

Anger Management and Violence Prevention

There are many programs that are published and marketed to schools as curriculums for anger management training. Still more programs are advertised as aggression reduction or violence prevention program, that often contain anger management components.

Anger is expressed in many different ways, and students express anger differently than adults. The National Association of School Psychologists (NASP) identifies the following signs of anger in students (2002):

- Behavioral outbursts, many times without an obvious cause.
- Sleep problems.
- Fights at school or at home.
- Physical attacks on others or animals, even among preschoolers.
- Disobedience from an otherwise well behaved child.
- Student states s/he is really sad and does not know why.
- Complaints of stomachaches and headaches; or vague aches and pains.

Resources

[Promising Practices Network](#)
[What Works Clearinghouse](#)
[National Resource Center for](#)
[Mental Health Promotion &](#)
[Youth Violence Prevention](#)
[Safe Supportive Learning](#)
[CDC Division of Violence](#)
[Prevention](#)

Oftentimes symptoms of anger can relate to internalizing disorders especially in young children; therefore, rule out all other potential causes before invoking an anger management intervention. When considering an anger management intervention, a practitioner should begin with a group intervention because “Clients best learn to express their angry feelings when others are available to support, empathize, provide feedback, and role-play problematic conflicts in encounters” (Thomas, 2001, p. 43).

Early intervention in relation to anger management and violence prevention is important in impeding the escalation of violence and has a positive impact on the child’s future adjustment. As Lochman & Dunn (1993) state, “successful intervention with aggressive preadolescent children can have two important kinds of results on (a) the children’s immediate behavior and environment; and, (b) their future adjustment” (p. 1).

References

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- Thomas, S.P. (2001). Teaching healthy anger management. *Perspectives in Psychiatric Care*, 37(2).

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE’s recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU’s policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

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Programs and Interventions for the Prevention and Treatment of Anger and Violence in Schools

Program	Publisher	Level of Intervention	Target Population	Type of research conducted (Stringent research-research design, random assignment; Research – mixed method, random sampling; Applied with Fidelity – outcome measures)	Research Sample
<p>Anger Replacement Training (ART) <i>Summary:</i> ART is designed to increase pro-social behaviors through modeling, role playing, and performance training. This program has three components: Skillstreaming, Anger Control Training, and Moral Reasoning.</p>	<p>International Center for Aggression Replacement Training: www.aggressionreplacementtraining.com</p>	<p>Targeted Intensive</p>	<p>Grades 6th-12th</p>	<p>Stringent Research</p>	<p>Students from diverse backgrounds including urban and rural, ethnic, cultural, and SES.</p>
<p>Peacemakers Program <i>Summary:</i> This program is designed to teach interpersonal and skillful responses to conflict through a variety of activities designed to appeal to a variety of learning styles. The information is presented in a Teacher’s Manual, Counselor’s Manual and student workbooks. The program can be used school wide and also with individual students.</p>	<p>Applewood Centers: www.applewoodcenters.org</p>	<p>Universal Intensive</p>	<p>Grades 4th-8th</p>	<p>Research</p>	<p>Cleveland Public Schools</p>
<p>Positive Adolescent Choices Training (PACT) <i>Summary:</i> A culturally sensitive training program designed specifically for African American adolescents. PACT provides training in the areas of violence-risk education, anger management, and social skills.</p>	<p>Research Press: www.researchpress.com</p>	<p>Targeted</p>	<p>African American Students in Grades 6th-12th</p>	<p>Applied with Fidelity AUGUST 2017</p>	<p>Dayton, Ohio Public Schools</p>

<p>Promoting Alternative Thinking Strategies (PATHS) <i>Summary:</i> This program has lessons focused on self-control, emotional awareness, social problem-solving, critical thinking, positive values and attitudes, and respect. The lessons are designed to be taught by the classroom teacher three or more times a week for 20 minutes.</p>	<p>Channing-Bete Company: http://www.channing-bete.com</p>	<p>Universal Targeted</p>	<p>Grades K-6th</p>	<p>Research</p>	<p>Regular education, special needs, deaf children</p>
<p>Second Step: A Violence Prevention Program <i>Summary:</i> This program is designed to teach social and emotional skills (empathy, impulse control, anger management, and problem solving) for violence prevention in 30 minute lessons once or twice a week.</p>	<p>Committee for Children: www.cfchildren.org http://www.secondstep.org/</p>	<p>Universal</p>	<p>Pre-K-8th Grade</p>	<p>Research</p>	<p>Urban and suburban schools in the Pacific Northwest United States</p>

Program References

Dwyer, K. & Osher, D. (2000). Safeguarding our children: An action guide. Washington, DC: US Department of Education.

Frey, K.S., Hirschstein, M.K., Guzzo, B.A. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional and Behavioral Disorders*, 8 (2).

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General Accounting Office, Washington, DC. Heath, Education, and Human Services Division (1995). School safety: Promising initiatives for addressing school violence .Gaithersburg, MD: Author.

Osher, D., Dwyer, K., & Jackson, S. (2004). Safe, supportive and successful schools step by step. Longmont, CO: Sopris West.

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