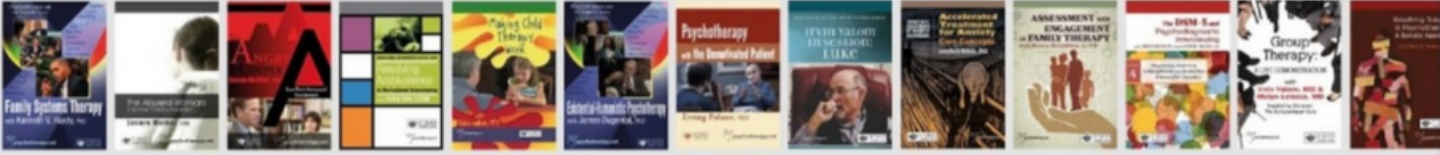


PsyflixTR



SERTİFİKALI



PSİKOTERAPİ KURSLARI



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com

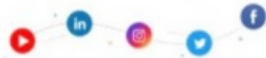


BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



Irvin Yalom önderliğinde organize edilen ve dünyaca ünlü terapistlerin ve terapi kuramı kurucularının, ekollerin en önemli temsilcilerinin psikoterapi seanslarını video olarak izlemek ve seans hakkındaki yorumlarını dinlemek ve bu kursları (American Psychological Association (APA) başta olmak üzere Social Workers (ASWB) New York State Social Workers (NYSED BSW) New York State Mental Health Practitioners (NYSED MHP) Certified Counselors (NBCC) Addiction Counselors (NAADAC) MFTs and LCSW (CA BBS) California Nurses (BRN) Canadian Counsellors kurumlarından CE (Continuing Education-Sürekli Eğitim) akreditasyonlu sertifikayla belgelendirmek isterseniz veritabanımıza bireysel veya kurumsal olarak erişmek için bizimle iletişime geçebilirsiniz.



@PsikoTerapiVideolari
psyflix.com.tr



kimpsikoloji.com
@kimpsikoloji



Akademi.KimPsikoloji.com

YAYINDA



SERTİFİKALI



PSİKOTERAPİ KURSLARI



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



BİREYSEL VE
KURUMSAL ÜYELİK İÇİN

kimpsikoloji.com



Irvin Yalom önderliğinde organize edilen ve dünyaca ünlü terapistlerin ve terapi kuramı kurucularının, ekollerin en önemli temsilcilerinin psikoterapi seanslarını video olarak izlemek ve seans hakkındaki yorumlarını dinlemek ve bu kursları (American Psychological Association (APA) başta olmak üzere Social Workers (ASWB) New York State Social Workers (NYSED BSW) New York State Mental Health Practitioners (NYSED MHP) Certified Counselors (NBCC) Addiction Counselors (NAADAC) MFTs and LCSW (CA BBS) California Nurses (BRN) Canadian Counsellors kurumlarından CE (Continuing Education-Sürekli Eğitim) akreditasyonlu sertifikayla belgelendirme istesiniz veritabanımıza bireysel veya kurumsal olarak erişmek için bizimle iletişime geçebilirsiniz.



@PsikoTerapiVideolari
akademi.kimpsikoloji.com



kimpsikoloji.com
@kimpsikoloji /kimpsikoloji



Instructor's Manual

for

REBT FOR ANGER MANAGEMENT

Janet Wolfe, PhD
with

Manual by

Megan McCarthy, PhD and Erika L. Seid, MA



The *Instructor's Manual* accompanies the DVD *REBT for Anger Management* (Institutional/Instructor's Version). Video available at www.psychotherapy.net.

Portions of this manual were originally published in the *Albert Ellis Institute Master Therapist Series Study Guide for Anger Management with a Recovering Female Addict* edited by Stephen G. Weinrach, PhD and Raymond DiGiuseppe, PhD; published in 1996 by The Albert Ellis Institute, New York..

Copyright © 2010, Psychotherapy.net, LLC. All rights reserved.

Published by Psychotherapy.net

150 Shoreline Highway, Building A, Suite 1

Mill Valley, CA 94941

Email: contact@psychotherapy.net

Phone: (800) 577-4762 (US & Canada)

Teaching and Training: Instructors, training directors and facilitators using the Instructor's Manual for the DVD *REBT for Anger Management* may reproduce parts of this manual in paper form for teaching and training purposes only. Otherwise, the text of this publication may not be reproduced, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without the prior written permission of the publisher, Psychotherapy.net. The DVD *REBT for Anger Management* (Institutional/Instructor's Version) is licensed for group training and teaching purposes. Broadcasting or transmission of this video via satellite, Internet, video conferencing, streaming, distance learning courses or other means is prohibited without the prior written permission of the publisher.

Megan McCarthy, PhD & Erika Seid, MA

Instructor's Manual for REBT for Anger Management

Cover design by Michelle Barnhardt

Order Information and Continuing Education Credits:

For information on ordering this and other psychotherapy training videos, please visit us at www.psychotherapy.net or call 800-577-4762.

Instructor's Manual for

REBT FOR ANGER MANAGEMENT

Table of Contents

Tips for Making the Best Use of the DVD	7
Wolfe's Approach to Rational Emotive Behavior Therapy	11
The Rational Emotive Behavior Therapy Treatment Sequence	13
Reaction Paper Guide for Classrooms and Training	15
Related Websites, Videos and Further Readings	17
Discussion Questions	19
Session Transcript	21
Introduction	21
the ABC	21
working with irrational beliefs	2
anger management sequence	9
irrational counter-messages	3
role play	4
generalizing learning	3
Video Credits	59
Earn Continuing Education Credits for Watching Videos	61
About the Contributors	63
More Psychotherapy.net Videos	65

Tips for Making the Best Use of the DVD

1. USE THE TRANSCRIPTS

Make notes in the video **Transcript** for future reference; the next time you show the video you will have them available. Highlight or notate key moments in the video to better facilitate discussion during the video and post-viewing.

2. FACILITATE DISCUSSION

Pause the video at different points to elicit viewers' observations and reactions to the concepts presented. The **Discussion Questions** provide ideas about key points that can stimulate rich discussions and learning.

3. LET IT FLOW

Allow the session to play out some, rather than stopping the video often, so viewers can appreciate the work over time. It is best to watch the video in its entirety since issues untouched in earlier parts often play out later. Encourage viewers to voice their opinions; no therapy is perfect! What do viewers think works and does not work in the session? We learn as much from our mistakes as our successes, and it is crucial for students and therapists to develop the ability to effectively critique this work as well as their own.

4. SUGGEST READINGS TO ENRICH VIDEO MATERIAL

Assign readings from **Suggestions for Further Readings and Websites** prior to viewing. You can also schedule the video to coincide with other course or training materials on related topics.

5. REFLECT ON KEY POINTS

Hand out copies of **Rational Emotive Behavior Therapy Treatment Sequence** before showing the video. This outline of REBT helps viewers recognize key points in the session and helps structure Dr. Wolfe's various interventions with this client.

6. ASSIGN A REACTION PAPER

See suggestions in **Reaction Paper** section.

7. CONDUCT ROLE-PLAYS

After watching the video, assign groups to role-play a psychotherapy session following the Rational Emotive Behavior Therapy (REBT) Model. Organize participants into dyads, consisting of one psychotherapist and one client. If time permits, participants can switch roles.

Instruct those who role-play clients to present something specific that they are feeling angry about. This makes it easier to hone their practice of the REBT approach to anger management. Encourage therapists to focus on assessing events that activate anger, identifying negative consequences and alternative goals, and disputing irrational beliefs.

Using the **Rational Emotive Behavior Therapy Treatment Sequence** handout as a guide, therapists can practice efficiently identifying an activating event, explaining linkage among beliefs and consequences, and helping clients to independently examine and challenge irrational beliefs.

After the conclusion of the role-play, bring all the participants—therapists, clients and observers—back together to talk about their reactions to the session. How did it feel for therapists to deal with their client's anger? Was it uncomfortable or scary in any way? Which aspects of REBT felt helpful for clients? What felt like a good fit for therapists' personal styles? Were there ideas or areas of focus in the therapy with which participants had particular difficulty?

An alternative is to do this role-play in front of the whole group with one therapist and one client; the entire group can observe, acting as the advising team to the therapist. Before the end of the session, have the therapist take a break, get feedback from the observation team, and bring it back into the session with the client. Other observers might jump in if the therapist gets stuck. Follow up with a discussion that explores what participants found useful and/or challenging about Wolfe's approach.

PERSPECTIVE ON VIDEOS AND THE PERSONALITY OF THE THERAPIST

Psychotherapy portrayed in videos is less off-the-cuff than therapy

in practice. Therapists may feel put on the spot to present a good demonstration, and clients can be self-conscious in front of a camera. Therapists often move more quickly than they would in everyday practice to demonstrate a particular technique. Despite these factors, therapists and clients on video can engage in a realistic session that conveys a wealth of information not contained in books or therapy transcripts: body language, tone of voice, facial expression, rhythm of the interaction, quality of the alliance, and other aspects of *process* (as opposed to *content*) that are critical components of the therapeutic encounter. Because these process variables are so multidimensional, repeated viewings of the same session can help therapists of all levels of experience detect many different nuances of process and deepen their insight and learning.

Psychotherapy is an intensely private matter. Unlike the training in other professions, students and practitioners rarely have an opportunity to see their mentors at work. But watching therapy on video is the next best thing.

One more note: The personal style of therapists is often as important as their techniques and theories. Therapists are usually drawn to approaches that mesh well with their own personality. Thus, while we can certainly pick up ideas from master therapists, students and trainees must make the best use of relevant theory, technique and research that fit their own personal style and the needs of their clients.

PRIVACY AND CONFIDENTIALITY

Because this video contains an actual therapy session, please take care to protect the privacy and confidentiality of the client who has courageously shared her personal life with us.

Wolfe's Approach to Rational Emotive Behavior Therapy

Rational Emotive Behavior Therapy (REBT; formerly Rational Emotive Therapy) was developed by Dr. Albert Ellis (1913 – 2007). Ellis, considered the founder of cognitive-behavioral therapies, believed that people's irrational cognitive appraisals of, or beliefs about, life events cause their unhappiness. REBT teaches that understanding the irrationality of such beliefs allows people to replace their beliefs with more rational thoughts, and feel and thus behave in less self-defeating ways.

The ABC framework is at the core of REBT technique. "A" represents an external or internal activating event, about which a person becomes upset. "B" stands for a person's beliefs, or evaluative cognitions, about the event, which may be either rational (flexible) or irrational (rigid). Rational beliefs tend to reflect preferences or wishes, whereas irrational beliefs tend to assert absolutes, shoulds, or extremes. The emotional and behavioral sequelae of people's beliefs about activating events are called Consequences ("C"). The consequences of flexible, rational beliefs about negative events may be unpleasant, but they are typically functional, emotionally manageable, and lead to improved circumstances. The consequences of rigid, irrational beliefs are dysfunctional and lead to increased emotional distress, self-defeating behavior, and worsening circumstances.

As an REBT therapist, Janet Wolfe conducts therapy by identifying negative consequences (feelings and behaviors), the activating events for those consequences, and the beliefs that lead to the consequences. She disputes her clients' irrational beliefs and helps them develop and strengthen more flexible, rational beliefs. By challenging, and ultimately, changing their beliefs, clients are able to react more adaptively to activating events. Wolfe encourages clients to take responsibility for challenging their beliefs and managing their feelings and behaviors outside of therapy sessions.

This section has been adapted from the Albert Ellis Institute Master Therapist Series Study Guide, edited by Stephen G. Weinrach, PhD and Raymond DiGiuseppe, PhD, which accompanied the original VHS edition of this video.

ThE RATIoNAl EMoTiVE BEhAVioR ThERApY TReATMEnt SEqUEnCE

STEP 1: Ask for a problem

STEP 2: Define and agree on target problem

STEP 3: Assess C (emotional and behavioral Consequences)

STEP 4: Assess A (Activating event)

STEP 5: Identify and assess any secondary emotional problems

STEP 6: Teach the B-C connection (Beliefs – emotional & behavioral Consequences)

STEP 7: Assess beliefs

STEP 8: Connect irrational beliefs and emotional consequences

STEP 9: Dispute irrational beliefs

STEP IO: Prepare client to deepen conviction in rational beliefs

STEP II: Encourage client to put new learning into practice

STEP I2: Check homework assignments

STEP 13: Facilitate the working-through process

This section has been adapted from the *Albert Ellis Institute Master Therapist Series Study Guide*, edited by Stephen G. Weinrach, PhD and Raymond DiGiuseppe, PhD, which accompanied the original VHS edition of this video.

Reaction paper for Classes and Training

Video: *REBT for Anger Management*

- **Assignment:** Complete this reaction paper and return it by the date noted by the facilitator.
- **Suggestions for Viewers:** Take notes on these questions while viewing the video and complete the reaction paper afterwards, or use the questions as a way to approach the discussion. Respond to each question below.
- **Length and Style:** 2-4 pages double-spaced. Be brief and concise. Do not provide a full synopsis of the video. This is meant to be a brief reaction paper that you write soon after watching the video—we want your ideas and reactions.

What to Write: Respond to the following questions:

- 1. Key points:** What important points did you learn about Rational Emotive Behavior Therapy (REBT) for anger management? What aspects of REBT were most salient to you? What stands out for you about the way Wolfe works?
- 2. What I found most helpful:** What was most beneficial to your therapeutic work about watching this video? What techniques or perspectives did you find helpful and might you use in your own work? What challenged you to think about something in a new way?
- 3. What does not make sense:** What principles/techniques/strategies did not make sense to you? Did anything not fit with your own style of working?
- 4. How I would do it differently:** What might you have done differently than Wolfe in the therapy session in the video? Identify the different approaches, strategies and techniques you might have deployed in particular situations.
- 5. Other Questions/Reactions:** What questions or reactions did you have as you viewed the therapy in the video? Other comments, thoughts or feelings?

Related Websites, Videos, and Further Readings

WEB RESoURCES

Psychotherapy.net online interviews with Albert Ellis

www.psychotherapy.net

The Albert Ellis Institute

www.rebt.org

Association for Rational Emotive Behavior Therapy (AREBT)

www.arebt.org

National Association of Cognitive-Behavioral Therapists

www.nacbt.org

REBT Network

www.rebtnetwork.org

RELATED VIDEoS AVAIABLE AT WWW.pSyChOTHERApY.nE

Cognitive Behavioral Therapy with Donald Meichenbaum, PhD

Cognitive Behavioral Therapy with John Krumboltz, PhD

Coping with the Suicide of a Loved One: An REBT Approach

Depression: A Cognitive Therapy Approach

“I’d Hear Laughter”: Finding Solutions for the Family

“My Kids Don’t Appreciate Me”: REBT with a Single Mother

Rational Emotive Behavior Therapy for Addictions

Reality Therapy with Robert Wubbolding, EdD

Reality Therapy with Children

Books

- Ellis, A. (2001). *Feeling better, getting better, staying better: Profound self-help therapy for your emotions*. Atascadero, CA: Impact.
- Ellis, A. (2001). *How to make yourself happy and remarkably less distressed*. Atascadero, CA: Impact.
- Ellis, A. (2001). *Overcoming destructive beliefs, feelings, and behaviors: New directions for rational emotive behavior therapy*. Amherst, NY: Prometheus Books.
- Ellis, A. & Dryden, W. (2007). *The practice of rational emotive behavior therapy*. New York: Springer.
- Ellis, A., Harper, R., & Power, M. (1975). *A guide to rational living*. Hollywood, CA: Wilshire.
- Ellis, A. & Lange, A. (2003). *How to keep people from pushing your buttons*. New York: Citadel.
- Ellis, A. & MacLaren, C. (2005). *Rational emotive behavior therapy: A therapist's guide*. Atascadero, CA: Impact.
- Ellis, A. & Tafrate, R. (2000). *How to control your anger before it controls you*. New York: Citadel.
- Wolfe, Janet L. (1993). *What to do when he has a headache: Renewing desire and intimacy in your relationship*. New York: Penguin.

Discussion questions

Professors, training directors and facilitators may use some or all of these discussion questions, depending on what aspects of the video are most relevant to the audience.

The ABCS

- 1. Functional vs. Dysfunctional Anger:** REBT emphasizes that strong anger about problems prevents problem solving and, in fact, makes two problems – the problem, and the rage about it. Do you agree with this view? In what situation might strong anger serve an adaptive function?
- 2. Alliance:** How does Wolfe build an alliance with Melanie early in the session? What do you observe about Melanie that tells you whether or not she feels understood and accepted? Does the quality of the alliance seem to improve or deteriorate during the session? Talk about the specific moments/behaviors/interactions in this session that influence the quality of this alliance.

WoRKing WiTh iRRATionAl BELieFS

- 3. Prefer vs. Should:** What do you think about the way Wolfe frames Melanie's irrational beliefs as "shoulds"? Do you think this intervention is effective here? What changes, if any, do you observe in the way Melanie talks about her perceptions over the course of the session? In what other ways can you imagine using this kind of reframe with clients who have problems with anger?

AngER MAnAgEMEnT SEqUEnCE

- 4. Suitability:** In what ways do you think REBT techniques seem well suited to anger management? What about this approach does not seem to work so well? If one of your clients became angry or antagonistic towards you during a role-play, how might you use REBT techniques to help them?

RATionAl CoUnTER MESSAgES

- 5. Underlying Causes:** How did you react to Wolfe's question

about whether Melanie's anger relates to her family of origin, and Melanie's denial of family abuse or arguments in her childhood? Would you have responded differently? If so, how?

6. Do Unto Others: Wolfe helps Melanie understand her irrational beliefs by pointing out that Melanie treats others unfairly, just as Melanie has been treated unfairly herself. In what ways do you think this strategy is effective in helping Melanie? What about Melanie's responses supports your view?

7. Racial Prejudice: How does Wolfe's comparison of racial prejudices to other kinds of prejudice (for example, about height or gender) affect Melanie? Did you notice any changes in the way Melanie interacted with Wolfe following this interaction? If you were Melanie, how would you have reacted? Overall, would you say it enhanced or detracted from the therapy and the therapeutic alliance?

Role play

8. Role-Play: What do you think about Wolfe's use of role-playing in this session? How effective is this strategy in generating genuine anger in Melanie? How do you see this approach as helping Melanie better manage her angry reactions in the future? Would you feel comfortable role-playing anger-provoking situations with a client like Melanie? Why or why not?

gEnERALizing LEARning

9. Your Therapeutic Style: Which aspects of REBT technique and Wolfe's style would you like to incorporate into your own therapeutic work? Which aspects seem most challenging for you to adapt, and why? How would you feel using REBT with a client like Melanie?

10. Your Therapy: Based on this session, do you feel REBT would be a helpful therapy for you? How so? How would you feel having Wolfe as your therapist? Do you think she would be effective with you? Why or why not?

Complete Transcript of *REBT for Anger Management*

inTRoDUCTION

Dr. Raymond DiGiuseppe: Hello. My name is Ray DiGiuseppe, director of professional education at the Albert Ellis Institute and professor of psychology at St. John's University. Welcome to one of our Master Therapists series.

In these tapes, we will be showing live sessions of master therapists doing rational emotive behavior therapy. We have found over the years that therapists learn much more from watching the therapy session and modeling the behavior of the therapist rather than just watching workshops and reading books.

Many trainees who watch therapy tapes want to know why the therapist made some of the decisions that they've done. They almost would like to get inside the therapist's head and think and listen to the conversations about why choose one intervention over the other.

To help facilitate learning how to do therapy, we're going to have conversations with the therapists after each therapy session where we watch the therapy session and at key decision points ask each therapist why they made the decision that they did. Then the observer can see not only what the therapist did but the ideas and the feedback and the information that they used in making those clinical decisions.

We hope this series will be helpful for you in treating your patients and learning to make difficult clinical decisions and following through on the right therapeutic strategy.

THE ABC'S

Janet Wolfe, PhD: So what's the thing you're most upset about at this point that maybe I can help you with?

Melanie: Obtaining employment.

Wolfe: And what is, what are you trained for?

Melanie: I have skills in clerical, maintenance. You know, I know how to paint, cashier, stock. I have quite a few skills.

Wolfe: And you have a resume together.

Melanie: Yes. Everything.

Wolfe: And then what happened? How long have you been looking for work?

Melanie: I've been looking for work since the end of February.

Wolfe: Uh huh. This February.

Melanie: Yes, this February. Just recently, I obtained employment, but it's just a part time messenger job. It's not really where my skills lie at. But it....

Wolfe: But at least it brings in some rent money.

Melanie: It's something. Yes.

Wolfe: And what's, what kinds of problems are you encountering as you're looking for work? What's, what's making it difficult for you?

Melanie: Well, basically, it's the rejection, the rejection that you get. You know, they tell you, "Okay, we'll call you," which you know when they say, "We'll call you," they never call.

Wolfe: And why do you think they're rejecting you?

Melanie: Mainly because on my application, I'm honest. See, I like to be honest. And on the application when it says "Does, have you ever been convicted of a felony?"

Wolfe: Uh huh.

Melanie: I always put "yes." And put, "Will explain upon interview." And that's basically what's getting, what gets me the rejection is because, you know, I have that conviction.

Wolfe: Have you actually made it to the interview on some of these?

Melanie: Yes.

Wolfe: Oh, you have?

Melanie: Yes.

Wolfe: So it sounds like they're at least willing to consider you?

Melanie: They're definitely willing to consider but then, you know, once they go to the interview, the first interview, then they have to take it to higher people and then once you get up there, you know, it's like, "No, no, no."

Wolfe: Oh, I see. So you don't make the short list?

Melanie: Right.

Wolfe: I see. And how do you feel about that?

Melanie: It, it puts me, like, in a bad space. Because it's like I'm out there every day, all day, trying and trying and trying, and people are just knocking me down and knocking me down.

AssEssing ThE "C" (EMoTionAl ConsEquEnCEs)

Wolfe: Yeah. So if you were to give a name to your feelings, what would it be? Is it depression?

Melanie: Frustration.

Wolfe: Frustration.

Melanie: Frustration.

Wolfe: Any anger?

Melanie: Anger. Yes.

Wolfe: But no depression?

Melanie: No. I don't get depressed.

Wolfe: Well, that's good. That's one problem you don't have to worry about.

Melanie: I try, yeah, I try my best not to, you know, get in that depression stage.

Wolfe: Okay. Good.

Melanie: Because once you get depressed then, you know, it's like you just want to give up.

Wolfe: Well, sometimes that also happens if you get too frustrated, too.

Melanie: True.

Wolfe: You give up.

Melanie: True. But see, I have, I have people I can talk to and everything, you know, with things I be going through.

EsTAbLishing A sEssion goAl

Wolfe: So maybe one of the things we could work on today is how to keep your frustration level down so that you don't get so bummed out when these disappointments come along.

Melanie: Yes, and sometimes my frustration builds up so bad that I have a tendency to be violent.

Wolfe: Yeah, that's what I was going to ask you: what happens when you're frustrated? So what do you do? What kinds of things to do when you feel violent?

Melanie: Well, right now I've been talking, and there's a program called "Alternative to Violence." I, I've attended the first workshop. I'm waiting for them to send me the papers for the second one. And they basically, they give me knowledge on how to, you know, like when you get angry and frustrated, how to not take your anger out on, you know, your friends, your spouse, or whatever.

Wolfe: How do they tell you to do that?

Melanie: Basically by talking. You can talk or you can, you know, go for a walk.

Wolfe: Talk to your friend?

Melanie: Right.

ConnEctIon BETwEEen BELiEf (B) And ConsEquEnCE (C)

Wolfe: Okay, I'm going to suggest a whole new ingredient in this tool kit that, talking to yourself. I know you're thinking people that talk to themselves are crazy but one of the things that psychology has

discovered these days is that there's a lot of research that shows that people who think certain ways are more likely to get angry than, and if they learn to think in different ways about it, they can reduce their anger and frustration.

So, in other words, we feel the way we think.

Melanie: Yeah.

Wolfe: So let's talk. What do you do when you're violent, by the way? What kinds of things have you done?

Melanie: I've hurt people.

Wolfe: Like what.

Melanie: Bad. You know, like, my friend, for instance, we was real close and she just did one little minute thing which was put on a pair of my sneakers, you know, and that was, that was something that I couldn't handle. But it was all the other anger that was built up inside of me that caused me to hit her, and I broke her jaw and I broke my finger, you know, in the midst of that.

cliEnt ACKnowlEdgEs goAl of REduCing hER AngER

And, you know, and it's like, I really have to do something about that because I can't go around hurting people.

Wolfe: When did that happen?

Melanie: That happened in '91.

Wolfe: Is that the time you were incarcerated?

Melanie: Uh-uh. That was before I was incarcerated.

Wolfe: I see. And did anger have anything to do with what led to your incarceration?

Melanie: Mm-hmm.

Wolfe: What did...

Melanie: Because, you know, I had a, I had a job then but the job that I had was something that I really didn't want to do, so while I was working at the movie theater on 42nd Street, I was working there, and

I met up with another guy, and he introduced me into selling, you know, drugs inside the movie theater. So I started selling drugs then, you know.

Wolfe: I see. So that wasn't so much of an anger; it was just out of short sightedness.

Melanie: Yeah.

Wolfe: Yeah. Were you doing drugs at that point?

Melanie: Yes, I was.

Wolfe: Yeah. So you weren't in all [INAUDIBLE].

Melanie: So it was like I was in a whole nother world.

VALidATING CliEnT's sTREngThs

Wolfe: Yeah. So now it sounds like you're, got a more rational attitude. You're able to stick to things. You stuck to this program.

Melanie: Yes, because it's like now I have to think. Like you said, there is the thinking. I have to think before I react to things.

AssEssing spECific ACTiVATING EVEnt (A)

Wolfe: Okay. Now let's take it then a very specific events. Let's see how we can learn to think differently about it. Is there a recent time you got really angry? Really angry.

Melanie: Recently?

Wolfe: Yeah.

Melanie: Yes.

Wolfe: Could you....

Melanie: March 3rd.

Wolfe: Yeah, what happened then?

Melanie: March 3rd. My brother got killed March 1st. He was my only brother.

Wolfe: Oh, my God. I'm so sorry.

Melanie: I didn't find out until March 3rd. And you know, my beliefs in God and all that are very thin. Very, very thin, because my background and I wasn't raised like that. So after I found out, it was like I wanted to beat everybody up. The whole world. It was... I was....

Wolfe: You were also angry that it, you didn't hear about it right away.

Melanie: Yes, I was. I was very angry that I didn't hear about it before, and I started an argument with a few of the girls that's in the program where I'm at because my mother told me that she called there but the phone was always busy. She kept calling and kept calling, but the phone was always busy. And she couldn't find the office number at the time, you know, because she was upset. You could understand that. And so I picked, you know....

Wolfe: I can understand. Did you understand it at the time?

Melanie: Yeah. At the time, I didn't want to understand anything.

Wolfe: You just saw red.

Melanie: I was very, I was very, very angry at the whole world and particularly at God, who they call God. Why did he have to take my brother from this earth? [INAUDIBLE]

Wolfe: And you know, part of that anger is appropriate because, you know, we don't want to take away feelings that are appropriate.

Melanie: And I still have that anger inside of me.

Wolfe: The question is, what level anger? Right?

Melanie: Right now it's at a level where I can control it.

Wolfe: Let's say if you had like a 10-point scale, where 10 was like you're ready to kill somebody and 0 isn't at all.

Melanie: I'm at 5. I'm at 5.

Wolfe: So you're at 5. Okay. Well, that's not bad. That's the right direction, yeah.

Melanie: I'm at 5.

Wolfe: You're not quite into the....

Melanie: I haven't quite got over it, yet, but....

disTinCTion BETwEEen AdApTiVE & dysfunCTionAl AngER

Wolfe: So, so the idea is not to say, you know, you shouldn't be angry. Anger is always bad. Because there is some kind of anger that is appropriate. Maybe you can call it annoyance, frustration, that this unfair world, that you know, bad things happen to good people.

Melanie: Yeah. And he was a young, he was a young man. He was only 28.

Wolfe: How did he get killed?

Melanie: He got ran over by a truck, a pickup truck, when he was crossing the highway in Philadelphia. Going to catch the bus. It's a real dark highway and, you know, a lot of people have got hurt on that highway.

Wolfe: Yeah. So it's not hard to feel angry, you know, at God [INAUDIBLE].

Melanie: I want to get on the bus, go to Philadelphia, beat up the man that was driving the truck and everything.

Wolfe: And where would that have gotten you, by the way?

Melanie: Back in jail.

Wolfe: Exactly.

Melanie: Back in jail.

Wolfe: How would that have helped your brother?

Melanie: It wouldn't have.

Wolfe: How would it have helped you?

Melanie: It wouldn't have.

Wolfe: How would it have helped your mother?

Melanie: It wouldn't have. It wouldn't have helped nobody.

Wolfe: You had enough control in there to say, "Wait a minute. I could do this, but I'm not going to." Is that right?

Melanie: Yeah, and I left, and I left out the program, but you know, I just, I left out for maybe an hour or so.

Discussion

DiGiuseppe: Janet, at this point in the tape, the client talks about her desire to really, you know, to commit a violent act against a person who, who killed her brother, and you have her sort of review the consequences of that Socratically. What's the purpose of this strategy that you've used?

Wolfe: Well, in this case, it looked like she coped pretty well, because even though she was really angry, she got herself calmed down. She didn't get herself thrown out of the program, so I wanted to build on the coping strategies that she already have, has by sort of debriefing her, finding out what her thinking was that kept her from acting on her impulse to kill the driver.

DiGiuseppe: She was, she was aware that this would sort of get her in jail.

Wolfe: Yes, exactly.

DiGiuseppe: And that's, that's, what do you think that helped to realize, have her realize that the consequences would be negative for her?

Wolfe: To help her motivate, to work on this whole program of anger management, to show, to keep showing her that she can act on her initial impulses but that it's going to get her bad results down the pike.

DiGiuseppe: Okay, let's watch some more.

WoRking WiTh iRRATIOnAl BELIEFS

Melanie: Just to, you know, calm myself down.

Wolfe: Did you get into trouble for that?

Melanie: No. No, I didn't. Because, you know, they understood. They understood.

AssEssing suCCEssful Coping sTRATEgiEs

Wolfe: How did you calm yourself down, by the way? Let's build on....

Melanie: I just, I was walking and, you know, and saying to myself, you know, "This is crazy. I don't believe this is happening." And I still cannot accept the fact that my brother's dead. I still cannot accept

that

fact. But I had to realize that whatever I did from that point on, it had to be something that my brother would want me to do. You know, because he always wanted the best for me, even though I took the wrong road and he didn't, he always, you know, stuck by me. He kept telling me, "Look, Melanie, you got to get yourself together."

Wolfe: So you, you lost your number one fan, it sounds like.

Melanie: Yeah. Yeah.

Wolfe: And that's a good way to think about it, that "I can act in self-destructive ways or I can act in constructive ways, which is what my brother would've liked and which is going to be better for me in the long run." So it sounds like you did some good thinking.

Melanie: Yeah. Yeah. That's what calmed me down, because I just

kept

thinking about all the things that he told me. You know, "Don't do this. Don't do that. Stay on the right track." You know.

AssEssing The ACTiVATing EVEnT

Wolfe: So, and that calmed me down, you ought to go back to the situation where your woman friend took your shoes.

Melanie: Oh, I was never okay with that. Because I just have this thing: do not touch anything that belongs to me.

Wolfe: Has anything like happened more recently?

Melanie: No.

Wolfe: Well, let's go back to that. Could you remember some of your thoughts and feelings at that time?

Melanie: Yeah. Yeah.

Wolfe: Let's deal with that.

Melanie: I was like, you know, the way I felt, I felt like she just totally disrespected me because I'm right there, in, in my house, right, in the bed sleeping, and I wake up and my sneakers is gone. And I was like, I don't believe this. And she said, "Well, you got a whole lot. You don't need to be, why you acting like that over one pair." Because they are mine.

idEnTifying iB's (iRRATionAl BELiEfs)

Wolfe: Okay, now, let's look at your thinking in that situation.

Melanie: I was not thinking in that situation. I wasn't.

Wolfe: That's right. Well, you were. You actually were. You weren't aware of it, but you were. Because let's try to put yourself back in that state: you wake up. You see the shoes are gone, and just see if you can, just talk aloud, anything that might have been going through your head at that time. You probably weren't aware of it, but just like talk about it.

Melanie: All I, the only thing that went through my head, soon as I seen that they was gone was, "I'm going to kill her."

Wolfe: I'm going to kill her. Well, that's, is that a thought?

Melanie: Yes.

Wolfe: That's a thought.

Melanie: I'm going to kill her.

Wolfe: We got a thought. I'm going to kill her because....

Melanie: Because she got on my sneakers.

Wolfe: And she should not do that.

Melanie: That's right.

EliCiTing ChAin of iRRATionAl BELiEfs

Wolfe: Okay. And what kind of person would do a thing like that?

Melanie: The kind that don't have no respect for nobody.

Wolfe: And what do you call a person like that?

Melanie: Disrespectful.

Wolfe: That sounds like a nice word for it.

Melanie: That's a nice word.

Wolfe: What's a not nice word for it?

Melanie: But that's not the word that I used.

Wolfe: What were you thinking and saying at that point? You can say it. It's okay.

Melanie: Oh, okay. I was calling her a stinking, dirty bitch at that time. That's what I called her.

Wolfe: Okay. So she's a stinking, dirty bitch.

Melanie: That's right. Because she put on my sneakers.

Wolfe: And that makes her a stinking, dirty bitch.

Melanie: Yes.

Wolfe: Okay. Well, that makes sense, doesn't it. We'll see if it does.

Now we're going to test this out and see if these make sense. She's a stinking, dirty bitch. She must die.

Melanie: Mm-hmm.

Wolfe: Okay?

Melanie: Mm-hmm.

Wolfe: You see. There were some thoughts, weren't there?

Melanie: Yeah.

Wolfe: The thing is, when you're really mad, you, you don't even hear the thoughts, right?

Melanie: You don't even know you're thinking.

Wolfe: You're just, you're just, your hand was on her jaw before you knew what was happening.

Melanie: Yeah.

Wolfe: Okay, the key to anger management is to slow it down, sort of like you slow down a videotape. You rewind it and say, "Wait a minute. Let me take a deep breath." First, you've got to calm your body down because your body is already out of control, right?

Melanie: Mm-hmm. Mm-hmm.

Wolfe: Did you stop and calm your body down?

Melanie: No.

Wolfe: I didn't think so.

Melanie: No. I just reacted.

AgREEMEnT on goAls

Wolfe: Right. And would you like to learn to act under better control and more in your self-interest?

Melanie: Yes.

Wolfe: And not just act to punish?

Melanie: Mm-hmm.

Wolfe: You would? You sure?

Melanie: Yeah, I'm positive.

Wolfe: Why?

Melanie: Because you know, that, that would make me a better person. If I keep going around....

Wolfe: I don't know if it would make you a better person, but it would probably get you in a lot less trouble.

Melanie: That's making me a better person, because if, if....

Wolfe: It's making you a person who's acting better.

Melanie: Yeah. Now, if I keep reacting the way I used to react, I will always be sitting in jail.

Wolfe: That's right. That's right.

Melanie: Because somebody will get tired of me and be like, "I'm going to press charges," you know, and I'll be back in jail.

Wolfe: But how is it that so many people that have been in jail say the, say the words that you're saying and then the next time somebody disses them, they get mad? It's like a New Year's resolution, right?

Melanie: Yeah. Yeah.

Wolfe: There's a big difference between making the New Year's resolution and being able to carry it out. And this is the missing link, is to learn to...

Melanie: Carry it out.

AngER MAnAgEMEnT SEqUEnCE

inTRoduCing AngER MAnAgEMEnT sEquEnCE

Wolfe: ...do a whole bunch of procedures. The first step is, you take a deep breath and you say to yourself, "Calm." The next step is to say, "I have a choice. I'm not a rat in a cage. I don't have to automatically smash her jaw. I have a choice. I can get pissed off and smash her jaw, or I can calm myself down." So that's the second thing you tell yourself is "I have a choice. And just because she dissed me, it doesn't mean I have to get enraged."

Melanie: But that's how I felt.

Wolfe: So far, so good. Now we haven't even gotten to the real work. Let's look at these thoughts that you have because these irrational beliefs that I wrote down so far is that: "She shouldn't have done this. She shouldn't disrespect me. She's a stinking, dirty bitch, and she must die."

Melanie: Mm-hmm.

Wolfe: And anybody with those thoughts is likely to be very angry, right? Like if, if my, one of my friends does something that I think is really rotten, and I start thinking to myself, "She shouldn't treat me this way. This is awful. She's, She's got to be punished," how angry, I'm going to be pretty angry.

Melanie: Yeah.

Wolfe: On a scale from 0 to 10, where am I going to be?

Melanie: About 9.

Wolfe: Yeah, probably.

Melanie: About 9.

Wolfe: And don't think I can't do that. Because you know, once in a while I still do it because you've got to work at this stuff.

dispuTing iRRATIOnAl BELiEfs

Now, if I say to myself something different, I could calm myself down. In order to learn to say something different, I got to look at each of these thoughts and do something we call disputing them. And I'll tell you what that means.

"She shouldn't have acted this way." Anything wrong with that thought? Is that a logical thought?

Melanie: No, because...

Wolfe: Why not?

Melanie: ...I'm directing it, I'm saying "she."

Wolfe: Should.

Melanie: Shouldn't have done that.

Wolfe: And why is that a nutty thought?

Melanie: Because is, you know, that's just saying, that's throwing a statement at somebody.

dispuTing of "shoulds"

Wolfe: Well, it's, but even just thinking that in your head, what's crazy about thinking it?

Melanie: Because you can't really say what a person shouldn't have done.

Wolfe: Exactly. Exactly. So it'd be just as....

Melanie: I had to think about that for a minute, but you can't really....

Wolfe: Yeah, but you're right. It's exactly right. It's like my saying, "It shouldn't be so cold out." Why is that a nutty thought?

Melanie: You have no control over that.

Wolfe: Exactly. You have no control. So what could you tell yourself instead? “Gee, I love that she stole my shoes”?

Melanie: No.

Wolfe: That wouldn’t be very rational.

Melanie: No.

Wolfe: So what could you say to yourself instead?

Melanie: Maybe ask yourself why she did it.

Wolfe: Yourself.

Melanie: Yeah.

Wolfe: What could you say to yourself?

Melanie: That’s what I might have done, ask myself why she did it. But then, that’s still kind of....

Wolfe: Yeah, I don’t think that’s going to do it. How about something like, “I really don’t like that she did this, but I can’t control the universe. People aren’t going to always treat me the way that I want.” What do you think of that?

RATionAl CounTER-MEssAgE

Melanie: It sounds good now, but it didn’t sound good then?

Wolfe: It doesn’t really sound good now. Does it sound kind of wimpy?

Melanie: It sounds, it sounds good. But then it also sounds like you’re just being a sucker. You’re being played.

Wolfe: Ah, that’s a good point. But we’ll get to that in a minute, because there are really two parts of dealing with unfair treatment. One is how you feel inside and the other is how you behave, how you act toward the other person. And one has a lot to do with the other, because if you’re really enraged, you’re very likely going to yell and scream and hit. If you’re not as enraged, you don’t become a doormat. You don’t just sit there and say, “Oh, yeah. Let her steal my clothes, you know.”

dEfining AssERTiVE BEhAVioR

Discussion

DiGiuseppe: Janet, when you first sort of suggest the rational alternative belief, the client, she sort of accepts it, but you realize that she doesn't really believe it and it sounds a little wimpy. You ask her, "Does it sound wimpy?" and she does sort of acknowledge that she doesn't think she could buy it because it would make her be a doormat, you know. What, what would your plan be to how to handle this to make the rational belief in a way that's acceptable to her?

Wolfe: Well, first of all, by anticipating, as I did there, her resistance, because I'm thinking in the back of my mind, "She probably thinks this is really wishy-washy stuff." I checked it out, and sure enough, I was right. So again, I would go back to showing her, how if she continues to hold onto the irrational beliefs, she's really going to lose power. She's going to lose in the long run. She's going to feel bad. She's going to get bad results. And to re-enforce the functionality of the preference versus the demand.

DiGiuseppe: Yeah, and then it seems like you're linking the rational belief to behaving assertively, that she'll be able to behave in a way that's not so wimpy, so she can associate the rational belief with some other response.

Wolfe: And she has the, the dichotomy that a lot of people do, that either you shoot off your mouth and you show the other person what a rotten person they're being, or you squash your anger down, and I'm trying to show her that there is a third alternative, that if you moderate your anger enough, you can come up with a much more adaptive response, which is likely to get you better results.

DiGiuseppe: Right. Okay. Let's watch some more.

RATionAl CoUnTER-MESSAgES

Wolfe: You assert yourself. You say to her something like, "Look, you

know, I, shoes are something very personal and in the future, I really don't want you taking any of my personal garments unless you at least check with me first." Would that be a quaint thing to say?

Melanie: Yeah.

Wolfe: Can you imagine yourself saying it?

Melanie: I can. I can.

Wolfe: I bet you can better imagine yourself saying it if your body isn't completely out of control with anger. Isn't that right?

Melanie: Yeah. Yeah.

Wolfe: So the idea is not to become a doormat. The idea isn't just to say, "Oh, yeah. You take my stuff." Or, "I'll go out and buy myself a new pair." The goal is to say look, "These are personal things that I paid good money for and I don't want, you know, anybody else's sweaty feet in them. I just want mine." Right?

Melanie: Yeah. Yeah.

Wolfe: Is that wimpy?

Melanie: No. That's just being straight out and forward.

Wolfe: Straight out. Standing up for your rights, but in a way that doesn't attack the other person. And that's called assertiveness. Do you know what you call what you did?

Melanie: Aggressiveness.

Wolfe: That's right. Assault is usually considered pretty aggressive action, even if it's verbal, you know.

Melanie: Aggressiveness.

Wolfe: You're not going to get arrested probably for verbal assault, but you're also not going to get very good results. Because suppose you just didn't hit her but you said to her, "You god damn stupid bitch, you know, get out of my life." Then what do you suppose that would have done? Would that have been effective?

Melanie: No.

Wolfe: Why not?

Melanie: Because it would have hurt her.

Wolfe: And?

Melanie: On the inside. That's like, that's verbal abuse.

Wolfe: It would have hurt her, or maybe she would have gotten angry.

Melanie: Yeah. But then, you know....

Wolfe: So it wouldn't have helped her do better next time.

Melanie: and it wouldn't have helped me, either.

Wolfe: It wouldn't have helped you.

Melanie: Because I would have just hit her again.

Wolfe: It wouldn't have helped the relationship. Okay.

So let's look at the second thought here: "She's a stinking"—I can't read my own writing—"she's a stinking, dirty bitch."

Melanie: Dirty bitch. Yeah.

Wolfe: Anything illogical about that thought?

Melanie: Yeah. They all, that's all foul language.

Wolfe: Well, foul language doesn't necessarily bad.

Melanie: But, but, and plus, and plus, a bitch is like degrading a woman.

dispuTing gloBAI RAtIng

Wolfe: So the thing that's wrong with her is that it's taking a woman who has some good behaviors—I assume, or you wouldn't be with her—and some bad behaviors and

Melanie: And degrading her.

Wolfe: ...it's making her 100 percent evil.

Melanie: Yeah.

Wolfe: Which is, by the way, isn't that what the prison system tries to do?

Melanie: Yes.

Wolfe: In a lot of respects?

Melanie: Yes.

Wolfe: So you did, that says that not only did you do a bad act and therefore you're going to have to have this consequence, it says you're a rotten, hopeless, worthless person and then it gets carried....

Melanie: And we gonna lock you up.

Wolfe: And then it gets carried into the job market, right?

Melanie: Yeah.

Wolfe: And then you get people who are going to be prejudiced against you because you've got a record. So you're engaging in the same kind of thinking they are when you're damning a whole person on the basis of their one behavior, aren't you?

Melanie: Yeah.

Wolfe: You see that? I bet you, did you ever think of that before?

Melanie: No, I never. I never thought about that like that.

Wolfe: Yeah. It might be a good idea to think about. And it's not that they're acting so hot, because it would be nice if there were more employers out there who gave, you know, people a break. And it's not that your woman friend isn't acting badly. They are acting badly. It's just that you have a choice as to how bent out of shape you get.

Melanie: Over something, yeah.

Wolfe: And that's my, your thinking. So let's, so what could you tell yourself instead of, "She's a stinking, dirty bitch?" Or that this employer is a stinking, rotten bastard?

Melanie: Yeah, I say that, too.

RATionAl CountER-MEssAgE

Wolfe: What could you, what could you say to yourself instead?

Melanie: Okay. Well, instead of saying something like that, I could probably say, well....

Wolfe: To yourself. In your own head.

Melanie: To myself.

Wolfe: Remember, we're teaching you how to talk to yourself. Just like half of New York is.

Melanie: Alright. I would probably say something like, you know, she, she should, oh, no. Because you saying that you should have done something.

Wolfe: And if you didn't, you're a complete rotten person.

Melanie: Yeah.

Wolfe: So every time you're "shoulding" yourself or someone else, you're really condemning them, which is not a helpful thing. So what could you say instead of should?

Melanie: Mmm, I don't know. I'm stuck on that.

Wolfe: I wish...

Melanie: I wish or....

Wolfe: ...that she had not taken my shoes.

Melanie: I was thinking maybe....

Wolfe: I wish that these employers would at least pass me onto the second interview or, and let them make up their minds whether I'm a reformed crook or not. Right?

Melanie: Okay.

Wolfe: Whether I can do the job, not just....

Melanie: I never use that word "wish." I wish.

Wolfe: I'll bet you don't. People who, with bad anger problems never even, it's not in their vocabulary. Lots of "shoulds," right?

Melanie: I never use that word, "I wish."

Wolfe: I bet. Or, "I prefer."

Melanie: That one either.

Wolfe: Okay. Now you got, you see, you got, learned two whole new words: I wish and I prefer. I—whoops—I wish.

Melanie: I wish and I prefer.

Wolfe: Prefer that she not act this way. Actually, I'm going to make out this form so that it will cover both situations, your friend taking shoes and employer...

gEnERALizing To oThER ACTiVATing EVENts

Melanie: Discrimination.

Wolfe: ...discriminating. Okay, because it's sort of, they're different kinds of....

Melanie: And you can never prove it. You can never prove it. It is so hard to prove.

Wolfe: No. That's right. And they seem like very different situations, but they have exactly the same kind of thought processes behind it: "They shouldn't act this bad way. They're rotten human beings who should roast in hell." And any other thoughts. "And they must die. They must be punished." What's wrong with that thought?

Melanie: They must be punished?

Wolfe: Yeah.

Melanie: That's, that's way beyond going. That's just totally an anger thought.

Wolfe: And why is it nutty that people who act badly should die? You acted bad. You've done some bad actions, right?

Melanie: Yeah, and I didn't die. So I'm not....

Wolfe: Do you think it would have been a good idea for them to kill you?

Melanie: No.

Wolfe: To beat you?

Melanie: No. No. So it's really wrong for me to even say that they should die?

Wolfe: Well, it's natural for you to think that way because you've probably been thinking that way....

Melanie: At that time, yeah.

Wolfe: And probably, did your family think that way in certain respects, too, that they would, you know, did they have anger problems, anybody in your family?

Melanie: No.

Wolfe: No? It developed [INAUDIBLE].

Melanie: Yeah. And that's, you know, that's the hard part about it. I don't understand. A lot of people say that, you know, when you're brought up in abusive families or something like that, then you develop to be abuser, but I didn't have that. I was raised by my grandmother, so you know, there was no beatings there, none of that. No arguments in the house. Nothing.

Wolfe: She didn't put you down?

Melanie: No.

Wolfe: Okay, but it all goes to show that it isn't the environment...

Melanie: Right.

Wolfe: Because you can have people who are brought up in really nice homes and they can have the worst anger problems in the world.

Melanie: Right.

Wolfe: And you can have other kids who are brought up in unbelievably bad homes that somewhere along the lines that somewhere along the line they got exposed to, you know, good role model and they, they manage their anger okay. So it's not the past that determines it although it can certainly be a big influence, but it's what you're telling yourself in the present.

REinfoRCing ThE BELiEf-To-ConsEquEnCE ConnECTion

So what would be a better thought to have toward someone who acts badly than that they should die or they should be beaten.

Melanie: Okay. I wish they wouldn't act that way.

Wolfe: But....

Melanie: But....

RATionAl COUNTER-MEssAgEs

So maybe a thing on there is the punishment doesn't fit the crime and people who do bad—whoops, I ran out of room—things don't...

Melanie: Deserve.

Wolfe: ... don't deserve...

Melanie: To die or be murdered.

Wolfe: ...to die or be hit.

Melanie: Okay.

Wolfe: Does that make sense?

Melanie: Yeah.

Wolfe: Okay. Now let's see what we've got so far in terms of rational things. So far we've got this, "I wish that this hadn't happened, but it did." Right? But it did. And this applies to both the interviewer, employment interviewer, and this woman friend. But it did.

She, what do we have, we don't have anything instead of "She's a stinking dirty bitch." What could we say instead of that?

Melanie: I don't know.

Wolfe: How about, "She's a fallible, fouled up human being"?

Melanie: A fallible, fouled?

Wolfe: Fallible. Do you know what fallible means? She's imperfect. She's imperfect.

Melanie: Fallible. Oh, okay. Or she's....

Wolfe: Human.

Melanie: Yeah.

Wolfe: What would work best for you, to remind yourself when somebody acts badly, to remind yourself that they're not a criminal, but....

Melanie: People make mistakes.

Wolfe: People make mistakes. And wouldn't it be lovely if employers

thought that about you?

Melanie: Yeah. It would be. It would be so marvelous.

Wolfe: Wouldn't that be nice?

Melanie: Maybe I would have the job that I'm looking for.

Wolfe: But at least, if they don't think that way, at least you can get yourself to think that way, that people make mistakes, which will help reduce your anger at yourself for your mistakes, help reduce your anger at other people for their mistakes. Okay? So people make mistakes.

Melanie: But you know, in like two more years from now, if I still don't have the job that I'm looking for, I'm going to come back to you, and I'm going to find out what's going on now, because you know, in '97, I will no longer have to be on parole or any of that and in '98 I graduate college, so.

Wolfe: Wow.

Melanie: Yeah. So if I still don't have a job that I'm looking for, I'm going to come back to you and I'm going to want to know why. Why? Yeah?

Wolfe: Well, chances are, though, you see, if you don't, how could you get yourself off the track? What could you do to shoot yourself in the foot to really sabotage yourself between now and then?

Melanie: Do any of the things that I used to do.

Wolfe: Including....

Melanie: Including, you know, hitting people.

Wolfe: Including getting angry.

Melanie: Including, yeah.

Wolfe: So it may take longer than the person who doesn't have a record for you to get a job, but the longer you go proving that you can manage your anger and frustration and follow whatever rules, you know, are set up in the organization or in society, the better your chances are. You still might not have as good a chance as somebody who doesn't have a record, but you know, that's reality. You can't undo

the past.

funCTionAl dispuTing

Melanie: Yeah. And I be saying that to myself, too, you know. These people, they don't have no skills; they just don't have a record.

Wolfe: That's right.

Melanie: And they hire people that they have to train for weeks and weeks and weeks...

Wolfe: That's right.

Melanie: When they could just hire me.

Wolfe: But what's your thought? What's your thought at those times?

Melanie: At those times, what is my thought?

Wolfe: Yeah. Yeah.

Melanie: They some stinking MFs.

Wolfe: That's right. They shouldn't be so unfair.

Melanie: Yeah.

Wolfe: And how does that thought help you?

REinfoRCing ThE BELiEf-To-ConsEquEnCE ConnECTion

Melanie: It doesn't, because then that cause me to get angry.

Wolfe: Mmm-hmm. And then what does that do?

Melanie: It just leads to me, when I go back, I, you know, like isolate myself in my room..

Wolfe: Right.

Melanie: Away from everybody until I'm ready to talk.

Wolfe: So, "Those MFs shouldn't be that way" isn't a good thought. That's a stinking thought.

Melanie: Right.

Wolfe: What's, what are we going to put in instead?

Melanie: I wish they wasn't that way.

Wolfe: But tough.

RATionAl COUNTER-MEssAgE

Wolfe: TS, since we're into abbreviations. TS.

Melanie: TS.

Wolfe: And you know, those are two of the most useful words in the English language: TS. You know what words I mean.

Melanie: Tough shit.

Wolfe: Right. Tough shit. It's a hell of a lot better than, "She is a rotten human being who must die."

Melanie: Yeah.

Wolfe: Tough shit. You're not going to like it. "I don't like this behavior. It's unfair. But I contributed to this. I didn't get my record from nowhere. I somehow participated in it, and even though I'd prefer that ex-offenders be given more of a chance in this world, they're not and that's too bad." Just as people of color are, you know, often given less of a chance than white folk, in case you haven't noticed.

Melanie: Yeah. I've noticed that.

Wolfe: You have, huh?

Melanie: I have both, you know, the color and the conviction.

Wolfe: Yeah. And woman. And you're a woman.

Melanie: Yeah. That's three strikes right there.

Wolfe: Right. Maybe some people are prejudiced against you because you're short. Though I suspect you can take care of yourself. And that's the way the world is, and the people who succeed with exactly those same conditions versus those who don't are the ones that have a good philosophy, they have a good attitude, which is "I don't like this unfair treatment by the shoe stealer, by the employment interviews, by the parole officers. I don't like it, but TS. That's the way it is. I've got lemons. How am I going to make lemonade?" Okay? That make sense?

Melanie: Yeah.

Wolfe: Okay. So now we have that, “People make mistakes; tough.”

Melanie: Mmm-hmm.

Wolfe: Great. Now, let’s see if we can put this into operation. What could somebody do that would really push a button for you now? What kind of thing could a person do? They get in your face or they, I mean, what do you really hate?

Melanie: The main thing that I, you know, don’t like is for people to be yelling at me. I never liked that, to be yelled at.

Wolfe: Oh, gee, how peculiar. Gee, everybody I know loves being yelled at.

Melanie: No, I never liked it.

Wolfe: Oh, you don’t like being yelled at?

Melanie: No. I don’t.

Wolfe: You think I like being yelled at?

Melanie: I don’t know. Some people like to, you know. Some people like that.

Wolfe: I don’t think so. I mean, they may do things to provoke it, but I don’t think most people like being yelled at.

Melanie: Yeah. Well, you know, because like where I stay at now, there’s a few women there that really do not know how to talk.

Wolfe: Okay, give me an example. Show me how one of them might talk to you.

Melanie: Okay, now like, one of the girls recently, this happened recently, she, she said, “Yo, Melanie, why you, why’d—“ She asked me something, why I did something. Oh, why I went and told the counselor that she didn’t do her assignment. Right, but the way she presented herself to me was like very disrespectful.

Wolfe: Show me how she said it, just do an imitation.

Melanie: ‘Cause she said, “Yo, Melanie, why the fuck you go and tell Bernadine that duh-duh-duh,” you know, that.

Wolfe: Okay. Good. Now, I’m going to put you to the test. I live

dangerously. Stand by with the plaster and the splints.

Okay? **Melanie:** Alright.

RoLE-plAy

RoLE-plAyIng fuTuRE siTuATions

Wolfe: So I'm going to act like, in the way that, that you really have a lot of problems with. Obviously, I'm not going to be her, but I want to at least give you some sort of real life stimulus, and I want you to try follow through these steps to calm yourself down so that you don't break my jaw. I'd appreciate it, okay.

Melanie: Alright.

Wolfe: You can yell if you want, but please don't break my jaw.

Melanie: No, I'm not going to.

Wolfe: Okay. What are the steps you're going to follow now when I shout at you? What are the steps you're going to go through? You remember? What's the first one?

Melanie: Mm-hmm. The first one is to take a deep breath.

Wolfe: Or more than one deep breath.

Melanie: Or more than one.

Wolfe: And you, what you can do as you exhale is just say, "Calm."

Melanie: Down.

Wolfe: "Cool it." You know, what you can do to remind yourself.

Second thing you remind yourself of is what?

Melanie: To remember that people are human.

Wolfe: People are human and they're going to act....

Melanie: In a way that I don't like.

Wolfe: And if they do?

Melanie: Then I just have to let them know.

Wolfe: Whoa, whoa, wait, before you do that, so to make sure that

you let them in a constructive way and, and what can you tell yourself about those people when they act badly?

Melanie: I wish they wouldn't act like that.

Wolfe: But tough. They are.

Melanie: But, but TS.

Wolfe: TS. Exactly. I don't like it, but I can stand it. And I have the power to go off like a crazy person or I have the power to—which would make me like them, right—or I have the power to be a calm human being in charge of my feelings. Okay, good.

Melanie: Yeah. Alright.

Wolfe: Okay, you ready?

Discussion

DiGiuseppe: Alright, Janet, at this session of the tape, you try to really reenact or role play one of the anger provoking situations in this client's life and you actually say the insulting, cursing things that have been said to her. What is your rationale for using this intervention?

Wolfe: Well, one of the things that I've discovered over the years is you can get people to come up with the right and perfect, assertive response and you can get them to work on their coping statements, but the whole thing falls apart in the actual situation. If the right button is pushed, then they're aroused and they're just shooting off their mouth or their fist is on the person's jaw before they heard the automatic thoughts. So you need to do a lot of in vivo practice to get them practiced in having their button pushed and then going through the sequence of steps to calm themselves down physiologically and cognitively.

DiGiuseppe: So you're not just teaching them to do it in an abstract way. You're going to teach them and then have them practice it.

Wolfe: In real life. Because it's one thing, you know, to practice your tennis serve in the gym. It's another thing to practice it on the tennis court when you got a real opponent out there.

DiGiuseppe: This is going to be close to real life.

Wolfe: Yes.

DiGiuseppe: You really curse at her real good here.

Wolfe: Yeah.

DiGiuseppe: Okay. Alright, now. Let's go back, when that, when we go through that scene, okay.

RoLE-plAyIng fuTuRE siTuATions

Melanie: Yeah. Go ahead.

Wolfe: Listen, why the fuck you tell Bernadine about, about the fact that I didn't do my chore? Why the fuck you do that?

Why the fuck you do that?

Melanie: First of all, I wish you wouldn't yell at me.

Wolfe: Well, I'll yell at you. You went and told on me. What are you trying to do? Get me into trouble? I'm going to yell all I want. You got me in trouble. What do you expect me to do? Talk nice to you?

Melanie: Yes.

Wolfe: Well, I'm not. You're a fucking bitch. You're a fucking bitch.

Melanie: Second of all, I wish you wouldn't use that type of language with me.

Wolfe: Well, look. A bitch is a bitch. Let's call a bitch a bitch.

Melanie: Okay.

Wolfe: You're a bitch. What are you going to call you? A nice person?

Melanie: Yes.

Wolfe: Well, you're not. You're a bitch, a fucking bitch, because you, you know, went and reported on me. You hear me? You hear me?

Melanie: Yes, I hear you.

Wolfe: Yeah, okay. Good. You're really, what do you think I am?

Discussion

DiGiuseppe: Alright, Janet, we've just seen that you've survived this reenactment in this role play, and maybe you could tell us how real it seemed to the client, how that she reacted during the whole situation, and how you felt doing it.

Wolfe: Well, I felt a little apprehensive about it, but I felt we'd established enough of a rapport at this point that I was willing to risk it even though I knew she had the history of violent behavior, but as I was yelling at her in the role play, I could see her really kind of getting aroused. If you were really sitting up close, her hand was almost shaking as she was trying to control herself, and I talked to her a little bit afterward....

DiGiuseppe: So it was really working, it was real.

Wolfe: Yeah, because I talked to her afterward and she said, "I was, I was really, you know, getting close to losing it at one point. I was really deep breathing like mad."

DiGiuseppe: And what do you think this whole exercise did for the sort of therapeutic relationship and for her faith in her ability to do this.

Wolfe: I think she had much more sense than she would have if we really hadn't actually tried to put it all together in practice, because before she obviously got the steps. She had the rational coping statements. She had the general principle of, even though it's just a single session, she had the general principle of anger management, but there was really no evidence she could do it in the real life situation. I could see her, you know, going out and definitely still having her buttons pushed, but not if she keeps, not as much if she keeps rehearsing this in advance, you know. See, if I continued to work with her, almost every session I would want to throw something like this at her.

DiGiuseppe: So the exercise actually taught her that she could do it when she was really upset like she's going to be in the outside world.

Wolfe: Yeah, I sort of think of it like doing emotional Nautilus. You

get your emotional muscles in order so that when you're in the real conflict situation, you're ready. You're prepared.

DiGiuseppe: Okay. Let's watch the end.

gEnERALizing lEARning

Melanie: That was, that was like real....

Wolfe: I know. I live dangerously. Did that bring up some of the feelings?

Melanie: Yeah.

Wolfe: You see, but you have a choice. You can be like, you know, a rat in a cage, you know, you push a button and they go up, or you can be a human being who is in charge of her feelings who doesn't have to act like the other nuts around her. That was very good. Could you do that with them?

Melanie: Yeah.

Wolfe: You could?

Melanie: Yeah.

Wolfe: Even if they just keep pushing at you?

Melanie: Yeah.

Wolfe: Okay, maybe, like I'd suggest one more thing you can say or, you know, in your own words, is to say, "Look, you know, I don't mind constructive criticism but, you know, I don't like being yelled at and put down. Now if you could tell me more quietly what specifically you wish I had done instead, I'd appreciate it. I did the best I could in that situation." Or, "You have false information. I'm really not the one that told Bernadine about this." You see. So you can still say something.

Melanie: But in a calm....

Wolfe: In a calm way. No matter what they're doing. Because you're just being....

Melanie: You just remain calm.

Wolfe: Yeah, because you're just being like, you know, a trained seal.

Melanie: Nonchalant.

Wolfe: They yell, you yell. They call you names, you call them names. Where does that get you?

Melanie: Nowhere. We'll both be on restriction.

Wolfe: Okay. Good. You think this could be helpful?

Melanie: Yes.

Wolfe: Something you could try out?

Melanie: Yes.

Wolfe: Good. I'm going to give you this piece of paper, which I hope you can read, which has, got to tell you which are the, these are the nutty thoughts, the irrational ones, and these are the more rational ones that can help you cope. Also, let me write on here, "First is breathe deep and say to self, 'Calm.'" Okay? Alright. Do you have any questions about that? Any other thoughts? Do you see how this might be helpful to you in the important situations?

Melanie: This, this, yeah, this can help me a lot because, you know, it's like on a daily basis, it's something.

Wolfe: Sure.

Melanie: It's something. It's always something.

Wolfe: That's right.

Melanie: Always something. I could be on the train and somebody step on my toe, and I'll be like....

Wolfe: That's right. That's right. One of my friends says, "Life is spelled H-A-S-S-L-E."

Melanie: Hassle.

Wolfe: Life is spelled hassle.

Melanie: Life is a hassle.

Wolfe: And on any given day you have, maybe, 300 hassles. Maybe I have 150. And you have your choice: you can have hassles plus

emotional disturbance. You can have hassles plus appropriate feelings: disappointment, frustration. You're not going to feel happy when people hassle you.

Melanie: No, you're not.

Wolfe: Hopefully you won't feel enraged.

gEnERALizATIons To fuTuRE siTuATIons

Melanie: Because, and this can also help me with the little messenger job that I have because yesterday I ran into a little situation...

Wolfe: Yeah, what's that?

Melanie: Delivering a package and, you know, the receptionist, she was like, "What floor you want?" real nasty and everything, and I'm saying to myself, "What is wrong with this woman?" Then I just said, "Okay, thank you. Have a nice day." You know, I had to...

Wolfe: But you felt angry inside.

Melanie: Yeah.

Wolfe: Because what were you thinking?

Melanie: Yeah. I was thinking, you know, "Who the hell is she, talking to me like that?"

Wolfe: "She shouldn't treat me this way. That bitch." And what are you going to say to yourself next time?

Melanie: "People are human." Yeah.

Wolfe: And next time an employer just, you know, the next 10 employers don't hire you, what are you going to say to yourself?

Melanie: "Tough."

Wolfe: "Tough. It's going to be harder for me than...."

Melanie: "Just keep moving on."

Wolfe: "...the average person, and I don't like it, but I can stand it."

Melanie: Yeah. I can handle it.

Wolfe: Good. Good. You got some good stuff. You've got a good

rational part of your brain. It sounds like it's....

Melanie: Yeah, it's coming back to life.

Wolfe: It's coming along now. Yeah, right. Good.

Melanie: It's coming back to life because for a long time, it was like, I didn't, that first reaction, I just took it and ran with it.

Wolfe: Right. Or took drugs.

Melanie: Yeah.

Wolfe: Yeah. See now you have a whole new tool, which you didn't have before.

Melanie: Mm-hmm. A sober tool.

Wolfe: Well, a sober tool, you've got a brain that can work and can, you have a new way of reacting to hassles other than drugging yourself out. You can use your thinking. It doesn't cost you money. It doesn't get you in jail.

Melanie: Right. And it's easier. Easier and safer.

Wolfe: Well, it's actually not, in a certain way, I mean. Wouldn't it be easier to, you know, shoot up or something? Than to work on....

Melanie: No.

Wolfe: Well, not at this point, but for most people who are still actively addicted, it's a lot easier when you feel frustrated to shoot up than to talk sense to yourself. It's very hard.

Melanie: Yeah, well, even when I was, when I was using drugs, it, that was a hassle, too, because you have to go to the store or either whatever shop is selling the syringes, then you've got to go purchase the heroin, then you've got to go in the house and cook it up in the spoon, so it's....

Wolfe: So it takes a long time, too. And it costs a lot of money. Right. So. So.

Melanie: Yeah, that, that takes, and that costs money. So it's like, it's like going to, you know, funny scale.

Wolfe: Well, what do you suppose would happen if, you know, we

taught this kind of thing to people who were still using?

Melanie: What do I think would happen?

Wolfe: Yeah.

Melanie: Hopefully, hopefully what would happen would, you know, some of them would actually catch onto that and look at it and say, "Well, you know, she's right."

Wolfe: And maybe I might feel real good if I shoot up for awhile, but with this stuff, I might be able to feel good for life. Or feel better.

Melanie: But then afterwards, yeah, right. But you know, afterwards, after we're off, the problem, the frustration, the depression because you get depressed, the isolation, all that comes right back.

Wolfe: That's right. Good. But you've gone a long way, so I have every hope in the world that even though you think that you've got a short trigger and you can't control it that you can learn to do it. I know you can.

Melanie: Yeah. Because I'm, I'm willing to learn.

Wolfe: Don't you think so? What do you think is the probability?

Melanie: The probability?

Wolfe: Yeah, that you'll be able to start using some of this stuff?

Melanie: It's very high.

Wolfe: Like what?

Melanie: Like, okay, on a scale of 10?

Wolfe: One hundred. We'll go to 100.

Melanie: Oh, now we're on 100. Eighty-five. Eighty-five.

Wolfe: Good. Good for you. But it's going to take work.

Melanie: Eighty-five. It's going to take awhile.

Wolfe: It's not just going to be, you know, you read this and you're cured, you know.

Melanie: yeah, because you know, I'm, I'm 26 years old going on 27. It's going, it's going to take awhile.

Wolfe: Right. If I were you, you know, you type? You do word processing?

Melanie: Yeah.

Wolfe: Type these up, you know, in real clear letters so that you can maybe carry around with you a wallet-sized guide.

Melanie: yeah, I'm going to put them, I'm going to put it on, you know, the index cards.

Wolfe: These thoughts, though. These, not these. The rational ones.

Melanie: This. I'm going to type it up on an index card and put it in my wallet.

Wolfe: Great. That's terrific. Ideas to help me keep my cool. That's great. Okay, good.

Video Credits

Every effort has been made to follow the ethical principle of the American Psychological Association and to avoid any possibilities of a dual relationship between the therapist or the Albert Ellis Institute and the client. The client depicted in the video was not a client of either the Albert Ellis Institute or the therapist, either before or after this session. They appeared in the video after receiving a full disclosure of the project and the fact that the video was being produced for educational purposes.

Produced by the Albert Ellis Institute.

*Copyright © 1997, Albert Ellis Institute
DVD released 2010, Psychotherapy.net, LLC*

notes...

Earn Continuing Education Credits for Watching Videos

Psychotherapy.net offers continuing education credits for watching this and other training videos. It is a simple, economical way for psychotherapists—both instructors and viewers—to earn CE credits, and a wonderful opportunity to build on workshop and classroom learning experiences.

- Visit our CE Credits section at www.psychotherapy.net to register for courses and download supplementary reading material.
- After passing a brief online post-test you will receive your **Certificate of Completion** via email. Voila!
- **CE Approvals:** Psychotherapy.net is approved to offer CE courses for psychologists, counselors, social workers, addiction treatment specialists and other mental health professionals.
- **v CE Available for your Organization:** Our CE courses can be used for staff training; contact us for details.

Psychotherapy.net also offers CE Credits for reading *online psychotherapy articles* and *in-depth interviews* with master psychotherapists and the leading thinkers of our times.

To find out more, visit our website, www.psychotherapy.net, and click on the *CE Credits* link. Check back often, as new courses are added frequently.

About the Contributors

ViDEo pARTiCipAnT

Janet L. Wolfe, PhD, Featured Therapist, has served for more than two decades as Executive Director of the Albert Ellis Institute in New York City. She is Adjunct Professor of Applied Psychology at New York University and currently has a private consulting and therapy practice in New York City.

Dr. Wolfe is the co-editor of the *REBT Resource Book for Practitioners*, author of *What to Do When He Has a Headache*, and co-author (with Albert Ellis) of *How to Raise an Emotionally Healthy, Happy Child*. She has published over 100 chapters and articles and conducted hundreds of workshops in REBT/CBT and its applications to addictions treatment, anger management, and gender and relationship issues throughout Europe, Latin America, Japan, Taiwan, and India.

MAnUAL AUThoRS

Megan E. McCarthy, PhD, completed her PhD at the University of California, Berkeley and is a psychology fellow in the Program for Psychotherapy at The Cambridge Hospital in Cambridge, MA.

Erika L. Seid, MA, LMFT, Educational Programs Manager at Psychotherapy.net, practices psychotherapy in the San Francisco area, specializing in cultural issues and sexual offender treatment.

More psychotherapy.net Videos

New videos are added frequently. Visit us at www.psychotherapy.net or call (800) 577-4762 for more information.

The Ackerman Institute	<i>Couples and Infertility</i>
Constance Ahrons	<i>Gender Differences in Depression</i>
Ellyn Bader & Dan Wile	<i>Making Divorce Work</i>
Insoo Kim Berg	<i>Couples Therapy: An Introduction</i>
Stephanie Brown	<i>"I'd hear laughter"</i>
James Bugental	<i>Irreconcilable Differences</i>
Tian Dayton	<i>Treating Alcoholism in Psychotherapy (2-DVD series)</i>
George De Leon	<i>Existential-Humanistic Psychotherapy in Action</i>
Pamela Dunne	<i>James Bugental: Live Case Consultation</i>
George J. DuPaul & Gary Stoner	<i>Healing Childhood Abuse through Psychodrama</i>
Bruce Ecker	<i>Trauma and the Body</i>
John Edwards	<i>The Therapeutic Community (3-DVD set)</i>
Albert Ellis	<i>Exploring Narradrama</i>
Stephen Feldman	<i>Assessing ADHD in the Schools</i>
Arthur Freeman	<i>Classroom Interventions for ADHD</i>
Linda Gask	<i>Down Every Year: A Demonstration of Depth</i>
The Glendon Association	<i>Oriented Brief Therapy</i>
Kenneth V. Hardy	<i>Tools and Techniques for Family Therapy</i>
Susan Heitler	<i>Coping with the Suicide of a Loved One</i>
Karin Heller & Bill Domonkos	<i>Rational Emotive Behavior Therapy for Addictions</i>
Harville Hendrix	<i>Legal and Ethical Issues for Mental Health Professionals</i>
Evan Imber-Black	<i>Cognitive Therapy for Depression</i>
Satsuki Ina	<i>Suicide and Self-Harm</i>
	<i>Invisible Child Abuse</i>
	<i>Sex, Love and Intimate Relationships</i>
	<i>Voices About Relationships</i>
	<i>Voices of Suicide</i>
	<i>The Psychological Residuals of Slavery</i>
	<i>The Angry Couple</i>
	<i>Coming Out</i>
	<i>Harville Hendrix on the Healing Relationship</i>
	<i>Family Secrets</i>
	<i>Children of the Camps</i>

Arnold Lazarus	<i>Arnold Lazarus: Live Case Consultation</i>
Steve Lerner	<i>She's Leaving Me</i>
Ronald Levant	<i>Effective Psychotherapy with Men</i>
Hanna Levenson	<i>Time-Limited Dynamic Psychotherapy</i>
Marco J. D. Maida	<i>Jacob Levy Moreno: His Life and His Muses</i>
Rollo May	<i>Rollo May on Existential Psychotherapy</i>
Monica McGoldrick	<i>The Legacy of Unresolved Loss</i>
Donald Meichenbaum	<i>Mixed Anxiety and Depression:</i>
Scott Miller	<i>What Works in Psychotherapy</i>
Jacob Moreno	<i>Moreno Movies (4-DVD series)</i>
Zerka T. Moreno	<i>The Zerka T. Moreno Series (3-DVD series)</i>
Rod Mullen	<i>Encounter Groups for Addictions</i> (3-DVD set)
Frank Ochberg	<i>Explaining PTSD</i> <i>PTSD and Veterans</i> <i>The Counting Method</i> <i>Connecting with Our Kids</i>
George Papageorge	<i>Psychotherapy with the Unmotivated Patient</i>
Erving Polster	<i>Psychotherapy with Gay, Lesbian and Bisexual</i>
Ron Scott (Producer)	<i>Clients (7-DVD series)</i> <i>Art Therapy Has Many Faces</i>
Judith Ann Rubin	<i>Positive Psychology and Psychotherapy</i>
Martin Seligman	<i>The Abused Woman</i>
Lenore Walker	<i>"My Kids Don't Appreciate Me"</i>
Janet Wolfe	<i>Therapeutic Communities in Prisons</i>
Harry Wexler	<i>The Gift of Therapy</i>
Irvin Yalom	<i>Irvin Yalom: Live Case Consultation</i> <i>Understanding Group Psychotherapy</i> (3-DVD series)

COUPLES THERAPY WITH THE EXPERTS SERIES

Jon Carlson & Mary Arnold	<i>Culture-Sensitive Therapy</i>
Sue Johnson	<i>Emotionally Focused Couples</i>
Pat Love	<i>Therapy Imago Couples Therapy</i>
Gus Napier	<i>Experiential Therapy</i>
Richard Schwartz	<i>Couples Therapy</i> <i>Internal Family Systems Therapy</i>

BRIEF THERAPY FOR ADDICTIONS SERIES

Bruce S. Liese	<i>Cognitive Therapy for Addictions</i>
G. Alan Marlatt	<i>Harm Reduction Therapy for Addictions</i>

Barbara S. McCrady	<i>Couples Therapy for Addictions</i>
William R. Miller	<i>Motivational Interviewing</i>
John C. Norcross	<i>Stages of Change for Addictions</i>
Robert E. Wubbolding	<i>Reality Therapy for Addictions</i>
Joan Ellen Zweben	<i>Integrating Therapy with 12-Step Programs</i>

CHILD THERAPY WITH THE EXPERTS SERIES

Jon Carlson	<i>Adlerian Parent Consultation</i>
Janet Sasson Edgette	<i>Adolescent Family Therapy</i>
Gerald Koocher	<i>Psychotherapy with Medically Ill</i>
Terry Kottman	<i>Children Adlerian Play Therapy</i>
Stephen Madigan	<i>Narrative Therapy with Children</i>
Bruce Masek	<i>Cognitive-Behavioral Child Therapy</i>
John J. Murphy	<i>Solution-Focused Child Therapy</i>
Violet Oaklander	<i>Gestalt Therapy with Children</i>
David Scharff	<i>Object Relations Child Therapy</i>
Anin Utigaard	<i>Person-Centered Child Therapy</i>
Robert E. Wubbolding	<i>Reality Therapy with Children</i>

PSYCHOTHERAPY WITH THE EXPERTS SERIES

Insoo Kim Berg	<i>Solution-Focused Therapy</i>
James Bugental	<i>Existential-Humanistic Psychotherapy</i>
Jon Carlson	<i>Adlerian Therapy</i>
Mary Goulding	<i>Transactional Analysis</i>
Kenneth V. Hardy	<i>Family Systems Therapy</i>
Allen Ivey	<i>Integrative Therapy</i>
Jeffrey Kottler	<i>Integrative Counseling</i>
John Krumboltz	<i>Cognitive-Behavioral Therapy</i>
Arnold Lazarus	<i>Multimodal Therapy</i>
Donald Meichenbaum	<i>Cognitive-Behavioral Therapy</i>
Natalie Rogers	<i>Person-Centered Expressive Arts Therapy</i>
Ernest Rossi	<i>Mind-Body Therapy</i>
Jill Savege Scharff	<i>Object Relations Therapy</i>
Lenore Walker	<i>Feminist Therapy</i>
Robert E. Wubbolding	<i>Reality Therapy</i>

