

RECLAIMING REALITY II

TRAINING WORKBOOK

EMOTIONS AND ANGER

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RECLAIMING REALITY II

SECOND EDITION
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Facilitator Guide for Anger Management

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Introduction

I would suggest strongly that if you are not involved with a recovery program or with a prison ministry that you complete the instructor's study guide of Christian Prisoner Fellowship. This will help you have a greater understanding of the people you will be working with.

The information provided in the teachers/student manuals have come from many people who are currently involved with anger management programs on a professional level. These professionals feel that there is a great need for *re-socialization*; that is why anger management and domestic violence classes are held all throughout the United States. People are struggling with feelings of helplessness, stress of everyday life, and the frustration of not being able to deal with their emotions when a given situation arises.

The teaching and training manuals not only take a holistic approach to the problem, but also a much-needed spiritual approach. People are searching for answers to their problems, not just a quick fix or a medicated approach, which in some cases may help temporarily, but is not necessarily the right solution. The purpose of this training is to give you the needed tools and answers for helping people deal with their anger.

My involvement with recovery programs has given me a better understanding of those I am trying to help, as well as how to reach them. Knowledge itself, is meaningless unless the student comprehends what you are trying to convey to them. There are as many ways to teach this class as there are teachers. In some places you may be restricted as to how you share your personal experiences with the students. My approach has always been to relate situations or events that have happened to me personally. I have found that this helps me to relate to those I am teaching and build a bridge of trust to them. The goal is for each student to have a "*life changing moment*" in your class where they can see an answer to their emotional problems.

The process demands faithfulness to the concepts written within the teacher/student book. Don't just read the text word for word, make the text yours. The teacher has not taught unless the student can tell and communicate what he/she has learned. Students need to share their experience every week on how they have applied the previous lesson to their lives. The teacher must always be in control of the class, never allowing the class to get out of hand. By reverting back to your last point, you can once again take control.

Knowledge is only knowledge unless it is put into practice; your class may be the best setting for this to happen until they are ready to use it outside the class.

Become a student of the subject; learn everything you can about emotions and anger and don't be afraid to incorporate that material into your lessons. I have personally told stories just to get a reaction, or entered the class with a frustrated look on my face to see if the students notice anything different about me.

The goal of each class is to reach into their emotions and help them to see the damage continual anger can do to an individual, emotionally and physically. Remember this, before you can teach others how to deal with their anger you must first apply these same techniques in your everyday life.

GROUP RULES

1. Court ordered attendees must be on time for all classes.
2. Fees must be paid prior to each class and must be kept current. No court ordered attendees are permitted to carry a balance after the third week or allowed to attend the class if their account is not paid up to date. The agency sending an attendee will be notified after the third week.
3. No attendee will be able to complete the class until all outstanding fees are paid in full.
4. No profanity will be permitted in the class.
5. The identity of all individuals as well as the content of any discussions in the group will be kept confidential.
6. Attendees who disrupt the class on a continual basis will have their uncooperative behavior reported back to the agency who ordered them to participate.
7. All group attendees must participate in each class.
8. Any attendee who appears to be under the influence of drugs or alcohol will be dismissed from the group and reported back to the courts or governing agency.
9. No derogatory, racial, or ethnic comments will be accepted in the class.
10. Any information concerning one's bill or account must be taken care of before or after class.
11. All cell phones must be turned off during class time.
12. If a participant misses a class, a phone call should be made to notify the agency of his/her absence. After two consecutive weeks of not showing up, the agency or courts will receive a phone call notifying them of the participant's failure to show up, or inform the group of why they are not able to attend.
13. A certificate will be awarded upon completion of the class, as well as a confirmation of their completion sent to the referring agency.

TEACHING THE CLASS

There are nine lessons to this anger management curriculum.

1. Emotions and Anger
2. When Does Anger Become a Problem?
3. Anger, “What’s behind it?”
4. Breaking the Anger Cycle
5. Communication and How It Affects Anger
6. Stress
7. Anger, Hurt, And Unforgiveness
8. Dealing with Anger Biblically
9. Behavior Map

The nine lessons should last at least twelve weeks if taught within a sixty to seventy-five minute time period, which includes the signing in and filling out of attendance sheets and forms. Some of the lessons have fill-in-the-blanks for the students to complete during the class and then questions to be answered at the end of class, as a form of review of what has been taught. It is very important that every participant be involved, even if there is only one person in your class.

As a Certified Anger Management Facilitator; you are not a Licensed Counselor, Psychiatrist, Therapist, or Psychologist; you are a teacher, a facilitator.

Each student will have to purchase the teacher/student book from you in order to follow along in the class. The book is a vital part of them learning how to control their anger, and it is a tool for future reference when they feel they are struggling with their emotions and anger. Every tradesman has his tools; hurting people need to know **how** to deal with their problems -this book will be theirs to refer back to.

The teacher must not just read from the book, but make it come alive by inserting themselves into each lesson. This helps the teacher relate to and build a bridge of trust to the individual he/she is teaching.

The people who will be your clients come from various educational backgrounds, so at times you may have to break down the lesson so that they understand what you are trying to communicate.

For those that are going to be teaching in a correctional facility, you may have to make copies, as they may not be able to purchase the book. Those that come to your class from the probation and parole department can purchase the book from you at a reasonable price.

At the completion of your classes you will give them a certificate stating that they have finished. A type of certificate is in the back of the book. I suggest that you make your own to fit your situation.

The group rules are not printed in the teacher workbook; it would always be advisable to have the training book with you to refer back to when needed.

CLASS PARTICIPATION

The teacher should not just read out of the book, the student can do that. Participation is very important - it helps the student understand how to deal with their anger. Participation from the student causes them to open up and interject the information they are receiving into their own personal life. When the student opens up and shares a situation, they are applying what you have taught them.

Each student should participate in each session; if some are not participating, work with them to find out how you can help them talk about their anger. If some refuse to discuss an experience or to share a response, do not force them to do so. It may simply take time for some people to open up and share. On the other hand, you will have those who always want to share with the group their feelings and beliefs. You will have to regulate how much these individuals participate.

The success of your program is based on the individual receiving your information. During your first class, you will have the student fill out all the required forms, and purchase the workbook that can be followed during each class. If he forgets his book, he can use an extra one that you could bring with you. If this keeps happening on a weekly basis, then he should be made to purchase another book.

When making your presentation to an agency, they should be made aware that each student will be required to purchase the student workbook, as well as the cost for the entire course.

This is a good time to review the rules and what you expect from them. It is never wrong to go over certain rules and expectations you have for the classes. This will help you to maintain order and accomplish goals during each class. During the first class the student will receive a printed copy of the rules so that they know what is expected from them.

LESSON FORMAT

Classes should be taught in the order that they are written; filling in and answering all questions that are given. Our goal is **intervention**. **Intervention - preventing something before it happens - may help prevent continuous outbursts of anger from individuals.** The book encompasses both secular and biblical information, so that participants can have a more complete understanding on how to deal with personal anger.

Each anger management class will last for about one hour and each participant should be involved with each class. The goal of completing each lesson every week is not as important as making sure the class stays focused on what is being taught. You can always finish the lesson the following week and start the next one. Whether you finish each lesson or not, make sure that you review what you have taught each week by having a few students summarize what they learned.

It is important that each student is on time for each class, so that each participant receives all of the information presented. If they cannot make the class due to unforeseen circumstances, a phone call would be appropriate.

At the beginning of each class a student should be asked the following questions:

- What did you learn from last week's session?
- Did you apply it during the week?
- How high was your anger on the anger meter?
- Do family or friends notice any differences in your behavior?

HOMEWORK

For any previous lessons, all blanks should be filled in on every page. The student is to have the right answers, not just their answers, but the right answers. The questions at the end of each chapter can be answered at the end of class or at home. The "Anger Meter" should also be filled out upon arrival to the class. And, of course, they should be practicing what they have been taught.

The students must be serious in learning what is going on in their life, as well as applying and practicing what they have been taught. If you have done your best to communicate the information, you are not at fault if the student does not receive your instructions. It is the students' responsibility to apply what they have learned, or they will not change.

Your responsibility is to teach, their responsibility is to change.

THE PROGRAM

The decision for anger management education will most likely come from the courts, probation and parole agencies, or from an employer. The agency or employer should have made them aware of the time frame for the classes and the cost. The cooperation of each participant is expected by all.

The success of the program depends upon the teacher communicating the information, as well as the student's ability to understand and apply what they have been taught.

The program's success also depends on how well you work with the agencies. Follow-up with those who send you clients is vitally important. You should be conversing at least once a month with them; relate how the program is working for the client as well as the agency sending them to you.

GOAL & PURPOSE

The goal and purpose of your anger management program:

1. To equip each student to acknowledge and manage anger.
2. Present the information in such a manner that it enables them to apply it to their everyday life.
3. Their participation and application of the material will measure how successful your program is.
4. Endorsement of the governing agency will also help your program to grow from one agency to another.
5. Rules must be adhered to by all students.
6. Ministering to their needs is secondary to helping them understand the causes of their anger.
7. Be careful with partiality, treat each participant the same.
8. A certificate will be awarded upon completion of classes and full payment of classes.

STUDENT OBJECTIVES

1. Acknowledge their role and responsibility in modifying behavioral issues.
2. Understand the importance of group dynamics and awareness to avoid certain people and issues when they arise.
3. Understand how to deal with one's own emotions as well as those of others, and allow you to become empathic to the needs of others.
4. Develop proper communication and listening skills to better interact with other individuals both intellectually and emotionally.

5. Learn new and appropriate ways of expressing one's feelings before they escalate to anger.
6. Understand the importance of "Time Out" and "Personal Distancing" before anger turns into aggression.

STRATEGIES FOR FACILITATORS

1. Group discussions
2. Handouts
3. Written material
4. Multimedia
5. Instructional teaching
6. Personal experiences
7. Graduates from previous classes

CREDIBILITY OF FACILITATOR

As a facilitator it is imperative that you maintain a high level of credibility with those who are utilizing your program. Your program will be successful or none successful depending on the level of credibility that you give it.

Your program is competing with a high level of professionals on a daily basis with more years of experience and probably a higher level of education in their field. Always respect the programs of others, by becoming a student of the information you are teaching, you will enhance your credibility with other professionals.

Always perform at a high level of excellence, clients can tell if you are ill-prepared, and have brought your emotional problems with you into your class. Pray, clear your head, and focus on reaching the hearts of those who have come to learn.

The student may not care to be there, or think he/she has a problem. If you are sensitive to the Spirit of God, not only can God give you insight into those attending your class, but how to reach them through your lesson.

Credibility is earned by always doing your best, keeping your word, fulfilling your responsibility to clients and agencies, and meeting obligations.

GROUP FACILITATION

The training you are receiving from this book is intended for you to understand the most effective way of communicating to those who will be participants in your class. The curriculum helps the student to improve his/her ability to control their anger, understand how their emotions,

as well as others, play a major role in communication skills, and how to deal with stressful situations.

The training and understanding that you will receive from both the teacher/student workbook and the training book will help you become a good facilitator as well as help you personally by applying the principals to your everyday life.

A good facilitator will develop a mutual respect, trust and acceptance with those they are teaching by inserting their own struggles with anger into each class; showing the participant how to best deal with their anger issues when they occur. Interpersonal interactions are where the right skills must be practiced or modeled by the facilitator in order for the student to properly learn how to apply anger management material.

The facilitator's job is to keep each class focused on the material they are receiving each week and apply it to their lives. The facilitator must keep in mind that someone may try to deviate from the material, but control of the class is always important. Review of the material before the end of class is also very important, along with filling out any homework assignment before returning to the next class.

CLASS SIZE

Class size will vary depending upon how many students are court-ordered to your sessions. The most controllable size of class is 10-15 students. If you are holding only one class a week a larger class may work. There are currently six classes available for clients in Rhode Island at four different locations. This is accomplished by utilizing neighboring churches within our fellowship.

All of the above dynamics will change when this program is utilized within a correctional facility, or a public school or office. In this setting the class sizes may be bigger or smaller.

When you are conducting a larger class, it is important to maintain order. In a prison setting you may have to remind the men/women of the purpose of the class, and to listen to the teacher and follow the rules.

ARRANGEMENT OF CLASS

The class arrangement is up to the facilitator. Open space between you and the student is important. You never want to make anyone feel like they are trapped. The seating arrangement is always random, never show favoritism when people are seated in your class. What is most

important in your class is a climate that is set by the facilitator. Make your students feel welcome and comfortable and you will have a better response.

MATERIAL DISCUSSED

The material discussed in the student workbook is important, that's why each student must always have his/her workbook in order to follow along with the lesson plan. The teacher's job is to keep the group focused on the material. The first chapter of the book sets the setting for the following chapters. Before one can understand how or why they are angry, they must understand that their emotions play a big part in the equation.

There are two parts to the curriculum, the general areas dealing with emotional intelligence, anger, communication and stress from a "world view" stand point. The second half of the curriculum comes from a Biblical stand point, giving the teacher a complete picture of how anger affects us and how to deal with it.

LENGTH OF COURSE AND CLASSES

This course is set to last at least twelve weeks, each class lasting an hour. An hour is a good amount of time for clients to sit in your class. By going too long, they become bored and disinterested.

It also depends on where your clientele is coming from. Some government agencies or private companies may require more than twelve classes and some less. You should tailor it around each need. The severity of the offense usually dictates how long they are involved with your class.

All of your classes should be "open-ended," so clients can start any time they wish. This allows you to go over the rules and introduce new people to your class.

RESPONSIBILITY OF THE FACILITATOR

The teacher/facilitator is responsible for the arrangement and behavior of the class. Lecturing by itself will not accomplish what is needed; the information must become real and alive, revelatory. Make your statements clear and meaningful. Good discussions and techniques and creative teaching methods will help the participant to learn.

An effective facilitator not only conveys the message of the lesson, but watches for any issues that might occur to threaten or disrupt the class. Here are some things to look for with larger groups:

- Talking among friends or other participants
- Negative self-talk
- Disrespectful behavior
- Intoxication
- Constant negative confrontation
- Not taking responsibility for their own behavior

Positive goals of the facilitator:

- Explain the group rules
- Be positive in your presentation
- Keep the class objectives moving forward
- Get as many people involved as possible
- Don't be afraid of other people's opinion, especially if you disagree, use them for discussion purposes
- Be relevant with your discussions concerning each topic
- Always listen to other viewpoints and be assertive in communicating your lesson

LOCATION AND TIME OF CLASS

The locations of your class are important to your clientele being able to have easy access to the class. Some of the people that will be court ordered to your class may find it hard to make it to your class, due to their mode of transportation. Accessibility is primary for your clients. If your church or facility is not on a main bus line, you may want to find an alternate location within the city. I have found that some of these groups will work with you: YMCA, Salvation Army, Public Library, or an alternate church of a different denomination.

There are currently six classes available for clients to attend in Rhode Island at four different locations. This is accomplished by utilizing neighboring churches within our fellowship. We have a good working relationship with other pastors within our district.

If you have the time and flexibility because of your work situation; whether you are a full-time minister or a by-vocational minister, you may want to offer both morning and evening classes.

As a bi-vocational pastor I have scheduled classes around my work. I drive a school bus for a living; this allows me to have time off between my routes to do other things for the church. The following is the schedule of classes I have set up for the probation/parole departments as well as the private sector.

- Monday night 7:00 PM - MCI Correctional Institution
- Tuesday morning 10:00 AM - Truth Tabernacle, Providence RI

- Tuesday night 7:00 PM - Truth Tabernacle, Providence RI
- Wednesday night 6:00 PM - New Hope Fellowship, Pawtucket RI
- Thursday morning 10:00 AM - Gateway Pentecostal Fellowship, Cranston RI
- Sunday morning 8:00 AM - New Hope Fellowship, Pawtucket RI

More locations and class times will make your program more accessible to any agency or the private sector interested in wanting to use your program.

REPORTING TO AGENCIES

When each student arrives, they must fill out all forms. Each student will sign in on the attendance sheet. You will transfer their name from the sign in sheet to their individual attendance form. Each student will have their own attendance form as a record of attending your class.

The attendance form can be mailed, faxed, emailed, or personally handed to the appropriate agency or officer. I have found sending an email of their attendance and a visit twice a month helps me maintain a good working relationship with the agency, as well as allowing them to know an individual's cooperation and progress in the program.

When they sign in on the attendance sign in sheet, this is a good time to collect their fees and give them a receipt. If they are behind, remind them of what they owe and of their responsibility to stay current with their payment. Refusal to do so could result in termination of the program. Before you terminate someone, contact the agency who sent the client. The agency can remind the client of the importance of completing the class. People who are court ordered know the importance of failing to completing the course.

You are personally responsible for how you handle the financial transactions.

HOW TO SET UP YOUR BUSINESS

1. Become a C.A.M.F.
2. Contact Probation/Parole/Correctional institutions, private companies, lawyers' offices and mental health agencies. Some of these may require a higher level of education.
3. Set up a Limited Liability Company.
4. Set up a separate banking account and name for your business.
5. Advertise, set up a website and reach out to your community.

BUSINESS LICENSE(S)

The anger management program that is set up in Rhode Island is under the name of “Focus Education.” It is a Limited Liability Company, of which I am the sole proprietor. I receive funds during each class, and then make deposits of the funds into a checking account with the same name. The annual cost of this license is \$500.00 each year.

The anger management program is a ministry that I am involved with, but is not connected to my church from a business standpoint. The business is set up separate from my church, that way my church cannot be affected by any repercussions that could occur; only the business itself.

LIABILITY INSURANCE(S)

Since this is a service business, it may be wise to have general liability insurance. You may try your personal auto and home insurance company.

BUSINESS NAME

The name that I have chosen for my anger management program is Focus Education, LLC. It has its own billing address; the phone number used is my cell phone. The receipts, the forms used, graduation certificates and my e-mail address, have my business name associated with it.

You should create your own name. Set up an LLC, especially if you plan to charge the public. A separate banking account with your business name on it is important for tax purposes at the end of the year, showing the income you have made.

WEBSITE

My website will be online shortly.

PRESENTATION PACKET

Exhibit 1

Reclaiming Reality II Emotions and Anger

In an increasing hostile social climate, we have become more aware of potential dangers that exist all around us. The news cycles bring us reports of outbreaks of violence on a daily basis, and we often find out that – frighteningly – the perpetrators profiles match those in our own circles of acquaintances. As these incidents escalate, the authorities and experts in the field wring their hands in trying to find a solution. The answers are not totally clear, but Reclaiming Reality II, “Emotions and Anger,” gives a different insight into solving the problem.

In the most general sense, anger is a feeling or emotion that ranges from mild irritation to intense fury and rage. Anger is a natural response to those situations where someone feels threatened, or believes that harm will come to them or that another person has unnecessarily wronged them. Anger also comes when people see another person, like a child or someone close to them, being threatened or harmed. In addition, anger may result from frustration when personal needs, desires and goal are not being met. When a person becomes angry, they may lose their patience and act impulsively, aggressively, or violently.

People often confuse anger with aggression. Aggression is a behavior that is intended to cause harm to another person or damage property. This behavior can include verbal abuse, threats or violent acts. Anger, on the other hand, is an emotion and does not necessarily lead to aggression. Therefore, a person can become angry without acting aggressively.

Having taught a number of self-help classes to thousands of people, I have noticed that the number one problem that most individuals experience is both physical and spiritual imbalance with their emotions. These emotions are usually caused by some form on an unmet need that is currently taking place in their life, either from within or without.

Reclaiming Reality II, “Emotions and Anger,” not only takes a holistic approach to the problem, but also a much-needed spiritual approach. People are searching for answers to their problem, not just a quick fix or a medicated approach, which in some cases may help temporarily -but is not necessarily the right solution. The purpose of Reclaiming Reality II, “Emotions and Anger,” is to give the student the needed tools and answers for helping them deal with their anger.

FOCUS EDUCATION
Reclaiming Reality Series
Exhibit 1A

Focus Education – Bringing Education, Understanding and Help to the inner turmoil in our lives.

Focus Education – Provides the keys for neutralizing the destructive power of personal anger.

Focus Education – Is designed to help the individual or family, deal with problems associated with all types of anger. Focus Education offers a holistic approach which encompasses the Emotional, Physical, and Spiritual aspects of the individual or family.

Reintegration – The knowledge obtained through Focus Education provides the steps to heal the pain of dysfunctional relationships. Focus Education helps those who have anger issues, better understand the inner working of their emotions.

Focus Education – Stresses the importance of the participant accepting accountability and responsibility for a successful recovery and reinforces a positive character development. Focus Education diffuses many possible problem areas and often prevents costly loss of property and lives.

Course Outline:

Emotions and Anger

When Anger becomes a Problem

Anger – What is Behind It?

Breaking the Anger Cycle

Communication and How It Affects Anger

Stress and Anger

Anger, Hurt and Unforgiveness

Dealing with Anger Biblically

The Map and the Wheel

Exhibit 1B

Educational Aspects:

Information encompasses the emotional, physical, psychological, and spiritual aspects of an individual or family. The student uses a workbook to follow along with the teacher in every class. Class participation and application encourages the individual to partake in class discussion and communicate with others; this, in turn, empowers the individuals to relate the lesson to their own circumstances, fears and desires.

Each class is a 1-1.25-hour session that includes student participation and workbook. Upon completion a certificate will be awarded for credit.

Additional Advantages:

Upon request, Focus Education can assist in probation requirements as well as correctional institution requirements before the individual is released. Participating agencies/groups receive progress reports on both a state and federal level, within their guidelines.

Focus Education is an LLC directed by David R. Olsen. Mr. Olsen is a Certified Anger Management Facilitator (C.A.M.F.) and Substance Abuse Educator (S.A.E.) and has taught and trained people for the last 28 years. He holds a Bachelor of Theology in Apostolic Studies, and is currently working on his Masters in Christian Counseling. He is the Author of Reclaiming Reality Series, Healing the Scars of Addiction and Emotions and Anger, both of which are used throughout the United States.

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Exhibit 2A

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Exhibit 3A

Chapter One

Emotions and Anger

Emotions are the centerpiece of humanity; “God...breathed into his nostrils the breath of life, and man became a living soul.” (*Genesis 2:7*) The soul has been called the seed-bed of emotions. Emotions have been progressing since Adam and Eve were created. They have been questioned, guided and corrected by others. Whiles some people turn out “good,” others turn out “bad.”

The question is asked by Dr. James Dobson: “What causes normal, intelligent people to act in irrational ways when facing a perceived danger or threat? Why do so many of us “go to pieces” when the chips are down?” The propensity to panic results from the breakdown of a system known as “fight-flight-or freeze” within the human body. This breakdown causes us to react in many different ways. Because we have free will, we can choose what we want to say or do. Many times, our choices are not what are best for us. “That is a neuro-chemical process designed to prepare us for action whenever we face an immediate crisis.” When frightened or stressed, adrenaline and other hormones are released that put our entire body on full attention. (*Dobson, 1990*)

1.1 Emotional Boundaries

1.11 Purpose of Emotional Boundaries:

- Boundaries define the individual.
- They describe what a person believes and does not believe. As in a physical boundary line, it defines where personal property starts and ends.
- It communicates what an individual is responsible for and what is the responsibility of others.
- Knowing individual responsibilities gives the person a sense of control and freedom.
- Each individual is accountable for their own actions and how they treat others.

1.12 Anger teaches the individual to use boundaries to distinguish between self and others:

In the book “*Boundaries*,” the authors state, “Anger is a friend. It was created by God for a purpose: to tell us that there’s a problem that needs to be confronted.” By experiencing anger, children learn multiple outcomes from various encounters. The ability to use anger to distinguish between self and others is a boundary. Children who can appropriately express anger, are children who will understand, later in life, when someone who is trying to control or hurt them.” (*Cloud, 1992*)

Exhibit 3B

1.13 Anger is a secondary emotion.

Anger is never the first thing a person feels when they get mad. Anger is a secondary emotion, stemming from a primary emotion which signals an unmet need. Anger is the by-product of all the other emotions that are taking place at the moment. These emotions are the results of personal needs that are not being taken care of, whether brought on by self or others -regardless of their source.

Foundational Concept: My emotions are my responsibility and I must own them and see them as my problem so I can begin to find an answer to whatever issue they are pointing to.

1.14 Emotions signal if basic needs are being met.

Many pages could be filled with what a primary emotion might be; those emotions which could lead to anger if not processed correctly. When negative emotions are experienced, such as frustration concerning a situation, it may be signaling that something is wrong, and the primary care of an individual is not being met. Positive emotions, such as happiness, are by-products of needs being met, thus anger is absent.

1.15 Emotions indicate the health of other relationships.

Feelings from the heart provide indicators for the state of a person's relationships. These feelings can indicate if things are going well or if a problem is present. Close and loving emotions usually indicate relationships are probably going well. If there are feelings of anger, there is a problem that needs to be addressed.

1.2 Four Personal Characteristics used to address the emotional aspects of anger.

1.21 Self -Consciousness – when a person perceives their own emotions and how they affect personal thoughts and behavior, they learn to know their strengths and weaknesses and this knowledge produces self-confidence. The emotions always affect thoughts and behaviors.

- Emotions are biased and unreliable. They lie as often as they tell the truth. They are manipulated by hormones, especially in the teen years. Emotions fluctuate from early morning, when the body and mind are rested, to the evening, when tiredness stresses them. A sign of emotional self-control is the ability and the willingness to overrule ephemeral (short lived) feelings and govern behavior with reason. This might lead someone to tough it out when they feel like escaping and guard their tongue when they feel like screaming.

Exhibit 3C

- Personal self-esteem and self-respect are major players in the management of the emotions. Little or no regard for self produces the same lack of regard for others.

Without self-awareness, we cannot be aware of our emotions. We cannot manage emotions we are not aware of, so our emotions will tend to be out of control. Out of control emotions impair our ability to connect with others. When our emotions are out of control, our relationships suffer – we do not have social awareness or the ability for social management. (Anderson)

Foundational Practice: Pay attention to your feelings. Each one of us experiences a broad spectrum of emotions every day. Here is what you can do:

- 1. Pay attention to your emotions***
- 2. Name them***
- 3. Study their cause and effects***

Over all behavior can be managed by practicing these three ***Foundational Practices***.

1.22 Self Control – is the ability to control impulsive feelings and behaviors, and manage personal emotions in healthy ways.

- Emotions are managed when a person self-regulates or controls their emotions.
- Self-management of emotions requires the individual to take responsibility and accountability for their own actions.
- When someone else violates personal space, control can be regained using “Emotional Distancing.”

“Emotional Distancing” is a temporary boundary to give your heart the space it needs to be safe; it is never a permanent way of living. People who have been in abusive relationships need to find a safe place to begin to “thaw out” emotionally. Sometimes in abusive relationships the abused spouse needs to keep emotional distance until the abusive partner begins to face his or her problems by seeking professional help and become trustworthy. (Dobson, 1990)

- Christian beliefs offer a foundation for controlling impulsive feelings and behaviors that arise throughout the day, by applying the “Word of God” to the circumstance being faced at the moment.
- **Galatians 3:23** speaks of the fruit of temperance or self-control.
- Because basic human nature is driven by fleshly appetites and passions, self-control can be used to curb the sensual urges and cravings that arise.

Exhibit 3D

1.23 Social Awareness – helps the individual to understand the emotions, needs, and concerns of other people, pick up on the emotional cues of others, feel comfortable socially and recognize the power dynamics in a group or organization.

- Empathy: Sensing others’ emotions, understanding their perspectives and taking active interest in their concerns. Empathy is a very important attribute in understanding how to handle the effects of other people’s emotions.

Foundational Concept: Knowing my values and beliefs, I can personally guard against things and individuals that might disrupt my ability to control my behavior and

- When a person finds that someone is mad at them, they may not understand what has caused the anger; they just know that something is wrong. Unless the angry party vocalizes what is wrong or what can be done to help them with the problem, any answer is obscure.
- Empathy allows understanding of the situation from the other persons perspective so an active concern toward solving the situation can be taken.
- Social awareness allows the individual to understand the power of group dynamics. When speaking before a group, having a prior knowledge of the group characteristics and what they are addressing or what the topic may be, gives the knowledge needed to best present oneself in a professional manner. No one wants to feel overly nervous when speaking to a group of people they have never met before.
- A leader was in Baltimore, MD making a presentation to twelve different judges in a District Court. Prior to the meeting he met with the head District Judge who had invited the leader to make a presentation to the judges’ colleagues. After the two met, the District Judge said, “Just present your information like you have to me, but remember there are eleven different egos you are going to have to deal with.” His advice gave insight into the group dynamics and allowed for an effective presentation with the right approach.

1.24 Relationship Management – by understanding personal emotions and how to control them, one is better able to express feelings and understand how others are feeling. This allows more effective communication and builds stronger relationships, in every aspect of life.

Exhibit 3E

Relationship Management Outcomes:

1. Helping others to be more assertive in their everyday life.
2. It helps find the best solution in solving problems.
3. It helps maintain better and longer-term relationships with others.
4. Good leadership produces openness, trust, trust and honesty.
5. Influence impacts the way decisions are made, and the outcomes of those decisions, while respecting the rights of others.
6. It builds team work and collaboration at home, work or at play.
7. It helps understanding of what drives and motivates others.

1.3 Emotional Intelligence:

The ability to express and control personal emotions is important, but so is the ability to understand, interpret and respond to the emotions of others. Imagine a world where a person could not understand when a friend was feeling sad, or when a co-worker was angry. Psychologists refer to this ability as emotional intelligence.

Since 1990, Peter Salorey and John D. Mayer have been the leading researchers on emotional intelligence. In their influential article “Emotional Intelligence (EI)” they defined emotional intelligence as, “*the subject of social intelligence that involves the ability to monitor one’s own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions.*” (Salorey, 1990)

1.4 Four Basic Pillars to Emotional Intelligence:

- **Recognizing Emotions:** The first stage in understanding emotions is to accurately perceive them. In many cases, this might involve understanding non-verbal signals such as body language and facial expressions. Recognizing emotions come through the ability to detect and decipher emotions in faces, pictures, voices-including the ability to identify one’s own emotions. Recognizing emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
- **Reasoning with Emotions:** The second stage involves using emotions to promote thinking and help cognitive activity. Emotions help prioritize what is important to pay attention to and what might cause a reaction; people respond emotionally to things that grab their attention. The ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving may help in controlling the emotions. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.

Exhibit 3F

- **Understanding Emotions:** Perceivable emotions can carry a wide variety of meanings. If someone expresses angry emotions, the observer must interpret the cause of the anger and what it might mean. If a brother is acting angry, it could be that someone borrowed something from him and did not return it in the manner that he gave it to them, or it could be that his wife was in an accident and he has just come from the hospital. *Active observation of others is foundational to emotional intelligence.*
- **Controlling Emotions:** The ability to control emotions effectively is a key part of emotional intelligence (EI.) Regulating emotions, and responding appropriately to the emotional intelligence.

Foundational Concept: Choices come with consequences. “It comes down to this, you can choose your choice, but you cannot choose your consequences. When you make your choice, you - of necessity – choose the consequences that go along with the choice. (Jordan)

1.4 Life Changes

Think of all the stages that take place in a life. How many of them were “life changers?” Life changing experiences often bring about a commitment and are motivated by major events such as illness, a car wreck, or a divorce. Some life changes move faster than others.

In considering the stages of change, think how each stage can help make a life better. Most people do not like challenges. Meeting a challenge often requires changing what someone has been doing all of their life. Through the lens of their own eyes most people will see their lives as acceptable and non-offensive, but an eye-opening closer look at the attitudes that others see would not necessarily reflect the image in the mirror.

Deciding to learn how to control anger represents a big change in life style. Most people who are involved in taking anger management class never saw themselves as having an anger problem. It’s not until after they become involved in classes, do they see an outside perspective of how ill equipped they have been in dealing with their anger-personally, socially, and occupationally.

Exhibit 3G

1.41 “Stages of Change”

1. Awareness

The awareness stage begins as the angry person seeks information about anger management, what anger is, how anger affects health and relationships, and how anger can be controlled.

2. Preparation

Awareness is all about information gathering; it involves no commitment. The preparation stage begins with a decision to actually make a change in how to express anger.

3. Action

Real change happens in the action stage by deciding to take whatever steps are necessary to learn how to control anger. Like any approach, successful action to better control anger must be accompanied by dedication and persistence.

4. Maintaining Gains

The maintaining stage never ends – it just continues through life. The difference is that one learns to accept the fact that they are not perfect, and make mistakes, and how to best deal with them appropriately. In the process of learning, a lapse or a relapse may be experienced, indicating there is still plenty of work to do and that there are techniques to be worked on. The goal is to maintain the positive techniques already learned and continue to discard the poor techniques which have been used to control and manipulate others. (*Mills, 2013*)

Foundational Concept: Emotional Intelligence requires developing emotional awareness of ourselves and those we deal with on a daily basis, and communicating correctly without causing upset or explosives episodes.

Exhibit 3H

Chapter 1 Review Questions

1. Why does a person “go to pieces” when the chips are down?
2. What are four characteristics that individuals need to apply when dealing with the emotional aspects of anger?
3. What are the major players in management of emotions?
4. Who is the manager of an individual’s emotions?
5. What is “Emotional Distancing”?
6. Empathy gives what ability to a person?
7. What does “Relationship Management” do for someone?
8. What are the four pillars of Emotional Intelligence?
9. Finish this statement: “You can choose your choice, but...”
10. Name the stages of change.

HOW TO MAKE A PRESENTATION

The person desiring to start a prison ministry or work in one of the fields of the Correction Department, must be very much aware of the burden and responsibility it will take to see it through.

First Step

Contact the North American Missions Division or go on-line at:

www.ChristianPrisonersFellowship.net to download any information that will help you in making your presentation affective.

Second Step

Put together your presentation packet.

- Endorsement letters from any government agency or from any other local area church that currently has an effective ministry.
- Prison officials will want to know what you have to offer them.
 - A. Ministry Services—Type of services you have, or what kind of Bible Study will you be presenting.
 - B. C.P.F Resources and which ones.
 - C. Are you certified with Christian Prisoner Fellowship, or in any of the programs which are offered by North American Mission, or a program they endorse, such as (Life In Focus Education?)
 - D. Do you have any secular certifications or training that would enhance your presentation?
 - E. Some states are big on educational training or certification.
 - F. Some states want to know if your program is State certified.
 - G. These are important questions you must have answers for before making a presentation.
- Do you have any professional training or secular education?
 - A. Secular Education
 - B. Religious Education
 - C. Training Certificates
- Ministerial resumes if possible.
 - A. If you have experience in prison ministry, have a written dossier of your prior experience and what institutions and in which states.

Third Step

Who to contact at the facility you want to minister to.

- Depending on the type of ministry/volunteer you are, it is important to know whom to contact.
- To hold a religious service—contact Religious Services, or the Chaplain’s office.
- If it is a secular program such as Drug/Alcohol Education, Anger Management, or any other of the C.P.F. or L.I.F.E. programs that are available through North American Mission Division, you will need to contact the program director, or acting supervisor. This will be either at the correctional institute you are going into or the Department of Correction, Probation and Parole at the local level or State level.

Fourth Step

Do research in whom you are contacting.

- Find out the name and title of the individual(s) for the facility at which you wish to hold services or provide a secular program.
- Whether over the phone or in person, it is important to always recognize the person in charge and their title before beginning your presentation.
- If other churches in your state have similar ministries, find out who your counterpart is at other facilities so you can mention his name as a reference.
- If a program has a good response in a given institution, the program director for that facility will share that information with other correctional facilities at various meetings. Program directors from other facilities will meet from time to time and share what they are doing and what is working for them. If a certain program is successful, others will want it in their facility also; this can be very helpful to you.
- You may need to speak with numerous individuals before finding the correct individual to speak with.
 - A. Give basic information while asking pertinent questions as to whom you should speak to.

Fifth Step

Contact the appropriate individual that you will be making the presentation to.

- Once you have learned to whom you should speak, make a phone call, first, in order to set up an appointment to meet with them.
- The individual with whom you will meet is very busy, calling first is the most professional way.
- Calling early in the morning is usually the best time to call. They usually set aside time at the beginning of their day to organize what they will accomplish during the day. If they cannot meet with you that day, find out when they can meet with you. If

- they are not available to meet with you for some time, find out who they suggest you meet with, and set up a time to meet with them ASAP.
- It is usually best to make the presentation with them as soon as possible while the idea is still fresh in their minds.

Six Step

Setting up the Appointment

- Early mornings or late afternoons are usually the best time. It is my experience that the middle of the day is usually planned for interoffice meetings, high octane situations, out of office or conference calls.
- Set up the meeting day and time, the person and where it will be held.
- Find out if anyone else will be attending and how many.

Seventh Step

The Presentation Packet

This packet contains the information that you want presented.

- A. Endorsement letters from other agencies presently using the program or ministry, in and around your state.
- B. Forms that the agency, as well as the program, will be using to facilitate the program.
- C. Forms are documented evidence of the individuals attending your program. These are considered confidential and are to be kept in a secure place. Forms may be considered as court documented evidence.
- D. Programs/classes that you will be conducting, and an outline of the curriculum you will be teaching.
- E. Proof of certification or where you received your training.
- F. Business cards with your name and number.

Programs available through Christian Prisoner Ministry:

- “Recovery & Beyond,” teacher and student workbook
- “Reclaiming Reality”— (Healing the scars of addiction) is a twelve-week course dealing with Chemical Addiction.
- “Reclaiming Reality II”—Emotions and Anger, Anger Management course and training book.
- CPF Mentoring Initiative
- CPF Resources (“Breaking-In” Newsletter, “Born to Lose,” Grief Recovery Resources, “Redeeming the Time While Doing Time” Series, “A Word in Due Season,” and “Lighten Up,” Basic and Advanced. Correspondence Certificate Course and much more.
- CPF R.A.I.N. Project

- Personal & Spiritual development
- Relationship Development
- Financial Management
- Fatherhood Initiative
- The New You—Reformation of Identity

Eighth Step

Bring enough presentation packets for all involved for each meeting you will be conducting.

Ninth Step

The Presentation

- Explain who you are.
 - A. Your name, who/what you represent.
- Personal experience in the field.
 - A. Explain your field experience and how many years you have been involved and any certifications.
- What is it you want to do—goals?
 - A. Before going to a meeting, you must know what program you are going to present.
 - B. During the presentation, it is your goal to get them to add your programs/resources to what they are already doing.
 - C. Getting them to accept your program is done by completely answering their questions.
- When are you available to start?
 - A. Give them the date and locations where you will be able to hold the classes.
 - B. Days and times you are available.
- Personalize the packet.
 - A. Business cards with the name of your organization.
- Cost
 - A. Anger management class is free within the institution, for the probation and parole departments you will establish the price for each class based on a twelve-week program, and the participant will have to purchase a workbook.

Here are some of the questions you may be asked!

- Can a participant start any time or do they have to wait for the first lesson to start?
 - A. The courses are open ended - the participant can start any time.
- How many hours are participant assigned?
 - A. The length of the course is determined by you or the agency and depends upon the need of each individual. Minimum course length is twelve weeks.

- How much does your program cost?
 - A. The Anger Management classes are not free. The cost should be based on the going price in your state, because of your certification.
 - B. Most other programs are free, unless the agency using your programs requires a fee.
- Where do your volunteers come from?
 - A. The community—your Church

Tenth Step

What not to stay during a presentation.

- Don't offer them any services you are not able to perform.
- Don't fake it - if you don't know, be honest and tell them.
- When presenting a substance abuse program there are different concepts that people believe in - be careful what approach you take.
 - A. **The Disease Model**—Alcoholism is a disease.
 - B. **The Cognitive Model**—The idea that how we think has a controlling effect on how we act.
 - C. **The Sin Model**—Substance abuse is a moral/Biblical issue
 - D. **I personally believe in the “Sin Model,”** but when making a presentation it is best not to mention any of these if you do not have to.

Eleventh Step

Work with other facilities and churches in your district/state to get any information needed in making your presentation. You may also ask one of the other more experienced churches to help you with your presentation.

Twelfth Step

Working with the institution or agency

- If your program is accepted, work with the institution or agency as you stated.
- Be prompt, professional, and accountable.
- Maintain positive communication with all officials, including positive reports if attitude changes, class participation, responses, and evaluations of the class.

Thirteenth Step

What to wear.

- Always dress in a professional manner for a presentation.

Fourteenth Step

Pray and fast before your presentation.

FOCUS EDUCATION ANGER MANAGEMENT SIGN IN SHEET

Location: _____

<u>Name</u>	<u>Supervisor</u>	<u>Date</u>	<u>PD</u>	<u>NO PMT</u>
-------------	-------------------	-------------	-----------	---------------

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

**FOCUS EDUCATION
RELEASE AND EXCHANGE OF INFORMATION
AUTHORIZATION/CONFIDENTIALITY STATEMENT**

I, _____ give permission to _____
program to release/exchange specified information between its staff and the agency listed below.

Agency _____
Agency Representative _____
Address _____
City/State/Zip _____
Telephone _____

This data shall include any pertinent information collected from program entry forms which shall include, but not be limited to: name, address, phone numbers, attendance records and program reports.

I understand the information will be used for release to qualified personnel for the purpose of disclosure by a court order, program evaluation, research or audit.

Confidentiality

The contents to be released have been explained to me and I understand the need for protecting the confidentiality of client records maintained by this program.

This information has been read to me and I fully understand and hereby acknowledge that consent is fully voluntary. This consent is valid until I may choose to revoke consent or will such request be fulfilled.

Client _____ Date _____ Witness _____
(Full legal name) Date Witnessed _____

FOCUS EDUCATION REGISTRATION FORM

Name _____ Nickname _____

Address _____ Home phone _____

City/State/Zip _____ Work phone _____

Employer's Address _____ Work hours _____

Emergency Contacts

Name _____ Phone _____ Relationship _____

Name _____ Phone _____ Relationship _____

Personal History

Date of Birth _____ Race _____ Gender _____

Children _____

Marital Status: Single ___ Married ___ Separated or Widowed ___

Convicted of a DWI charge? Yes ___ No ___

If yes, have you received an assessment? Yes ___ No ___

Were you ordered by a judge or probation/parole officer to attend Focus Education?

Yes ___ No ___

Are you presently on probation/parole? Yes ___ No ___

If yes, give the name and telephone number of your probation/parole office:

Probation/Parole officer Phone Number

Office Use Only

Interview Date: _____ Interview conducted by: _____

Did participant receive an orientation packet? Y ___ No ___

Were client responsibilities explained? Y ___ No ___

Comments: _____

**FOCUS EDUCATION
REFERRAL FORM**

___ Probation ___ Parole ___ Voluntary ___ Involuntary

Referred by _____

Telephone _____

Name _____

Case # _____

Date of Referral _____

Agency Phone # _____

Available Starting Date _____

Type of Class _____

Class meets at _____

Delivery information

Referred to: 45 Cedarcrest Dr., Pawtucket R.I. 02861

Email: rifocusrr@yahoo.com

Telephone Referrals will be received at (*your number goes here*)

Office hours: Monday – Friday

9:00 a.m. – 4:00 p.m.

STUDENT EVALUATION FORM

This form is designed to give a written report and is not intended to be used for a professional or medical evaluation.

Name: _____

Attendance: _____

Class Participation: _____

Home Work: _____

Additional Comments: _____

ENDORSEMENT LETTER SAMPLE

Focus Education, LLC
Business Office – 45 Cedarcrest Drive
Pawtucket, RI 02861
Phone: (401) 523-1443

August 18, 2016

State of Michigan
Department of Corrections

Dear Sir or Madam:

Focus Education Anger Management program has been utilized by the Massachusetts Department of Corrections and the Rhode Island Probation and Parole department for over twelve years.

Bill Milhomme is the director of volunteer services and can be reached at: Bill Milhomme-Director of Volunteer Services, 50 Maple Street, Milford, MA 01757. Phone: (508) 422-3437; email: william.milhomme@state.ma.us

Bill Milhomme – “Since 2008, Dave Olsen, a certified volunteer (ID 9993604 RI), has facilitated “Anger Management” at MCI CJ and formerly at Baystate C.C. His last class at MCI CJ was December 2015. Additionally, he has recently coordinated the training and certification of a group of volunteers who reside in a range of communities near DOC facilities in the northern and southern regions. The curriculum was compatible with SAMSHA, curriculum already approved w/EGT. It is a 12-week program. The program is currently being utilized at Pondville Correctional Institution.”

Marc Moody is the Supervisor of Pawtucket Regional Probation and Parole office and can be reached at: Marc Moody, 249 Roosevelt Ave., Suite 103, Pawtucket, RI 02860. Phone: (401) 721-2715; email: marc.moody@doc.ri.gov

Both of these men are willing to give an account of Focus Education Anger Management program.

Sincerely,

David R. Olsen, C.A.M.F.
Program Director

ENDORSEMENT LETTER SAMPLE

Focus Education, LLC

Business Office – 45 Cedarcrest Drive

Pawtucket, RI 02861

Phone: (401) 523-1443

Email: rifocusrr@yahoo.com

January 31, 2018

State of Rhode Island
Department of Corrections

Dear Sir or Madam:

Focus Education Anger Management program is currently utilized by the Massachusetts Department of Correction, and the Rhode Island Probation and Parole department for over ten years.

Anger Management programs were formerly conducted at MCI Cedar Junction and Baystate Correctional facilities. The program is currently being used at Pondville Correctional Institution. The curriculum is completely compatible with the approved SAMSHA curriculum. w/EGT is a 12-week program.

Marc Moody is the supervisor of Pawtucket Regional Probation and Parole office and can be reached at: Marc Moody, 249 Roosevelt Ave., Suite 103, Pawtucket, RI 02860.
Phone: (401) 721-2715 or email: marc.moody@doc.ri.gov

Sincerely,

David R. Olsen, C.A.M.F.
National Program Director

FOCUS EDUCATION LLC

ANGER MANAGEMENT PROGRAM

THIS CERTIFIES THAT

**HAS COMPLETED THE REQUIRED NUMBER OF HOURS FOR ANGER
MANAGEMENT EDUCATION**

INSTRUCTOR

DATE OF COMPLETION

Focus Education LLC, Lincoln RI

BOOK ORDER FORM

I would like to order _____ copy/copies of:

**“Reclaiming Reality II”
(Emotions and Anger)
*David R. Olsen***

I have enclosed a check or money order of \$20.00 for each copy.
Please add 10% for shipping and handling charges.

Total amount enclosed: \$ _____

Order ten or more and pay \$15.00 each- plus 10% shipping and handling.

Ship To:

Name: _____

Address: _____

City: _____

State: _____ **Zip:** _____

Mail order form to:

David R. Olsen

45 Cedarcrest Drive

Pawtucket, RI 02861