was mad." (Anger)

THOUGHT - "I was wondering what the girl said, and all this." (Analyzing the situation)

ACTION - "I just went up to the girl and I asked her, I said, I just asked her, you know, why'd she say I trapped her up in the corner and all this stuff." (Information seeking)

THOUGHT - "I was thinking that she betrayed me." (Theme of mistreatment)

THOUGHT - "I was just, you know, something I had to say, I just had to tell somebody that, you know, it's not true. She was playing around." (Contemplating/planning nonaggressive course of action, positive)

ACTION - "Tell somebody that, you know, it's not true. She was playing around." (Positive verbal interaction)

FEELING - "I was feeling, like, I was crushed inside, kinda." (Sadness)

FEELING - "Betrayed." (Betrayed)

FEELING - "I was getting mad when they wouldn't believe me." (Anger)

ACTION - "I was just, you know, hitting stuff. Like, I wasn't hitting hard. I was, like, practicing in case they did come up and swung at me, swing at me, or whatever." (Aggressive posturing)

FEELING - "I got even angrier, because he didn't believe me." (Anger)

THOUGHT - "He didn't believe me." (Mind reading)

THOUGHT - "That I'm gonna have to confront the other guy." (Contemplating/planning nonaggressive course of action, positive)

ACTION - "I just said some stuff over my shoulder" [later clarified as a warning] (Positive verbal interactions)

"and I just went." (Directing attention or moving away from the angering situation)

ACTION - "I went and talked to my friends." (Directing attention or moving away from the angering situation)

ACTION - "That's when I calmed down and started going back talking to people, you know, what did she say and all that stuff." (Information seeking)

ACTION - "I was still looking over my shoulder and all this." (Nonaggressive preventative or self-protective actions)

THOUGHT - "I wasn't gonna mess with any other girls there." (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "He was taking her side instead of my side." (Mind reading)

FEELING - "I was mad." (Anger)

THOUGHT - "I just said, 'Oh, I gotta talk to somebody tonight'," (Contemplating/planning nonaggressive course of action, positive) "because I just didn't think it was right that they had all this stuff hiding behind their back and I didn't know anything about it." (Theme of mistreatment)

THOUGHT - "I thought me and him were gonna fight." (Negative prediction)

ACTION - "I just said it's not true." (Positive verbal interaction)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I would probably be thinking, you know, why is he doing this. That's the way I like to dress." (Analyzing the situation)

FEELING - "I don't know. Kind of be a combination of sad" (Sadness) "and angry." (Anger)

ACTION - "Just be like, 'Shut up'." (Negative verbal interaction)

ACTION - "Probably just throw something back on him or something." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I would just feel like I would probably say to myself, you know, ignore 'em." (Self-quieting speech)

ACTION - "I would probably start laughing myself." (Smile or laugh in the face of provocation)

FEELING - "Angry." (Anger)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "I would probably say to myself, 'Thank you teacher, for letting us in'. So then get it over with."

FEELING - "Mostly sad." (Sadness)

ACTION - "I would probably stare at him or her, everybody that laughed at me. I would just kind of like stare."
[Clarified as an attempt to communicate with the provocateurs to stop the provocation] (Attempting nonverbal communication)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "What are my parents gonna think?" (Concern regarding the reactions of family) "And I'd just be like, well, I did, I did as good as I could, and I studied hard for it, so I'll have to study harder next time." (Thought indicating an internal locus of control)
(Contemplating/planning nonaggressive course of action, positive)

FEELING - "Kind of sad." (Sadness)

THOUGHT - "I let myself down. I can't believe I did this." (Self-criticism) (Thought indicating an internal locus of control)

ACTION - "Just move about my chair a lot."

FEELING - "Mad." (Anger)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "Why did he do that? Why did that kid do that to me?" (Analyzing the situation) (Theme of mistreatment)

ACTION - "I would just take the coffee cup in my hand, put it on the desk and say I didn't do it." (Positive verbal interaction)

THOUGHT - "I would think, 'How did he get away with it without me seeing? How did he put it there beside my desk without me seeing?'" (Analyzing the situation)

FEELING - "Betrayed." (Betrayed)

ACTION - "Just like, 'I need to talk to you [the teacher] after class.'" (Positive verbal interaction)

Participant PS05

Self-Identified Angry Event (Family conflict at the American Legion)

THOUGHT - "I thought he was just being a real pain in the butt." (Negative thoughts regarding others) "He had no right in my mind to come up for absolutely no reason and just shoot me in the face with a rubber band, especially the way he did it." (Theme of mistreatment)

THOUGHT - "Yeah, and I couldn't understand why he would do something like that." (Analyzing the situation)

THOUGHT - "I wasn't expecting it."

FEELING - "Shock." (Shock)

FEELING - "Just extremely annoyed" (Annoyed) and, you know, like said, shocked because of what he had done." (Shock)

ACTION - "Jumped out of my chair, turned around, told him, because he was running from me, and he obviously knew I was going to jump out of my chair. I jumped out of my chair and took maybe three or four steps and I turned around. He turned around, started laughing and pointing his finger, and I told him, you know, stay away from me, you know, warned him just to keep away from me." (Positive verbal interaction)

THOUGHT - "I am going to kill him, not literally, but, you know, I was going to jump and grab ahold of him, maybe smack him once or twice, you know let him know I wasn't messing around with him." (Contemplating/planning physical defense or retaliation)

THOUGHT - "I thought he better not come near me or, you know, something is going to happen." (Contemplating/planning physical defense or retaliation) "I thought about getting up to tell my dad about it, but what good is that going to do when he's in the middle of the game Pedro? I was trying to make some kind of sense of it, of what was going to happen." (Analyzing the situation)

FEELING - "I was mad. I was angry. I was approaching extremely angry because I had already asked him, you know, I told him, warned him to stay away from me and he didn't seem to get the message and that just angered me." (Anger)

FEELING - "I was bothered" (Bothered) "and upset [clarified as mad] about the face." (Anger)

THOUGHT - "Why is he doing it?" (Analyzing the situation) "I mean, I don't do things to specifically annoy him when it's his birthday." (Theme of mistreatment)

FEELING - "I guess I was feeling a little betrayed." (Betrayed)

ACTION - "I would get the rubber bands from the floor and I broke them in half or broke them into three pieces so he couldn't tie them back together to shoot them again, until he ran out. And just laid them on the table next to me." (Nonaggressive preventative or self-protective actions)

THOUGHT - "I thought, here we go again because every time he doesn't want to do something or he doesn't get his own way ever since he was knee high to a grasshopper, 'I don't want to do something' and there's an argument that follows from either me and him, or Mom and him, or Becky, my sister, and him, or my Dad and him, and I was thinking here we go again. You know, this is what, this is gonna start it." (Negative prediction)

THOUGHT - "I was thinking, you know, if he tries to lip off more to me than he does to my dad then he's not going to like it too much because I will get right up in his face. That's what I was thinking, you know, I was mad enough at that point, though, probably to get in his face and yell," (Contemplating/planning nonaggressive course of action, negative) "to the point where he might be compelled to push me," (Consequential thinking) "but I mean, I was thinking more along the lines of telling him what I thought about the whole situation." (Contemplating/planning nonaggressive course of action, positive) (Alternative thinking)

FEELING - "Maybe a little betrayed again." (Betrayed)

ACTION - "Well, I cut across the bar and to, you know, through the little swingy door into the other area and walked up behind my dad and was kind of motioning to Dad, come on, let's go, go outside and wait in the car, he'll get the idea if you start the car maybe. Just kind of tugging at him and I said, 'Come on, let's go.'" (Positive verbal interaction)

THOUGHT - "I was thinking, you know, I don't want to go through this, but if I have to I will, you know, right here in front of all these people." (Theme of being trapped into an undesired conflict)

THOUGHT - "And that's what was going through my mind, you know, I don't want to do this but, you know, if I am pushed to the point where I have to do it to make my point clear to him, to make my position clear to him, I will do it." (Theme of being trapped into an undesired conflict)

FEELING - "Anger mostly. There wasn't really much else. I mean, that betrayal part was almost non-existent any more. It was like it was anger, plain and simple." (Anger)

ACTION - "I stepped right up to him and told him I didn't give a damn what he thought he wanted" (Negative verbal interaction) "I told him it was my day and he wasn't going to ruin it."

ACTION - [In response to being pushed by the provocateur] "I turned around and shoved him into the wall, like across the table and into his seat." (Physical response in defense of self, others, or property)

THOUGHT - "That's the straw that breaks the camel's back." (Theme of mistreatment)

THOUGHT - "I think he knows what's coming" (Mind reading) "and here it comes." (Contemplating/planning physical defense or retaliation)

FEELING - "I was extremely angry." (Anger)

ACTION - "When he pushed me then, I turned back around and with my left hand shoved him, and he hit the wall and slid along the table." (Physically response in defense of self, others, or property) "It was only about, what, two and a half to three feet long. He slid across the table back into his seat, and I turned to my father and looked at him and gave him one of those 'I told you so' looks," (Attempting nonverbal communication) "and I was, at that point,

screaming and, you know, hollering," (Negative verbal interaction) "and Robbie and I were exchanging words back and forth but I was walking out." (Directing attention or moving away from the angering situation) "I was trying to draw the altercation into the parking lot so that nothing else would happen. [When asked to clarify 'exchanging words'] I was yelling profanities at him, obscenities, plain and simple." (Negative verbal interaction) "I used several words several times that I would probably not normally say in front of anybody, aside from, you know, just being blown up, maybe in a fight or something like that. I don't like to be that verbal with anybody in public, but when I lose it, you know, I lose it, and walking out, I was screaming those things... As I opened that door, and it was one of those lock doors that swings out. And I slung it open and it hit the wall, and I pushed the other thing open, it hit the wall" (Nonverbal expression of displeasure) "and I walked out and sat in the car." (Directing attention or moving away from the angering situation)

THOUGHT - "He had better not put his hands on me if he comes out here. Because that's his tendency and every time something like that happens it blows up into a huge fight and it's not, my father is a big gentleman, don't misunderstand me, but when worse comes to worse my dad is probably around 290 pounds, my brother and I are 170 and 180, respectively. He can't break a fight like that up. He hasn't yet, and yet it's only been three or four times it happened, but he physically can't handle that. And, you know, where we were, knowing how mad he can get and knowing how mad I can get, I just think when I lose it..." (Turning thoughts or attention toward the angering situation) "I would just tell him when he comes out here he better not put his hands on me." (Contemplating/planning nonaggressive course of action [warning], positive) "Cuz I knew what would come of that."

FEELING - "I was still extremely angry, you know. I was nothing but angry." (Anger)

THOUGHT - [As father and brother get in the car half an hour later] "My thought really was, 'Why are they trying to put me through this?'. You know, they just, you know, started that whole thing in there" (Analyzing the situation) "and now they are trying to come back and kiss up after they've gotten what they want." (Mind reading) "It doesn't make sense."

FEELING - "I was still angry. I was still mad, very angry with Robbie." (Anger) "Uh, a lot of my anger was directed

toward my father, too, because he did nothing to try to make the situation any better than it was." (Anger)

THOUGHT - "Basically, wondering why he would do that, why he wouldn't make no effort to try bargaining with my brother. Just, you know, hand it to him and it didn't make sense in the way my father usually is." (Analyzing the situation)

THOUGHT - "I kept thinking to myself, 'I'm not going to let them do it' [joke him out of his anger] You know, why they are trying to do it. I'm not going to let them do it." (Contemplating/planning nonaggressive course of action, negative)

ACTION - "I just sat there very, very quiet. Didn't say anything to anybody." (Ignoring or remaining outwardly calm)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I would just look at him and think to myself, you know, that he's not much to look at anyway." (Negative thoughts regarding others) So, you know, what do I care what he thinks." (Coping/calming thought)

FEELING - "I probably would be a little embarrassed at first." (Embarrassment)

FEELING - "Kind of resentment towards the person trying to make fun of me." (Resentment)

THOUGHT - "...you didn't openly do anything to that person and they are making fun of you." (Theme of mistreatment)

ACTION - "I probably would try to come back on him." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - 'They are all a bunch of schmucks," (Negative thoughts regarding others) "not so much, I mean, I mean I don't know, I think that, you know, if I blame him for them laughing at me because he's the one who really noticed it and drove it to that point. They are just, you know, they just, if he hadn't said anything they wouldn't have noticed it." (Analyzing the situation) "I would think, you know, well they are all probably just a bunch of fools." (Negative thoughts regarding others) "I don't have to worry about it." (Coping/calming thoughts)

THOUGHT - "I probably, I probably, that would probably build in my thoughts about him, you know, how much of a jerk he is." (Negative thoughts regarding others)

FEELING - "I would start to get upset, I think, angry at him," (Anger) "and maybe, maybe, I don't think I would settle as comfortably as I would if it was just him. I would feel a little uncomfortable, but not totally embarrassed, so to speak, my face wouldn't turn red." (Embarrassment)

ACTION - "Verbal comeback." (Negative verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Thank God, class is beginning and I don't have to put up with that any more."

THOUGHT - "Think about my test probably, you know, think more about what I got, what I did wrong, what I did right, things like that." (Directing attention or moving away from the angering situation)

FEELING - "Kind of relieved." (Relief) "Because, you know, now I don't have to put up with that any more. Now I can go about... I might be a little nervous about getting my test back," (Nervous) but my main emotion would probably be relief."

FEELING - "Resent his comments and his personality." (Resentment)

ACTION - "I would probably, as I'm walking in, maybe, you know, give him a little bump or nudge or something. Let him know I, you know, took it to heart, or whatever. And go find my seat. I wouldn't, I wouldn't make it obvious and just flat out shove him, but I might bump into him just to let him know that I didn't forget about it." (Physical aggression toward peers or adults)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "I think I would be let down if I studied really, really hard, genuinely hard, for something and, you know, I failed it." (Disappointment) "I think I would be, you know, kind of perturbed about the whole thing." (Perturbed)

THOUGHT - "Wow, how could I fail this?" (Analyzing the situation)

ACTION - "I would probably be looking around, you know, I, like you said, when he turned his back [the teacher], if I saw, if I saw the kid take the mug, I would be kind of looking around to see, just kind of checking my back to make sure that he wasn't, because people, some people tend to do that. They do something to you and then you kind of get them back for what they try to." (Nonaggressive preventative or self-protective actions)

ACTION - "Put it in my backpack and just try to forget about it." (Directing attention or moving away from the angering situation)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I'm going to get him." (Theme of revenge)

THOUGHT - "I can't believe he did that, you know," (Theme of mistreatment) "why did he do something like that," (Analyzing the situation) "you know, gonna get him, you know, gotta show him, you know, that kind of thing." (Theme of revenge)

FEELING - "The feeling almost ties in with my thought at that point to, you know, I mean, that resentment would just turn to anger just turn to be extremely ticked off..." (Anger)

THOUGHT - "And, well, I didn't do it. You know, the traditional defense. It wasn't me."

FEELING - "And not only anger towards him, but anger towards the teacher." (Anger, towards original peer provocateur) (Anger, toward authority figure)

ACTION - "Start defending myself to the teacher. You know, 'Hey, I didn't do this. So and so over there started making fun of me and did this just to try and get me in trouble with you.' That would be pretty much what I would say." (Positive verbal interaction)

ACTION - "I would glance over at him, look at him and let him know what's coming. Let him know that I am... That I still haven't forgot about him, and he just made it worse." (Attempting nonverbal communication)

ACTION - 'I might say something to him, you know. 'You little butt head. Why don't you come back here and pick it up?' You know." (Negative verbal interaction) "Or I might look to other people who saw him do that might, you know. Yeah, my clothes don't match, but they're honest and they

don't want to get in trouble. You know, kind of the class narc or nerd or tattler tail do it." (Seeking assistance)

Participant PS06

Self-Identified Angry Event (Argument with a friend)

[Arrives at the house of a friend with whom he was to stay the night only to find himself locked out with no one home.]

THOUGHT - "I was, like, wondering where he was and why he wasn't here and stuff." (Analyzing the situation) "And I mean I knew he wouldn't forget about it and stuff." (Mind reading) "I just didn't think he'd be like that and just leave me there. I figured he'd leave the door open, at least." (Theme of mistreatment)

THOUGHT - "I was thinking, like, it was cold outside, cuz it was freezing cold."

THOUGHT - "I was thinking about, like, going back to the... Like, walking to my house. But then I was like that's too far to walk and it's too cold outside." (Analyzing the situation) And then I was thinking about, like, trying to see if all... Climb through the windows and stuff." (Alternative thinking)

ACTION - "Climb through the windows and stuff. And I tried all that, but none of the windows were open or nothing."

FEELING - "I was kind of worried" (Worried) "that he wasn't gonna come home and then kinda just increased to like wondering where he was. And then I just started getting mad." (Anger)

ACTION - "Just put my book bag down and sat down. Cuz I knew there was nothing, like, really nothing else I could do." (Avoid or delay action)

THOUGHT - "I was just, like, trying to figure out if I was gonna walk home or not." (Alternative thinking) "Trying to figure out if I was gonna walk, like, a whole mile to get home." (Analyzing the situation)

FEELING - "I was mad. I was real mad at Mike then. I was really mad." (Anger)

THOUGHT - "I was thinking she was about to come home, and I was, like... That's about it. Just thinking she was gonna

come home. And finally realizing that she wasn't."
(Analyzing the situation)

ACTION - "I decided to walk home. And I walked, like, all the way to my house. And I had my keys and stuff. And it was, like, it took me at least half an hour to get home."

[Friend's mother picks him up and takes him back to friend's house. Friend arrives with a car full of other teens.]

THOUGHT - "I was ready to like just go out and, you know... I mean he's like my friend and stuff so I wouldn't like hit him or nothing, but I was getting ready to just tell him, like, that he, like, owes me or something."
(Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "I was thinking I was gonna make him do something, or something like that. I don't know what I was gonna make him do. I was thinking about just locking him out of his own house. Making him sit out there in the cold for awhile. See what it feels like." (Theme of revenge)

FEELING - "I was just mad. Really mad." (Anger)

FEELING - "I was kinda glad he was home." (Happiness)

THOUGHT - "I was thinking, like, what we were gonna do that night, though. Thinking about if we were gonna, like, rent a movie or something." (Turning thoughts or attention away from the angering situation)

THOUGHT - "I was thinking about, like, cuz he, I knew like two of the people he was with and then I was thinking about who this third person was, cuz it was a girl and I didn't know who she was." (Turning thoughts or attention away from the angering situation)

ACTION - "Well I stood up and made sure it was him, cuz, I mean, you never know who's gonna, like, come to your house and something. And then I opened up the door and he was, like, getting out." (Information seeking)

THOUGHT - "I was thinking that, like, something important had to happen. Like for him to like to lock me out or something." (Analyzing the situation)

THOUGHT - "I was thinking, like, like, if we were go somewhere or something. Like go to a party or do something. I mean, it was Friday. I usually don't stay home on Friday. Stuff. And then I was also thinking about, like, like, I

was still thinking about what we were gonna do. And then I was thinking about, like, what his mom was gonna be doing, and if she'd, like, take us somewhere to rent a movie or, you know, do something like that. And then I was also thinking if, like, all these people were gonna be staying the night, cuz I didn't want 'em to stay the night, cuz I knew two of 'em and I wouldn't mind if they did. But then, like, people I don't know. Wouldn't be able to get no sleep. So... People I don't know. Having to sleep with them and stuff." (Turning thoughts or attention away from the angering situation)

FEELING - "I was mad." (Anger)

ACTION - "I just started, like, yelling." (Negative verbal interaction) "You know, I was like, 'Man'. I was like, 'Where were you?'. And I was asking him all these questions. And I was like, 'Why'd you lock the door?' and stuff. It was, like, 'Why'd you have to go somewhere?' and stuff. And I was like, 'Nothing could have been that important.'" (Information seeking) "It was like I was just yelling. That's about it."

THOUGHT - "Well, I was, like, thinking about why he wasn't yelling back, cuz usually he does." (Analyzing the situation) "And then I was, like, thinking about... I was still thinking about what we were gonna do. And then, I was also just thinking about what happened, cuz he's still... He just told me that they had to go pick somebody up. And I was like well it don't take no four or five hours to go pick somebody up." (Analyzing the situation)

FEELING - "I was mad at that." (Anger)

THOUGHT - "I was like... I was thinking that it was foul that he left me and stuff. I was getting... I was just... Couldn't believe that he actually did that, cuz like me and him been best friends since, like, third grade. And I couldn't believe that he'd, like, leave me just to go driving around with somebody." (Theme of mistreatment)

THOUGHT - "I was thinking about if he forgot or not. And I was, like, thinking about if he forgot, but I was like... I told him the night before that I was, like, staying at his house. And I was like, 'My dad's gonna leave, so is it cool?'. And he was like, 'Yeah.'. And I knew he couldn't forget, cuz, I mean, you'd have to be pretty stupid to forget something that quick." (Analyzing the situation)

FEELING - "That just made me even more mad." (Anger)

ACTION - "I was just like, 'Go driving around?'. And I just kept on asking him more questions" (Information seeking) "and telling him what he shoulda done and stuff" (Positive verbal interaction) "and just telling him all this stuff. And then, like, after a while, you know, we all just kinda calmed down and stuff."

ACTION - "Yelling and jumping around. I was just, like, talking real fast at him and just getting him all mad." (Negative verbal interaction)

THOUGHT - "I was just thinking about what I was gonna do, cuz I was like deciding what I was gonna do. I was, like, thinking the whole time about what I was gonna do and say and stuff. Cuz a lot of times I just, like, think about teaching him a lesson" (Theme of revenge) "and stuff and just going up and punching him. Something like that." (Contemplating/planning first strike physical aggression) "But then he's my friend, so I can't do that."

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I'd be a lot of thinking about what he was saying and stuff. And I'd be thinking about what I... I'd probably be thinking of a comeback, you know. Somebody busts on me or something. But then I probably wouldn't care cuz, you know, doesn't... I'm not there to... I'm probably not here to, school, to impress nobody. I'm just here to learn. Stuff. So if I came in not matching I really wouldn't care. If somebody made fun of me I probably would though. So I'd probably be thinking of a comeback." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "I'd probably be thinking about the test, though." (Turning thoughts or attention away from the angering event)

THOUGHT - "I'd probably be thinking, like, wondering if I got a good grade or not. And then I'd be thinking I did, cuz if I study hard... I think I did and stuff." (Thoughts indicating an internal locus of control)

FEELING - "At first I'd kinda feel sad cuz, you know, people making fun of me." (Sadness) "And then I'd feel mad cuz, you know, you're not supposed to do that to people." (Anger)

ACTION - "I'd definitely, like, say something back to him or say something smart to him and that'd be about it. Probably just say something smart." (Negative verbal interaction)

ACTION - "I'd just, like, make a joke about him right back on him. Stuff like if he made fun of me, I'd make fun of him right back." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "Well, I'd probably still be thinking of something to say back to him and then I'd probably forget about my test and start... I'd think about hitting him and stuff." (Contemplating/planning first strike physical aggression) "Yeah, and I'd think about, like, you know, cussing at him or something like that." (Contemplating/planning nonaggressive course of action, negative) "Thinking of stuff to get back at him." (Theme of revenge) (Alternative thinking)

THOUGHT - "Yeah, I'd probably think, like, like, that they weren't my friends" (Mind reading) "if they were laughing at me and stuff." (Theme of mistreatment) "And I'd probably be thinking about that this kid who's making fun of me wasn't my friend. So I'd be thinking that who was my friend and who wasn't." (Analyzing the situation)

FEELING - "I'd be feeling, like, really sad when they started laughing and stuff. I'd kind of get upset, but I, I wouldn't be, probably, wouldn't be mad then, cuz I would just feel sad that they'd laugh." (Sadness)

ACTION - "I'd definitely say something back to the kid then, cuz, I mean, I'd have to." (Negative verbal interaction) "But I wouldn't say nothing to the teachers, cuz the teachers never do nothing to help ya, you know, when the kids make fun of you. So, I'd just definitely say something back. And maybe, like, trip him or something" (Physical aggression toward peers or adults) "and make the whole class laugh at him; cuz that's probably pretty funny."

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "I'd probably be thinking about my test then, cuz I'd realize that we were gonna get out test back and I'd be worried about our test, like if I got a good grade or not." (Turning thoughts or attention away from the angering situation)

FEELING - "I'd probably feel kinda sad, cuz I just got busted on." (Sadness) "And then I'd get a little mad when

we started walking into class too. Start getting mad at the kid." (Anger)

ACTION - "Probably just, like, sit down or something and wouldn't do nothing. Maybe say something to him. Like get smart with him again and then sit down." (Negative verbal interaction)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "I'd be kinda, like, sad." (Sadness) "And I'd be really mad that I got a bad grade, cuz I studied. But I wouldn't be mad at the teacher. I'd just be mad at myself, cuz, you know, I must of studied the wrong stuff or something." (Anger)

THOUGHT - "I'd probably just be thinking about what happened. I'd be thinking about what questions I'd gotten wrong." (Analyzing the situation)

THOUGHT - "...not studying right." (Thought indicating an internal locus of control)

ACTION - "I'd definitely be looking at the test." (Information seeking)

ACTION - "I'd probably, like, be reading the questions that I got wrong. And, like, flipping through it and see what the correct answers were. And I'd probably, like, ask the teacher why I got some stuff wrong if I thought they were right." (Information seeking)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I'd be wondering what, how the cup got there in the first place. And then I'd be thinking, like, I'd be thinking why the teacher was, like, yelling at me, but I'd know, cuz the cup. But I'd be just thinking about who put it there." (Analyzing the situation)

FEELING - "I'd just be like horribly mad at whoever put the cup." (Anger)

ACTION - "I'd definitely stand up into, like, look at the teacher, and I'd be like, 'I didn't steal the cup.'" (Positive verbal interaction) "And then probably just get in an argument with her [the teacher]." (Arguing) "And then... I wouldn't tell her who did it, cuz, you know, I don't like telling on people, but I'd be like... I just wouldn't protest it." [Later conversation indicates that 'protest it' refers to telling on the peer]

ACTION - "I'd probably pick the coffee cup up, and then I'd just protest with the teacher all... a long time."
(Arguing)

Participant PS07

Self-Identified Angry Event (Being criticized by a teacher)

[As teacher is firing directions at the class]

THOUGHT - "I said, like, I wish you would slow down."
(Wishful thinking)

THOUGHT - "I was thinking how I disliked her." (Negative thoughts regarding others)

THOUGHT - "How am I gonna type this story in that amount of time because I was like picking and just tapping."
(Analyzing the situation)

THOUGHT - "I was thinking I wish I wasn't there." (Wishful thinking) "I hate typing and everything, and I don't like that period. I don't like the teacher very much."
(Negative thoughts regarding others)

FEELING - "I was feeling mad cuz, like, everybody was, everybody was sitting around there, 'What? What'd you say?'. She was only gonna say it once and that just made me mad cuz... She made me mad. She made everybody mad, I think." (Anger)

FEELING - "Confused probably." (Confused)

FEELING - "Probably sad cuz I had this other period that day. Cuz I really didn't really like that teacher very much." (Sadness)

ACTION - "Tried my best to keep up with what she was saying and everything. Yeah. Probably looking at my paper to see what I had to type, see how long it was. Probably scooting up my chair to get in a comfortable position to type and everything." (Compliance with adult direction/decision)

ACTION - "And I think I talked to the people sitting next to me. I said, 'Man, she is going real fast' and everything. Something like that."

[Teacher is perceived as beginning to criticize him]

THOUGHT - "I wish you'd [the teacher] tell me what to do."
(Wishful thinking)

THOUGHT - "I was thinking about how I didn't like her."
(Negative thoughts regarding others)

THOUGHT - "I was thinking probably how am I gonna get my paper done if I don't... if I can't get to the thing where you type it or anything." (Analyzing the situation)

THOUGHT - "Thinking about when I get home, probably, because I can't wait til I get home." (Turning thoughts or attention away from the angering event)

FEELING - "Sort of confused" (Confused) "and mad. I was probably upset." [Later clarified as mad-upset and sad-upset] (Anger) (Sadness)

THOUGHT - "I want to get out of here and go home." (Theme of being trapped in an undesired conflict)

ACTION - "I was looking at the computer screen, trying to understand what she was saying." (Compliance with adult direction/decision)

ACTION - "Probably moving around like I am right now." [Clarified as squirming around when he feels uncomfortable in a situation]

FEELING - "Uncomfortable." [Clarified as uncomfortable in the emotional sense] (Uncomfortable [emotionally])

ACTION - "I said, 'Man!', and I said my friends name, 'She's a real bitch.'" (Negative verbal interaction)

[Participant realizes he may have been caught.]

THOUGHT - "Oh, she heard me then." (Analyzing the situation) "I thought, 'Well, if I get After School Retention, I'll be able to do my homework and everything.'" (Coping/calming thought)

THOUGHT - "I wish I was home right now." (Wishful thinking)

FEELING - "I felt mad at myself." (Anger)

FEELING - "I was mad at her for coming over there and criticizing me." (Anger) "I was probably mad because I was there still." (Anger, at the situation)

FEELING - "I was mad at the computers a lot." (Anger)

ACTION - "I said [to the teacher], 'Using profanity, what do you mean?' It was, like, you know what I'm talking about, it was like, 'Oh, yeah!', cuz I had already, like, forgot about it." [Clarified that this was not denying having cursed, but rather having forgotten the misbehavior and seeking information as to what he was being confronted about] (Information seeking)

THOUGHT - "I thought, 'Oh, I got caught. I'm going to get... I was either gonna get ASR or I will get... Or go up in the offices. My first time I've ever gotten in trouble.'" (Analyzing the situation) "Then I figured, 'Oh well, I'll probably get it anyhow, the way my luck is.'" (Negative prediction)

THOUGHT - "I said [to himself], 'I hope I don't say my friend's name because he might get in trouble, too. Cuz, he goes, 'Yeah, she is.', you know. So I'm not gonna say his name cuz I don't wanna to get him in trouble.'" (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "Keep on thinking about my work, too. I needed to get done with my letter or whatever I had to write. A book report or something like that." (Compliance with adult direction/decision)

THOUGHT - "I was thinking about getting up and leaving, but I don't think I would do that." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "Jumped up and kicked my chair or something." (Contemplating/planning nonaggressive course of action, negative) (Alternative thinking)

THOUGHT - "I could jump up there and pull that chair aside and then run or something." (Contemplating/planning course of action, negative) (Alternative thinking) "I figured that wouldn't, that wouldn't... That would just get me off a half hour and then they would come to my house or something. Come and get me. That would be even more trouble." (Consequential thinking)

ACTION - "I just sat there." (Avoid or delay action)

THOUGHT - "I thought what are my parents going to think of that?" (Concern regarding the reactions of family)

ACTION - [Upon being directed to sit in a chair by the provoking authority figure] "I sat in the chair. That's it." (Compliance with adult direction/decision)

THOUGHT - [Upon being sent to the office] "I was thinking, 'Well, I'm going to get ASR.'" (Negative prediction) "I'll be staying there for two days. And just hope that it's two days where I have to do something." (Coping/calming thought)

THOUGHT - "I thought, 'I wish I was at home.'" (Wishful thinking) "I thought, what are my parents gonna say?" (Concern regarding the reactions of family) "What are my grandparents gonna do if they find out about this." (Concern regarding the reactions of family)

FEELING - "Probably mad. Upset." (Anger) "Maybe even just the littlest bit happy." (Happy)

FEELING - "Probably mad. Mad at myself," (Anger) "mad at the teacher," (Anger) "mad at the computers." (Anger)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

FEELING - "I'd be mad." (Anger)

THOUGHT - "I would think about pushing that kid down or maybe hit him or something." (Contemplating/planning first strike physical aggression)

THOUGHT - "I would think about why I dressed that way that day. I would just wonder." (Analyzing the situation) "I would be thinking, I hope the teacher would come so he wouldn't have to make fun of me any more, I guess." (Wishful thinking)

FEELING - "Probably be sad because he made fun of me." [Clarified as 'a little' sad] (Sadness)

FEELING - "Anger. I'd probably be angry at him for making fun of me." (Anger) "And I might be disappointed cuz the teacher hadn't got there yet to open the door and let us in so he wouldn't make fun of me any more." [Clarified as disappointed with the teacher] (Disappointment)

ACTION - "I'd push him, then," (Physical aggression toward peers or adults) "and say, 'Shut up.'" (Negative verbal interaction)

ACTION - "Maybe say, 'If you don't like it, don't look at it.'" (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I'd be thinking about getting out of there. Leaving. Thinking about when the teacher's gonna get there. Thinking about going home so I wouldn't have to be around them any more." (Contemplating/planning nonaggressive course of action, negative) "Maybe thinking what should I say to them." (Contemplating/planning nonaggressive course of action, positive or negative?) "Should I walk away?" (Contemplating/planning nonaggressive course of action, positive) (Alternative thinking)

FEELING - "I would be mad. A little bit mad." (Anger)
"And sad." (Sadness)

ACTION - "I would probably just stand there and wait for the teacher." (Avoid or delay action)

THOUGHT - "The people now -- they try not, they try not to match and everything. Some peoples walking down the hall and everything and they don't look like they tried to match. Even if I didn't do it on purpose, I wouldn't care." (Coping/calming thoughts)

ACTION - "I probably would just stand there. Tell 'em to shut up maybe if it kept on and on." (Negative verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "I'd be thinking, now they aren't, now they aren't gonna laugh at me any more." (Positive prediction) "And I'd be thinking, maybe that kid that I pushed down or pushed might tell on me. I might be thinking about the test." (Turning thoughts or attention away from the angering situation)

FEELING - "I'd be glad cuz I finally got to leave and those people wouldn't make fun of me any more." (Happiness)

FEELING - "I'd be nervous cuz of the test." (Nervous)

THOUGHT - "I would be thinking, where was the teacher, cuz the teachers around here are usually there as soon as you get there. So where was the teacher?" (Analyzing the situation)

ACTION - "I'd go take my seat, sit down, get out my papers and everything. Get ready for the class." (Directing attention or moving away from the angering situation)

ACTION - "I might talk to my friend who sits in front of me or in back of me and wait for the bell to ring." (Directing attention or moving away from the angering situation)

ACTION - "I might push that kid again." (Physical aggression toward peers or adults)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "I'd be thinking how much I studied and that I didn't deserve it [the 'F']." (Thought indicating an internal locus of control [the amount I study should determine my grade]) (Theme of mistreatment)

THOUGHT - "I would think, 'I wonder what that kid that was making fun of me got.'" (Turning thoughts or attention toward the angering event)

FEELING - "I would be sad because I got the 'F'." (Sadness)
"I'd be mad at the teacher..." (Anger, toward non-provoking authority figure)

THOUGHT - "...cuz if you study real hard, you should" (Should thought) "get a pretty good grade, I think." (Theme of mistreatment) (Thought indicating an internal locus of control)

FEELING - "Angry. I'd be angry at myself," (Anger, toward self) "the teacher," (Anger, toward authority figure)
"that kid." (Anger, toward peer)

ACTION - "I'd probably go, 'Ah, man, I failed it', and ask the person in front of me what they got. I might ask the teacher what everybody, what was, like, the highest grade in the class. See how hard the test was cuz if, like, everybody failed it, then I wouldn't feel so bad." (Information seeking)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I'd be thinking how did it get there. And how come that kid can't get caught. And wonder why he put it under my desk. I'd probably wonder if the teacher saw it." (Analyzing the situation)

THOUGHT - "And why the teacher thought I did it. I wonder that, too." (Analyzing the situation)

FEELING - "I would be mad." (Anger) "And sad." (Sadness)
"Angry. I would probably feel betrayed by my classmates."
(Betrayed)

THOUGHT - "How come they [classmates] didn't say anything to
tell him not to put it under my desk or anything."
(Analyzing the situation)

ACTION - "Probably say, 'I didn't take it. I wouldn't, I
wouldn't be dumb enough to put it under the, under my own
chair and just let it sit out there so he could see it. So
somebody else must have done it. And I did study. I
studied for a long time." (Positive verbal interaction)

THOUGHT - "Think about hitting the teacher"
(Contemplating/planning first strike physical aggression,
toward teacher) "and the student." (Contemplating/planning
first strike physical aggression, toward peer)

ACTION - "If he kept on saying that I took it, I'd say, 'Can
I go to the office and talk to them?'" (Positive verbal
interaction)

Participant PS08

Self-Identified Angry Event (Disagreement with peer on
basketball court)

[Participant is elbowed in the throat by a peer while
playing basketball]

THOUGHT - "I thought that he was trying to start trouble."
(Mind reading) He, uh, I thought that, uh, I thought to
myself that, uh, I wasn't gonna let this happen. I just
wanna play my game, you know, I didn't, I didn't, I wasn't
gonna try to let it, like, get in the way but, uh, he just
kept persisting to put his elbow in my throat." (Theme of
being trapped into an undesired conflict)

THOUGHT - "I thought something might happen. I thought, I
thought that me and him was gonna get into an argument, but
I never thought we'd carry it as far as we did." (Negative
prediction)

ACTION - "I used my strength to push him out the way."
(Physical response in defense of self, others, or property)

THOUGHT - "I thought he was going to at least leave me
alone." (Positive prediction) "I mean, playing basketball,

there's certain things that happen, you know. There's, certain actions, you know, you know these things, but I'm saying, like, things like that shouldn't happen." ('Should' thought) (Theme of Mistreatment) "He was doing that purposely just to make me angry. He was doing that cuz he thought he was, I guess he thought he was bad. He thought he could push me around. Even though I'm two or three times his size, you know, he thought he could do this." (Mind reading)

THOUGHT - "I thought I had to get him back for what he did to me." (Theme of revenge)

FEELING - "I felt real angry." (Anger)

THOUGHT - "That didn't have to happen." (Theme of mistreatment)

THOUGHT - "That we were gonna go at it." (Negative prediction)

THOUGHT - "Besides hurting him? Nope." (Contemplating/planning physical defense or retaliation)

ACTION - "I told him to mind his business before, I mean, before something really, really started happening." (Positive verbal interaction)

THOUGHT - "I know what was gonna happen. I know that we, we were gonna just gonna go at it one time or another." (Negative prediction)

THOUGHT - "I thought to myself, 'He does this all the time.'" (Theme of mistreatment)

THOUGHT - "That I'm gonna have to do what I gotta do. [Clarified as 'knock him out'.] To get him out of my face." (Contemplating/planning physical defense or retaliation)

FEELING - "The anger just shot up. It just went everywhere. It's almost like it exploded." (Anger)

ACTION - "I pushed him." (Physical response in defense of self, others, or property)

ACTION - "I just told him myself, talked about how he dresses, how he looks. I just, just told him straight up about himself. What he, what he can do. Where he can go." (Negative verbal interaction)

[Peer provocateur threatens to spit on participant]

THOUGHT - "To knock his block off if he did it. I wasn't gonna take any mess off anybody." (Contemplating/planning physical defense or retaliation) "My thoughts was that I wasn't coming down here looking for trouble. He came down here looking for trouble. And that he keeps getting in my face." (Theme of being trapped into an undesired conflict) "And the only alternative to get him out of my face and to shut him up is to knock him out. Just do what I have to do before he does something to me. I would rather be first to do something to him before he does something to me." (Contemplating/planning physical defense or retaliation)

THOUGHT - "I think he was... I honestly believe he was scared to death of me. He didn't know what to expect from me." (Mind reading)

FEELING - "I was angry." (Anger)

THOUGHT - "He messed up my whole day by doing the things he did, you know. It didn't have to go that way, but since he decided he was going to be smart and things like that, well, you know, that's, I mean, that's what happened, you know. I got angry because the things he did, you know." (Analyzing the situation)

ACTION - "I pushed him. I put my hand in his face, like, [gestures to mimic his action of grabbing the provocateur's face and shoving him]." (Physical response in defense of self, others, or property)

[Provocateur punches the participant while the participant is walking away with his back turned]

THOUGHT - "It was time to break him." (Contemplating/planning physical defense or retaliation)

THOUGHT - "Time to kill him." [Clarified as hurting him, but not literally killing him.] (Contemplating/planning physical defense or retaliation)

FEELING - "Angry." (Anger)

ACTION - "Just a big smile." (Smile or laugh in the face of provocation)

THOUGHT - "I just recall thinking about when I was going to fight him, I just recall thinking about what my mother has said to me. She told me that I shouldn't fight. And then I thought about what my father said. My father said that if somebody does something to you, then you should hit back.

But I just, I had to go with what my mom said cuz, you know, I always listen to what she says. I listen to what my father says but, you know there shouldn't have been no fighting in the first place. I just, I just thought what she said, you know, at the time." (Analyzing the situation)

FEELING - [As the provocateur leaves in fear] "I was just happy." (Happy) "Just overwhelmed." [In a happy sense.]

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I would think that it would be uncalled-for and that he didn't have to say anything about it because all my classmates was, you know, laughing at me after he got done doing it." (Theme of mistreatment)

THOUGHT - "I would be thinking how ignorant that person was." (Negative thoughts regarding others)

THOUGHT - "I would just want to get my test and see what my grade was." (Turning thoughts or attention away from the angering situation)

FEELING - "Angry." (Anger) "Embarrassed." (Embarrassment) "But it's a mistake, you know, but I would feel embarrassed and I would be a little angry."

ACTION - "Give him the cold shoulder. Just don't say nothing to him. Go about my business. And I just, once again, I would just look the other way. I would ignore him. That's plain and simple." (Ignoring or remaining outwardly calm)

ACTION - "Maybe I probably sigh like [makes sighing sound], but that's... I wouldn't put my hands on him. I wouldn't do anything to him."

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "My thoughts would be that if he hadn't said anything, nobody would have laughed. He didn't have to open his mouth about my clothes. He could have mind his own business. Went his own way. And I could have went my way." (Theme of mistreatment)

THOUGHT - "They are ignorant, also." (Negative thoughts regarding others)

FEELING - "Anger would probably get worse. I'd just... I'd build up even more." (Anger) "And I'd be even more embarrassed." (Embarrassment)

ACTION - "Don't say a word. Don't look in their direction." (Ignoring or remaining outwardly calm) "Just... That's just me. I just wouldn't, you know, I wouldn't put my hands on them or get in any of their faces or push anybody or anything like that." (Avoid or delay action)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "My thoughts would be, 'Just don't say a word to any of those people that was laughing. Just don't say a word to the person that said that my clothes were mismatched or unmatched. Just ignore 'em.'" (Self-guiding speech) "Just wait on my test and see what I got." (Turning thoughts or attention away from the angering situation)

FEELING - "I'd probably still be embarrassed" (Embarrassment) "and I'd still be angry." (Anger)

FEELING - "Anxious, you know, to get my test." [Clarified as looking forward to it.] (Anxious, as in pleasant anticipation)

ACTION - "Give everybody the cold shoulder. Just walk to my seat and sit down. That would be my only action. Just turn my back on it and walk on, just walk away." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "What else could go wrong today? And, uh, what could I have done better on the test?" (Thought indicating an internal locus of control)

FEELING - "I'd probably be sad to know that I worked hard on it and I got an 'F'." (Sadness) "Besides being angry, you know," (Anger) "and embarrassed, that would be it." (Embarrassed)

ACTION - "Frown." (Nonverbal expression of displeasure)

FEELING - "I'd be shocked." (Shock)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "My thoughts would be, how could he accuse me. I mean, I know the evidence is sitting right there beside my chair," (Analyzing the situation) "but, uh, he didn't even

get my side of the story. He just assumed that I did it. He, you know, he doesn't know how hard I worked on the test, and all that stuff, and he's calling me a thief, you know. He has no place." (Theme of mistreatment)

ACTION - "I would give my side of the story and I would let him know what happened, you know. I would tell him what's on my mind, you know." (Positive verbal interaction)

THOUGHT - "I'd just think to myself how could that person, you know, accuse me of something I didn't do." (Theme of mistreatment) "But then I would think, you know they see the coffee cup, you know, and all that, so they probably, probably think, you know, I did it. And it is sitting right there, plain as day, beside my chair. So they, I guess they would have no other choice but to assume that I did it." (Analyzing the situation)

THOUGHT - "I'd be thinking that the kid that did it, I, I'd probably think that something is really wrong with him," (Negative thoughts regarding others) "you know, to do something like that after he had made fun of me, then he's gonna try to get me in trouble, you know. Something, you know, he doesn't know when to stop. He, he tries stuff too far. He made fun of me. You know I let that go. Now he's gonna take a coffee mug and sit it beside my chair." (Theme of mistreatment)

FEELING - "I would be furious." [Clarified as toward the peer provocateur as opposed to the teacher. (Anger)

THOUGHT - "I would be worrying you know, that I can't put my hands on anybody, you know. I can't do, I can't perform an action on somebody, you know. I can't punch the kid out. Or I can't knock the teacher out. Or I can't choke the teacher half to death. Or I can't choke the kid half to death, you know." (Self-guiding speech)

FEELING - "I guess I'd be shocked again. Even more shocked." (Shock)

ACTION - "Get up out of my seat, take the coffee mug up to the teacher, and explain my side of the story. That would be it." (Positive verbal interaction) "But then, after I got done talking to the teacher, I'd confront the person that did it. The boy that made fun of my clothes. I'd let him know about that. I'd let him know how I felt about that. And I'd let him know about how he tried to set me up by stealing the coffee mug and sitting it beside of my chair." (Positive verbal interaction)

Participant PS09

Self-Identified Angry Event (Stepmother jumps to conclusion)

[Stepmother jumps to a negative conclusion regarding the participant, and gives him a 'smart' look before going to her room)

THOUGHT - "That I shouldn't get in trouble, cuz I didn't do anything." ('Should' thought) (Theme of mistreatment)

FEELING - "I was annoyed." (Annoyed) "Like I was, I was, I wasn't mad, but I was mad." [Clarified as very slightly mad.] (Anger, 'very slightly')

ACTION - "I read what she wrote [on the note from his teacher] and then, and then I thought to myself, I shouldn't get in trouble. And then I walked upstairs and I said... Well, I knocked on the door and said, [nicely] 'Well, I'm leaving.'" (Ignoring or remaining outwardly calm) (Positive verbal interaction)

[Stepmother slams door.]

THOUGHT - "I was, like, all right, I see how you want to be." (Theme of mistreatment)

THOUGHT - "That I was gonna hear it tonight, cuz then my dad will get in on it." (Negative prediction)

FEELING - "I kind of got a little more mad." (Anger)

ACTION - "Went downstairs and left." (Directing attention or moving away from the angering situation)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

ACTION - "I would probably laugh with him." (Smile or laugh in the face of provocation)

THOUGHT - "Probably that I grabbed the wrong shirt or wore the wrong thing. Something like that." (Analyzing the situation)

FEELING - "I think I would kind of feel ashamed somehow." (Ashamed)

THOUGHT - "Well, it happens to everybody once in awhile."
(Coping/calming thought)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "Like everybody, it happens to everybody every once in awhile." (Coping/calming thought) "And that I must have grabbed the wrong shirt or something." (Analyzing the situation)

FEELING - "Ashamed." (Ashamed)

ACTION - "Still laugh." (Smile or laugh in the face of provocation)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "What grade I got on my test." (Turning thoughts or attention away from the angering situation)

FEELING - "Kind of nervous." [Over test.] (Nervous)

ACTION - "I'd go sit in my seat." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "That I should of got a better grade on it cuz I studied so hard." ('Should' thought) (Thought indicating an internal locus of control [personal effort should create results])

FEELING - "I would be mad cuz I studied so, like, so hard, and I failed it. Yeah, I'd be mad." (Anger)

THOUGHT - "Oh man, I'm gonna have to show this to my parents now." (Concern regarding the reactions of family)

ACTION - "I would probably stuff it in my backpack, but nothing really bad or anything." (Nonverbal expression of displeasure)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "That I didn't do it and I'd be thinking of a way how to tell the teacher that I didn't do it and to tell the teacher that who really did it." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "I think I'd feel nervous" (Nervous) "and mad. I would be a little bit mad cuz I didn't do anything and he just snuck up there and put the cup by my desk." (Anger)

FEELING - "And also [mad at] the teacher for getting on, jumping to conclusions that I didn't do it." (Anger)

ACTION - "Grab it, hand it to the teacher, and tell him that he [the provocateur] did it." (Positive verbal interaction)

Participant PS10

Self-Identified Angry Event (Kid took my game)

[Kid comes out of house and provokes participant by showing him a video game of the participant's he just stole]

THOUGHT - "To ask for the game back." (Contemplating/ planning nonaggressive course of action, positive)

ACTION - "Ask for the game back." (Positive verbal interaction)

FEELING - "Angry." (Anger)

ACTION - "Reached out for it." (Attempting nonverbal communication)

[Kid begins to back up 'just to tease me.']

THOUGHT - "I guess, you know, you best give it back. That's what my thoughts were, like, you better give it back."

FEELING - "Angry. Even worse." (Anger)

ACTION - "I was walking toward him." (Directing attention or moving toward the angering situation)

[Kid starts to run away with game]

THOUGHT - "You better catch him, you know, or you won't get your game back." (Self-guiding speech)

FEELING - "I was hot." [Clarified as angry] (Anger)

ACTION - "Catch him and push him down." (Physical response in defense of self, others, or property)

[Kid starts to cry]

FEELING - "Still mad." (Anger)

THOUGHT - "I didn't care if he was crying." (Negative thoughts regarding others)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

FEELING - "Guess, like, madness, cuz you're mad that he's talking about you." (Anger)

THOUGHT - "I wish I had something else on." (Wishful thinking)

THOUGHT - "I wish he would stop talking about me." (Wishful thinking)

FEELING - "Embarrassed." (Embarrassment)

ACTION - "I'd say something smart back to him." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I wish they would stop laughing at me." (Wishful thinking)

THOUGHT - "I still wish I had a different pair of clothes on." (Wishful thinking)

FEELING - "Sad" (Sadness) "and angry." (Anger)

ACTION - "I'd say another smart comment back or something." [Clarified as being directed toward both the original provocateur and those who had begun to laugh] (Negative verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "That I hope it doesn't continue to go further on in class." (Wishful thinking)

FEELING - "Just still angry." (Anger)

ACTION - "Be walking to my desk." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "I could of done better if I'd studied, maybe, longer." (Thought indicating an internal locus of control)

FEELING - "Disappointed." (Disappointment)

FEELING - "Still angry." [Clarified as angry at the provocateurs and angry over the grade] (Anger)

ACTION - "Maybe put my head down or something." [Clarified as resting his head in his hand versus putting it down on his desk] (Nonverbal expression of displeasure)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "How this cup got here, cuz I know I didn't do it." (Analyzing the situation)

FEELING - "Frightened that I will get, that I will get, like, punished, sort of." (Frightened)

FEELING - "I'd still be angry." (Anger)

ACTION - "Tell the truth." [Clarified as stating that he saw someone else take it.] (Positive verbal interaction)

Participants With Behavior Disorders

Participant BD01

Self-identified Angry Event (Attempted intimidation by peer)

[Peer asks participant to use a video game the participant is already using]

THOUGHT - "I thought he was gonna keep asking and bugging me about it 'til I let him play." (Negative prediction)

FEELING - "Sort of angry" (Anger)

FEELING - "Upset" [Clarified as anger] (Anger)

FEELING - "Annoyed" (Annoyed)

THOUGHT - "I was like, aw man, you know, aw man, kinda feeling I don't wanna go through this right now. Like you don't, you feel like you don't want to deal with it. Like I

don't want to deal with him wailing about it and stuff."
(Theme of being trapped into an undesired conflict)

ACTION - "I sat there. I didn't even look away from the computer. I kept on playing. I just kept on doing what I was doing." (Ignoring or remaining outwardly calm)

THOUGHT - "I was like, aw man, I don't feel like fighting."
(Theme of being trapped into an undesired conflict)

THOUGHT - "Consequences" (Consequential thinking)

THOUGHT - "I was thinking about getting up and hitting him before he hit me." (Contemplating/planning first strike physical aggression)

FEELING - "Rage" (Anger)

ACTION - "Keeping my cool. Kept on paying attention to the computer, and not him." (Ignoring or remaining outwardly calm)

ACTION - "Kept eye on the peer." (Nonaggressive preventative or self-protective actions) "Kept into myself." (Ignoring or remaining outwardly calm)

THOUGHT - "I knew he wasn't gonna fight me," (Positive prediction) "cuz he left." (Analyzing situation)

FEELING - "Angrier and angrier" (Anger)

FEELING - "I was kinda emotionally, like, uh, I was kind of, uh, upset. Like sad or something." (Sadness)

THOUGHTS - "I was thinking about hitting him, cuz he was just sitting on the couch. He couldn't of moved fast enough to get out of the way or nothing like that. It was like a free shot." (Analyzing the situation) "I was thinking about swinging around and just hitting him in his face and stuff. Even start wailing on him while he's down."
(Contemplating/planning first strike physical aggression)

THOUGHTS - "I was thinking about the consequences, too, of that." (Consequential thinking)

FEELINGS - "Anger. I was getting really angry. I was getting hyped-up. Like I'm ready to go at it with him. I was ready to fight. At the beginning I wasn't ready. Now I'm really ready. I was ready to take him on, and all that stuff." (Anger)

FEELING - "A ready feeling" (Feeling ready to aggress)

FEELING - "Irritated." (Irritated)

ACTION - "Kept on walking to the door and walked out" (Directing attention or moving away from the angering situation)

THOUGHT - [Regarding supervising adult who inquired about apparent anger] "Oh man, big lecture talk." (Negative thoughts regarding others)

THOUGHT - "I was thinking that she was gonna pull the peer I had a problem with upstairs and then us two were gonna talk about it then. And I really don't like that, cuz it just makes me angrier." (Negative prediction) "Just makes you go like, you know, like they can walk all over me and stuff and then all they do is sit in their little talk, and then everything's buddy buddy again." (Theme of mistreatment)

THOUGHT - "I was thinking about hitting a wall and just telling 'em, just like, get him to shut up, cuz if he doesn't leave me alone... Something like that." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "Frustration. I was feeling a lot of frustration," (Frustration) cuz when people talk to me when I'm really angry, it just really frustrates me. Gets me more mad and more boosted up." (Anger)

ACTION - "I cursed her, I cursed at 'em. And got demerits." (Negative verbal interaction)

THOUGHT - "What was going on downstairs went through my mind. I was re-thinking what was going wrong so I could tell her about it." (Analyzing the situation)

ACTION - "I told her I was upset and angry because of a peer." (Positive verbal interaction)

THOUGHT - "I didn't want to do it [talk it out with the peer]. I was like, I'm not doing it. Forget it. I don't care what they say." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "I was thinking about, like, if, like, he got in there, he was gonna lie or something like that, and I was gonna be in trouble, or something. Or that we were gonna start fighting in there. Or we were gonna, like, start cursing each other out. All that stuff. Call her names."

(Negative prediction) "I just didn't want to deal with it."
(Theme of being trapped into an undesired conflict)

FEELING - "Stubborn" (Stubborn)

ACTION - "I was in the chair. Just like, drooped down, you know. Trying to relax." (Self-calming action)

FEELING - "I was pretty much calmed down. Just chilled out and stuff. I was just like... I wasn't feeling happy and I wasn't feeling angry. I was, like, just right in the middle of that. I was just average, you know. (Calm)

THOUGHT - "I was wondering if they were going to get mad if I didn't say anything." (Consequential thinking) "Very much, I was, I didn't want to say anything. So I was thinking about that instead of, you know, how I was going to say anything."

ACTION - "Just sitting in the chair same way I was in my room. Relax." (Self-calming action)

THOUGHT - "I was thinking, 'He's a fool'. That he, you know, putting him down in my mind. I was putting him down. (Negative thoughts regarding others)

FEELING - "Starting to feel silly." (Silly)

THINKING - "I was like, I ain't getting in trouble for this. I knew I wasn't gonna get in trouble for it, so I was getting to feel kind of silly. Sort of like 'Ha, ha, na.' He was supposed to supposedly get in trouble for it, and I said, uh, I was sat there like 'Ha, ha, ha' and let him get all the blame for all he what he did and stuff like... He was gonna get in trouble for what he did, like that." (Positive prediction)

THOUGHT - "Yeah, I have a real big problem with this guy. I hate him. I don't like him. I don't want to be around him. All that stuff." (Negative thoughts regarding others) "All I was thinking was I don't wanna be there." (Theme of being trapped into an undesired conflict)

FEELING - "Frustrated. A tad bit frustrated, and, more like, frustrated" (Frustration) "and like a little, uh, a little angry." (Anger)

THOUGHT - "I thought that he was gonna... Well, I kinda knew that he was, uh, he was gonna apologize, because I seen him, he did it before." (Positive prediction)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT- "I'd probably think of a comeback to cut him down, too" (Contemplating/planning nonaggressive course of action, negative)

FEELING - "I'd be angry." (Anger)

FEELING - "Upset. Hurt." (Hurt)

ACTION - "I'd probably just be standing there waiting for to go into class." (Avoid or delay action)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I'd be thinking about fighting that person who started it." (Contemplating/planning first strike physical aggression)

THOUGHT - "Feel like cursing and stuff. Cursing him out. Cursing the people who were, uh... I'd be thinking about cursing the people out. Yeah. I wouldn't do it. I'd be thinking." (Contemplating/planning nonaggressive course of action, negative) (Alternative thinking)

FEELING - "Angry." (Anger) "Upset, hurt even more." (Hurt)

FEELING - "I'd feel uptight, too." (Uptight) "Uptight about the test and stressed out" (Stressed out) "Agitated. Like that stuff." (Agitated)

ACTION - "Posturing toward the person. Throw out my hands. Challenge him to a fight." (Aggressive posturing)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "To just forget about it. Try to, try to just ignore. Just get in the class and go on with my day. Not let something like that ruin my day" (Coping/calming thought) (Self-instruction)

THOUGHT - "I'd be thinking, probably, I hope" (Wishful thinking) "he don't mess with me no more so we don't have to scrap or anything. Get in a fight or something like that." (Theme of being trapped into an undesired conflict)

FEELING - [As the teacher arrives] "A little bit of relief" (Relief)

FEELING - "I'd probably still be feeling a little upset, too, from what happened a little earlier." (Upset)

ACTION - "Probably waiting to get in. Start walking through the door." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "I'd be thinking about, probably I'd be thinking about, uh, how I, uh, coulda done better or something" (Thought indicating an internal locus of control) "Or I'd probably be trying to think about what went wrong or something" (Analyzing the situation)

FEELING - "I'd be upset." (Upset) "Sad." (Sadness) "Partially angry." (Anger) "Then I'd probably be real stressed, then." (Stressed)

ACTION - "I'd probably pick up the paper and look at it closer." (Information seeking)

ACTION - "Probably slam it back down on the desk" (Nonverbal expression of displeasure)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I'd be thinking about killing that kid. Hold up. I mean not, not killing him. I'd be very angry with him. I'd be thinking about trying to fight him" (Contemplating/planning first strike physical aggression) "or trying to get him back in some way. Don't mean killing him. Yeah, getting him back about something. You know, try to get him in trouble pretty much the same way." (Theme of revenge) "Fighting him or something like that." (Contemplating/planning first strike physical aggression) "I'd be just thinking up some strategy or planning to do something." (Alternative thinking)

THOUGHT - "I'd probably think, I'd think things out. Try and tell the teacher what happened. I'd be thinking, I'd be thinking of how what I'm gonna say to him." (Positive verbal interaction)

FEELING - "I'd be extremely angry." (Anger) "Extremely upset" (Upset) "I'd probably feel like, like, two inches big."

FEELING - "I'd feel sad." (Sadness) "I'd, I'd feel like... I don't know how to explain it, but ... I don't know. It's

hard to explain it. You just feel it. Sometimes you can't explain your feelings." (After encouragement from interviewer to try to put feelings into words) "It's more like a uptight feeling," (Uptight) "and also sad at the same time. And you just like, you wanna cry, but you can't. You don't wanna cry, but you're starting to cry, but it won't. And it's just like that feeling. That, 'What am I going to do now?' feeling. Like I'm, I'm in it now. And I didn't even do nothing. It's like, 'Why did it have to happen to me' feeling, you know."

ACTION - "I'd probably leave the classroom." (Directing attention or moving away from the angering situation)

Participant BD02

Self-Identified Angry Event (Fight on basketball court)

[Team loses because provocateur was 'hogging' the ball]

THOUGHT - "I was thinking of why he shot the ball, and why he didn't pass it." (Analyzing the situation)

FEELING - "I was mad. I mean I felt like going and hitting him." (Anger)

FEELING - "I was mad because we lost." (Anger) "I was upset."

ACTION - "I walked off the court and went and sat on the sidelines." (Directing attention or moving away from the angering situation)

ACTION - "Well, I made the ball bounce over to me. I took the ball and threw it at the backboard real hard." (Nonverbal expression of displeasure)

ACTION - "I was just sitting, shaking my head." (Nonverbal expression of displeasure)

ACTION - "Looking at the ground, mostly." (Directing attention or moving away from the angering situation)

['What the hell are you doing?' said by provocateur.]

THOUGHT - "I was thinking about I had the ball in my hands. I was thinking about throwing the ball right at his face." (Contemplating/planning first strike physical aggression)

THOUGHT - "Yeah, I was thinking 'Why is he coming over here and bothering me?'. That was it." (Analyzing the situation) (Theme of mistreatment)

FEELING - "I started getting real mad." (Anger)

THOUGHT - "I mean he just, it seemed like something he was trying to get me even madder than I was." (Mind reading)

ACTION - "Threw the basketball at him." (Physically aggressive act, toward peer)

ACTION - "I threw the basketball at him and I said, 'Go practice and get the hell out of my face.'" (Negative verbal interaction)

[Provocateur verbally confronts the participant's aggressive act.]

THOUGHT - "Punching." (Contemplating/planning first strike physical aggression)

THOUGHT - "I felt like [later clarified as "thought about"] punching or pushing him" (Contemplating/planning first strike physical aggression) "to see what he would do."

FEELING - "Sort of agitated." (Agitated)

ACTION - "I pushed him" (Physically aggressive act, toward peer) "and then he came back into me and head butt me in the head. And then I pushed him again."

THOUGHT - "I was thinking about, I was thinking, 'Is it worth the restriction?'" (Consequential thinking)

THOUGHT - "I was just thinking, 'Stop'" (Self-instruction) "so I won't get a restriction." (Consequential thinking)

FEELING - "No, I had no feeling about it."

ACTION - "I stopped and I walked away from him." (Directing attention or moving away from the angering situation)

THOUGHT - "I felt [later clarified as a thought] like it was worth it going back and beating him up." (Contemplating/planning first strike physical aggression)

FEELING - "I was mad." (Anger) "I was getting annoyed." (Annoyed)

FEELING - "I don't know, but after that, I felt like anybody who, like, messes with me I would start hitting them."

THOUGHT - "I don't know. I just kept thinking, 'I hate this place. I want to leave, and all that stuff.'
(Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "I was still thinking about what happened."
(Turning thoughts or attention toward the angering situation)

FEELING - "I was still a little mad." (Anger)

ACTION - "I threw my basketball at my closet real hard and then slammed my stuff down" (Nonverbal expression of displeasure) "and probably just sat there and turned on my radio." [Later identified as a calming technique] (Self-calming action)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

FEELING - "I would be annoyed." (Annoyed)

THOUGHT - "Fight or hit him." (Contemplating/planning first strike physical aggression)

FEELING - "I would probably start getting real mad. Just being mad." (Anger)

ACTION - "I don't know if I'd be acting yet." (Avoid or delay action)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I would think about hitting him...."
(Contemplating/planning first strike physical aggression)

FEELING - "Annoyed." (Annoyed)

FEELING - "Yeah, like mad." (Anger)

ACTION - "Yeah, I would hit him at that point." (Physically aggressive act, toward peer)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "I would be thinking what I would do, would I just, like, try to calm down," (Contemplating/planning)

nonaggressive course of action, positive) "or should I just keep carrying this on, or what?" (Contemplating/planning first strike physical aggression response) "Should I wait until after class, after, and beat him up or whatever?" (Contemplating/planning first strike physical aggression) (Alternative thinking)

FEELING - "Stressed." (Stressed)

FEELING - "Frustrated." (Frustration)

ACTION - "Nothing. Just sitting there." (Avoid or delay action)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "Upset."

THOUGHT - "Thinking of why I got that 'F', yeah." (Analyzing the situation)

THOUGHT - "What I do wrong, or whatever." (Analyzing the situation) (Thought indicating an internal locus of control)

ACTION - "I would probably crumble up that paper and throw it at the teacher." (Physically aggressive act, toward authority figure)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "What to do or say next."

FEELING - "Mad." (Anger)

ACTION - "Probably go off. [After request for clarification] Like, start screams, 'I didn't do it' and stuff." (Negative verbal interaction) "And then if she says I did I would take the coffee cup and probably throw it at the kid." (Physically aggressive act, toward peer)

ACTION - "I would go over and beat him up right there in the middle of class." (Physically aggressive act, toward peer)

Participant BD03

Self-Identified Angry Event (Fight with peer while protecting brother)

FEELING - "Kind of like, uh, um, frustrated." (Frustration)

THOUGHT - "I think the kid's out there telling my brother that he shouldn't be outside by himself, and all, and then all of a sudden he goes and pushes him. I'm like, 'I don't understand it'." (Analyzing the situation)

ACTION - "I stood up. Looked out the window. And my facial expression was like, "What's he doing?'" (Information seeking)

FEELING - "I was kind of ticked." (Anger)

THOUGHT - "I wanted to hit the guy." (Contemplating/planning physical defense or retaliation)

THOUGHT - "My brother never cries or anything, unless something really bad happens. So I figured that the kid either hurt him or he said something that made him cry." (Analyzing the situation)

ACTION - "My face was turning red. And my hands were kind of red, too. And I was just hitting my hands together like 'OK, if he don't stop crying, I'm gonna go out back'. So I just stood there just doing this with my hands [knocking clenched fists together]." (Aggressive posturing)

THOUGHT - "Well, I was thinking maybe my brother was messing around and he fell or what I said before, the guy said something or he did something." (Analyzing the situation)

FEELING - "Yeah, still a little scared at the time, but not near as scared as I would be if the guy was ten feet tall and weighed a hundred pounds." (Frightened)

FEELING - "I was still ticked." (Anger)

THOUGHT - "That he was making my brother cry by pushing him and hurting him." (Analyzing the situation)

FEELING- "I was feeling pretty ticked." (Anger)

FEELING - "Fuming." (Anger)

ACTION - "Me standing in one corner and him standing in the other and me standing in the one corner with my face red and my fists clenched and my teeth were clenched." (Aggressive posturing)

THOUGHT - "I should beat the living crap out of the kid." (Contemplating/planning physical defense or retaliation)

THOUGHT - "Like I should really hurt the kid and I really shouldn't." (Contemplating/planning physical defense or retaliation) (Alternative thinking) "But if I really hurt the kid, then how's his mom feel? And how would I be able to, how would I be able to, like, deal with it?" (Consequential thinking)

FEELING - "Ticked, like I could throw the kid through a window." (Anger)

ACTION - "I started crying but not to where he [the provocateur] could hear me or anything or my brother would know I was scared."

THOUGHT - "I'm really gonna kill him." (Contemplating/planning physical defense or retaliation)

FEELING - "Like I could blow sky high. Angry. Mad." (Anger) "Scared." (Frightened)

[Participant is struck in the face and knocked to the ground by the provocateur]

ACTION - "I got back up and I got tired of.... I punched him again. And when he held his stomach and his face went down, I kicked him." (Physical response in defense of self, others, or property)

THOUGHT - "I didn't want to have this thing to keep on going." (Theme of being trapped into and undesired conflict)

THOUGHT - "I don't wanna keep this thing, I don't wanna have this thing to keep on going," (Theme of being trapped into an undesired conflict) "so I might as well just stop running and go in the house, tell my mom what happened and have this whole thing end." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "It was starting to get down to where I was just angry at the kid." (Anger)

ACTION - "It was sort of like it was a boxing match." (Physical response in defense of self, others, or property) ;

FEELING - "I was feeling ticked at him." (Anger)

ACTION - "I knew I was crying."

ACTION - "I just kept running." (Directing attention or moving away from the angering situation) ;

ACTION - [After being caught, and struck again] "I just started throwing punches and we started throwing punches at each other." (Physical response in defense of self, others, or property)

[Participant is 'knocked out'.]

THOUGHT - [After regaining consciousness] "Well, at least I'm not dead, or at least I'm not hurt real bad, or I can't do anything. Or at least my brother's OK, and at least he didn't get it, hurt or anything." (Coping/calming thought)

ACTION - "I told my mom, I said, well, I kind of started arguing with her about why that I should have been there." (Arguing)

THOUGHT - "Well, I was thinking 'Yeah I should have', because of what I said before. He [younger brother] could have been seriously hurt, and I could've been just fine. Instead, I'm the one that got hurt, and he's fine." (Analyzing the situation)

FEELING - "I felt proud of what I did." (Proud)

ANGER SCENARIO

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I'd be thinking, well, if this kid is making fun of me because my clothes don't match, then he must not have as many clothes, or as many, as many, as more things than I do. Or he's jealous." (Coping/calming thought) (Analyzing the situation)

FEELING - "I'd feel embarrassed, but it would bother me." (Embarrassment)

THOUGHT - "Why's he doing this to me when I didn't do nothing to him." (Theme of mistreatment)

THOUGHT - "He must be jealous or he's probably trying to just, just to act cool in front of his friends, or trying to impress people." (Coping/calming thought) (Analyzing the situation)

ACTION - "Stand there and take it, and then talk to him [the provocateur] about it later." (Avoid or delay action)

ACTION - "Or maybe say something about him [the provocateur]." (Negative verbal interaction) "And if he

starts, like, if he starts saying that I shouldn't be saying that, then just say, 'Well, if you can, if you can, if you can make fun of other people, and deal, and do that, then you should be able to deal with other people making fun of you.' (Positive verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "No big deal." (Coping/calming thought)

FEELING - "Sort of like angry, but not angry enough to hit somebody." (Anger)

ACTION - "Just standing there." (Avoid or delay action)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Well, that if he starts saying stuff to me, the teacher might catch him and he might get in trouble. And I'd be like OK, and everybody would stop." (Analyzing the situation)

FEELING [as teacher arrives] - "Relief." (Relief)

ACTION - "Act like nothing happened. ...ignore things." (Ignoring or remaining outwardly calm) "Like if you have a short temper, just try to think about something different, like I do." (Self-calming action)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "That the teacher put it [the test graded 'F'] there because he thinks I took the cup, or that someone, the kid for instance, might have switched the test or something." (Analyzing the situation)

FEELING - "Angry and anger because I had studied hard, and then I, I get teased and laughed at, which makes, which turns that into anger. And then I get a little bit more angry because I got the 'F' and I had studied hard, which would make me upset." (Anger)

FEELING - "Frustrated." (Frustration)

ACTION - "You get facial expressions and sometimes you just put your hand down like that [thumps the table with his hand]." (Nonverbal expression of displeasure)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I'd be thinking how'd that, how'd it get there when I didn't get out of my seat in the first place. And that the kid might have put it there. And why did he put it there." (Analyzing the situation)

FEELINGS - "And it kinda just make me mad." (Anger)

ACTION - "Just sit there and wait for the end of class" (Avoid or delay action) "and then tell her, the teacher, what happened." (Positive verbal interaction)

THOUGHT - "Yeah, like what I'm gonna say, how I'm gonna say it, and just like tell him that I didn't take it. And that I, I was like, um, I was embarrassed by another student before class about how I was dressed and all." (Contemplating/planning nonaggressive course of action, positive)

Participant BD04

Self-Identified Angry Event (Escalation at a basketball game)

THOUGHT - "Why is he fouling me?" (Analyzing the situation)

THOUGHT - "I was thinking on why he would stop me" (Analyzing the situation) "and how I'm going to get him back." (Theme of revenge)

FEELING - "Annoyed." (Annoyed)

ACTION - "Me turning around and telling him a couple of choice words. [upon questioning as to content] I can't remember, but I know it was something bad." [Participant then acknowledges cursing and name calling directed toward the provocateur] (Negative verbal interaction)

THOUGHT - [after receiving a consequence for his verbalizations] "I was thinking, trying to understand why I should get consequences and he [the provocateur] should be allowed to continue to foul." (Analyzing the situation) (Theme of mistreatment)

THOUGHT - "Trying to think of a way to get out of it."

FEELING - "I was feeling angry." (Anger)

ACTION - "They would have seen me go over and start playing again." (Directing attention or moving toward the angering situation)

THOUGHT - "Somebody decides to foul me because they think it would be fun." (Mind reading)

THOUGHT - "I was thinking about turning around and telling him what I thought."

THOUGHT - "I was thinking about just leaving, and I was also thinking about just going to another game and really going to the other side, you know, of the court, to play somebody else. What I meant by leaving was going to a different activity. I was leaving the gym altogether and going to a different activity." (Contemplating/planning nonaggressive course of action, positive) (Alternative thinking)

THOUGHT - "I just thought about ignoring the fouls, but I mean... I felt like just ignoring the fouls, because they are just like the little hand slap." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "I was feeling angry," (Anger) "upset, left out," (Left out) "picked on," (Picked on) "and annoyed." (Annoyed)

ACTION - "They would see me stand there and put my hands on my head and look at the person that fouled me funny, you know, you kind of look at him, you know, with this, you know, trying to figure out why they did it look." (Directing attention or moving toward the angering situation)

THOUGHT - "My thoughts were, 'I need to get myself together or I could end up getting into a lot more trouble than I actually am.'" (Self instruction) (Analyzing the situation)

FEELING - "I was feeling angry." (Anger)

ACTION - "My actions started to change and I started to become myself annoyed towards the staff, and I started to get silly. Like, you know, uh, was doing silly things just like putty on a shelf. Like just getting smart with them and laughing at everything they said." [Later identified as an attempt to annoy] (Negative verbal interaction)

ACTION - "Yeah. Laughing and telling them jokes that are kind of inappropriate and shouldn't say," (Negative verbal)

interaction) "but that is a way of relieving anger for me so..." (Self-calming actions)

ACTION - "Yeah. Not about them, but, you know jokes. Like inappropriate jokes. Like about other staff members. I know. I know I kept making jokes about people that this staff member disliked. And I do remember that one of them he actually laughed at which I thought I was making progress, and later on I got some detention [for disrespect] for these jokes." (Negative verbal interaction)

THOUGHT - "I was thinking about why he is doing this to me. I never did anything to him, and because this is a different staff." (Analyzing the situation) (Theme of mistreatment)

THOUGHT - "And I was thinking about telling him how I feel like I did a couple of times earlier in the movie." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "I was feeling angry." (Anger)

ACTION - [bites finger] "This is exactly what I was doing. Not very hard. I was just like feel like gnawing on my finger. I was not where it would break or anything, just like, you know." (Nonverbal expression of displeasure)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I would be thinking whether or not I want to make fun of him," (Contemplating/planning nonaggressive course of action, negative) "or just leave," (Contemplating/planning nonaggressive course of action, positive) "or hit him." (Contemplating/planning first strike physical aggression) (Alternative thinking)

FEELING - "Annoyed." (Annoyed)

FEELING - "Maybe a little angry." (Anger)

FEELING - "Maybe a little silly. Silly in the sense that I might laugh at him because he's making fun of me." (Silly)

ACTION - "Agree with her." (Positive verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "The same thing as before. Whether or not to agree with him," (Contemplating/planning nonaggressive)

course of action, positive) "whether or not to laugh at him," (Contemplating/planning nonaggressive course of action, negative) "whether or not to leave," (Contemplating/planning nonaggressive course of action, positive) "whether or not to hit him," (Contemplating/planning first strike physical aggression) "whether or not to make fun of him." (Contemplating/planning nonaggressive course of action, negative) (Alternative thinking)

FEELING - "A little angrier than the time before." (Anger)
"A lot more annoyed. That's about it." (Annoyed)

ACTION - "Probably leave." (Directing attention or moving away from the angering situation)

ACTION - "Well, or wait and just, like, stand there and go to the side, wait for the teacher to come and just go in the classroom." (Avoid or delay action)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Need to go to my seat. Thinking that I should go to my seat." (Self-instruction)

FEELING - [as teacher arrives] "Relieved." (Relief)

ACTION - "Going to my seat." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - [upon receiving the 'F'] "I would rip it up and throw it in his face." (Contemplating/planning first strike physical aggression, toward authority figure) "Accept it." (Contemplating/planning nonaggressive course of action, positive) (Alternative thinking) "Try to do better next time." (Contemplating/planning nonaggressive course of action, positive) (Thought indicating an internal locus of control)

FEELING - "Anger." (Anger)

FEELING - "Confused." (Confused)

ACTION - "Shut everybody out and put my head down." (Directing attention or movement away from the angering situation) (Self-calming action)

ACTION - "Try to sleep." (Self-calming action)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - [upon seeing stolen item by his desk] "How did it get there?" (Analyzing the situation)

THOUGHT - "And why are you blaming me for it? How to get it out of there if I get in trouble for it." (Analyzing the situation)

FEELING - "I would feel surprised." (Surprised) "I would feel confused." (Confused) "I would feel angry." (Anger)

ACTION - "Probably just leaving without saying anything." (Directing attention or moving away from the angering situation)

ACTION - "I might go by to hit him or something. I don't know, something like that." (Physically aggressive act, toward peer)

ACTION - "Well, I haven't been in a situation for a while, but normally if I was in that situation I probably would call my parents and ask their advice." (Seeking assistance)

Participant BD05

Self-identified Angry Event (Not being allowed to attend public school)

THOUGHT - "First thought, probably, was why the principal had said 'no'." (Analyzing the situation)

FEELING - "Mad." (Anger)

THOUGHT - "The principal said 'no' based on stuff he had not much knowledge of about me, and the fact that I could do a lot for his school he didn't know about, and he just said no anyways. He didn't even give it a chance." (Theme of mistreatment)

THOUGHT - "When the principal told me that it was due to an overcrowding problem, I thought that was BS, because one person in an overcrowded school is not going to make any difference." (Analyzing the situation)

FEELING - "Disappointed" (Disappointment)

FEELING - "Let down" (Let down)

THOUGHT - "What could I do to get it reversed?"
(Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "What types of action I could take."
(Contemplating/planning nonaggressive course of action, positive)

ACTION - "Stopped eating. Said 'OK'. Cleared my spot and went back up to my unit." (Avoid or delay action)

ACTION - "Took a shower. Had a smoke and thought about it, and then went back down to here, the school building, and talked to the principal again." (Positive verbal interaction)

THOUGHT - [In response to concerns being expressed as to past violence] "I wasn't really violent before. I mean, I'm not that type person. And this guy's just basing his stuff on records that, you know, don't mean much." (Theme of mistreatment)

THOUGHT - "This guy, the principal at _____, has got to be dumb to just say no to something like this when he's got people at _____ saying I can handle it, and he's just basing his main decision on one thing in a file." (Negative thoughts regarding others)

THOUGHT - "I'd like to kill the guy." (Negative thoughts regarding others)

THOUGHT - "What stuff could I do, again, to try and change this around." (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "I wanted to talk to the principal at _____. I'd never talked to him. See him myself." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "Anger" (Anger)

FEELING - "Frustration" (Frustration)

FEELING - "Disappointment" (Disappointment)

ACTION - "Standing there, kind of fuming to myself." (Avoid or delay action)

ACTION - "Just standing with my hands in my pockets." (Avoid or delay action)

THOUGHT - "I was mad 'cuz, I couldn't even, you know, it would be better if he said no, it can't hurt for me to talk to him. I'd at least like to, you know, tell him something about me before the whole thing was completely shut and over" (Theme of mistreatment)

THOUGHT - "I was thinking about going in there and just, you know, giving him a piece of my mind."

FEELING - "I was just still mad, you know. Not as frustrated or anything. Just mad." (Anger)

FEELING - "Feeling of I don't care." (Apathy)

THOUGHT - "Thought of I don't care, and why I shouldn't." (Analyzing the situation)

ACTION - "I asked 'why?'." (Information seeking)

THOUGHT - "Basically, what I can do to try and relax?" (Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "How he could so easily say 'no' and all that." (Analyzing the situation) (Theme of mistreatment)

FEELING - "Just mad" (Anger) "and 'I don't care'." (Apathy)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

FEELING - "Irritated." (Irritated)

THOUGHT - "What he's doing is stupid. That's stupid." (Negative thoughts regarding others)

THOUGHT - "About what I'd say back to him." (Contemplating/planning nonaggressive course of action, negative)

ACTION - "I'd probably say something smart to him." (Contemplating/planning nonaggressive course of action, negative)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "Don't worry about it, it's not that big of a deal." (Self instruction) "I mean, if they want to be that immature" (Negative thoughts regarding others) "about it, then fine." (Coping/calming thought)

FEELING - "A little mad at them." (Anger)

FEELING - "Irritated." (Irritated)

THOUGHT - "I'd be thinking of something to say to them."
(Contemplating/planning nonaggressive course of action, negative)

ACTION - "Saying something back." (Negative verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Time to go to class now." (Self-instruction)
"Time just to get over it" (Coping/calming thought) "and
get on with whatever's going to be going on in class."
(Self-instruction)

FEELING - [As teacher arrives] "I'd probably be a little
relieved about it." (Relief)

FEELING - [As teacher arrives] "Sort of relaxed." (Relaxed)

ACTION - "Going, sitting down." (Directing attention or
moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "You know, where'd I go, what did I do wrong, you
know, to get the F on the test." (Thoughts indicating an
internal locus of control) (Analyzing situation)

FEELING - "Frustrated." (Frustration)

THOUGHT - "Hey, it's an 'F'. I already got it. I probably
can't change anything." (Coping/calming thought)

ACTION - "I'd probably ask the teacher, you know, 'What, uh,
went wrong here on the test?'" (Information seeking)

ACTION - "Maybe make a joke about it to somebody."

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "Thinking about what to say to the teacher
considering I didn't do it." (Contemplating/planning
nonaggressive course of action, positive)

THOUGHT - "What can I do to get out of this one?"
(Contemplating/planning nonaggressive course of action, positive)

THOUGHT - "I'd like to kill the kid." (Negative thoughts regarding others)

FEELING - "Mad." [at peer] (Anger)

FEELING - "Mad." [at teacher] (Anger, at teacher)

THOUGHT - "Is this the reason why I got the F all of a sudden?" (Analyzing the situation)

ACTION - "I'd probably ask the teacher if that's why I got the F." (Information seeking)

ACTION - "Probably tell the teacher that I didn't do it. So-and-so whoever did it, mention inadvertently, that...."
(Positive verbal interaction)

ACTION - "Why don't you ask so-and-so how it got there?"
(Positive verbal interaction)

Participant BD06

Self-Identified Angry Event (Failing to meet discharge criteria)

FEELING - "I was mad." (Anger)

THOUGHT - "I'm not gonna make it." (Negative prediction)

FEELING - "Angry." (Anger)

ACTION - "Cursing. Acting out. Yelling." (Negative verbal interaction)

ACTION - "Hitting [the chair]." (Nonverbal expression of displeasure)

THOUGHT - "I don't care."

THOUGHT - "I was thinking to run away." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "Angry." (Anger)

ACTION - "I hit [name of authority figure] and I got in a restraint." (Physically aggressive act, toward authority figure)

ACTION - "I kicked the fence." (Nonverbal expression of displeasure)

Anger Scenario

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "Oh, I would be thinking, 'Hit him', maybe." (Contemplating/planning first strike physical aggression)
"Or maybe just ignore him." (Contemplating/planning nonaggressive course of action, positive) (Alternative thinking)

FEELING - "Feeling angry." (Anger)

FEELING - "Mad." (Anger)

FEELING - "Furious." (Anger)

ACTION - "Yelling at him." (Negative verbal interaction)

ACTION - "Hit him a few times." (Physically aggressive act, toward peer)

ACTION - "Pushing." (Physically aggressive act, toward peer)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "I'd be thinking, maybe, um, I'd be thinking maybe they're not my friends. If they were my friends, then I would think they're not my friends anymore." (Mind reading)

THOUGHT - "I'd be thinking to yell right then. Right then. I'd be thinking, I would, to yell." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "Angry, mad, and furious." (Anger)

FEELING - "Sad." (Sadness)

ACTION - "I'd probably say 'Shut up' or yell 'Quit laughing' or I'd just criticize them. Say something about them." (Negative verbal interaction)

- STAGE 3/4 - TEACHER ARRIVES AND OPENS DOOR/RECEIVES AN 'F'
ON HIS TEST

THOUGHT - "Thinking maybe I was gonna go off."

FEELING - "Mad." (Anger)

THOUGHT - "I was thinking 'Maybe somebody else did it'."
(Analyzing the situation)

THOUGHT - "Maybe I didn't work very, very as hard as I
should've on the test." (Analyzing the situation) (Thought
indicating an internal locus of control)

ACTION - "I would try to talk to him to see if, to see
if.... I would talk to him to see if this is my correct
paper." (Information seeking)

ACTION - "I might ask him which, what, why I have this 'F'."
(Information seeking)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "Thinking, I'd be thinking that somebody else did
it." (Analyzing the situation)

THOUGHT - "I'd be thinking, 'I didn't do it.'"

THINKING - "Why is it there?" (Analyzing the situation)

FEELING - "I'd be feeling angry," (Anger) "confused,"
(Confused) " and mad." (Anger)

ACTION - "I would say that I saw who did it, and it wasn't
me." (Positive verbal interaction)

Participant BD07

Self-Identified Angry Event (Grabbed and searched)

[Student is pulled aside by school official in order to
search his bag.]

THOUGHT - "I was like, 'Why do I need to go there? Why do I
need to go anywhere? I didn't do nothin' wrong. Then I
thought maybe it was something about [name of residential
treatment center].'" (Analyzing the situation)

FEELING - "Curiosity." (Curious)

ACTION - "Walking [as directed]." (Compliance with adult direction/decision)

THOUGHT - "It [having bag searched] doesn't bother me a bit." (Coping/calming thought)

ACTION - "Unzipping my bag." (Compliance with adult direction/decision)

THOUGHT - "He had no right touching me whatsoever." (Theme of mistreatment)

THOUGHT - "If he [school official] doesn't let go of my wrist, I'm gonna kill him." (Contemplating/planning first strike physical aggression, toward authority figure)
"Either that or pop his tires" (Contemplating/planning nonaggressive course of action, negative) "or bust him right in his mouth." (Contemplating/planning first strike physical aggression, toward authority figure) (Alternative thinking)

FEELING - "Anger." (Anger)

FEELING - "Hostility." (Hostility)

ACTION - "I was standing there, cuz he was holding onto my wrist."

THOUGHT - "I was thinking about having 'em take his [school official] job." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "A lot of anger and hostility. Lots." (Anger) (Hostility)

THOUGHT - "That he [school official] is such a pain in the neck." (Negative thoughts regarding others);

THOUGHT - "I was really thinking about having his job taken from him." (Contemplating/planning nonaggressive course of action, positive)

ANGER SCENARIO

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "Well, he doesn't have to wear 'em, so why is he concerned?"

FEELING - "A little bit pissed off." (Anger)

ACTION - "Probably just standing there." (Avoid or delay action)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "He ain't nothin' but a jerk." (Negative thoughts regarding others)

FEELING - "Very ticked off." (Anger)

ACTION - "Punching him." (Physically aggressive act, toward peer)

- STAGE 3/4 - TEACHER ARRIVES AND OPENS DOOR/RECEIVES AN 'F' ON HIS TEST

THOUGHT - "I'd be thinking, 'Why did I get an 'F'? I know I didn't get all my answers wrong.'" (Analyzing the situation)

FEELING - "Angry." (Anger)

ACTION - "Taking my paper back up to him and telling him, 'I think you need to re-grade it, cuz I know I didn't get a 'F'.'" (Positive verbal interaction)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "What did I steal? There was nothing that I stole. And I did study." (Analyzing the situation)

FEELING - "Confused." (Confused)

FEELING - "Frustration." (Frustration)

ACTION - "I'd probably ask him, 'What did I steal?'" (Information seeking)

THOUGHT - "Why did that jerk" (Negative thoughts regarding others) "put that coffee cup by my desk?" (Analyzing the situation) "If he wanted to steal it, he shoulda take the 'F' for it." ('Should' thought) (Theme of mistreatment)

ACTION - "Go and knock the boy right out of his chair." (Physically aggressive act, toward peer)

Participant BD08

Self-Identified Angry Event (Conflict with security guard)

[Participant is blocked from leaving the school building by a security guard who states he was shoved by the participant]

THOUGHT - "That he might send me to the Principal's office, and I will get a referral." (Negative prediction)

THOUGHT - "That I want to go home."

THOUGHT - "Oh, yeah, my medicine. I hadda get my medicine."

THOUGHT - "That he better let it [the door] go so I can get to my bus, or I'll be mad." (Negative thoughts regarding others)

FEELING - "That I was really ticked." (Anger)

FEELING - "Angry, upset -- not upset -- really, really mad." (Anger)

ACTION - "Trying to open it [the door]." (Noncompliance with adult direction/decision)

THOUGHT - "That I just wanted to get out of there."

THOUGHT - "That he can't accuse me of something that I didn't do." (Theme of mistreatment)

FEELING - "Angry." (Anger)

ACTION - "I never did anything. I kept trying to open the door." (Noncompliance with adult direction/decision)

ANGER SCENARIO

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "I would be thinking about what I ever did to him for him to say anything to me. Or why he had the nerve to say it. And that if he wants to say it, what doesn't he go say it to somebody else?" (Analyzing the situation) (Theme of mistreatment)

ACTION - "Well, that I would just say that, 'Hey, at least I have some clothes on my body'." (Positive verbal interaction)

FEELING - "Well, probably down." (Sadness)

THOUGHT - "He should just take a look at his own clothes."
('Should' thought) (Negative thoughts regarding others)

THOUGHT - "That he doesn't have the right to criticize my clothes just because I don't match, which he, um, he had been thinking....I think it is..." (Theme of mistreatment)

ACTION - "I would tell him that he is very disrespectful."
(Positive verbal interaction)

FEELING - "I would be feeling mad." (Anger)

ACTION - "Yeah, acting. Uh, like, um, I would tell him to shut up and go bother somebody else." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "That they are very stupid." (Negative thoughts regarding others)

THOUGHT - "I would be thinking, 'Why are they laughing along with him?'" (Analyzing the situation)

FEELING - "Down." (Sadness)

FEELING - "Angry." (Anger)

ACTION - "Stop, turn around, [toward the provocateur]"
(Directing attention or moving toward the angering situation) "and tell 'em they all better just shut up."
(Negative verbal interaction)

ACTION - [Say to them] "That they should just look at me the way I am." (Positive verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "What class is this?" (Turning thoughts or attention away from the angering situation)

THOUGHT - "Just another day in class." (Coping/calming thought)

FEELING - "Anxious." (Anxious, as in pleasant anticipation of something)

ACTION - "Go to my desk and sit down, I guess." (Directing attention or moving away from the angering situation)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

FEELING - "I would be disappointed." (Disappointment)

THOUGHT - "I would be thinking how hard I had studied for it." (Turning thoughts or attention toward the angering situation)

FEELING - "Upset."

ACTION - "I would be like [later clarified as 'I would say'] 'Didn't I get any right?'" (Information seeking)

THOUGHT - "Well, next time I will have to study even harder." (Contemplating/planning nonaggressive course of action, positive) (Thought indicating an internal locus of control)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I would think, uh, 'How did it get there?'" (Analyzing the situation)

THOUGHT - "I would think that the teacher better stop yelling [before, uh, hafta punch slap." (Contemplating/planning first strike physical aggression, toward authority figure)

FEELING - "Really hot, sizzling." (Anger)

THOUGHT - "I would be feeling like [thinking about] picking up his mug and, if he wants to scream at me, he can go ahead, and I'll throw it." (Contemplating/planning nonaggressive course of action, negative)

ACTION - "I would tell him [the teacher] he has the nerve to yell at me. He's not my mother or father, and if he wants to yell at me, I know I can throw a cup. It's easy as one, two, three." (Negative verbal interaction)

ACTION - "I would probably get up in his face" (Aggressive posturing, toward authority figure) "and tell him if he doesn't stop yelling at me he is going to have to suffer his own consequences." (Negative verbal interaction)

ACTION - "If he [teacher] says anything to me, and, also, I will, I will also report him to the Principal and Vice Principal." (Seeking assistance)

ACTION - "I would pick it up and probably just throw it and say, 'Hey, go fetch it.'" (Negative verbal interaction)

THOUGHT - "He [teacher] has a really bad attitude, but he will have, he better adjust or I will definitely adjust it." (Negative thoughts regarding others)

Participant BD09

Self-Identified Angry Event (Earned 'disruption' restriction)

[After being instructed by staff to pull up his 'sagged' pants]

THOUGHT - "Pull my pants up? For what? Cuz you can't see my underwear, and you can't give me restriction unless you see my underwear." (Analyzing the situation)

FEELING - "Nothing."

ACTION - "Pulled 'em up." (Compliance with adult direction/decision) "And I asked him why." (Information seeking)

[Pants sag again. Participant is instructed to pull them up, refuses, and receives a consequence.]

ACTION - "I told him I wasn't doing it." (Noncompliance with adult direction/decision)

THOUGHT - "I wasn't doing 'em." [the consequence] (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "I'm gonna sit in my room all night without doing it." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "You're stupid" (Negative thoughts regarding others) "cuz I'm not gonna do it." (Contemplating/planning nonaggressive course of action, noncompliance)

FEELING - "I don't care." [Clarified as apathy] (Apathy)

ACTION - "I didn't pull up my pants." (Noncompliance with adult direction/decision)

[Participant goes to room and stays there for two hours. Staff then enter his room and begin to interact.]

THOUGHT - "Why they in my room." (Analyzing the situation)
"Or, they ain't knock. Or something like that."

THOUGHT - "I'll bust out laughing at 'em."
(Contemplating/planning nonaggressive course of action, negative)

FEELING - "I didn't have no feeling."

ACTION - "I laid there on my bed and didn't say nothing to them." (Ignoring or remaining outwardly calm)

[Participant comes out of room and is once again directed to pull up his sagging pants.]

THOUGHT - "To pull 'em up." (Contemplating/planning nonaggressive course of action, positive)

FEELING - "Annoyed." (Annoyed)

ACTION - "I sucked in my teeth" (Nonverbal expression of displeasure) "and I pulled them up." (Compliance with adult direction/decision)

[Participant is once again sent to his room.]

THOUGHT - "Cursing at 'em." (Negative thoughts regarding others)

ACTION - "Actually, I didn't curse at the staff, but I did curse." (Negative verbal interaction)

FEELING - "Mad." (Anger)

ACTION - "I slammed my door." (Nonverbal expression of displeasure)

ACTION - "I turned on my radio." [Clarified as a calming technique] (Self-calming action) "I turned it down real low so they can't hear it. Then I yelled out 'Don't open my door without knocking.'" (Negative verbal interaction)

ACTION - "I laid there and listened to my radio." (Self-calming action)

[Staff begin to call the participant who is still in his room.]

THOUGHT - "Nothing. I just acted."

ACTION - "Leave me alone. I don't want to hear it. Shut up." (Negative verbal interaction)

FEELING - "Nope."

[Participant is eventually allowed to come out of his room, his pants sag once again, and he is sent back to his room.]

ACTION - "I go, 'You can't keep sending me back to my room like that.'" (Arguing)

FEELING - "I got mad again." (Anger)

THOUGHT - "I thought about smacking that Monopoly game over." (Contemplating/planning nonaggressive course of action, negative)

ACTION - "I went into my room" (Complying with adult direction) "and turned on my radio again. Started listening to it again." (Self-calming action)

[Participant is eventually allowed to come out of room, but is once again sent back in. This cycle of coming out and being sent back in continues.]

ACTION - "I cursed 'em out specifically." (Negative verbal interaction)

THOUGHT - "I didn't have any."

FEELING - "Angry." (Anger)

[Participant perceives himself as beginning to receive conflicting or confusing directions from staff.]

THOUGHT - "Being noncompliant. I was thinking, 'I'm not gonna listen. I'm gonna be noncompliant.'" (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "I didn't care about restriction."

THOUGHT - "I lost my level so I didn't care."

THOUGHT - "I'm gonna sit there and curse every last one of them out. I'm not gonna listen." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "Silly." (Silly)

ACTION - "I didn't shut it." (Noncompliance with adult direction/decision)

|Earned a serious consequence|

THOUGHT - "Noncompliant." (Contemplating/planning nonaggressive course of action, negative) "I didn't care about it."

FEELING - "Silly." (Silly)

ACTION - "I started cursing 'em out." (Negative verbal interaction)

ANGER SCENARIO

- STAGE 1 - PEER BEGINS TO TEASE

ACTION - "I'd cut back on him." (Negative verbal interaction)

THOUGHT - "I'd think of a Joan [insult] to cut up on him." (Contemplating/planning nonaggressive course of action, negative)

FEELING - "None."

ACTION - "If it gets bad enough, I'd probably push him or hit him." (Physically aggressive act, toward peer)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

ACTION - "I'd call all of them ugly. I'd say, 'What's the difference between your face and my butt. They look the same.'" (Negative verbal interaction)

THOUGHT - "To cut back on them, too. To cut on them, too. Either way." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "It ain't like I can't get them back." (Theme of revenge)

FEELING - "I wouldn't have any."

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

ACTION - "I'm gonna trip one of 'em up." (Physically aggressive act, toward peer) "Then he'll fall and I'd just move out the way. I'd set two of 'em up that's laughing at me to get into a fight. Then I'd laugh at them and said, 'I tripped you up.' I'd say, 'You didn't do nothing to me.'" (Negative verbal interaction)

FEELING - "None."

THOUGHT - "I'm gonna set one of them up."

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "Oh well, I don't like school anyway." (Coping/
calming thought)

THOUGHT - "Probably I'll just try to retake it,"
(Contemplating/planning nonaggressive course of action,
positive) "but I still wouldn't care."

FEELING - "I don't care." (Apathy)

ACTION - "Put it [the test] away." [Clarified as just
getting it off his desk, with no other particular reason]

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "I think he's stupid." (Negative thoughts
regarding others)

THOUGHT - "What he talking about?" (Analyzing the
situation)

THOUGHT - "I'm gonna hurt him. The kid that set me up."
(Contemplating/planning first strike physical aggression,
toward peer)

FEELING - "None."

ACTION - "I would get up out of my seat. I'm gonna punch
him right in his eye, like I said." (Physically aggressive
act, toward peer)

ACTION - "Keep punching him." (Physically aggressive act,
toward peer)

Participant BD10

Self-Identified Angry Event (mocking comments by peers)

THOUGHT - "I was thinking that they were going to say
something that was going to make me very upset, because
they wanted to do it because, you know, they either had a
grudge against me, or they sort of don't feel good, or they
want to put me down to make themselves feel good." (Mind

reading) "So I knew what was sort of gonna happen."
(Negative prediction)

THOUGHT - "I was thinking that if they kept on, you know, since it happened so much that, you know, that just forget telling, you know, one of the staff members, just say something back if he keeps on going. Do something about: it." (Contemplating/planning nonaggressive course of action, negative)

THOUGHT - "Yeah, the facts about my perception of music was wrong. It was, it was about, you know, that, you know, the guy that committed suicide April fifth, Cobain? That, because it happens most often that people really get the facts wrong. They don't really take time to listen to what the real message is."

THOUGHT - "That they should practice what they preach."
('Should' thought)

THOUGHT - "They really don't have the right the right to speak, because they don't know much about it, and they just want to start something up." (Mind reading)

THOUGHT - "Why does this have to happen to me?" (Theme of being trapped into an undesired conflict)

FEELING - "Sad" (Sadness)

ACTION - "Talk back" (Negative verbal interaction)

ACTION - "Get up and leave cuz it's not a very arguable situation." (Directing attention or moving away from the angering situation)

THOUGHT - "It's just a waste of time." (Coping/calming thought)

THOUGHT - "They're just a bunch of naive screw-ups." (Negative thoughts regarding others) "It's just jealousy." (Mind reading) "I just think, it's not worth it, it's just jealousy." (Coping/calming thought).

FEELING - "Sad" (Sadness)

FEELING - "Sort of good."

THOUGHT - "That they should" ('Should' thought) "keep their opinions to themselves and shouldn't" ('Should' thought) "make people into poster children. They shouldn't" ('Should' thought) "accuse dead people of divorce

survivors, and, you know, and, you know, just from about their feelings I think if they have something to say about it, just keep it to themselves, because they know it'll make me upset." (Mind reading)

ACTION - "Just look at them and just go. They would have saw me give them a sarcastic look" (Nonverbal expression of displeasure) "and just get up and go." (Directing attention or moving away from the angering situation)

ACTION - "Looking back and just going [exhales breath in what seems a derogatory way]." (Nonverbal expression of displeasure) "You know, something like that. And then I'd probably be mumbling to somebody else sitting over there. I would probably say 'Yeah, look who listens to some satanic mutilation crap'." (Negative verbal interaction)

ACTION - "And then I'd probably just go on and do something else." (Directing attention or moving away from the angering situation)

ACTION - "I got up and just walked off," (Directing attention or moving away from the angering situation) "you know, and thought about it." (Turning thoughts or attention toward the angering situation)

THOUGHT - "To write about it." (Contemplating/planning nonaggressive course of action, positive)

ANGER SCENARIO

- STAGE 1 - PEER BEGINS TO TEASE

THOUGHT - "He's nothing but a high-fashion, right-wing, Christian saintness." (Negative thoughts regarding others)

FEELING - "Sorta quiet, sorta in the middle."

ACTION - "Just look at him. Just look at him while he spoke to me. I mean, maybe wear a smile and just shrug it off once he got done." (Smile or laugh in the face of provocation)

ACTION - "I'd probably be sarcastic about it, maybe. I'd probably say something to make him shut up." (Negative verbal interaction)

- STAGE 2 - OTHER PEERS BEGIN TO LAUGH

THOUGHT - "That's their opinion." (Coping/calming thought)

ACTION - "I'd look at each and every one. I'd just sort of like go like that and gaze at them, you know. I'd be like... I'd probably say something be like, 'Hey man clothes are clothes, you know. Some days you get mixed up, some days you don't. It's just one day, one time in your life. I mean, it ain't like it's gonna go on forever.'" (Positive verbal interaction)

FEELING - "A little annoyed. Just a little bit annoyed." (Annoyed)

ACTION - "I'd just be standing there, smiling at him. And then I'd probably say something that would highly upset him." (Negative verbal interaction)

- STAGE 3 - TEACHER ARRIVES AND OPENS DOOR

THOUGHT - "Just go in and sit down." (Self instruction)

FEELING - "Calm" (Calm)

ACTION - "I'd probably just be looking around. Looking at some other people. If they were still laughing or riding the rutabaga ride." ['Riding the rutabaga ride' clarified as everyone joining in on one behavior] (Information seeking)

- STAGE 4 - RECEIVES AN 'F' ON HIS TEST

THOUGHT - "This isn't fair." (Theme of mistreatment)

FEELING - "Sorta down, a little bit. Not too much. Not anything to make it over the limit" (Sadness)

THOUGHT - "What will happen once my parents saw it, or once it got recorded in the grade book." (Concern regarding the reactions of family)

ACTION - "I'd just probably take the test and just sorta slide it up the desk some and, you know, forget about it and just sit there." (Directing attention or moving away from the angering situation)

ACTION - "I'd just forget about it all and just sit there and write or something." (Directing attention or moving away from the angering situation)

- STAGE 5 - ACCUSED OF STEALING/SEES STOLEN CUP BY DESK

THOUGHT - "There's the coffee cup. I just got a statement said to me that was very rude and untrue." (Theme of mistreatment) (Analyzing the situation)

FEELING - "Embarrassed" (Embarrassment)

FEELING - "A little bit embarrassed." (Embarrassment) "A little bit angry. I'd be upset at the person that, you know, the high-fashion kid that tried to make it all to his little plan." (Anger)

ACTION - "I'd pick up the cup from the floor and say 'Here's your cup. I had no intention of stealing it, you know, and this little prankster over here just wants to pull his little games and play.'" (Positive verbal interaction)

ACTION - "I'd just probably take the cup to the kid and say 'Here's your cup. You might want to put it back on the desk', or something like that." (Positive verbal interaction)

ACTION - "Once I put the cup down on his desk, I'd probably look at him and laugh, or just be like shake my head and walk back to my seat." (Nonverbal expression of displeasure)

THOUGHT - "This kid's such a, just a little antic." (Negative thoughts regarding others)

THOUGHT - "Somebody would have had to see him take the cup, and he would eventually get caught. Eventually the truth would come out." (Analyzing the situation)

THOUGHT - "Some stuff, but I probably wouldn't say them. Stuff like highly upset him. I mean, like... Like truthful statements that would highly upset him. I mean, stuff like, you know, like stuff that's written in the Bible. Stuff like that. Like truths that are like written. That are said to like a person who is, back then, so called a fool. To make them understand that they're not as good as they think they are. Sorta like prophets and stuff like that." (Negative thoughts regarding others) "Cuz, eventually, you have to realize that the truth will come out, you know, and that my say is 'the truth will set you free' so I ain't got nothing to worry about." (Coping/calming thought)

APPENDIX K

CATEGORIES IDENTIFIED IN THE LITERATURE

Thinking Categories

Thinking categories identified in the review of the literature include: (1) hostile attributions; (2) perspective-taking; (3) alternative thinking; (4) consequential thinking; (5) means-end thinking; (6) moral reasoning; (7) failure to recognize the causes of others' behavior; (8) grandiosity; (9) beliefs supporting aggression; (10) pessimism; (11) self-perceptions as insensitive toward others; (12) self-guiding speech, and (13) external locus of control. Several of these categories were found to apply in examining the thoughts identified during participant interviews. These will be discussed below.

Hostile Attributions

Hostile attributions refers to the tendency to misperceive hostile intent on the part of another. Several participants made statements indicating their belief that, in the angry event they discussed, someone possessed some hostile intent toward them. For instance, in discussing being fouled while playing basketball, participant PS08 stated, "I mean, playing basketball, there's certain things that happen, you know. There's certain actions, you know, you know these things, but I'm saying, like, things like that shouldn't happen. He was doing that purposely just to

make me angry. He was doing that cuz he thought he was, I guess he thought he was bad. He thought he could push me around. Even though I'm two or three times his size, you know, he thought he could do this." In another example, participant BD10 stated, "I was thinking that they were going to say something that was going to make me very upset, because they wanted to do it because, you know, they either had a grudge against me, or they sort of don't feel good, or they want to put me down to make themselves feel good." Another participant (BD01) made the assumption that someone was going to hit him, while another (BD02) thought someone was deliberately trying to make him angry.

As discussed in the literature review, a hostile attribution implies that a person perceives more hostility in another's actions than is actually there. I have no way of knowing whether or not the above participants were actually perceiving hostility inaccurately or not, since I did not witness the angering event and since I do not know the past actions of the person to whom the participant was attributing hostile qualities. Due to these factors, I do not think that I can make an accurate judgment as to whether a participant engaged in a hostile attribution.

What can be said about all of the above statements, however, is that the participant made assumptions about another's motivation, intentions, or thoughts, none of which

are observable. For this reason, I have chosen to place possible hostile attributions under the broader category of "mind reading", to be discussed later in this chapter.

Alternative Thinking

Alternative thinking refers to the practice of generating alternative responses when faced with a problem situation.

For the self-identified angry event, three participants without behavior disorders reported engaging in alternative thinking on four separate occasions. Three participants with behavior disorders reported engaging in alternative thinking on three separate occasions. Thus, for the self-identified angry event, there does not seem to be any substantial between-group difference in the degree to which participants engaged in this behavior.

For the anger scenario, two participants without behavior disorders reported engaging in alternative thinking on three separate occasions. Four participants with behavior disorders reported engaging in alternative thinking on a total of seven occasions. Thus, for the anger scenario, twice as many participants with behavior disorders reported engaging in this activity on more than twice as many occasions as compared to the group without behavior disorders.

Consequential Thinking

Consequential thinking refers to the ability to identify the probable consequences of various alternative courses of action.

For the self-identified angry event, two participants without behavior disorders reported engaging in consequential thinking on two separate occasions. Three participants with behavior disorders reported engaging in consequential thinking on six separate occasions. Thus, for the self-identified angry event, while the number of participants with behavior disorders reportedly engaging in consequential thinking was not substantially higher than the number of participants without behavior disorders, those with behavior disorders did report engaging in such behavior on three times as many occasions when compared to the other group.

For the anger scenario no participants in either group reported engaging in consequential thinking. Thus, there was no between-group difference noted.

Means-end Thinking

Means-end thinking refers to the ability to mentally develop the step-by-step sequence of actions necessary to reach a goal or carry out a solution. Statements possibly indicative of means-end thinking were subsumed under the larger category of "analyzing the situation".

Pessimism

Statements possibly indicative of pessimism were subsumed under the category of "negative prediction".

Self-Guiding Speech

Self-guiding speech refers to mental instructions to oneself to engage in a particular behavior or to react in a certain way. Statements made to oneself such as "Better watch this guy" or "Just ignore her" are indicative of self-guiding speech.

For the self-identified angry event, one participant in the group without behavior disorders reported engaging in self-guiding speech on one occasion. Two participants with behavior disorders reportedly engaged in self-guiding speech on two separate occasions. Thus, for the self-identified angry event, both the number of participants engaging in self-guiding speech and the number of separate occurrences was twice as great for the group with behavior disorders when compared to the other group.

For the anger scenario, three participants in the group without behavior disorders reported engaging in self-guiding speech on four separate occasions. Four participants with behavior disorders reportedly engaged in self-guiding speech on six separate occasions. Thus, while more participants in the group with behavior disorders reported that they would have engaged in self-guiding speech during the anger

scenario than did participants without behavior disorders, and while the group with behavior disorders reported engaging in a larger number of occurrences of such behavior, the differences between the two groups were not great.

External Locus of Control

External locus of control refers to a person's beliefs that consequences are independent of his or her behavior.

Only one participant (PS03) reported thoughts indicative of an external locus of control for the self-identified angry event. No participants reported thoughts indicative of an external locus of control for the anger scenario. Thus, there appeared to be no substantial differences between the groups on this particular dimension. Before leaving this area of inquiry altogether, however, we will look at results for the opposite phenomenon, an internal locus of control.

Internal Locus of Control

Internal locus of control refers to a person's beliefs that consequences are a direct result of his or her actions. No participants reported thoughts indicative of an internal locus of control for the self-identified angry situations.

For the anger scenario, seven participants in the group without behavior disorders reported thoughts indicative of an internal locus of control with a total of eleven separate occurrences. Six participants in the group with behavior

disorders reported thoughts indicative of an internal locus of control with a total of six separate occurrences. Thus, while the numbers of participants reporting thoughts indicative of an internal locus of control was nearly equal, the overall number of occurrences of such thoughts was almost twice as high for the group without behavior disorders.

Feeling Categories

None of the participants specifically identified feelings which would qualify as fitting exactly into the feeling categories identified in the literature. Several of the feelings identified by the participants, however, were very similar to some of the categories from the literature or may have been included in these categories if the categories had been defined more specifically or consistently within the literature. For instance, several studies reported "depression" as being characteristic of children with behavior disorders. These reports were not specific or consistent, however, in defining whether a long-standing or situational depression is being referred to. A number of participants in the study identified sad feelings in the situations they were describing. It is not clear, though, if we are dealing with the same type of depression. Thus, in order to eliminate possibly inappropriate inclusion in the "depression" category identified in the literature,

in this study such feelings were categorized as "sadness", and are addressed in the section on categories emerging from the data (Appendix L).

In addition, the "upset" category identified in the literature was defined "as always bothered or feeling like crying" (Politano et al., 1989). While many of the participants described feeling upset during the angry events, none specified that this was a nearly constant condition (indicated by the term "always" in the definition from the literature). One participant (PS05) specifically stated that he felt "bothered" during the self-identified angry event but did not indicate that this was a constant condition. When subjects reported feeling upset, if they specified what they meant by "upset", at all, it was usually to clarify an angry-upset or sad-upset distinction. Thus, once again, in order to eliminate possibly erroneous inclusion in the "upset" category mentioned in the literature, the participant's input was categorized as either anger or sadness, if specified as such. The term "upset" was not used as a specific category.

Acting Categories

Physical Aggression Toward Peers or Adults

Only "first-strike" physical aggression was included in this category. "Physical responses in defense of self, others, or property" was a separate category to be discussed

in the section on categories emerging from the data (Appendix L).

For the self-identified angry event, no participants in the group without behavior disorders reported engaging in physical aggression toward peers or adults. Two participants in the group with behavior disorders reported engaging in physical aggression, with three separate occurrences of the behavior. Two of these occurrences were directed toward peers, while one was directed toward an adult. Thus, for the self-identified angry event, the group with behavior disorders reported engaging in substantially more physical aggression when compared to the group without behavior disorders.

For the anger-scenario, three participants in the group without behavior disorders reported that they would engage in physical aggression toward peers or adults in that situation, with four separate occurrences of the behavior. All four of these occurrences would be directed toward peers. Five members of the group with behavior disorders reported they would engage in physical aggression toward peers or adults, with thirteen occurrences of the behavior. Of these thirteen acts of physical aggression, all but one would be directed toward peers. Thus, for the anger scenario, when compared to the group without behavior disorders, almost twice as many participants from the group

with behavior disorders reported that they would engage in physical aggression toward peers or adults. The number of separate occurrences of aggressive behavior was over three times higher for the group with behavior disorders.

For both the self-identified angry event and the anger scenario, the group with behavior disorders was the only group which identified physical aggression toward an adult; however, this was reported only once for each situation.

Threatening or Coercion; Yelling; Teasing/Provoking;
Speaking in a Harsh or Irritable Fashion;
Disrespectful Toward Others; Domineering

Several participants reported actions that could have fallen under one or more of these six categories. Such actions were subsumed under the larger category of "negative verbal interactions" to be included in the section on categories emerging from the data (Appendix L).

Disobedience, Rule Breaking, or Defiance

Actions which could have fallen under this category were subsumed under either the categories of "noncompliance with adult direction/decision" (for active disobedience to an adult direction) or "arguing" (for verbal defiance) in the section on categories emerging from the data (Appendix L).

Approach or Avoidance Coping Style

Approach and avoidance coping styles were characterized in the literature (Ebata & Moos, 1991) as involving numerous thoughts and actions, many of which will be included in separate categories either in this appendix (categories identified in the literature) or the next (categories emerging from the data). Listed as being involved in an approach coping style were logical analysis (subsumed under the category "analyzing the situation"), cognitive reappraisal of the problem situation (subsumed under the category of "coping/calming thought"), seeking guidance and support (placed in the category "seeking assistance"), and active problem-solving (portions of which were included in the categories of "alternative thinking" or "consequential thinking"). Avoidance coping was noted to involve, among other factors, trying not to think about the problem (which was subsumed under the category "turning thoughts or attention away from the angering situation") and engaging in emotional discharge (which could have involved a variety of activities that were included under the categories of "negative verbal interaction", "nonverbal expression of displeasure", "self-calming action", or "physical aggression toward peers or adults").

Uncooperative With Others

Some behaviors which could have been included in this category were placed within the categories "noncompliance with adult direction/decision" or "arguing", both of which will be found in the section on categories emerging from the data (Appendix K).

Domineering

Some participant-reported verbalizations occurring during the angry situations which could have fallen within this category were, instead, included in the category "negative verbal interactions", to be found in the section on categories emerging from the data (Appendix K).

APPENDIX L

CATEGORIES EMERGING FROM THE DATA

Thinking Categories

Analyzing the Situation

A variety of types of thinking were combined to create this category, which is marked by a participant's attempt to understand the angering event. Other categories that were eventually subsumed within this category included "logical analysis", "mentally questioning the actions/motivation/reasoning of others", and "generating explanations".

For the self-identified angry event, eight participants from the group without behavior disorders reported thoughts indicative of analyzing the situation, with a total of twenty-seven separate occurrences of engaging in such thoughts. Seven participants in the group with behavior disorders reported thoughts indicative of analyzing the situation, with a total of twenty-two separate occurrences identified. Thus, for the self-identified angry event, when compared to the group with behavior disorders, slightly higher numbers of the group without behavior disorders engaged in thinking indicative of analyzing the situation, with a somewhat larger number of separate occurrences of this type of thinking indicated. There were no substantial differences between the groups, however.

For the anger scenario, all ten participants in both groups reported engaging in thinking indicative of analyzing

the situation. The group without behavior disorders reported engaging in this type of thinking on twenty-two separate occasions, while participants in the group with behavior disorders reported engaging in this type of thinking of twenty-three separate occasions. As can be seen, then, there were no substantial differences in the degree to which the two groups reported thinking indicative of analyzing the situation.

Concern Regarding the Reactions of Family

Only one participant reported thoughts indicative of concern for the reactions of family members for the self-identified angry event. Thus, there is insufficient data on which to make between-group comparisons for this situation.

For the anger scenario, three participants in the group without behavior disorders reported thinking indicative of concern regarding the reactions of family members, with three separate occurrences of this type of thinking identified. One participant with behavior disorders reported engaging in such thoughts on just one occasion. Thus, for the anger scenario, when compared to the group with behavior disorders, three times as many participants in the group without behavior disorders reported engaging in thoughts indicative of concern for the reactions of family members, on three times as many occasions.

Contemplating/Planning First-Strike Physical Aggression

This category involved contemplating or planning first-strike attacks against another, which were aggressive in nature, and not a function of defending oneself, another person, or one's property from an actual threat by the other.

For the self-identified angry event, one participant in the group without behavior disorders reported engaging in contemplating/planning first-strike physical aggression, with one occurrence of this type of thinking reported. The contemplated target was a peer. Three participants in the group with behavior disorders reported engaging in this type of thinking, with a total of seven occurrences of such thoughts. On five of these occasions the contemplated target was a peer, while on the remaining two occasions the contemplated target was an adult. Thus, for the self-identified angry event, when compared to the group without behavior disorders, three times as many participants in the group with behavior disorders reported engaging in this type of thinking, on seven times as many occasions. The group with behavior disorders was the only one reporting an adult as the potential target of the aggression.

For the anger scenario, two participants in the group without behavior disorders reported contemplating/planning first-strike physical aggression on four separate occasions.

An adult was the contemplated object of attack on one of these occasions. Six participants in the group with behavior disorders reported entertaining such thoughts on twelve separate occasions. The contemplated victim was a peer on ten occasions and an adult on two occasions. Thus, for the anger scenario, when compared to the group without behavior disorders, three times as many participants in the group with behavior disorders reported engaging in this type of thinking on three times as many occasions. The identified victim was an adult on twice as many of these occasions for the group with behavior disorders.

The indication, then, in examining both the self-identified angry event and the anger scenario was that members of the group with behavior disorders were substantially more likely to contemplate first-strike physical aggression, and were substantially more likely to contemplate directing such aggression toward an adult, than were their peers without behavior disorders.

Contemplating/Planning Physical Defense or Retaliation

This category involved contemplating or planning physical attacks directed toward another which were not a function of first-strike aggression, but which were meant to protect oneself, others, or one's property from an actual threat. Thoughts indicating contemplating or planning such actions are examined here.

For the self-identified angry event, three participants in the group without behavior disorders reported contemplating/planning physical defense or retaliation on nine separate occasions. Only one participant with behavior disorders reported engaging in such thoughts, but he did so on four separate occasions. Thus, for the self-identified angry event, when compared to the group with behavior disorders, three times as many participants in the group without behavior disorders reported contemplating/planning physical defense or retaliation on over twice as many occasions.

Since there was no attack against participants, the participants' property, or others in the anger scenario, there was no opportunity for contemplating/planning physical defense or retaliation.

Contemplating/Planning

Nonaggressive Course of Action, Positive

Nonaggressive responses during angry situations could be either positive or negative. A variety of behaviors such as appropriately asserting oneself or engaging in behavior which was likely to de-escalate a conflict were considered positive in nature. Contemplating or planning such behavior is now considered.

For the self-identified angry event, seven participants in the group without behavior disorders reported

contemplating/planning a nonaggressive and positive course of action in eleven separate instances. Six participants with behavior disorders reported engaging in such thinking on ten separate occasions. Thus, for the self-identified angry event, there were no substantial between-group differences in this type of thinking.

For the anger scenario, four participants in the group without behavior disorders reported engaging in six occurrences of contemplating or planning a nonaggressive and positive course of action. Seven participants with behavior disorders reported engaging in this type of thinking on a total of ten separate occurrences. Thus, for the anger scenario, although the group with behavior disorders reported engaging in somewhat more of this type of thinking, the difference between the two groups was not substantial.

Contemplating/Planning

Nonaggressive Course of Action, Negative

Not all nonaggressive responses were necessarily positive in nature. A variety of actions could be physically nonaggressive, but still verbally abusive, insulting, threatening, or likely to escalate a conflict situation in some way. Contemplating or planning such nonaggressive, but still negative, responses is considered here.

For the self-identified angry event, two participants in the group without behavior disorders reported engaging in contemplating or planning a nonaggressive, but still negative, course of action on four separate occasions. Six participants with behavior disorders reported engaging in such thinking on fifteen separate occasions. Thus, for the self-identified angry event, when compared to the group without behavior disorders, three times as many participants with behavior disorders engaged in this type of thinking on more than three times as many occasions.

For the anger scenario, two participants in the group without behavior disorders reported contemplating or planning a nonaggressive, but still negative, course of action on three separate occasions. Six participants with behavior disorders reported engaging in such thinking on twelve separate occasions. Thus, when compared to the group without behavior disorders, three times as many participants with behavior disorders engaged in this type of thinking on four times as many occasions.

This indicated that while no major between-group differences were found in the degree to which participants engaged in contemplating/planning positive nonaggressive courses of action, the group with behavior disorders was substantially more likely to contemplate or plan engaging in negative nonaggressive courses of action.

Coping/Calming Thought

This category involved thoughts intended to assist oneself in calming down or in coping with a difficult situation.

For the self-identified angry event, one participant in the group without behavior disorders reported engaging in coping/calming thought on two separate occasions. Three participants with behavior disorders reported engaging in this type of thinking on four separate occasions. Thus, for the self-identified angry event, compared to the group without behavior disorders, the number of participants reporting coping/calming thought in the group with behavior disorders was three times higher, while the number of separate occurrences reported was twice as high.

For the anger scenario, six participants in the group without behavior disorders reported engaging in coping/calming thought on fourteen separate occasions. Six participants with behavior disorders reported engaging in such thinking on a total of twelve separate occasions. Thus, for the anger scenario, there were no substantial between-group differences in the degree to which participants engaged in coping/calming thought.

Mind Reading

As used in this study, "mind reading" refers to the assumption that one knows the content of another's thoughts.

Identified thoughts indicative of engaging in this type of thinking are discussed here.

For the self-identified angry event, four participants in the group without behavior disorders reported engaging in thoughts indicative of mind reading on eight separate occasions. Three participants with behavior disorders reported engaging in mind reading on seven separate occasions. Thus, for the self-identified angry event, there were no significant between group differences in the degree to which participants engaged in mind reading.

For the anger scenario, one participant in each group indicated engaging in mind reading one time each. Thus, once again, there were no between-group differences.

Negative Prediction

This category included thoughts indicative of predicting a negative future event or outcome.

For the self-identified angry event, five participants in the group without behavior disorders reported engaging in thoughts indicative of making negative predictions about future happenings on nine separate occasions. Four participants with behavior disorders reported engaging in such thinking on a total of six separate occasions. Thus, for the self-identified angry event, there were no substantial differences between the two groups in the extent to which they engaged in negative predictions.

For the anger scenario, only one participant in each group identified thinking indicative of negative predictions. Thus, there was no evidence of between-group differences.

Positive Prediction

This category included thoughts indicative of predicting a positive future event or outcome.

For the self-identified angry event only one participant in each group reported engaging in positive predictions regarding future happenings. Thus, there was insufficient information to make between-group comparisons.

For the anger scenario, two participants in the group without behavior disorders reported engaging in positive predictions one time each. No participants with behavior disorders reported engaging in such thinking. Thus, for the anger scenario, substantially more participants in the group without behavior disorders reported engaging in a substantially greater number of positive predictions, when compared to the group with behavior disorders.

This indicated, then, that while there was no substantial difference between groups in the extent to which they engaged in negative predictions, the group without behavior disorders reported substantially more positive predictions than their peers with behavior disorders in the anger scenario situation. These findings should be viewed

with caution, however, as the number of participants reporting such thoughts was very small.

Negative Thoughts Regarding Others

For the self-identified angry event, three participants in the group without behavior disorders reported negative thoughts regarding others on four separate occasions. Six participants with behavior disorders reported engaging in such thoughts on a total of ten separate occasions. Thus, for the self-identified angry event, when compared to the group without behavior disorders, twice as many participants with behavior disorders reported engaging in negative thoughts regarding others on more than twice as many occasions.

For the anger scenario, four participants in the group without behavior disorders indicated negative thoughts regarding others on twelve separate occasions. Four participants with behavior disorders reported such thoughts on eleven separate occasions. Thus, for the anger scenario there were no substantial differences between groups in the extent to which they reported negative thoughts regarding others.

Self-Criticism

For the self-identified angry event, no participants reported engaging in self-critical thoughts. Thus, there

were no between-group differences in the degree to which participants reported engaging in this type of thinking.

For the anger scenario, two participants in the group without behavior disorders reported engaging in self-critical thinking one time each. No participants in the group with behavior disorders reported engaging in such thinking. Thus, for the anger scenario, when compared to the group with behavior disorders, a substantially greater number of participants without behavior disorders reported engaging in a substantially greater number of occurrences of self-critical thinking. Once again, however, these findings need to be viewed with caution due to the small number of participants reporting any self-critical thinking, at all.

"Should" Thought

"Shoulds" are "rules of living" (Beck, Rush, Shaw, and Emery, 1979, p. 254), the violation of which can lead to frustration and emotional turmoil (Burns, 1980). People tell themselves that the world, others, or they themselves should behave in a particular manner, and negative emotions are aroused when this should is violated. Several participants reported such thoughts, and these are examined at this time.

For the self-identified angry event, two participants in the group without behavior disorders reported engaging in should-type thinking on one occasion each. Two participants

with behavior disorders reported should thoughts occurring on four separate occasions. Thus, while the number of participants in each group reporting should thoughts was identical, the actual number of occurrences of such thinking was twice as great for the group with behavior disorders. Once again, however, these findings should be viewed with caution as three quarters of the occurrences of should thinking identified by the group with behavior disorders were reported by the same subject.

For the anger scenario, three participants in the group without behavior disorders reported engaging in should thoughts on one occasion each. Two participants with behavior disorders reported engaging in should thoughts one time each. Thus, for the anger scenario, there were no substantial differences between the two groups in the extent to which they reported should thoughts.

Theme of Being Trapped Into an Undesired Conflict

Several participants made statements indicative of feeling trapped into a situation against their wishes. For the self-identified angry event, three participants in the group without behavior disorders reported thoughts reflecting a theme of being trapped into an undesired conflict on four separate occasions. Three participants with behavior disorders identified such thoughts on seven separate occasions. Thus, for the self-identified angry

event, there were no substantial between-group differences in the number of participants who engaged in thoughts indicating a theme of being trapped into an undesired conflict. The total number of such thoughts reported by members of the group with behavior disorders fell just short of that needed to meet criteria for being substantially higher than the number reported by participants without behavior disorders.

For the anger scenario, only one participant from each group indicated engaging in such thoughts on one occasion each. Thus, there were no significant group differences in this category.

Theme of Mistreatment

This category included thoughts indicative of the participant thinking that he was being treated unfairly or in a manner of which he was not deserving.

For the self-identified angry event, eight participants in the group without behavior disorders reported seventeen separate instances of engaging in thoughts reflecting a theme of mistreatment. Six participants without behavior disorders reported nine instances of such thinking. Thus, while the group without behavior disorders reported somewhat more instances of engaging in thoughts reflecting a theme of mistreatment, these results fell just short of criteria for substantial between-group differences.

For the anger scenario, seven participants in the group without behavior disorders reported engaging in thoughts reflecting a theme of mistreatment on thirteen separate occasions. Four participants reported engaging in six occasions of such thinking. Thus, for the anger scenario the overall number of participants reporting such thoughts in the group without behavior disorders fell just short of meeting criteria for being considered substantially higher than the number of participants with behavior disorders. The overall number of such thoughts reported by each group, however, did reflect substantial group differences, with the number of such thoughts reported by those without behavior disorders being higher.

Theme of Revenge

For the self-identified angry event, two participants in the group without behavior disorders reported thoughts reflecting a theme of revenge on three separate occasions. One participant with a behavior disorder reported one instance of such thinking. Thus, for the self-identified event, when compared to the group with behavior disorders, the number of participants without behavior disorders reporting such thoughts was twice as high, and the number of actual occurrences of such thoughts was three times as high.

For the anger scenario, two participants from each group reported one thought reflecting a theme of revenge

each. Thus, the findings for both groups were identical, reflecting no substantial between-group differences.

Turning Thoughts or Attention

Away From the Angering Situation

For the self-identified angry event, four participants in the group without behavior disorders reported six separate instances of turning thoughts or attention away from the angering situation. No participants with behavior disorders reported turning thoughts or attention away from the angering situation. This reflected substantial between-group differences in this category.

For the anger scenario, five participants in the group without behavior disorders reported turning thoughts or attention away from the angering situation on eight separate occasions. One participant with a behavior disorder reported engaging in one such instance. Thus, there were substantial between-group differences both in the number of participants and in the overall number of reported instances.

Turning Thoughts or Attention Toward the Angering Situation

For the self-identified angry event, no participants in the group without behavior disorders reported turning thoughts or attention toward the angering event, while two participants with behavior disorders reported doing so one time each. This represented substantial between-group

differences for both the number of participants and the number of instances; however, these findings should be viewed with caution given the small number of participants reporting this style of thought.

For the anger scenario, two participants from the group without behavior disorders reported four total instances of turning thoughts or attention toward the angering event, while one participant with a behavior disorder reported one such instance. Thus, when compared to the group with behavior disorders, twice as many participants in the group without behavior disorders reported turning thoughts or attention toward the angering event on four times as many occasions.

The self-identified angry event and the anger scenario produced directly conflicting results. Whether this was due to the small number of subjects, differences in the type of situations from which the data was gathered, a lack of true group differences for this category, or some other factor(s) is unknown.

Wishful Thinking

Thoughts falling into this category involved the participant wishing or hoping for an event to occur or a situation to change, without contemplating or planning any action to make the wish become a reality.

For the self-identified angry event, only one participant (from the group without behavior disorders) reported engaging in wishful thinking, albeit reporting such thoughts on five separate occasions; thus, there were no substantial between-group differences found.

For the anger scenario, one participant from the group without behavior disorders reported engaging in wishful thinking on five separate occasions. One participant with a behavior disorder reported engaging in one instance of wishful thinking. Thus, for the anger scenario, there was no substantial between-group difference found in the number of participants reporting engaging in wishful thinking; however, the overall number of instances of engaging in such thinking was substantially higher for the group without behavior disorders compared to the group with behavior disorders.

Feeling Categories

Table L-1 presents the identified feeling categories, along with how many participants from each group reported that feeling for either the self-identified angry event or the anger scenario. For the most part, each category remained as originally reported by the participants. In some cases, however, different original transcribed phrases (from Appendix J) indicating the same basic feeling were combined. For instance, "ticked off", "mad", and "hot"

TABLE L-1

NUMBER OF PARTICIPANTS REPORTING A FEELING CATEGORY
(BY GROUP)

NOTE: SUBSTANTIAL BETWEEN-GROUP DIFFERENCES ARE UNDERLINED

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>		<u>ANGER SCENARIO</u>	
	W/out BDs	With BDs	W/out BDs	With BDs
Agitated	0	1	0	1
Anger	10	9	10	9
Annoyed	3	4	2	3
Anxious	0	0	1	1
Apathy	0	2	0	1
Ashamed	0	0	1	0
Betrayed	<u>2</u>	0	<u>2</u>	0
Bothered	1	0	0	0
Calm	1	0	0	0
Confused	1	0	0	<u>3</u>
Curious	0	1	0	0
Disap- pointed	0	1	<u>3</u>	1
Embar- rassment	0	0	3	2
Fright	0	1	1	0
Frustra- tion	0	<u>3</u>	0	<u>4</u>
Happy	<u>4</u>	0	1	0
Hostile	0	1	0	0
Hurt	1	0	0	1

<u>CATEGORY</u>	<u>SELF-ID EVENT</u>		<u>ANGER SCENARIO</u>	
	W/out BDs	With BDs	W/out BDs	With BDs
Irritated	0	1	0	1
Left out	0	1	0	0
Let down	0	1	0	0
Nervous	0	0	<u>4</u>	0
Perturbed	0	0	1	0
Picked on	0	1	0	0
Proud	0	1	0	0
Ready to aggress	0	1	0	0
Relaxed	0	0	0	1
Relief	1	0	1	<u>4</u>
Resentment	0	0	1	0
Sadness	3	2	7	4
Shock	1	0	1	0
Silly	0	<u>2</u>	0	1
Stressed	0	0	0	<u>2</u>
Stubborn	0	1	0	0
Surprise	0	0	0	1
Uncomfortable	1	0	0	0
Uptight	0	0	0	1
Worried	1	0	0	0

(when clarified as not pertaining to temperature), were all subsumed under the category of anger. This was only done when participants were clearly talking about the same feeling, however.

This resulted in a large number of feeling categories, many of which were somewhat similar and/or had only a small number of participants reporting them. The reasoning behind categorizing in this manner, was that while "frustrated", "annoyed", and "agitated" may be three rather similar feelings, which could possibly be subsumed under a category of, for instance, "negative emotions", the therapeutic coping techniques which address these feelings may be different. For example, for the category of "frustrated", the adolescent in therapy may need to learn to stop, step back, and analyze the situation. The adolescent who is feeling "annoyed" may need to learn to employ anger management techniques to avoid an escalation of these feelings if anger has been a problem for him or her. Finally, the adolescent who is feeling "agitated" may benefit from relaxation training. Even though the individual feelings may have been similar enough, in some respects, to warrant placing them within the same category, then, a great deal of clinical usefulness may have been lost by doing so. In addition, keeping each category separate allowed for a specific count of participants reporting that

particular feeling, which may provide an indication of which feelings are most important to target for intervention.

Acting Categories

In the section on categories identified in the literature, which has already been discussed (Appendix K), the acting category "physical aggression toward peers or adults", resulted in findings indicating that for the self-identified angry event, both the number of participants reporting such an act and the number of separate occurrences of the act were both substantially greater for the group with behavior disorders. For the anger scenario, while the number of separate occurrences of physical aggression was substantially greater for the group with behavior disorders, the number of participants reporting this behavior was one short of being considered substantially higher than that of the group without behavior disorders.

This section addresses acting categories emerging from the interview data (located in Appendix J), and examines these categories for between-group differences.

Aggressive Posturing

This category involved the participant physically posturing himself in a manner meant to threaten, intimidate, or challenge another to fight.

For the self-identified angry event, since only one participant from each group reported engaging in aggressive

posturing, no substantial between-group differences were found to exist.

For the anger scenario, no participants without behavior disorders reported engaging in aggressive posturing, while two participants in the group with behavior disorders reported engaging in such behavior on two separate occasions. Thus, for the anger scenario, when compared to the group without behavior disorders, the group with behavior disorders had substantially more participants (using the 2:1 ratio criteria) engaging in a substantially greater number of occasions of aggressive posturing.

Arguing

For the self-identified angry event, no participants without behavior disorders reported engaging in arguing, while two participants in the group with behavior disorders reported engaging in one instance each of this behavior. Thus, for the self-identified angry event, when compared to the group without behavior disorders, the group with behavior disorders reported substantially more participants engaging in a substantially greater number of occasions of arguing.

For the anger scenario, only one participant reported that he would have engaged in arguing; thus, no substantial between-group differences were found to exist.

Attempting Nonverbal Communication

This category involved actions (not including aggressive posturing) such as looks, glances, and gestures intended to communicate a message without using verbal language.

For the self-identified angry event, two participants in the group without behavior disorders reported engaging in one instance each of attempting nonverbal communication. No participants from the group with behavior disorders reported engaging in such behavior. Thus, for the self-identified angry event, when compared to the group with behavior disorders, substantially more participants in the group without behavior disorders reported attempting nonverbal communication on a substantially greater number of occasions.

For the anger scenario, three participants in the group without behavior disorders reported engaging in one instance each of attempting nonverbal communication. No participants from the group with behavior disorders reported engaging in such behavior. Thus, for the anger scenario, when compared to the group with behavior disorders, substantially more participants in the group without behavior disorders reported attempting nonverbal communication on a substantially greater number of occasions.

Avoid or Delay Action

For the self-identified angry event, two participants in the group without behavior disorders reported engaging in one occasion each of avoiding or delaying an active response. One participant with a behavior disorder reported such behavior on two separate occasions. Thus, for the self-identified angry event, when compared to the group with behavior disorders, substantially more participants from the group without behavior disorders reported avoiding or delaying action, although the actual number of instances of the behavior was the same for each group.

For the anger scenario, two participants without behavior disorders reported engaging in one instance each of avoiding or delaying action. Five participants in the group with behavior disorders reported engaging in eight separate instances of such behavior. Thus, when compared to the group without behavior disorders, substantially more participants in the group with behavior disorders reported avoiding or delaying action on a substantially greater number of occasions. These findings conflicted with the results obtained for the self-identified angry event.

Compliance With Adult Direction/Decision

For the self-identified angry event, the extent to which participants reported compliance with adult directions or decisions was identical. Both groups reported two

participants engaging in a total of five instances of the behavior. Thus, no group differences were found.

The anger scenario did not include an opportunity for compliance to adult directions or decisions. Thus, no information was obtained on which to base between-group comparisons within this category.

Noncompliance with Adult Direction/Decision

For the self-identified angry event, no participants in the group without behavior disorders reported engaging in noncompliance to an adult direction or decision. Two participants in the group with behavior disorders reported engaging in such behavior on a total of five separate occasions. Thus, for the self-identified angry event, when compared to the group without behavior disorders, a substantially larger number of participants with behavior disorders reported engaging in a substantially greater number of occasions of noncompliance with an adult decision or direction.

Once again, there was no opportunity provided in the anger scenario for either compliance or noncompliance to an adult direction; thus, there was no information available on which to make between-group comparisons.

Directing Attention, or Moving,
Away From the Angering Situation

For the self-identified angry event, five participants in the group without behavior disorders reported engaging in directing attention, or moving, away from the angering situations on seven separate occasions. Four participants with behavior disorders reported engaging in such behavior on seven separate occasions. Thus, for the self-identified angry event, there were no substantial between-group differences.

For the anger scenario, eight participants in the group without behavior disorders reported engaging in twelve separate instances of directing attention, or moving, away from the angering situation. Five participants with behavior disorders reported engaging in ten instances of such behavior. Thus, for the anger scenario, there were no significant between-group differences.

Directing Attention, or Moving,
Toward the Angering Situation

Due to the low number of participants reporting this behavior, no substantial between-group differences were found to exist in this category for either the self-identified angry event or the anger scenario.

Ignoring or Remaining Outwardly Calm

For the self-identified angry event, two participants in the group without behavior disorders reported engaging in actions indicative of ignoring or remaining outwardly calm on one occasion each. Two participants from the group with behavior disorders reported engaging in such behavior on a total of four separate occasions. Thus, for the self-identified angry event, while the number of participants in each group reporting this behavior was identical, the group with behavior disorders identified twice as many separate occasions of this behavior as did the group without behavior disorders.

For the anger scenario, three participants from the group without behavior disorders reported engaging in actions indicative of ignoring or remaining outwardly calm on six separate occasions. One participant with a behavior disorder reported engaging in a single episode of such behavior. Thus, for the anger scenario, both the number of participants reporting the behavior and the total number of instances of engaging in the behavior were substantially higher for the group without behavior disorders compared to the group with behavior disorders. These findings conflicted with those for the self-identified angry event within this category.

Information Seeking

This category involved actions, such as asking questions of another, designed to obtain information.

For the self-identified angry event, four participants in the group without behavior disorders reported engaging in information seeking on six separate occasions. Three participants with behavior disorders reported engaging in three instances of this behavior. Thus, for the self-identified angry event, while there was no substantial difference in the number of participants from each group reporting engaging in information seeking, the number of actual instances of engaging in the behavior was twice as high for the group without behavior disorders as for the group with behavior disorders.

For the anger scenario, four participants in the group without behavior disorders reported engaging in five separate instances of information seeking. Six participants with behavior disorders reported engaging in eight instances of this behavior. Thus, for the anger scenario, there were no substantial group differences in the amount of information seeking.

Negative Verbal Interaction

This category included a variety of actions, such as disrespectful statements, yelling, cursing, threatening, insulting, labeling, and verbal attempts to dominate or

order others. In general, verbalizations in this category held the potential to lead to an escalation of conflict.

For the self-identified angry event, five participants in the group without behavior disorders reported engaging in negative verbal interactions on a total of seven separate occasions. On six of these seven occasions the negative verbal interaction was with a peer. On the seventh occasion, the negative verbal interaction (referring to a teacher as a "bitch") was directed toward a peer, but was stated in the presence of, and was heard by, the adult regarding whom the remark was made. Reportedly, however, the adult was not meant to hear the remark; thus, it was not considered as being made toward an adult.

Seven participants with behavior disorders engaged in negative verbal interactions on a total of thirteen separate occasions. On four of these occasions the negative verbal interaction was directed toward a peer. On eight of these occasions the target was an adult. On one occasion the negative verbal interaction (cursing) was not aimed directly at an adult but was clearly meant to be heard by adults and peers alike as an expression of displeasure regarding adult actions.

Thus, for the self-identified angry event, there was no substantial between-group difference in the number of participants reporting negative verbal interactions. When

compared to participants without behavior disorders, however, the group with behavior disorders reported a substantially greater number of separate occasions of such behavior. In addition, the number of such verbalizations clearly directed toward adults was much higher for the group with behavior disorders, as was the number of participants engaging in that behavior. This was not true of the number of negative verbal interactions directed toward peers, however, where there was no substantial difference between the two groups

For the anger scenario, seven participants from the group without behavior disorders reported fifteen separate instances in which they would engage in negative verbal interaction. All of these verbalizations would be directed toward peers. Seven participants with behavior disorders reported that they would engage in fifteen instances of negative verbal interactions, as well. For this group, however, four of these verbalizations would be directed toward adults. Thus, for the anger scenario, while there were no substantial between-group differences in the number of participants who would engage in negative verbal interactions or in the number of negative verbalizations directed toward peers, the group with behavior disorders reported that they would direct such verbalizations toward

adults in substantially higher numbers than would the group without behavior disorders.

The results indicated, then, that for both the self-identified angry event and the anger scenario, there were no substantial between-group differences in the frequency of negative verbal interactions with peers. The number of negative verbal interactions directed toward adults, however, was substantially higher for the group with behavior disorders, as was the number of participants engaging in such behavior.

Positive Verbal Interaction

This category included a variety of actions such as warnings intended to avoid conflict, discussing, explaining, and asserting oneself in a positive manner. In general, verbalizations within this category were seen as not being highly likely to lead to an escalation of conflict.

For the self-identified angry event, eight participants in the group without behavior disorders reported engaging in twelve separate positive verbal interactions. Two participants with behavior disorders reported such actions on one occasion each. Thus, for the anger scenario, both the number of participants reporting having engaged in positive verbal interactions, and the number of actual instances of such verbalizations, were substantially higher

for the group without behavior disorders than for the group with behavior disorders.

For the anger scenario, nine participants in the group without behavior disorders reported sixteen separate positive verbal interactions. Eight participants with behavior disorders reported engaging in thirteen instances of such behavior. Thus, for the anger scenario, there were no substantial between-group differences in the extent to which participants reported engaging in positive verbal interactions.

Nonaggressive Preventative or Self-protective Actions

This category included a variety of behaviors designed to prevent, or respond quickly to, the damaging or aggressive behavior of others, without initiating physical aggression oneself.

For the self-identified angry event, two participants without behavior disorders reported engaging in one episode each of nonaggressive preventative or self-protective actions. One participant with behavior disorders reported engaging in one instance of such behavior. Thus, for the self-identified angry event, when compared to participants in the group with behavior disorders, a substantially greater number of participants without behavior disorders engaged in nonaggressive preventative or self-protective actions on a substantially greater number of occasions.

For the anger scenario, only one participant reported that he would engage in this type of action; thus, there were no substantial between-group differences found.

Nonverbal Expression of Displeasure

This category included actions ranging from sucking air through one's teeth to throwing items at inanimate objects. The common factor involved in each instance of behavior was that it was meant to express (sometimes extreme) displeasure in a manner which is both nonverbal and does not direct aggression toward another person.

For the self-identified angry event, two participants from the group without behavior disorders reported engaging in such nonverbal expressions of displeasure on one occasion each. Five participants with behavior disorders reported engaging in ten separate instances of such behavior. Thus, for the self-identified angry event, when compared to the group without behavior disorders, a substantially greater number of participants with behavior disorders engaged in a substantially greater number of nonverbal expressions of displeasure.

For the anger scenario, four participants in the group without behavior disorders reported engaging in nonverbal expressions of displeasure on one occasion each. Three participants with behavior disorders reported engaging in such behavior on one occasion each. Thus, for the anger

scenario, there were no substantial between-group differences in the extent to which participants engaged in nonverbal expressions of displeasure.

Physical Response in Defense of Self, Others, or Property

Actions falling into this category included physical attacks against another which were not purely aggressive in intent, but which were for the purpose of defending self, others, or one's personal property from an actual threat by the other.

For the self-identified angry event, three members of the group without behavior disorders reported that they engaged in five separate instances of physical responses in defense of self, others, or property. One member with behavior disorders indicated that he engaged in three instances of such behavior. Thus, for the self-identified angry event, when compared to the group with behavior disorders, a substantially greater number of participants in the group without behavior disorders reported physically defending themselves, others, or their property; however, the number of actual instances of this behavior was not substantially higher.

There was no opportunity for physical defense of self, others, or property in the anger scenario.

Seeking Assistance

This category involved actions indicative of seeking help from another.

No participants reported engaging in assistance-seeking behavior during the self-identified angry event. Thus, no substantial between-group differences were found.

For the anger scenario, results for the two groups were identical with two participants from each group reporting one episode each of seeking assistance. Thus, there were no substantial between-group differences.

Self-Calming Action

This category contained actions such as attempting to relax one's body, listening to music, and attempting a physical (but not aggressive or destructive) release of energy. The common purpose of all of these actions was to facilitate a calming process.

For the self-identified angry event, no participants in the group without behavior disorders reported engaging in self-calming action, while four participants in the group with behavior disorders reported engaging in seven instances of this behavior. Thus, for the self-identified angry event, when compared to the group without behavior disorders, a substantially greater number of participants from the group with behavior disorders reported engaging in

self-calming actions on a substantially greater number of occasions.

For the anger scenario, one participant from the group without behavior disorders reported two instances of engaging in self-calming action. Two participants from the group with behavior disorders reported engaging in three separate instances of such behavior. Thus, for the anger scenario, while the group with behavior disorders reported substantially more participants engaging in self-calming behavior than the group without behavior disorders, there was no substantial between-group difference in the actual number of occurrences of this action.

Smile or Laugh in the Face of Provocation

For the self-identified angry event, only one participant reported smiling or laughing in the face of provocation. Thus, there were no substantial between-group differences for this behavior.

For the anger scenario, two participants in the group without behavior disorders reported engaging in three separate instances of smiling or laughing in the face of provocation. Only one participant with a behavior disorder reported engaging in a single episode of such an action. Thus, for the anger scenario, when compared to the group with behavior disorders, a substantially larger number of participants without behavior disorders reported engaging in

this category of behavior on a substantially greater number of occasions.

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