

Glossary

Anger buttons: Situations, actions, words, and events that cause a person to feel angry. These may be external factors, such as what someone says or does, or internal factors, such as brooding or talking to yourself in a way that makes you feel angrier.

Anger-management process: The process of using calming-down techniques and problem-solving processes to manage angry feelings and express them in socially acceptable ways.

Anger signs: Ways that our bodies internally or externally signal feelings of anger. (For example: changes in heart rate or body temperature, tight muscles, clenched jaws.) Recognizing signs of anger in ourselves helps us know when to calm down and manage behavior before anger escalates into hurtful behavior. External signs such as facial expressions help other people recognize that someone feels angry.

Behavioral skill steps: Three to five small, specific behavior steps used to carry out a solution to a problem. These skill steps are practiced during role-play.

Belly breathing: Taking deep breaths using the diaphragm muscles rather than the chest muscles. A slow breath is taken in through the nose, as though smelling good, hot soup; then the air is slowly released through the mouth, as though blowing on the soup to cool it.

Calming down: The process of moving from a state of agitation or excitement caused by strong feelings to a more relaxed state. Calming-down techniques, or emotion-management strategies, such as deep breathing or counting slowly, provide a break that helps interrupt the escalation of strong emotions into antisocial behaviors.

Empathy: The ability to identify emotions, assume the perspective of others, and respond sensitively to others.

Impulse control: The ability to deal with strong emotions and express them in socially acceptable ways. Recognizing impulsive behavior, paying attention to your body's clues, and using calming-down techniques help achieve impulse control.

Neutral problem statement: Stating a problem in terms that does not assign blame and takes into account all parties' points of view. For example, "Joe won't let me play on the swing" becomes "Joe and I both want to play on the only swing left to use."

Problem-solving strategy: A process for solving social problems that includes identifying the problem, brainstorming possible solutions, evaluating them, choosing and using a solution, evaluating whether it worked, and choosing an alternative solution if necessary.

Reflection: Thinking back upon a problem situation to evaluate and learn from one's own performance. In the final step of the anger-management process, students answer reflection questions.

Self-talk: The process of coaching yourself using statements that encourage a positive attitude and aid focus in pressure situations (for example, saying to yourself, “Calm down, stop, and think. I can solve this problem”). Self-talk is used as part of the calming-down strategy. It differs from thinking out loud, which involves oral articulation of the steps in key *Second Step* processes.

Thinking out loud: Talking through the calming-down, problem-solving, and anger-management processes as students learn and practice the steps in each lesson. As students become skilled using the processes, they are encouraged to think through the steps rather than say them aloud. Thinking out loud differs from self-talk, which is used as part of the calming-down strategy.

Transfer of learning: The process of using new skills in different settings; the program uses a three-part model and other strategies to achieve transfer of learning.