
Thinking for a Change

Integrated Cognitive Behavior Change Program

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THINKING FOR A CHANGE

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Preface

Introduction and Notes to Trainers

PROJECT BACKGROUND:

Cognitive Behavior Programs have evolved over the last thirty years, impacted by a variety of theoreticians and practitioners. Much of the seminal work in cognitive interventions began with the efforts of Aron Beck (1970's), Ross and Fabiano (1980's), Albert Ellis (1970's), and Bush (1990's). Almost at the same time, and parallel to the development of the Cognitive Restructuring modalities, a number of social scientists were also exploring Cognitive Skills training, as a form of psycho-social-emotional interventions. Such individuals as Bandura (1970's), Meichenbaum (1980's), Goldstein and Glick (1980's), and Taymans (1990's) developed strategies and curricula to teach skills to skill deficit individuals. These early pioneers set the foundation and benchmarks for many of the programs and cognitive behavioral curricula currently developed and implemented, including those used throughout the criminal and juvenile justice systems.

The National Institute of Corrections has offered a training seminar, *Cognitive Approaches to Changing Offender Behavior*, for the last six years at their Academy in Longmont, Colorado, and more recently as cooperative training programs in various locations throughout the country. Essentially, the curriculum which was developed by a panel of experts in cognitive behavioral interventions presented many of the cognitive restructuring and cognitive skills concepts in a generic, yet practical manner. As a result of this ongoing experience, it became apparent that criminal behavior was more susceptible to pro-social change when offenders were able to intermingle and use the tools from both cognitive

restructuring and cognitive skills programs. As a result of this learning, the authors of *Thinking for a Change*, took on an ambitious task to synthesize the concepts and tools from both cognitive restructuring and cognitive skills paradigms, into one completely integrated, seamless intervention.

THE CURRICULUM:

The *Thinking for a Change* curriculum uses as its core, a problem solving program embellished by both cognitive restructuring and social skills interventions. While each of the concepts are presented systemically, the participant quickly learns and appreciates that cognitive restructuring does require some cognitive skills methods, as does cognitive skills require an objective, systematic approach to identifying thinking, beliefs, attitudes, and values. As depicted in the *Program Outline*, the cognitive restructuring concepts are introduced and emphasized during the initial eleven lessons of the program, interspersed with targeted critical social skills which support the cognitive restructuring process. This is followed by the problem solving techniques (lessons 16-21), again supported by appropriate social skills to embellish that concept. Simultaneously, the problem solving portion of the curriculum relies heavily upon the restructuring concepts and techniques already introduced to the participants, thereby integrating all three approaches. By the time participants reach the 12th lesson of the program, the cognitive restructuring techniques are so ingrained in their repertoire of competencies, that it is no longer required to be emphasized as a separate entity, becoming "second nature" to the offender participant. By the 22nd lesson, participants are ready to evaluate themselves using a skills checklist, in order to develop their own cognitive skills (advanced) curriculum.

CURRICULUM FORMAT:

Thinking for a Change is comprised of 22 lessons with a capacity to extend the program indefinitely, depending upon how many cognitive skills are taught. It is recommended that the group meet for an additional ten sessions which is based upon the self evaluations each participant completes in the 22nd lesson. These additional skills are the result of further assessment of the skill deficits for each participant, and then aggregated across the group. In this way, each group member is invested and empowered to participate in their own learning and self development, providing a forum for continued skill and cognitive development.

Each lesson is formatted similarly. It begins with a summary and rationale section in which the scope, breadth, and reason for teaching the lesson are provided. This is followed by concepts and definitions, which outline the key points of the lesson and any definitions necessary for the trainer to facilitate the lesson. The lesson objectives are then outlined, followed by major activities in the lesson. Any supplemental material, equipment and materials are listed. The content of the lesson is then detailed.

Within each lesson, there are both suggested trainer scripts in which at least the fundamental and required information is provided. There are also specific trainer notes given in parallel columns which further embellish the training script.

The following icons are used to highlight key areas of each lesson:



Indicates trainer statements, and suggested script



Indicates material which should be transferred to chart paper.



Indicates overhead transparencies for group viewing.



Indicates Homework section of the lesson.

While each lesson has been planned to be completed within a weekly group session (about one to two hours in duration), the curriculum is designed to be flexible and meet individualized program needs. As such, should a lesson need to be extended beyond one week or a two hour time period, such accommodations can be made with little operational concerns.

DELIVERY:

The curriculum has been designed so that any staff person may facilitate groups and teach its content. No special credential or level of education is required. Trainers should be caring, like to teach, understand group processes and interpersonal interactions, and be able to control an offender group. It is strongly recommended that group facilitators be trained in the content and process of

Thinking for a Change. As such, training for group facilitators should be included in any management implementation plan for this program. Training should be accomplished within three to five days with two master trainers.

The participants (offenders) should be pre-screened and selected after a brief individual interview. Such a meeting which need take no more than fifteen minutes, should set the tone of the learning sessions, direct and focus the participant to their need for the program, and an expectation that positive participation would greatly enhance their options, even if they are in a prison or jail setting.

The program should also have established group norms and expectations. While these may be based upon the individual institutional or agency policy, the group norms should consider the learning environment and insure the safety and security for all involved. As such, the group facilitator should consider the following as minimal group norms:

- ▶ Physical Plant — insure the room is well lit, ventilated, and chairs arranged in a comfortable discussion type format (circle; u-shaped tables with chairs; or something similar.)
- ▶ Confidentiality — All information shared in the group setting should be kept within the group, **unless such information is illegal, harms the individual or others.**
- ▶ Respect what is shared — All statements should be accepted as information for learning purposes. As such, individuals should insure that opinions and statements shared are constructive for the purpose of meeting the objectives of the lesson and content of the curriculum.

CURRICULUM FORMAT:

- ▶ Take turns speaking and sharing — individuals need to speak one at a time, listening to what is being said, remaining focused on the topic and subject matter.
- ▶ No aggression or violence — Physical or verbal aggression and violence is not permitted.

Minimally, as a trainer you must be familiar with the contents of this manual. While trainers have different styles and approaches to content delivery, all must know the content which must be imparted. Trainers should review each lesson and prepare its contents **before** each session. Be sure to have all materials duplicated, handouts ordered, overheads and equipment in good operational peak performance, modeling displays well rehearsed, and physical plant set. As you begin *Thinking for a Change*, the goal is clear: **to effect change in thinking so that behavior is positively impacted**. Good luck as you embark on this most challenging journey.

Barry Glick

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1

Introduction -- Thinking for a Change

SUMMARY AND RATIONALE:

The lesson begins by introducing each member of the group to everyone else. Then the main idea behind *Thinking for A Change* is presented: We can take charge of our lives by learning more effective ways of thinking. Then 3 brief skits present the three cognitive perspectives represented in the program: cognitive restructuring, problem solving, and social skills. Finally, a course outline is provided as a handout and the rules and expectations governing participation are presented and briefly explained.

A major objective is to begin *Thinking for a Change* in a way that is fun and engaging for participants. The rules and expectations must be defined clearly, but without threat or intimidation.

CONCEPTS AND DEFINITIONS:

Thinking is what we say to ourselves inside our head.

Internal control is control of our thinking and feelings.

Social skills are skills we use to deal with situations involving other people.

Problem solving is a skill for dealing with difficult situations.

OBJECTIVES:

As a result of this session participants will:

1. establish a positive attitude, interest and enthusiasm for the course, its content, and its process.
2. introduce the 3 key elements of the course in a way that is clear and interesting to participants.
3. present rules and expectations and establish the authority of staff facilitators unequivocally but with a positive and supportive attitude.

MAJOR ACTIVITIES:

1. Introductions: Staff introduce themselves and each member of the group by name, with a small bit of personal information
2. Explanation: Staff present the idea that this is a course in learning how to live more effectively by learning more effective ways of thinking
3. Skits: 3 dramatic presentations of scenarios illustrating: 1) thinking behind a destructive behavior, 2) a social skill, and 3) a positive way of solving a problem. Each skit is followed by a discussion.
4. Presentation of the course "Organizer" and the conditions (rules and expectations) of participation
5. Wrap up

SUPPLEMENTS:

- Overhead Transparency:
Course Organizer
- Handouts:
Course schedule and outline (*To be made by you*)
Rules and expectations
Course Organizer

EQUIPMENT:

- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT NOTES

Activity 1: Introductions

 SAY This program is called *“Thinking for a Change”*.

We’ll talk about what this means in a minute. First I want to introduce myself and my co-trainer and each of you.

Activity 2: Course Overview

The idea behind the course is that we can learn to take charge of our lives—and lead more productive and more effective lives—by taking control over the thoughts and feeling that go on inside us.

This idea—that thinking is behind the way we feel and the way we act and everything that we do—is the basic idea of the program. And because our thinking controls so much about us, we can learn to control our own lives by learning how to take control of our thinking.



“Thinking for a Change”

Introduce yourself with a very short piece of personal information (such as your job or where you come from). Then introduce your co-trainer. Then introduce each member by name to the rest of the group. This requires that you take the time before this first group to know each group member’s name and something about them. Introduce each person by saying their name and where they come from (town or State, not institution).

Then proceed to the content of the lesson:



Our thinking controls our behavior.

By taking charge of our thinking we can take control of our lives.

Activity 3: Skits that Illustrate the Process

Let us show you some examples.

Keep it brief and light. Let it be fun.

Skit 1: Two staff facilitators act out a scenario in which there is a personal conflict, both get angry, one walks away mad and the other throws or breaks something (something small, like a pencil) in anger. Make it realistic in the sense of being consistent with your actual roles. For example: One staff could present being angry at the other for not preparing the handouts for today's class. The other staff could be defensive, claiming that he or she had clearly asked the other staff to prepare the handouts.

This kind of conflict can really happen, can't it? We see what each person was saying and doing, right? And from what they said and did we could tell something about what they were feeling and thinking, couldn't we?

Now let's look at the same scene, and look just at these thoughts and feelings.

Our scene has an inside part as well as an outside part. The outside part is what everyone can see and hear. The inside part is the private thoughts and feelings that other people might guess at but are only really experienced by each person inside their own head.

Do the scenario over again, but this time instead of just acting the scene speak your private thoughts and describe your private feelings as an "aside" from the main action. Both actors should in this way reveal their inner thoughts and feelings as the drama unfolds.

In “*Thinking For a Change*” we give special attention to these private thoughts and feelings. By paying attention to what goes on inside of us we can learn to have better control of what we goes on outside of us.



“*Thinking For a Change*” has 3 main parts.

Cognitive Self Change Social Skills Problem Solving

The skit we just did shows an important part of Cognitive Self Change. By paying attention to our thoughts and feelings we can discover which ways of thinking and feeling cause trouble for us and for others. And by paying attention to our thoughts and feelings we can practice new ways of thinking that steer us away from that trouble.

Now let’s look at an example of a social skill. The idea of a social skill isn’t complicated. A social skill is just a skill we use in situations that involve other people. Some people have better skills in dealing with other people than others, but everyone can learn these kinds of skills.

For example, we need one kind of social skill when we want to ask someone for help:

Create a new skit. This time ask one group member to help you by playing a part.

You play the part of a person that wants to ask another person for help. Example: you want help

preparing the handouts for this class. It's your job but you haven't enough time to get it done. And (to make matters worse) the person you want to ask for help is impatient and in a bad mood.

Role play the scene by demonstrating a lack of skill in asking for help. E.g., Be abrupt, insensitive, and bossy. Encourage the group member to act angry and refuse the help. (Plan this privately with him or her, outside of the group's hearing.)

Well, that's one way a person could ask for help, isn't it? Was it very skillful?...I don't think so either.

Do you think I was thinking very clearly in the way I went about asking for help? I wasn't thinking very carefully at all, was I? How could I have gone about it better?

In "*Thinking for a Change*" we are going to learn a whole lot of social skills by practicing skillful ways of thinking and skillful ways of communicating.

Let's try that last scene again.

Encourage suggestions. Don't write them down, but reinforce every appropriate idea.

Do the skit over, but this time ask for help effectively and appropriately. Set it up with your helper that they respond more positively this time.

Be brief. Do not identify steps of the skill. This is not a skill training lesson, but an introduction to the kinds of things the program covers.

The 3rd part of “*Thinking for a Change*” is called Problem Solving. Problem solving isn’t complicated either, but it’s something that lot’s of us are not very good at. Practically everybody faces situations sooner or later that they are not prepared to deal with. You need problem solving when you fae a difficult situation and you don’t know what to do.

Here’s an example:

Do a 3rd skit, again asking for a group member to play a part.

Make this fun.

Example: Have your helper play the part of your boss. He or she comes into your work area and demands that you get a project finished in one hour. (Example: prepare the handouts for this class.) You explain that you don’t have enough time, but the boss says he/she can’t help it. The project needs to be done in 1 hour. Then they leave.

You then turn to the group and say, “I have a problem, don’t I?”

Then speak your thoughts out loud: “I feel like just quitting and saying the heck with it. But I’m going to try the problem solving steps I learned in *Thinking for a Change*. Let’s see...”

Go through in your head —speaking your thoughts—the first 5 steps of Problem Solving outlined in Lesson 16. End by deciding to ask your co-worker for help.

Remember: make this fun!

Problem Solving is one of the main thinking skills we'll learn in "*Thinking for a Change*".

We're also going to be learning a bunch of social skills. *Asking for help* is one example of a social skill.

And we're also going to learn how to pay attention to the thoughts and feelings that go on inside of us, and to avoid the kinds of thoughts and feelings that lead us to trouble. This kind of thinking skill is called Cognitive Self Change.

We'll be doing lots of skits and role plays, a lot like we did today.

Activity 4: Presentation of Organizer and Rules

Here's an overview of the whole program.

The program doesn't have a lot of rules and regulations. But we need

Then the co-trainer continues with the lesson:

Refer back to the flip chart:

Pass out the ORGANIZER. Explain the details as necessary.

Then pass out a list of Rules and Conditions.

1. Attend, be on time, and participate in all the group meetings.
2. Do assigned tasks.
3. Be respectful.
4. Maintain an open and honest channel of communication.

Explain the Conditions, but don't make them complicated. Do make

to respect some basic rules in order to do the program at all.

it clear that the conditions are necessary: we can't do the program without them, and therefore they are not negotiable. Make it clear that it is your responsibility to enforce them. But be non-threatening and totally supportive in the way you communicate your authority.

Activity 5: Wrap Up

At our next meeting we'll start with a social skill we use every day in programs like this one. It's the social skill of Active Listening.

or

At our next meeting we will start learning the steps of Cognitive Self Change. We'll begin by learning how our thoughts, feelings and attitudes control how we act.

Ask for questions and explain as necessary.

Then introduce the next lesson.

NOTE: *You Will Need to Decide Whether to Do The Optional Social Skill Lessons (Active Listening, Asking Questions, And Giving Feedback). Or Proceed Directly to the First Lesson in Cognitive Restructuring (Listed in this Manual as Lesson 5: Our Thinking Controls Our Behavior).*

2

Active Listening (An Optional Lesson)

Note: This is the first of a series of three *optional* social skills lessons. Facilitators should choose to begin with these lessons if they believe their class needs to learn and practice the basic skills of group participation: i.e. *Active Listening; Asking Questions; and Giving Feedback*.

SUMMARY AND RATIONALE:

Listening is a skill which is required for almost all social interactions. It is also a prerequisite skill to participate in a group process such as *The Thinking for a Change Program*. It also helps establish norms and expectation about group participation.

CONCEPTS AND DEFINITIONS:

Active Listening is the deliberate effort to hear and understand what others are saying.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of *Active Listening* in this group and in other social situations.
2. learn and be able to perform the four steps of *Active Listening*.
3. perform the steps of *Active Listening* in real life situation.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally);
b) the importance of *Active Listening*
3. Model the social skill, *Active Listening*
4. Discuss the Modeling Display
5. Participants role play the skill, *Active Listening*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Active Listening Skill duplicated on pocket cards for group members.
- Overhead Transparencies:
Social Skills Definition
Social Skills Lesson Format
Listening
- Handouts:
Homework Report

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: No Homework for this Lesson



Beginning with this session, we are going to identify and practice a way to learn and use techniques to better get along with others, both individually and in small groups.

We will use these techniques to learn specific skills. What are skills anyway?

Activity 2: a) Overview of Social Skills (General)

Here is a definition of social skills that we will use throughout this program. Note the similarities between some of the comments you made and our working definition. That is not surprising since we all know and use social skills on a daily basis. As such, this group should provide you with an opportunity to practice those skills you need to know and use.

Here is another way to think about the importance of this group. We all know how to do something very well, don't we, one skill we have acquired as a result of having to survive on the streets. What is that?

Since this is the first in a series of social skills lessons, take the time to introduce the importance of skill development.



Solicit group responses and write all of them on chart paper. Insure that you reinforce those that support the definition of social skills.



Social Skills are the skills we use when we deal with other people. Good Social Skills get us what we want and maximize the positive response and minimize the negative response from other people.

Lesson 2

OH#1
Active Listening

Introduce Glick's pocket analogy as empowerment for the participants. Be sure you have empty pockets which you can turn out as you complete this demonstration.

That is right, fight. Well let's pretend that you have the ability to pull out your fist, or knife, or gun from this pocket, *anytime you want to...*

But, what do you have in this pocket? NOTHING! And what do you have in this pocket? NOTHING! And this? NOTHING! And this? NOTHING!

Well, what this program, and these groups in particular will do is fill up your pockets, so now you can pull out your fist **anytime** you want to, for sure, but also now you have choices.

And what happens when you have more choices? And how do you feel when you have choices?

Here is what you can expect in each Social Skill Lesson presented in this program. We will start with a thinking check-in, in which we will review last week's homework which was done outside of class using the skill you learned the week before. We will then introduce the new skill to be learned, this week is active listening. Mr/Ms. _____ and I will demonstrate how to use the skill showing you the exact steps to follow, you will then have an opportunity to try the skill by role-playing a situation you identify. We will then discuss how you did in

Solicit responses which insure that more choices lead to greater flexibility and feelings of empowerment

As you state this, make a fist and pull it out of one of your pockets.

Be sure that you turn out one of your pockets each time you ask the question and give a response.

Turn your pockets back in as you state this.

Solicit responses which insure that more choices lead to greater flexibility and feelings of empowerment.



1. Homework Review.
2. Overview of new skill.
3. Trainer Models the new skill.
4. Discussion of the Modeling Display.
5. All participants practice the skill (Role Play).
6. Feedback (Discussion) of the Role Play (practice).
7. Prepare the Homework assignment of the skill.

Lesson 2

OH#2
Active Listening

following the steps of the skill, and you will then contract to practice the skill outside the group sometime in the week in between groups. OK? Any questions?

Entertain any questions and respond by reinforcing the group procedures just introduced.

Activity 2: b) Overview of Active Listening

For today, we are going to learn a skill that we all take for granted, and that is *listening*. What does listening mean to you?

Solicit some responses to the group that reflect listening an active way of hearing what the other person is saying to you

We will have an opportunity to talk about what listening means to you in a little bit, but right now Mr/Ms_____ would like to show you some examples of the skill and the specific steps of the skill, *listening*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Model the skill: Active Listening

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step....

Hand out the skill cards with the skill, *listening*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, listening?

Are there any questions you have. Good! Now Mr./Ms. _____ will model the skill for you. Here is the situation.



Listening

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say “yes” or nod your head.
5. Ask a question about the topic to find out more.

Lesson 2

OH#3
Active Listening

I am a member of a group, and Mr./Ms. _____ is telling a story about a situation that happened in the mess hall where he saw a trustee drop a serving spoon and pick it up and put it back in the food.

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to listen to some one else very carefully?

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a “thinking” step (e.g. step # 2).

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Designate the volunteer trainee as the *main actor*, and ask the trainee

to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation”.

Activity 5: Participant Role Play of the Skill

Where would you be listening to ____? OK, how is the room furnished, where are you, are you standing or sitting?

To the main actor: Try to follow the steps of the skill as best you can.

To the co-actor: Try to play the part of ____ as best you can. Say and do what you think ____ would do when ____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ looks at the person who is talking. _____, you watch for step 2 and see if _____ thinks about what is being said. Be sure to note if he points to his head since this is a “thinking” step. _____ you look for step 3, and _____, you look to see if _____ does step 4.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

Assign each of four group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follows the steps of the skill exactly. If he/she doesn't, stop the role play, reinstruct, and begin again.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to listen to?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that?

Did he/she point to their head as they were thinking about what was being said?

Who had step 3? Did _____ wait his/her own turn to talk?

And step 4?

Activity 7: Plan and Assign the Homework for the Skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Trainer helps role player plan homework.

Distribute the homework reports, and have everyone complete the first part as they complete their role play. **Activity 8: Repeat activities 5, 6, and 7 with each participant**

Now, who would like to go next.

OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Now, who would like to go next.
OK, _____ as I recall, your situation was...

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *listening*. Next time we will learn a new skill. See you then, and take care.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.

3

Asking Questions (An Optional Lesson)

SUMMARY AND RATIONALE:

This is the second of a series of optional social skills which provide a foundation for group interactions and group norms. Learning to ask questions so as to receive information critical for one's own needs is an important skill for participants to master in all cognitive behavioral programs.

CONCEPTS AND DEFINITIONS:

Asking Questions is a basic social skill that helps us meet our needs while encouraging others to help us.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Asking Questions*.
2. learn and be able to perform the five steps of *Asking Questions*.
3. perform the steps of *Asking Questions* in real life situations.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally);
b) the importance of *Active Listening*
3. Model the social skill, *Asking Questions*
4. Discuss the Modeling Display
5. Participants role play the skill, *Asking Questions*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Asking Questions skill duplicated on pocket cards for group participants.
- Overhead Transparencies:
Asking Questions
- Handouts:
Homework Report (see Lesson 2)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B. 1987. Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL: Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Homework Review



Last time, we learned a little about social skills, and how skills are taught. We also introduced the first, of three skills, you will need to have in order to successfully get along with others, either individually, or in groups.

That first skill was *Listening*. Who remembers the five steps of that skill?

You also had some out of class practice to do using the listening skill. Would you take out your homework reports and let us quickly review those.

Activity 2: Overview of Social Skill: Asking Questions

Today, we will learn another important basic skill you will use when getting along with others, either individually, or in a group.

Solicit responses and show the overhead with the Listening Skill on it.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Solicit some responses to the group that reflect asking questions as a way for individuals to seek and gain information that is important for them to have.

This week's skill is: *Asking Questions*.

Who can define what asking questions means to you?

We will have an opportunity to talk about what *Asking Questions* means to you in a little bit, but right now Mr/Ms_____ and I would like to show you some examples of the skill and the specific steps of the skill, *Asking Questions*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Modeling the Skill: Asking Questions

Would _____ (choose a participant) read the first step of the skill? Would _____ read the second step?

Hand out the skill cards with the skill, *Asking Questions*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, *Asking Questions*? Are there any questions you have? Good! Now Mr./Ms. _____ will model the skill for you. Here is the situation. I am about to be released from doing 12 years for drug possession and need to find out about an NA group in my neighborhood and need to ask the counselor where I can get the information.



Asking Questions

1. Decide what you would like to know more about.
2. Decide whom to ask.
3. Think about different ways to ask your question and pick one way.
4. Pick the right time and place to ask your question.
5. Ask your question.

Lesson 3 OH#1
Asking Questions

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a “thinking” step (e.g. steps #'s 1,2,3, & 4).

As you enact this vignette, be sure to also be clear about identifying the different ways to ask your question and clearly pick the best alternative. Identify 2 or three choices such as: *I can raise my hand in the group and ask; I could stop the counselor in the hallway when I see her; I can make an appointment with the counselor.*

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill?

Have you ever had difficulty in situations where you had to ask questions to better understand something?

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play.

Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participants Role Play the Skill Asking Questions

Where would you be asking questions? OK, how is the room furnished, where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation) or just another member of the group willing to help them.

To the main actor: Try to follow the steps of the skill as best you can.

To the co-actor: Try to play the part of _____ as best you can. Say and do what you think _____ would do when _____ follows the steps of the skill.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ looks at the person who is talking. _____, you watch for step 2 and see if _____ thinks about what is being said. Be sure to note if he points to his head since this is a “thinking” step. _____ you look for step 3, and _____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

Assign each of five group participants a step in the skill to observe.

Activity 6: Feedback (discussion) of the Role Play

Begin the role play, insuring that the main actor follow the steps of the skill exactly. If he/she doesn't

stop the role play, reinstruct, and begin again.

To the co-actor: How did you feel about playing the role saying some things for ____ to ask questions?

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding whom they would ask the question?

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Who had step 3? Did _____ think about different ways to ask a question and pick one way to do it?

And step 4, did _____ pick the right time and place to ask the question?

And step 5?

Activity 7: Plan and assign Homework (practice) of the skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it? Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Trainer helps role player plan homework.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Now, who would like to go next.
OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Asking Questions*.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

Next time we will learn a new skill. See you then, and be well.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.

4

Giving Feedback (An Optional Lesson)

SUMMARY AND RATIONALE:

This is the third of a series of three optional social skills which provide a foundation for group interactions and group norms. Learning to *Give Feedback* objectively to others to inform them of their behavior and performance is an important skill for participants to master in all cognitive behavioral programs. Building upon the previous two social skills, *Active Listening* and *Asking Questions*, this skill teaches participants to provide objective information to others about their thoughts, attitudes, and feelings.

CONCEPTS AND DEFINITIONS:

Giving Feedback is a basic social skill required to interact with other individuals or in groups.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill, *Giving Feedback*.
2. learn and be able to perform the five steps of *Giving Feedback*.
3. perform the steps of *Giving Feedback* in real life situations.

MAJOR ACTIVITIES:

1. Homework Review (None for this lesson)
2. Overview of Lesson: a) the importance of social skills (generally);
b) the importance of *Giving Feedback*
3. Model the social skill, *Giving Feedback*
4. Discuss the Modeling Display
5. Participants role play the skill, *Giving Feedback*
6. Feedback (discussion) of the Role Play.
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Giving Feedback skill duplicated on pocket cards for group members.
- Overhead Transparencies:
Giving Feedback
- Handouts:
Homework Report (see Lesson 2)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Homework Review



Hello! Good to see you all again. Last session, we introduced the second, of three skills

you will need to have in order to successfully get along with others, either individually, or in groups. That first two skills were *Listening* and *Asking Questions*.

Who remembers the five steps of the skill we learned last week?

You also had some out of class practice to do using the *Asking Questions* skill. Would you take out your homework reports and let us quickly review them.

Activity 2: Overview of Giving Feedback

Today, we will learn the third of three important basic skills you will use when getting along with others, either individually, or in a group. This week's skill is: *Giving Feedback*.

Solicit responses and show the overhead with the *Asking Questions* skill on it.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

What does *Giving Feedback* mean to you?

Solicit some responses from the group that reflect giving feedback is a way for individuals to provide objective information to others about their behavior, thoughts, or feelings.

We will have an opportunity to talk about what *Giving Feedback* means to you in a little bit, but right now Mr/Ms _____ and I would like to show you some examples of the skill and the specific steps of the skill, *Giving Feedback*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Activity 3: Model the Skill ***Giving Feedback***

Would _____ (choose a participant) read the first step of the skill? Would _____ read the second step? Would _____ read the third step? Would _____ read the fourth step? Would _____ read the fifth step?

Hand out the skill cards with the skill, *Giving Feedback*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Does everyone understand the steps of the skill, *Giving Feedback*? Are there any questions you have? Good! Now Mr./Ms. _____ and I will model the skill for you.

Here is the situation. One of the group members keeps on interrupting when others are talking and he doesn't realize that he is doing it. I need to provide him feedback about his behavior, and how inconsiderate it is to others.



Giving Feedback

1. Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.
2. Decide what kind of information you wish to provide.
3. Think about different ways to give the information and pick one way.
4. Pick the right time and place to give feedback.
5. Give the other person the information in an objective manner.

Lesson 4

OH #1
Giving Feedback

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing a “thinking” step (e.g. steps #'s 1,2,3,& 4).

As you enact this vignette, be sure to also be clear about the kind of information you wish to provide, the different ways to give it, and clearly pick the best alternative. Identify 2 or three choices such as: *I need to tell John he annoys people when he interrupts them. I can interrupt him whenever he speaks and then tell him why I did that; I can just tell him what I observe and tell him how many times he has interrupted others; I can ask him to stop interrupting whenever he does that behavior.*

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to give feedback to some one else?

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participant Role Play of the Skill

Where would you be giving feedback? OK, how is the room furnished, where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation”.

To the main actor: Try to follow the steps of the skill as best you can.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the co-actor: Try to play the part of ____ as best you can. Say and do what you think ____ would do when _____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____

Assign each of five group

performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see if _____ decides if he/she wants to provide objective information. _____, you watch for step 2 and see if _____ decides what kind of information to give. Be sure to note if he points to his head since this is a “thinking” step. _____ you look for step 3, and _____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

Activity 6: Feedback (discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to give feedback?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding what kind of information to provide?

Who had step 3? Did _____ think about different ways to give the information and pick one way to do it?

participants a step in the skill to observe.

Begin the role play, insuring that the main actor follows the steps of the skill exactly. If he/she doesn't, stop the role play, re-instruct, and begin again.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

And step 4, did _____ pick the right time and place to give the information?

And step 5?

Activity 7: Plan and assign Homework (practice) of the skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Activity 8: Repeat Activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Giving Feedback*. Next time we will begin our work with Cognitive Self Change. This is a part of the program that helps us examine our thoughts and feelings.

Trainer helps role player plan homework.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum. Only the content changes.

Supplemental Materials

Lesson 1

Introduction and Overview

Supplemental Materials:

- Overhead Transparencies:
Course Organizer
- Handouts:
Course Schedule and Outline (TO BE
MADE BY YOU)
Rules and Expectations
Course Organizer

RULES

- 1. Attend, be on time, and participate in all the group meetings.**
- 2. Do assigned tasks.**
- 3. Be respectful.**
- 4. Maintain an open and honest channel of communication.**

Lesson 2

Active Listening

Supplemental Materials:

- Pocket Cards:
Active Listening Skill Steps duplicated
for group members
- Overhead Transparencies:
Social Skills Definition
Social Skills Lesson Format
Listening
- Handouts:
Homework Report

Active Listening

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say yes or nod your head.
5. Ask a question about the topic to find out more.

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Social Skills Definition

Social skills are the skills we use when we deal with other people. Good social skills get us what we want and maximize the positive response and minimize the negative response from other people.

Social Skills Lesson Format

1. Homework Review.
2. Overview of new skill.
3. Trainer models the new skill.
4. Discussion of the modeling display.
5. All participants practice the skills (Role Play).
6. Feedback (Discussion) of the role play (practice).
7. Prepare the homework assignment of the skill.

Listening

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Say “yes” or nod your head.
5. Ask a question about the topic to find out more.

HOMWORK REPORT

Name: _____ Date: _____

Group Leaders: _____

Fill in during this class:

1. Homework assignment:
 - a) Skill:
 - b) With whom:
 - c) Use when:
 - d) Use where:
2. Steps to be followed:

Fill in before next class:

3. Describe what happened when you did the homework assignment:
4. Steps you actually followed:
5. Rate yourself on how well you used the skill (check one):
Excellent _____ Good _____ Fair _____ Poor _____
6. Describe what you feel should be your next homework assignment:

Lesson 3

Asking a Question

Supplemental Materials:

- Pocket Cards:
Asking a Question Skill Steps duplicated for group members
- Overhead Transparencies:
Asking Questions
- Handouts:
Homework Report (see Lesson 2)

Asking Questions

1. **Decide what you would like to know more about.**
2. **Decide whom to ask.**
3. **Think about different ways to ask your question and pick one way.**
4. **Pick the right time and place to ask your question.**
5. **Ask your question.**

Asking Questions

1. **Decide what you would like to know more about.**
2. **Decide whom to ask.**
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2. Decide whom to ask.
3. Think about different ways to ask your question and pick one way.
4. Pick the right time and place to ask you question.
5. Ask your question.

Lesson 4

Giving Feedback

Supplemental Materials:

- Pocket Cards:
Giving Feedback Skill Steps duplicated for group members
- Overhead Transparencies:
Giving Feedback
- Handouts:
Homework Report (see Lesson 2)

Giving Feedback

1. Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.
2. Decide what kind of information you wish to provide.
3. Think about the different ways to give the information and pick one way.
4. Pick the right time and place to give feedback.
5. Give the other person the information in an objective manner.

Giving Feedback

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5. Give the other person the information in an objective manner.

5

Our Thinking Controls Our Behavior

SUMMARY AND RATIONALE:

This lesson demonstrates how thoughts, feelings, and attitudes control the way people act. A conflict between an “authority” and an “offender” is presented in a role play, and the class is asked to guess what thoughts and feelings each person is having. Students see in a realistic situation how thoughts, feelings, and attitudes lead to predictable patterns of acting. They also practice the process of “objective detachment” in looking at the thoughts, feelings, and attitudes behind our actions. The lesson ends with an explanation of the 3 steps of Cognitive Self Change: 1) observe our thinking and feelings, 2) recognize the risk of our thinking and feelings leading to trouble, 3) use new thinking to reduce that risk.

CONCEPTS AND DEFINITIONS:

Thoughts: ideas or words in our mind.

Feelings: emotions that go along with our thoughts

Attitudes: the thinking that goes on behind our particular thoughts and feelings.

OBJECTIVES:

As a result of this session, participants will:

1. recognize how thoughts, feelings and attitudes lead to predictable patterns of behavior.
2. practice “objective detachment” in observing and describing thoughts, feelings and attitudes.
3. understand the three steps of Cognitive Self Change.

MAJOR ACTIVITIES:

1. Homework Review
2. Overview of Lesson (Brief)
3. Present a scenario demonstrating a conflict between an offender and someone in authority
4. Identify the thoughts and feelings of each player in the scenario
5. Identify the underlying attitudes of each player in the scenario
6. Predict the future behavior of each player based on their thoughts feelings, and attitudes
7. Present the “Cognitive Principle”
8. Present the three steps of Cognitive Self Change
9. Apply the three steps of Cognitive Self Change to the demonstration scenario
10. Wrap up
11. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Our thoughts, feelings and attitudes
Cognitive Self Change
- Handouts:
Homework

EQUIPMENT:

- Easels (2) with Chart Paper
- Markers
- Masking Tape

LESSON

CORE CONTENT

NOTES

Activity 1: Homework Review

If the optional social skills lessons (2,3,4) were omitted, there is no homework for this lesson.

If optional social skills lessons were covered review the homework from lesson 4.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Activity 2: Overview of the Lesson

We're going to look at how people's thoughts and feelings control the way they act. This is an important idea, because it points to a way we can control our own ways of acting by controlling our ways of thinking.

Create excitement. This is new, this is exciting. We can look at the thoughts and feelings underneath a conflict.

Activity 3: Present a scenario illustrating conflict

Let's start by imagining a scene between two people.

Set up a role play that displays a conflict between an offender and someone in authority. (E.g., a probation officer, a correctional officer, or a police officer.) The

role play will show an escalating conflict in which the offender feels unfairly treated and bullied by the officer, and the officer feels that the offender is rude, defiant and criminal.

Make the conflict dramatic. Make sure both role players express deep-seated attitudes that will ensure future conflicts. However, be sure to keep the roleplay to less than 1 minute.

Example: a police officer suspects a young man of dealing drugs and tells him to move away from a public telephone. The officer ignores several other young people who happen to be standing near the telephone.

Example: a probation officer knows that this particular client is defiant of authority and wants to set especially clear limits. The client is ten minutes late for an appointment, and the officer lectures the client on the importance of responsibility and threatens to violate his probation.

Example: a correctional officer keeps an inmate waiting at the door of his living unit while the officer finishes a conversation with another officer about the duty schedule for the next work shift. The inmate expresses irritation with sarcasm (“Take your own sweet time.”) The officer expresses irritation at this by asserting his authority in a gruff tone. (“Jones, you stand behind that line until this door is open and you’re cleared to pass.” He points to a line on the floor some feet behind where the inmate is standing.)

The role play will consist of an escalating conflict, with each side getting more and more angry. It will stop safely short of violence, but will show the possibility of violence or other serious consequences.

It’s also important that neither side be completely in the wrong or completely in the right. The point is to demonstrate two conflicting points of view in a familiar kind of conflict situation.

Facilitators may recruit group members to play parts in the role play. Or two staff can play both parts. Staff should play the authorities.

You can let the class watch and listen as you set up the role play with the players.

Keep the preparation brief and low key. Keep it simple. Introduce the role play to the class with very little explanation:

We're going to show a scenario between an officer and an offender.

Activity 4: Identify the thoughts and feelings of each player

How would you describe the way these two people are acting toward each other?

Let's look at the players one at a time. How would you describe the way the officer is acting?

How would you describe the way the offender is acting?

How do you think each of these people is thinking and feeling? Let's look at them one at a time. Assuming this is a typical kind of conflict—a kind of conflict you have seen before—what do you think is going on in the mind of the inmate? What are his thoughts while this is happening?

Do the role play. When the conflict is clearly represented, stop the role play and ask the class:

Get a few responses. Point out this was an escalating scene.

Get a few responses.

Get a few responses.

Don't be critical of the answers (assuming they are within the bounds of reason). Practice and display a completely objective point of view toward the scenario itself and the answers offered by the class.

Encourage lots of answers. Write down on chart paper each thought suggested by any member of the class. (Or have your co-trainer write while you speak.)

Construct your charts so they will be in a thinking report form. Leave some space at the top for the Situation (to be introduced in Lesson 6). Leave space below feelings for Attitudes and Beliefs.

Label the list "**Thoughts:**".



After you get several reasonable guesses, ask:

Add the feelings the group suggests to the thoughts already written on the flip chart.

What do you think he is feeling?

Label these "**Feelings:**".



Put this sheet on the wall so that the group can see it while they answer the next question

OK. That looks like a reasonable guess about what might be going on inside this inmate's mind. Now let's look at the officer

On a new sheet, write every thought suggested.

What do you think the officer is thinking?

Label this list "**Thoughts:**".

What you think he is feeling?

Add the feelings to the sheet. Label this list "**Feelings:**".

Step back and look at both sheets together.

It looks like we have a pretty good picture of what's going on—or what might be going on—inside the minds of each of these people.

Encourage a brief discussion. You want to be sure everyone is giving full attention to the thinking and feelings displayed.

Ask, for instance, "Do the thoughts and feelings we have written down seem realistic to you? Is their thinking the same or different? Do they have the same kind of feelings?"

But the point is not to find a lesson in the content of the thoughts and feelings. The point is to practice

objectively observing thoughts and feelings.

Activity 5: Identify the underlying attitudes and beliefs of each player

There are differences between attitudes and beliefs. Both refer to underlying ways of thinking and feeling about certain types of situations. In this program we do not teach a technical distinction between attitudes.

Attitudes and beliefs are rules or principles or habits of thinking we live by. They can be stated in a sentence. For example:

- Dogs are better than cats.
- You have to stand up for yourself.
- If someone disrespects, you have to take care of it.
- It is impossible to communicate with teenage kids.
- The posted speed limit is for little old ladies.

Do you think these people are expressing a definite attitude or belief? What attitudes and beliefs might the officer have?

Get the class to agree on one or two fairly obvious attitudes, and add them to the officer's sheet. Label them "Attitudes."

Ask if they think the officer might have certain beliefs that influence the way he acted in the situation. Write these down and label them "beliefs." (Prompt the group by asking what kinds of beliefs about inmates he might have.)

Encourage the class to guess. Of course, we cannot know for sure. But we can make reasonable guesses based on what we observed of his behavior.

What kind of attitudes and beliefs might the offender have?



Write the offender's **Attitudes and Beliefs** on the chart paper, and label them.

Remember: You must clearly demonstrate a totally objective attitude to all of this information.

Activity 6: Predict the players' future behavior

Based on these thoughts, feelings, attitudes and beliefs, do you think we can predict how these people will act toward each other in the future?

For instance, if nothing happens to interrupt the scenario in our role play, what might eventually happen?

Suppose this situation doesn't get as far as violence. Suppose the officer continues to threaten the inmate and because there are lots of other officers around and the inmate doesn't want to get into really big trouble, he eventually shuts up and does what he is told to do.

Is that going to be the end of the story? Let's try to predict how they might act toward each other in the future.

Suppose this inmate holds on to these thoughts and feelings and attitudes. What might happen later on?

Group members should be able to predict violence or revenge on the part of the inmate, and some kind of punishment on the part of the officer. If they don't, suggest these consequences yourself.

Get responses that indicate it won't be.

Reinforce the idea that the inmate might look for chances to cause trouble for the officer or get revenge.

Suppose the officer holds on to these thoughts and feelings and attitudes. How do you think the officer is going to act toward the inmate?

It's pretty clear, isn't it? The thoughts and feelings and attitudes that these people have makes it pretty predictable that there will be more conflict in the future. We can't tell exactly what this conflict might be—that will depend on circumstances that come up. But as long as they have these thoughts and feelings and attitudes, the trouble isn't going to go away.

Activity 7: Present the Cognitive Principle

This is one example of the main idea behind this program.

Remind the class to look at the particular thoughts and feelings and attitudes that the officer is experiencing.



Our thoughts, feelings and attitudes...

...control how we act.

Lesson 5

OH #1

Our Thinking Controls Our Behavior

Most of the time our thoughts and feelings are pretty automatic. We think and feel pretty much out of habit. But we can learn to take control of the way we think. And if we do that, we take control over our feelings too.

This is what this course will teach.

We are going to learn how to control our feelings and our actions by controlling our thinking.

Activity 8: Present the three steps of Cognitive Self Change

We call this process, “Cognitive Self Change.” Cognitive Self Change is a simple skill for controlling our lives by controlling our thinking. It has 3 steps:



Cognitive Self Change

1. Pay attention to our thoughts and feelings.
2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
3. Use new thinking that reduces that risk.

Lesson 5

OH #2
Our Thinking Controls Our Behavior

For the next few group meetings we’ll practice these steps, starting with step 1.

Activity 9: Apply the three steps of Cognitive Self Change to the scenario

For now, let’s see how these 3 steps might fit the scenario we just looked at.

By listing these thoughts and feelings we have done Step 1 for these two people. In real life, Step 1 means that we observe our own thoughts and feelings while we are actually having them.

We all agreed that these thoughts and feelings were likely to lead to future conflict between these people. This is what it means to see the “risk” in thoughts and feelings. Risk means the risk of leading to trouble. This is Step 2.

Point out the flip chart sheets listing each person’s thoughts and feelings

Now, Let's try Step 3: What new ways of thinking might these people use if they were going to avoid trouble in the future?

Encourage suggestions. The idea is to get the class to recognize that there are alternative ways of thinking that might avoid the trouble that seems inevitable. The practical ability to imagine new ways of thinking will be developed in future lessons.

Activity 10: Wrap Up

1. We can pay attention to thoughts and feelings just as we can pay attention to actions.
2. We can recognize how some thoughts and feelings result in very predictable ways of acting.
3. People can change their actions by changing their thoughts, feelings, and attitudes.

Review the class content. Be sure to mention the following points.

Challenge participants to be sure they grasp these ideas and appreciate their suggestions.

Activity 11: Assign Homework



Think about 2 situations when you had a conflict with another person.

What were your thoughts and feelings at the beginning of the situation?

What were your thoughts and feelings as the situation developed?

Write down the thoughts and feelings you can remember.

We'll review these situations and your thoughts and feelings at our next meeting.

Note: Keep easel chart papers describing offender and authority thoughts, feelings, and attitudes to use in Lesson 6.

6

Paying Attention to our Thinking

SUMMARY AND RATIONALE:

This lesson teaches the technique of “thinking reports.” Thinking reports are the main technique for objectively observing our own thoughts and feelings and attitudes.

CONCEPTS AND DEFINITIONS:

Thinking report: a structured objective report of our thoughts and feelings, with 4 parts: 1) a brief description of the situation, 2) a list of the thoughts we had, 3) a list of the feelings we had, 4) a list of the attitudes or beliefs we had.

Objective Process: without blame, without excuses, and without argument. An objective thinking report is like a tape recording of what was happening in our mind.

OBJECTIVES:

As a result of this session participants will:

1. learn how to use thinking reports to observe and report their thoughts, feelings, attitudes, and beliefs.
2. begin to recognize the thoughts, feelings, attitudes, and beliefs that lead them into conflict with other people.
3. begin to establish as a group norm an objective, non-argumentative frame of reference to examine thoughts, feelings and behaviors.

MAJOR ACTIVITIES:

1. Homework Review
2. Overview of lesson (brief)
3. Present the four parts of a thinking report and illustrate them by the scenario from Lesson 5
4. Present a sample thinking report
5. Explain the meaning and importance of objectivity in thinking reports
6. Each participant presents a thinking report
7. Wrap up
8. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
 - Cognitive Self Change (see Lesson 5)
 - Thinking Reports - Definition
 - Thinking Report Form
 - Objective Means
 - Attitudes and Beliefs
 - We are our own authority
- Handouts:
 - Homework - Thinking Report

EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking Tape

Lesson

CORE CONTENT

NOTES

Activity 1: Homework Review

Ask each participant in turn to report briefly on one example of conflict. (They prepared two examples as their homework assignment from their last lesson.) Encourage each participant to identify at least one thought and one feeling they experienced at the time.

Keep it very simple. As a norm, take no more than thirty seconds for each to describe their situation, and no more than one minute to report their thoughts and feelings.

The goal is to make this a very objective and matter - of - fact exercise.

Activity 2: Overview



In our last class we looked at the kinds of thoughts and feelings and attitudes people can have when they are in conflict with each other. We also learned the 3 steps of Cognitive Self Change.



Cognitive Self Change

- 1. Pay attention to our thoughts and feelings.**
- 2. Recognize when there is risk of our thoughts and feelings leading us into trouble.**
- 3. Use new thinking that reduces that risk.**

Lesson 5

OH #2
Our Thinking Controls Our Behavior

Display the overhead listing the three steps.

Today we're going to practice the first step. We do this step by doing what we call "thinking reports."

Activity 3: Present the four steps of a Thinking Report (TR)

A thinking report is a way of reporting the thoughts and feelings we have in a particular situation. Let's review the steps in order.

For Step 1, we stick with the facts, tell what happened, who was involved and what was said and done.

For Step 2, we try to list every thought we can remember, exactly as we thought them at the time.

For Step 3, we list all the feelings we remember having and use the words that seem right to us.

For Step 4, remember that attitudes and beliefs are rules, principles and habits of mind that we carry with us in lots of different situations.

What do we need to add to make these complete thinking reports, according to the definition on the chart?



Thinking Reports

- 1. A brief, factual description of the situation.**
- 2. A list of all the thoughts you had in that situation.**
- 3. A list of all the feelings you had in that situation.**
- 4. Attitudes or beliefs behind your thoughts and feelings.**

Lesson 6

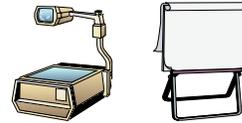
OH#1

Paying Attention to Our Thinking

Review the two lists of thoughts and feelings from lesson 5. Point out how each report listed the thoughts and feelings that each person had in the scenario, and also listed some attitudes and beliefs each person had.

We need to add a brief, factual description of the situation.

Let's do that. What can we write for a brief, objective description of the situation from the point of view of the offender?



Thinking Report	
Situation:	_____
Thoughts:	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
Feelings:	_____
Attitudes and Beliefs:	_____
Lesson 6	OH #2
Paying Attention to Our Thinking	

Any description is OK as long as it is brief, accurate, and objective. Insist that these criteria be met.

If a suggestion is long, ask how that description could be made shorter. Point out that we're not interested in the story of what was going on. We're interested in the thoughts and feelings that the people had inside their heads.

If a suggestion is subjective and includes emotional language or judgments of what is right or wrong as part of the description, point out where the description is not objective.

Point out that feelings and thoughts about right and wrong are a very important part of the report, but that they belong below the situation, in the thoughts and feelings section.

The ability to write a brief, objective description of a situation is a basic

skill that will be used throughout the program. It is a key step in Problem Solving (Module 2).

Add a brief, objective description of the situation to the offender's report.

Point out that the description is different from the two different points of view, but both can be completely objective and accurate.

Have the class agree on wording, then add a brief, objective description of the situation to the officer's report.

Now let's do the same thing for the officer's report.

Activity 4: Explain the nature and importance of objectivity in Thinking Reports

A thinking report is like a microscope that lets us look inside our heads and see the thoughts and feelings that are going on there.

A thinking report is a clear and exact picture of what goes on in a person's head. That's the goal. We don't make judgements about each other's thinking. We don't look at thoughts as right or wrong, good or bad.

Explain clearly that when we look at each other's TR that we don't make judgements that a person's thoughts are good or bad, right or wrong.

The objectivity of a thinking report is the key to making Cognitive Self Change work. Reinforce this objectivity at every opportunity. Make your own objectivity very clear, especially when class members give reports of their own. It helps to repeat some of the report being given, using a purely objective tone of voice. Write down the reports, numbering the thoughts and being absolutely neutral about the content reported, no matter what it is.

Why do you think this is important?



Being objective about our thinking means:

We don't:

- ...give excuses for our thinking
- ...blame each other for our thinking
- ...argue about the right or wrong about our thinking
- ...embellish our thinking or tell stories about it

Lesson 6

OH#3
Paying Attention to Our Thinking

This is important because we first have to be aware of exactly what our thinking is before we can learn to control it. Objectivity opens up the channel of communication. There is no need to be defensive or embarrassed.

Trainers should also understand (but not necessarily share with the class: 1.) If people honestly present their thoughts and they are labeled as “bad” thoughts, then we shut this process down. 2.) In the end an individual’s objective awareness of their thinking becomes a powerful motivator for change because it promotes an honest, self-reflective process without defensiveness or distortion.

Activity 5: Present a sample Thinking Report

Here’s an example of a thinking report done by a member of another group.

Explain the situation: A young man was on supervised release from jail. Because he was on intensive supervision, the authorities

checked on him several times a week. He was often caught doing small violations, like being late coming home from work, or talking to people he was not supposed to talk to, or being in places he was not supposed to be.

He was asked to do a thinking report on a time he went to visit friends when he wasn't supposed to.

Present the TR on a flip chart.
(Have it written before group.)



Situation: I was in trouble for being out of the area.

Thoughts:

- 1) I know that if I do these things I will be going back to jail.
- 2) It's really starting to get to me.
- 3) I feel locked up in my own apartment.
- 4) I really resent this
- 5) I shouldn't have to follow these rules.
- 6) Maybe it would be better to just go back to jail and get my sentence over with.
- 7) I feel like I'm not in charge of my life anymore.
- 8) I can't stand it.

Feelings:

Uncomfortable, angry, controlled, threatened

Attitudes and Beliefs:

Nobody has the right to control my life.
If I let them do this to me I'm a nobody.

It's important that class members see how a thinking report lets us look inside our thoughts and feelings. Encourage discussion by asking questions like: "Do you understand how he felt?" "Have you ever had thoughts and feelings like these?" "What other thoughts and feelings do you think this person might be having, in addition to the ones he listed?"

Class members may identify with the person in the report and defend his way of thinking. That's OK, but take care as the teacher not to imply any personal judgment at all as to whether the thoughts and feelings are good or bad, justified or unjustified.

Activity 6: Each participant does a Thinking Report

Now I want to ask you to do thinking reports of your own.

Call on a group member by name and ask him or her if they will be willing to do a thinking report based on a conflict situation they thought about as part of their homework assignment

Be casual. Make the task as non-threatening as possible. Assure them, if necessary, that this will be a simple task.

OK. You tell us about the conflict situation you were involved in and I'll ask you and other members of the class for advice in how to write it down in the form of a thinking report.

Then I'll write it on the flip chart.
OK?

Start by just telling us about the situation in your own words. After you talk about it a little bit, we'll write your thinking report.

OK. Now let's put this down in the form of a thinking report. First, how shall I describe the situation, briefly and objectively?

Now let's get the thoughts you were having during this situation. What was the very first thought in your mind when this situation started to happen? Can you remember?

Have the person describe the situation they are reporting on. Let them take their time and let them tell as much detail as they want to. Ask questions if you need to in order to get a clear and complete picture of what was going on. This is all preliminary to the thinking report itself. Don't write yet.

When the situation is clear and you have an idea of how the person was thinking and feeling about it, turn to the thinking report proper.

Ask the person who is giving the report. Then ask the group if they can describe the situation even more accurately, more briefly, or more objectively. Then ask the person giving the report how he or she wants to define the situation.

Make a point of making the individual client the final authority in this and all other aspects of their own thinking report.

Label the top of a flip chart sheet "**SIT**" (for situation). Then write down the brief, objective description the client has settled upon.

Label the next section of the report "**TH.**" Then write down each thought the client remembers having.

Ask a few simple, probing questions if they get stuck.

Examples: “Do you remember the very next thought after this one?” “When you had this thought, did you have more thoughts about the person?” The person may have expressed some thoughts while they were describing the situation that they aren’t remembering now. Remind him or her of these. If they get stuck remembering thoughts, ask for their feelings, then go back and see if remembering these feelings helped them remember any more thoughts.

But keep the process brief and simple. The major point is to demonstrate how easy it is to do a thinking report

List the feelings as they name them or describe them. Use their words. Don’t translate their words into other terms. You want to emphasize that they are the authority on their own thinking report. Feelings that seem to be more like thoughts than feelings are OK. List them as feelings if that’s how the client presents them.

Ask a few simple probing questions to help them remember more details of their feelings. Example: “When you had this thought about the other person, do you remember what you were feeling then?”

When you have written a few feelings and the client doesn’t remember anything else to add to their report, stop. Reinforce their effort.

OK. Good job. Now let’s look at your feelings. Can you remember what feelings you had?

Good job. This is exactly what a thinking report is supposed to be.

1. You gave a brief, objective description of the situation.
2. You listed a number of thoughts that you had, just as you remember having them.
3. And you listed your feelings that went along with those thoughts.

Now let's try to go one step further and find any attitudes or beliefs you were having during this situation.

Attitudes or beliefs are the kind of thinking that goes on behind our thinking.

It may be hard to put our attitudes and beliefs into exact words.

Do you think there was an underlying attitude or belief that you were expressing with these thoughts and feelings?

Very good. Your report is a clear, complete picture of what you were thinking and feeling.

Review the parts of the report so far.



Attitudes and Beliefs:	
The Thinking Behind Our Thinking	
Lesson 6	OH#4
Paying Attention to our Thinking	

Ask the client.

Reinforce any plausible suggestions.

Then ask the group for suggestions. Do they think they see signs of a general attitude or belief in the report? Encourage them to guess. Then turn back to the person to have the final word.

Try to pull out at least one underlying attitude or belief that may not have been expressed as a specific thought.

Remember, you are reinforcing their performance in giving a thinking report. You are not reinforcing (or condemning) the content of their thinking or their behavior in the situation.

This is how we do thinking reports.

We practice being completely objective. We don't make judgements. We don't blame. We don't make excuses for our thinking. We don't make suggestions about how we should have thought or how we could have thought. We just report our thoughts and feelings exactly as they were.

The rest of us try to help the person give their thinking report. We can ask questions and make suggestions about how they might have been thinking. We try to help them remember more thoughts and feelings and attitudes and beliefs.

But the person giving the report is always the final authority about how they were thinking.

That's one principle that holds true all the way through this program.

We don't make judgments and we don't tell people how they are supposed to act or how they are supposed to think.

Each individual is always the final authority about how they think and how they are going to think.



We are our own authority:

- How we think
- How we feel
- How we act

Lesson 6

OH#5
Paying Attention to Our Thinking

Ask for questions. Encourage enough discussion to assure that people are grasping the main ideas.

If the class truly accepts the principle that in this class "We are our own authority," the ground is set for a cooperative relationship, without the power struggle that goes on when offender feel they are being made to do something,

or are being told there is something wrong with how they are.

The program will teach you important skills to give you more options and more control over how you think and how you feel and how you act.

It's up to you to decide if and when to use them.

Let's do some more thinking reports.

These are all good thinking reports.

In the next few classes, we'll look more closely at the thinking that comes out in our thinking reports, and find the particular thinking that gets us to do things that get us into trouble.

Have each class member give a thinking report in turn, following the same steps as the first report, described above.

Be very supportive and encouraging. Give lots of praise for doing it right. Remember: you are reinforcing their report, not the thoughts they had or the actions that came out of them. Practice strict objectivity—no judgment, right or wrong—about their thinking and behavior.

Make sure each member gives a real thinking report. When they get off track (for instance, if they start "story telling" while they are reporting their feelings. Or if they start to justify their thinking) bring them back on track. Be a coach, not a policeman.

Brief reports are OK. It doesn't matter that they remember lots of thoughts and lots of feelings. What matters is that they stretch their memory to remember as much as they can, and that they give their report in the objective format of Situation, Thoughts, Feelings, and Attitudes/Beliefs.

When the whole class has successfully presented a thinking report, summarize what they have accomplished.

Activity 7: Wrap Up

The hardest thing about doing thinking reports is to let them be as simple as they really are. We need to remember to avoid judgement. Don't bother with excuses, explanations, or worrying about "better" thoughts we might have had. Later on, we will learn how to change out thinking and replace old habits of thinking with new ways of thinking. But the first step is to look at exactly what our thinking is now. To do that, we report our thoughts and feelings and attitudes and beliefs exactly as they are.

In the next class, we'll do thinking reports on some situations when we actually broke a rule or hurt someone. Then we will try to see how our thoughts and feelings led us to do what we did. This is step 2 of cognitive self change: recognizing the thoughts and feelings that lead to trouble. We'll be completely objective. We won't make judgements or cast blame. We will practice a non-judgmental, objective point of view.

Activity 8: Assign Homework



Pick 1 situation when you broke a rule or hurt someone and review in your mind the thoughts and feelings you had at the time. Then write a thinking report on that

The situation can be a time when they hurt someone emotionally, hurt someone while breaking a societal norm or physically hurt someone.

situation. Follow the four parts of a thinking report.

7

Recognizing the Thinking that Leads to Trouble

SUMMARY AND RATIONALE:

Step 2 of Cognitive Self Change is recognizing the thinking that leads to trouble. (It is based on Step 1: observing our thoughts and feelings.) This lesson explains and practices Step 2 with a sample thinking report and thinking reports of group members on situations when they broke rules or hurt someone in the past.

CONCEPTS AND DEFINITIONS:

Risk Thinking: Thoughts or attitudes that might lead to trouble. Note: risk thinking includes both high risk (when the likelihood of doing something to get in trouble is very great) and low risk (when there is only slight risk of doing something to get in trouble). It is important that participants learn to pay attention to both.

OBJECTIVES:

As a result of this session, participants will:

1. be able to identify thoughts and feelings that have led them to trouble in the past.

2. adopt an objective point of view in describing the risk in their thoughts and feelings.

MAJOR ACTIVITIES:

1. Homework Review
2. Overview of Lesson (brief)
3. The group practices step 1 (observing thoughts and feelings) and step 2 (recognizing the risk in these thoughts and feelings) based on the sample thinking report presented in Lesson 6
4. Individual group members practice step 1 and step 2 based on thinking reports of their own when they broke a rule or hurt someone
5. Wrap up
6. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Cognitive Self Change (see Lesson 5)
- Handout:
Thinking Report Form (from Lesson 6)

EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking tape
- Overhead Projector

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Have each participant present their Thinking Report on a situation when they broke a rule or hurt someone. Ask them to begin by describing the situation informally, but briefly. Then ask them to read their Thinking Report, without further comment or explanation. This is an oral report. **Do Not** write check in reports on chart paper.

Ask for clarification only when necessary for understanding. Keep the exercise as simple as possible.

Coach individuals as necessary to get them to report the four parts of a Thinking Report objectively.

Activity 2: Overview



In the last class we learned how to do thinking reports. By doing objective thinking reports we were practicing Step 1 of Cognitive Self Change. Step 1 is to observe our thoughts and feelings.

Today we are going to practice Step 2.

Ask someone in the class to define Step 2. Make sure they get it right.

Now display the overhead of the 3 steps.



Cognitive Self Change

- 1. Pay attention to our thoughts and feelings.**
- 2. Recognize when there is risk of our thoughts and feelings leading us into trouble.**
- 3. Use new thinking that reduces that risk.**

Lesson 5

OH #2
Our Thinking Controls Our Behavior

When we do Step 2, we always start by doing step 1. We look at what our thoughts and feelings were before we try to identify which of these thoughts and feelings have risk of leading to trouble.

We're going to work with situations when we actually broke a rule or hurt someone in the past. By looking at these situations we can see what parts of our thinking led us to do the things that we did.

Activity 3: Practice Steps 1 and 2 with sample Thinking Reports

But we'll start with the sample thinking report we worked with last time.

Good. We've done Step 1: We've observed the content of this person's thinking and feeling.

Now let's do Step 2.

What thoughts do you think helped lead this person to break the rule about being out of area?

Display the sample thinking report from the last class: "I was in trouble for being out of area."

Review the content of the report briefly, just until everyone remember it clearly and "thinks their way back into" the mind-set of this sample offender.

Encourage suggestions and speculation. In this report all the thoughts and feelings helped lead the person to break the rule. But

get the group members to identify particular thoughts. Have them explain how this thought led to that behavior.

As you go through the process of identifying risk thoughts, feelings, attitudes and beliefs, circle those that participants identify as the most risky. You will need to save this chart for the next lesson.

After a few successful suggestions

Encourage the same kinds of suggestions as above. Be sure to have each suggestion backed up with an explanation of how the feeling led to the behavior. If no one in the class notices it, point out that breaking the rules might be the only way this person thought of for escaping the feeling of being controlled by the rules

Repeat the process as above, focusing on the attitudes and beliefs. These are attitudes or beliefs that pretty clearly lead to defiance of rules and authority.

The class should be able to see the obvious connections. Some members might be able to recognize similar attitudes or beliefs in themselves.

Good. Now what about the feelings? Did this person's feelings have anything to do with them deciding to break the rule?

Good. Now how about the attitudes and beliefs? Did they have anything to do with this person deciding to break the rules?

Do you think these attitudes or beliefs are likely to lead this person into other kinds of trouble?

Activity 4: Participants practice Steps 1 and 2 using their own Thinking Reports



Now let's work with our own thinking reports.

Have each participant put their TR on chart paper all at once. Be sure to keep these to use in the next lessons.

Pick a member to begin and post their TR in the front of the group. Ask them to read their thinking report on a time they broke a rule or hurt someone.

Help guide him or her through the thinking report process: Get him/her to describe the situation informally, but briefly and objectively. Then ask them for the thoughts they can remember having.

Ask them if they can remember any more thoughts. Ask the group if they think they can see where the person may have left out a thought. Check with the person giving the TR.

Then ask them for the feelings. Then ask for the attitudes or beliefs. Follow the same process of asking the participant if he/she can identify other feelings and attitudes and beliefs they may have had. Get the group to contribute as well.

Take notes during this process and have the participant amend the TR, if other thoughts, feelings, attitudes or beliefs are identified and agree to by the author of the TR.

Take time to do Step 1 clearly and completely.

Then go through Step 2 as you did did with the sample thinking report.

Good. Now let's do Step 2. Let's try to find 1 thought, 1 feeling, and 1 attitude or belief that had a lot to do with leading [this person's name] to do their behavior.

- Start by asking the person if they see any particular thoughts that led them to do what they did do.

- Then ask the class if they see any other thoughts or feelings that might have played a part. Encourage speculation, but make it clear that they are just guessing. The person him/her self is the only person who really knows how their thinking worked.

- Then go back to the person and ask them to pick out the thought or thoughts that they think had most to do with leading them to do what they did. Have them explain how it worked, but don't make them defend their choice. They are the final authority. Circle the thought or thoughts they pick out.

Then do the same with the feelings:

- Ask the person to identify feelings that led to their behavior.

- Then ask the class. Have them explain how they think it worked.

- Then ask the person again. They are the final authority. Circle the feeling or feelings they pick out.

Then do the same with the attitudes or beliefs.

- Ask the person.

- Ask the class.

- Ask the person again. They are the final authority. Circle the attitudes or beliefs they pick out.

Remember to reinforce the strict objectivity of the process. There is no blame, and no excuses.

When the first member has done a satisfactory job, go on to another member. Continue until every member has practiced step 1 and step 2 with a thinking report on a time they broke a rule or hurt someone.

Activity 5: Wrap Up

You have learned how to do Step 2 of Cognitive Self Change. You have each picked out 1 key thought, 1 key feeling, and 1 key attitude or belief that led you to break a rule or hurt someone in the past. By practicing with new situations and new thinking reports you will be able to recognize the thoughts, feelings, and attitudes that have most often led you to break rules or hurt people. These are the thoughts, feelings, and attitudes that are “high risk” for you.

Next time we’ll practice doing Step 1, Step 2 and Step 3 together. We’ll use the same thinking reports we used today. And we’ll take a little time to go back over Step 1 and Step 2. But then we’ll go on to imagine new ways of thinking that might have helped us avoid doing the behavior that got us in trouble.

We’ll be completely objective about Step 3, just as we have with Steps

1 and 2. No one will make judgments of good or bad or what we should or shouldn't do. And no one will tell you how you should think. We'll just practice thinking of new ways of thinking that would lead to doing different behaviors.

Activity 6: Assign Homework



Write a thinking report about a recent or past time when you broke a rule or hurt someone.

Note: Keep the “Out of Area” chart with circled risk thoughts, feelings and beliefs to use in the next lesson. Keep each person’s T.R. on chart paper to use in Lesson 8 as well.

8

Finding New Thinking

SUMMARY AND RATIONALE:

Step three of Cognitive Self Change consists of finding new thinking that reduces the risk in our old thinking. This lesson teaches the first part of Step three: *identifying new thinking we could use*. Note that Step three is not complete until this new thinking is actually practiced. Comprehensive practice of new thinking will come with the application of Problem Solving and Social Skills.

CONCEPTS AND DEFINITIONS:

Intervention: New thinking that reduces the risk of doing something hurtful or criminal.

OBJECTIVES:

As a result of this session, participants will:

1. be able to identify new thoughts and feelings that will avoid the risk in their old thinking.
2. continue to develop skill in observing their thoughts and feelings (step 1) and recognizing the risk in their thoughts and feelings (step 2).

MAJOR ACTIVITIES:

1. Homework review
2. Overview of Lesson
3. The participants practice steps 1, 2, and 3 based on the sample thinking report presented in Lesson 6
4. Individual group members practice steps 1, 2, and 3 based on Thinking Reports of their own when they broke a rule or hurt someone
5. Participants role play their new ways of thinking
6. Wrap up
7. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Cognitive Self Change (see Lesson 5)
New Thinking
- Handouts:
Homework - Thinking Report Form (from Lesson 6)

EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking Tape
- Overhead Projector

Lesson

CORE CONTENT

NOTES

Activity 1: Homework Review

Have each participant read their Thinking Report from homework from Lesson 7 and then identify the particular risk thoughts, feelings, attitudes and beliefs that led them to do what they did. Have each person explain the risk.

Keep it objective and simple. Allow discussion only to clarify and make sure the group grasps the “logic” of the risk. As a norm, each person should complete their report within one minute.

Activity 2: Overview



We have practiced the first two steps of Cognitive Self Change.

Today we're going to practice doing Step three. We're going to think of new thinking to use in place of the thinking that got us into trouble. We'll practice the situations and thinking reports we did in the last group. It's too late to change what we did or what we thought in these situations. But we can imagine what thinking we could have used that might have helped us avoid getting into trouble.

Remember, we're completely *objective, without judging right and wrong*. We're just looking for new

Ask a volunteer to define what these steps are. Then ask another volunteer to define Step three.

Now display the overhead of the 3 steps.



Cognitive Self Change

1. Pay attention to our thoughts and feelings.
2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
3. Use new thinking that reduces that risk.

Lesson 5

OH #2
Our Thinking Controls Our Behavior

ways of thinking that would have led to different consequences.

Activity 3: The participants practice steps 1, 2, and 3 based on the sample thinking report

First, let's start with the example we used before.

We have identified some "key thinking" that put this person at risk of breaking the rules.

We see the thinking and feeling that led this person to break the rule. Now we need to find some new thinking that would have reduced his risk of breaking the rule.

Present this thinking report and review the particular thinking and feelings the class identified as leading this person to break the rules. ("I was in trouble for being out of area.")

List one key thought, one key attitudes, and one key feeling that the class identified as risky in the previous lesson.



New Thinking	
risk thought	
risk feeling	
risk attitude	
Lesson 8	OH #1 Finding New Thinking



Lead a "brainstorm" session. Get members to think of as many new thoughts and beliefs and attitudes as they can. Explain that a brainstorm is to practice creative thinking. Even unrealistic ideas count in a brainstorm.

List new thoughts beside the identified risk thought. Do the same

with the risk feeling and the risk attitude.

After an extensive list has been made, ask the group to go back and evaluate which of the suggestions are the most realistic and the most practical.

Ask them which new thoughts, etc. would be most realistic and most practical for themselves, personally.

When they have done this and understood it:

OK, Good job. It's not real hard to think of new thoughts that would have changed what we did in a given situation. Whether we would really want to think these new thoughts is a different question. Maybe we would and maybe we wouldn't. But that's not the point of what we are learning right now. Right now we're just practicing the mechanics of Cognitive Self Change. We're doing the 3 steps.

Activity 4: Members practice steps 1, 2, and 3 based on their own Thinking Reports

Now let's practice with ourselves.

One at a time, display each person's TR chart from the previous lesson. Ask a member of the group to present their thinking report.

Review the report and point out the particular thinking that was already identified as leading the person to do the behavior that they did. Make

a point of clearly performing Step 1 (reviewing the content of the report) and Step 2 (identifying the risk thinking) before you proceed to Step 3.

Do Step 3 by using the following process:

1) Ask the person if they can think of new thoughts, attitudes or beliefs they could have used that would probably not have led them to do what they did. Write down these new thoughts, attitudes or beliefs on a flip chart.

2) Then ask the class members if they can think of any other thoughts, beliefs, or attitudes that might have avoided the behavior. Write these down on the same flip chart.

Then ask each group member to identify which of these possible new thoughts, attitudes or beliefs would be most realistic and most practical for themselves personally.

3) Finally, ask the person who gave the report which new thoughts, attitudes or beliefs would be most realistic and most practical for him/her.

Good job. This is exactly how we can find new thinking to change the ways we act. It's not hard to find new ways of thinking that work for us, but it takes practice. Our old ways of thinking can be so much a habit that—at first—we find it hard to think of any new ways of thinking.

When the process has been done satisfactorily:

Activity 5: Members Role Play their new Thinking

But to finish Step 3 we need to put our new thinking into practice. We can start that by doing practice scenarios in group. Then we can take our new thinking into the world and find places to practice using it there.

Let's do a practice scenario of [student's name]'s new thinking.

Set up a brief scenario. Use the original scene in which this student actually performed a hurtful or rule-breaking behavior. Use other students. Take a part yourself.

Explain that the scenario will consist of the person re-enacting the scene, up to the point that his risk thinking begins to appear in his mind. At that point he is to deliberately force himself to think the new "intervention thoughts" identified in the exercise above.

Then he is to continue the scenario based on this new thinking.

Have the student speak his old and new thinking out loud so everyone can hear his thoughts. He can touch his hand to his head to indicate that he is speaking his thoughts.

Make it simple.

Then review the process. Ask: How did it feel to do the scenario this way? Do you think you could really use your new thinking in a situation like this one? Do you think you should change your intervention

thoughts a little bit to make them more practical?

Be on the watch for role plays that don't seem to work for the participant. Try to observe if someone is role playing thoughts and actions that they would not realistically do. Ask the participant if their thoughts and actions in the scene really work for them. They may answer "no". They may have tried something that they would not realistically do. That's okay. Discuss what didn't work about the role play and then try something else that is more realistic.

Emphasize that it takes practice to get good at using new "intervention" thinking. The purpose of the first practice scenarios is not to master the new thinking, but just to try it on for size.

This is just practice for now. Eventually we will learn to do the 3 steps in real life, in the middle of real life situations. But right now we're just learning how to do the steps.

Go on to another member of the group, repeating the process as with the first member.

As members get more practice it's possible to spend less time with each particular example. But be sure in every example that each member clearly understands the process.

Continue until every member has practiced step 3 with their own thinking report, including the

scenario practice of their new thinking.

Ask a volunteer to define the 3 Steps of Cognitive Self Change. Be sure they get it right.

Activity 6: Wrap Up

Next time we are going to continue practicing the 3 steps. Only we are going to be looking at new situations, not situations from the past. After we do that for another meeting or two, we'll go on to the next section of the program, which is Social Skills. We'll find that Social Skills gives us additional tools/skills to use in situations with others.

But for now, we'll practice the 3 steps of Cognitive Self Change on real life situations that happen now.

Activity 7: Assign Homework



Watch for situations between now and the next class where you feel some degree of tension or stress or conflict. Do a Thinking Report on the situation. Identify key thoughts, feelings and beliefs that put you at-risk for getting in trouble.

We'll practice working with these situations in our next class.

9

Using Thinking Check Ins

SUMMARY AND RATIONALE:

The three Steps of Cognitive Self Change can be practiced in a brief form. This Lesson introduces the brief process of “Thinking Check Ins.” A thinking check in is based on each student reporting a situation in which they experienced some degree of risk. The check in consists of a brief report of the situation, followed by a brief report of the thoughts and feelings they had, followed by identification of the risk in those thoughts and feelings, followed by a description of the new thinking they used (or could have used, depending on their level of competence) to reduce their risk of doing something hurtful or criminal.

In other words, a thinking check in is a performance of all 3 Steps of Cognitive Self Change. A complete thinking check in (when new thinking has actually been used) is the complete process of Cognitive Self Change in miniature.

We use thinking check ins to begin future lessons.

CONCEPTS AND DEFINITIONS:

Thinking Check In: A brief report of a risk situation and the application of the 3 Steps of Cognitive Self Change to that situation.

OBJECTIVES:

As a result of this session, students will:

1. learn the technique of doing brief self reports (thinking check ins) as a way of practicing and reinforcing the three steps of Cognitive Self Change in their every day life.
2. continue to develop skill in objective self observation.

MAJOR ACTIVITIES:

1. Go directly to the overview (Activity 2) Homework is reviewed as part of the body of this lesson in Activity three
2. Overview of lesson
3. Participants practice self report thinking check ins based on their homework assignment
4. Wrap up
5. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Thinking Check Ins
- Handouts:
Homework

EQUIPMENT:

- Easel with Chart Paper
- Markers
- Masking Tape

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check in and Homework Review

Homework is reviewed as part of Activity 3. Proceed directly to Activity 2.

Activity 2: Lesson Overview



We've practiced all the steps of Cognitive Self Change doing one step at a time.

Ask a volunteer to define the 3 Steps of Cognitive Self Change.

Now we're going to practice doing all 3 steps together. In groups from now on, we'll start our groups by reporting on a situation and then going through the 3 Steps based on that situation. We call this process a "check in".

With a little practice, a "check in" can be done in 2 or 3 minutes. At first we'll take more time to be sure we get the steps right.



Check Ins	
<ul style="list-style-type: none">● Present a short thinking report.● Identify risk thoughts, feelings, attitudes/beliefs.● Identify new thinking you used or could have used to reduce the risk.	
Lesson 9	OH #1 Using Thinking Check Ins

Have members of the group review the parts of a "check in". Ask them to identify how a "check in" is like the 3 steps of self change.

Activity 3: Participants practice Thinking Check Ins based upon their homework assignment.

For homework, I asked you to watch for situations when you felt some degree of stress or conflict. These kinds of situations are risky for most

Pick a group member to begin.

people. They tend to bring out thoughts and feelings that have the potential of leading to trouble.

So let's use these examples to practice doing check ins.

Start with step 1. Get a brief clear statement of the situation.

Then ask him/her to do step 2. Get a clear objective report of their thoughts and feelings. Don't elaborate the report into a full-fledged thinking report. This step of a check in is a sketch rather than a full portrait.

Then ask the person to identify and explain the risk in these thoughts and feelings. Remind them that risk means risk of leading them to do something hurtful or irresponsible. And make it clear that risk means any degree of risk at all, even very slight. Be prepared to point out that in a given situation there may be no chance that they would act hurtfully or break a rule because of particular circumstance (such as a policeman standing nearby watching you). But the risk might still be there in your thoughts and feelings. In different circumstances these same thoughts and feelings might lead to doing something hurtful. This is what risk means.

Ask the group to help identify risk in this person's thoughts and feelings. It is very important to actively engage the whole group in each member's check in. Every

member of the group should learn to be a “co-facilitator” of the process.

Then ask the person to identify new thinking that would have reduced this risk.

At this point, members need to start imagining new thinking. They need to recognize that there is always more than one way of thinking about a situation, and that different ways of thinking lead to different behaviors and different consequences. They are not expected at this point to be putting these new ways of thinking into practice. Right now, we’re just breaking the ground.

At this level of practice, the priority of attention should be on step 1: a clear and objective report of thoughts and feelings. The second priority is step 2: recognizing the risk in those thoughts and feelings. Step 3 (finding new thinking to reduce that risk) is the last priority. Step 3 will be developed fully only after the next two sections of the program: Problem Solving and Social Skills. These sections teach important new ways of thinking that clients can use in place of their old, destructive ways of thinking.

Continue until each member has presented their check in.

Activity 4: Wrap Up

Good job. You have learned how to do all 3 of the steps of Cognitive Self Change. With more practice you will be able to identify the risk in your thinking and make changes in that thinking right on the spot—while the situation is actually going on.

We'll practice doing check-ins at the beginning of our group meetings.

The next group will begin the next main section of the program: Social Skills. In Social Skills we will learn a series of simple steps for dealing with a whole lot of different kinds of social skills. These steps involve practicing new ways of using social skills.

As we learn and practice social skills, we'll keep doing check-ins based on the 3 steps of Cognitive Self Change.

Activity 5: Assign Homework



Between now and the next group I want you to watch for times where you have thoughts and feelings that have some risk for you. Remember that risk can be very high risk or very low risk. Look for risk in your thinking at every degree of risk. The ability to notice even very slight degrees of risk in our thinking is one of the most important skills in the program.

Do two short thinking reports on situations when you experience risk thinking.

Pay attention to your thoughts and feelings and notice every instance of risk in your thoughts and feelings.

Lesson 5

Our Thinking Controls How We Act

Supplemental Materials:

- Overhead Transparencies:
Our thoughts, feelings and attitudes...
Cognitive Self Change
- Handouts:
Homework

Our thoughts, feelings
and attitudes . . .

. . . control how we
act.

Cognitive Self Change

1. Pay attention to our thoughts and feelings.
2. Recognize when there is risk of our thoughts and feelings leading us into trouble.
3. Use new thinking that reduces that risk.

Homework

Think about two situations when you had a conflict with another person. What were your thoughts and feelings at the beginning of the situation? What were your thoughts and feelings as the situation developed? Write down all the thoughts and feelings you can remember.

Describe situation 1:

Thoughts:

Feelings:

Describe situation 2:

Thoughts:

Feelings:

Lesson 6

Paying Attention to Our Thinking

Supplemental Materials:

- Overhead Transparencies:
Thinking Reports
Thinking Report Form
Objective Means
Attitudes and Beliefs
We are our own authority
- Handouts:
Homework - Thinking Report

Thinking Reports

1. A brief, objective description of the situation.
2. A list of all the thoughts you had in that situation.
3. A list of all the feelings you had in that situation.
4. Attitudes or beliefs behind your thoughts and feelings.

Thinking Report

Situation: _____

Thoughts:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Feelings: _____

Attitudes and Beliefs: _____

Objective means:

Without excuses:

Without blame.

Without argument

Without story-telling

Like a record or a tape recording

Attitudes and Beliefs:

The Thinking Behind Our Thinking

We are our own Authority:

- How we Think
- How we Feel
- How we Act

Thinking Report

Situation: _____

Thoughts:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Feelings: _____

Attitudes and Beliefs: _____

Homework

Time and Place	Situation	What I Did	My Thoughts and Feelings

Lesson 8

Finding New Thinking

Supplemental Materials:

- Overhead Transparencies:
New Thinking
- Handouts:
Homework - Thinking Report Form

New Thinking

risk thought

risk feeling

risk attitude

Homework

Watch for situations between now and the next class where you feel some degree of tension or stress or conflict. Make a note of the situation and what about the situation caused you to feel the stress or conflict.

Lesson 9

Using Thinking Check Ins

Supplemental Materials:

- Overhead Transparencies:
Thinking Check Ins
- Handouts:
Homework - Thinking Check In Report

Check Ins

- Present a short thinking report.
- Identify risk thoughts, feelings, attitudes/ beliefs.
- Identify new thinking you used or could have used to reduce the risk.

Homework

Watch for times where you have thoughts and feelings that have some risk for you. Remember that risk can be very high risk or very low risk. Look for risk in your thinking at every degree of risk. Pay attention to your thoughts and feelings and notice every instance of risk in your thoughts and feelings.

Thinking Check In Report

Situation:

Thoughts:

Feelings:

Attitudes and Beliefs:

10

Knowing Your Feelings

SUMMARY AND RATIONALE:

This lesson expands and reinforces the self observation skills learned in the past five lessons on *Cognitive Self Change*. Many offenders need extra practice focusing on and identifying their feelings. This session also sets the stage for the next two social skill lessons: *Understanding the Feelings Others* and *Responding to the Feelings of Others*. These three lessons as a whole constitute a brief exploration in empathy training.

CONCEPTS AND DEFINITIONS:

Feelings are emotions and physical sensations. We have feelings almost all of the time but often don't pay attention to them.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill of *Knowing Your Feelings*.
2. learn and be able to perform the three steps of *Knowing Your Feelings*.
3. perform the three steps of *Knowing Your Feelings* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Knowing Your Feelings*
4. Discuss the Modeling Display
5. Participants role play the skill, *Knowing Your Feelings*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Knowing Your Feelings skill duplicated on pocket cards for group members
- Overhead Transparencies:
Knowing Your Feelings
- Handout:
Social Skills Homework Assignment Worksheet

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers
- Masking Tape

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review



Hello again! Since the last time we met to learn a social skill, you have had an opportunity to explore some ideas about how our thinking controls how we act and how to pay attention to our thinking by objectively writing reports about our thinking. In those reports, we also paid some attention to our beliefs and feelings.

Well today, we will specifically learn a specific social skill:
Knowing Your Feelings.

Let us briefly review the last social skill we learned which was Lesson 4, *Giving Feedback.*

Take out your homework for that skill and let's review how you did practicing this skill outside of the group.

Briefly review a thinking report using the check in process described in Lesson 9, emphasizing participants' thoughts and feelings and the risk in them.

Note: Only if skill lesson was taught.

Choose a volunteer participant and take but 1-2 minutes to review the homework. Do this with each participant in the class, insuring they answer questions 3-6 on the Homework Report (i.e. describe the what happened when they did the homework assignment; the steps they actually followed; a self rating; and what the next homework assignment should be.....

Activity 2: Overview of Social Skill: Knowing Your Feelings

Today, we will learn one of two important skills you will use which should help you better explore your thinking and that of others. This week's skill is: *Knowing Your Feelings*.

What does *Knowing Your Feelings* mean to you?

Solicit some responses to the group that reflect knowing your feelings is an important skill to know because it requires individuals to identify emotions, which are vague, as specific feelings. Once this is accomplished, they can then be empowered to understand others (feelings) better.

Activity 3: Modeling the Skill: Knowing Your Feelings

We will have an opportunity to talk about what *Knowing Your Feelings* means to you in a little bit, but right now Mr/Ms_____ and I would like to show you some examples of the skill and the specific steps of the skill, *Knowing Your Feelings*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Hand out the skill cards with the skill, *Knowing Your Feelings*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and

provide positive feedback for reading.

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step. Would _____ read the third step.

Does everyone understand the steps of the skill, Knowing Your Feelings? Are there any questions you have. Good!



Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Lesson 10

OH #1
Knowing Your Feelings

Now Mr./Ms. _____ and I will model the skill for you. Here is the situation. My Celly just accused me of taking his stash of candy and I want to punch him in the mouth. I have a vague, intense emotion, which I need to identify. It is probably anger. My face is flushed, and fists clenched, my stomach is all jittery.

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing “thinking” steps. (**Nb:** All the steps of this skill are thinking steps).

As you enact this vignette, be sure to identify the physical reactions you have such as flushed face, clenched fists, gritting teeth (any physical reaction that supports anger). Also be certain to repeat the reason for the emotion when

doing step # 2 (i.e. being accused falsely).

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you think of where you could use this skill? Have you ever had difficulty in situations where you had to know your feelings in order to successfully deal with the situation?

Solicit responses and have **each** participant describe a *real, current* situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Activity 5: Participant Role Play of the Skill

Where would you be when trying to know how you were feeling about this situation? OK, how is the room furnished? Where are you, are you standing or sitting?

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation”.

To the main actor: Try to follow the steps of the skill as best you can.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

To the co-actor: Try to play the part of ____ as best you can. Say and do what you think ____ would do when ____ follows the steps of the skill.

To the other group participants:
Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ tunes into what is going on in their body that helped them know their feelings. _____, you watch for step 2 and see if _____ decides what happened to make them feel a particular way. Be sure to note if he points to his head since this is a “thinking” step. _____ you look for step 3, to see if _____ identified the feeling.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for _____ to ask questions?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she point to their head as they were deciding what happened to make them feel that way?

Who had step 3? Did _____ decide what he/she could call their feeling?

Activity 7: Plan and Assign the Homework for the Skill



Well, now that you have had an opportunity to try the skill, when, during the

Assign each of three group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follow the steps of the skill exactly. If he/she doesn't, stop the role play, re-instruct, and begin again.

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Trainer helps role player plan homework.

next week do you think you can practice it?

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

Next time we meet, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Knowing Your Feelings*. Next time we will learn a new skill. See you then, and have a good week.

Distribute the Social Skill Homework Assignment Sheet. Have the person complete the top part (1 & 2) now. Remind them to complete the lower part (1-7) after they practice the skill.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill.

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum.

Only the content changes.

11

Understanding the Feelings of Others

SUMMARY AND RATIONALE:

This social skill lesson builds upon the previous lesson (*Knowing Your Feelings*) and anticipates the next lesson (*Responding to the Feelings of Others*). All three of these lessons teach empathy or the ability to consider other people's points of view. This is a key skill in *Problem Solving* (Lessons 16-21) and a basic skill to counteract self-centered thinking that leads to criminality.

CONCEPTS AND DEFINITIONS:

Others Feelings are emotions and physical sensations felt by others. The ability to recognize the feelings of others is a basic requirement for effective communication in nearly every situation.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Understanding the Feelings of Others*.
2. learn and be able to perform the five steps of *Understanding the Feelings of Others*.
3. perform the five steps of *Understanding the Feelings of Others* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Understanding the Feelings of Others*
4. Discuss the Modeling Display
5. Participants role play the skill, *Understanding the Feelings of Others*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Understanding the Feelings of Others Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Understanding the Feelings of Others
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training: Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Have each person report on their Social Skills homework including items 1-7.



Hi! It is good to see you here this week. Today we will continue our exploration of the topic of feelings so that we may better think about our own feelings, and others. Before we introduce a new skill, let us briefly review the last skill we learned which was *Knowing Your Feelings*. Take out your homework for that skill and let's review how you did practicing outside of the group.

Activity 2: Overview of Social Skill: Understanding the Feelings of Others

Today, we will learn a second important skill you will use which should help you better explore your thinking and that of others. This week's skill is: *Understanding the Feelings of Others*.

What does *Understanding the Feelings of Others* mean to you?

Solicit some responses to the group that reflect understanding others feelings is an important skill to know because it requires individuals to identify specific feelings of others, which is basic to getting them to empathize (that is put themselves in the other person's position) with others.

Activity 3: Modeling the Skill: Understanding the Feelings of Others

We will have an opportunity to talk about what *Understanding the Feelings of Others* means to you in a little bit, but right now Mr/Ms _____ and I would like to show you some examples of the skill and the specific steps of the skill, *Understanding the Feelings of Others*. After you have had a chance to watch us model this for you, we will talk about times when you may have to or want to use the skill in the near future.

Would _____ (choose a participant) read the first step of the skill. Would _____ read the second step. Would _____ read the third step. Would _____ read the fourth step. Would _____ read the fifth step.

Does everyone understand the steps of the skill, *Understanding Others Feelings*? Are there any questions you have. Good!

Now Mr./Ms. _____ and I will model the skill for you.

Hand out the skill cards with the skill, *Understanding the Feelings of Others*, on it and show it on an overhead. Ask a different participant to read one of the steps of the skill in order. Be sure to thank each individual and provide positive feedback for reading.

Here is the situation. A member of the group is agitated because they just got a phone call from their girlfriend who said she was no longer interested in seeing him.



**Understanding
the Feelings of Others**

1. Watch the other person.
2. Listen to what the person is saying.
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way.

Lesson 11

OH#1

Understanding the Feelings of Others

The two trainers act out the vignette, following the steps of the skill exactly. Be sure to point to your head and talk aloud when performing “thinking” steps. (Steps 3,4, & 5)

As you enact this vignette, make sure to model for the participants each of the steps by exaggerating the qualities of each. That is, in step 1, note the tone of voice and facial expression; step 2, understand the content of the message; step 3, identify alternative feelings such as anger, sadness, anxiety; step 4, think about ways to show you understand what he/she is feeling; step 5, decide on the best way and do it.

Activity 4: Discuss the Modeling Display

Now that you have seen a model of the skill, what situations can you

Solicit responses and have **each** participant describe a *real, current*

think of where you could use this skill?

Have you ever had difficulty in situations where you had to understand the feelings of others in order to successfully deal with the situation?

Activity 5: Participant Role Play of the Skill

Where would you be when trying to know how you were feeling about this situation? OK, how is the room furnished? Where are you, are you standing or sitting?

To the main actor: Try to follow the steps of the skill as best you can.

To the co-actor: Try to play the part of ____ as best you can. Say and do what you think ____ would do when ____ follows the steps of the skill.

To the other group participants: Watch carefully how well _____ performs the skill, because afterwards, we will discuss it. In fact, _____, you watch step #1 and see how well _____ watches the other person. _____, you look for step 2 and see if _____ listens to what the person is saying.

situation where the skill must be used.

Then once everyone has had the opportunity to describe the situation where they would use the skill, have one participant volunteer to do a role play. Remind the group that **everyone in the group** will have an opportunity to practice the skill.

Designate the volunteer trainee as the *main actor*, and ask the trainee to choose a co-actor (someone who reminds the main actor of the person with whom the skill will be used in the real life situation”.

Set the stage for the role playing, including props, arrangements, and set description. Then rehearse the main actor what he will say and do during the role play, finally provide final instructions to the group.

Assign each of the group participants a step in the skill to observe.

Begin the role play, insuring that the main actor follow the steps of

_____, you look for step 3, and _____, you look to see if _____ does step 4, and _____, see if _____ does step 5.

the skill exactly. If he/she doesn't, stop the role play, re-instruct, and begin again.

Activity 6: Feedback (Discussion) of the Role Play

To the co-actor: How did you feel about playing the role saying some things for ____ to ask questions?

Who was looking for step 1? How well did _____ do that?

Who had step 2? Can you tell us how well _____ did that? Did he/she listen to what the person was saying?

Who had step 3? Did _____ figure out what the person might be feeling?

Who had step 4? Did ____ think about ways to show that he/she understood what he/she was feeling?

And step 5, did _____ decide on the best way?

After the role play is completed (no more than three to five minutes), invite feedback from the group.

Be sure you solicit positive comments as appropriate. The purpose here is to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Activity 7: Plan and Assign the Homework for the Skill



Well, now that you have had an opportunity to try the skill, when, during the next week do you think you can practice it?

Trainer helps role player plan homework.

Here is a homework sheet. All of us will complete the first part of it, here in class, and you will individually complete the second part after you practice your skill, given the situation you have described.

Activity 8: Repeat activities 5, 6, and 7 with each participant

Now, who would like to go next. OK, _____ as I recall, your situation was....

Activity 9: Wrap Up

The next time we meet to learn another social skill, we will have an opportunity to review your homework and see how well you did practicing this week's skill, *Understanding Others Feelings*. Have a good week.

Distribute the homework reports, and have everyone complete the first part as they complete their role play.

Continue with role playing, using the same procedures as outlined in the above sections, until everyone has had an opportunity to complete the skill

As a trainer, you should become familiar and comfortable with the steps and sequence of the skill lesson, since the format is the same throughout the curriculum.

Only the content changes.

12

Responding to the Feelings of Others

SUMMARY AND RATIONALE:

This social skill lesson continues the empathy training begun with Lesson 10 (*Knowing Your Feelings*). It differs from the previous lesson in calling for more explicit skill performance toward the person whose feelings are being observed.

CONCEPTS AND DEFINITIONS:

Responding to the feelings of others is one of the most important skills to develop positive relationships with other people.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Responding to the Feelings of Others*.
2. learn and be able to perform the four steps of *Responding to the Feelings of Others*.
3. perform the four steps of *Responding to the Feelings of Others* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Responding to the Feelings of Others
4. Discuss the Modeling Display
5. Participants role play the skill, *Responding to the Feelings of Others*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Responding to the Feelings of Others Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Responding to the Feelings of Others
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:

Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined above.

In **Activity 3**, present the following steps for the Social Skill *Responding to the Feelings of Others*:



Responding to the Feelings of Others

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think he/she is feeling.

Lesson 12

OH#1

Responding to the Feelings of Others

Use examples that illustrate *Responding to the Feelings of Others*. In **Activity 3: Modeling the Skill**, use the following scenario:

My girlfriend (or boyfriend) is upset because s/he has been fired from his/her job for being late. S/he has been careless about getting to work on time and has been warned before about being late. S/he really needed the job in order to pay bills, a lot of which are past due. S/he came home very angry, but now s/he is just sitting at the T.V. S/he doesn't seem to be paying attention to the show.

His/Her fists are clenched and jaw is tight.

As you enact the vignette, be sure

to model for the participants, each of the steps by performing each step deliberately and exactly. This skill is similar to the last social skill, but requires more detail in its performance.

In **Activity 7: Prepare and assign Homework**, use the Homework sheet as used in previous social skill lessons.

13

Preparing for a Stressful Conversation

SUMMARY AND RATIONALE:

Stressful situations typically bring out automatic responses which, with criminal offenders, are likely to be irresponsible or hurtful if not blatantly criminal. This lesson develops the rational mind set toward problem situations begun in earlier lessons and developed extensively in the Problem Solving Lessons (16-21).

CONCEPTS AND DEFINITIONS:

Stressful conversations are verbal interactions with another person when we have strong feelings and are uncertain about the outcome.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Preparing for a Stressful Conversation*.
2. learn and be able to perform the seven steps of *Preparing for a Stressful Conversation*.
3. perform the seven steps of *Preparing for a Stressful Conversation* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Preparing for a Stressful Conversation.
4. Discuss the Modeling Display
5. Participants role play the skill, Preparing for a Stressful Conversation
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Preparing for a Stressful Conversation Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies:
Preparing for a Stressful Conversation
- Handout:
Social Skills Homework Assignment Sheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:

Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Preparing for a Stressful Conversation*:



Preparing for a Stressful Conversation

1. Imagine yourself in the stressful situation.
2. Think about how you will feel and why you will feel that way.
3. Imagine the other person in the stressful situation. Think about how that person will feel and why.
4. Imagine yourself telling the other person what you want to say.
5. Imagine what s/he will say.
6. Repeat the above steps using as many approaches as you can think of.
7. Pick the best approach.

Lesson 13

OH#1

Preparing for a Stressful Conversation

Use examples that illustrate *Preparing for a Stressful Conversation*. In **Activity 3: Modeling the Skill**, use the following scenario:

You have had a minor accident with the delivery truck that belongs to the company you work for. The accident was due to sliding on some oil that had been spilled in the parking lot of one of your customers. You're sure it was not your fault, but you need to tell him about the truck.

As you enact the vignette, be sure to model for the participants, each of the steps by pointing to your head as you think through each step, indicating to the participants

that you are thinking, even though in reality they would not “see” you thinking “aloud”. Take your time with this skill. It is quite an advanced social skill and involves many thinking steps.

In **Activity 7: Prepare and assign Homework**, use the Homework sheet as used in previous social skill lessons.

14

Responding to Anger

SUMMARY AND RATIONALE:

Anger is an element which is part of lots of criminal behavior. With many offenders, it is automatic to respond to anger in others with anger of their own. This leads to a cycle of escalating conflict that often results in violence or other destructive behaviors.

CONCEPTS AND DEFINITIONS:

Anger is one of the most common and most dangerous of our emotions. Dealing with anger, in others — especially when that anger is directed towards us — is an important skill to avoid violence and destructive conflict.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Responding to Anger*.
2. learn and be able to perform the five steps of *Responding to Anger*.
3. perform the five steps of *Responding to Anger* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, Responding to Anger
4. Discuss the Modeling Display
5. Participants role play the skill, Responding to Anger
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up

SUPPLEMENTS:

- Pocket Cards:
Responding to Anger Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies
Responding to Anger
- Handouts:
Social Skills Homework Assignment Worksheet (see Lesson 10)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987. Champaign, IL.: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL.: Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Responding to Anger*.



Responding to Anger

1. Listen openly to what the other person has to say.
2. Show that you understand what the other person is feeling.
3. Ask the other person to explain anything you don't understand.
4. Show that you understand why the other person feels angry.
5. If it is appropriate, express your thoughts and feelings about the situation.

Lesson 14

OH #1
Responding to Anger

Use examples that illustrate *Responding to Anger*. In **Activity 3: Modeling the Skill**, use the following scenario:

The person who lives in the next apartment comes into your apartment and starts yelling about his wife. He is angry because she has taken the car, the kids and all his money. She left a note saying she has gone to visit her best friend in another state and won't be home for a week. You know this person only a little, but he has always been friendly to you. You are afraid that his yelling might bring the manager or might even escalate into violence.

As you enact the vignette, take extra care with steps 2 and 4.

Make it obvious how you are showing you understand.

In **Activity 7: Prepare and assign Homework**, use the Homework sheet as used in previous social skill lessons.

15

Dealing with an Accusation

SUMMARY AND RATIONALE:

Most offenders are very thin skinned about being accused of anything. This is true whether or not they have done what they are accused of. If they are innocent, they are likely to react with extremely righteous anger, which is often used to justify actual irresponsible behavior in the future.

CONCEPTS AND DEFINITIONS:

An Accusation is a claim that you did something wrong. Accusations are true if you did what you are accused of; and false if you did not do what you are accused of.

OBJECTIVES:

As a result of this session participants will:

1. understand the importance of the social skill: *Dealing with an Accusation*.
2. learn and be able to perform the four steps of *Dealing with an Accusation*.
3. perform the four steps of *Dealing with an Accusation* in real life situations.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of Lesson
3. Model the social skill, *Dealing with an Accusation*
4. Discuss the Modeling Display
5. Participants role play the skill, *Dealing with an Accusation*
6. Feedback (discussion) of the Role Play
7. Plan and assign homework (practice) of the skill
8. Repeat Steps 5, 6, and 7 for each participant in the group
9. Wrap up
10. Introduce 50 Skills and distribute lists

SUPPLEMENTS:

- Pocket Cards:
Dealing with an Accusation Skill Steps duplicated on pocket cards for group members
- Overhead Transparencies
Dealing with an Accusation
- Handout:
Social Skills Homework Assignment Worksheet (see Lesson 10)
List of 50± Social Skills List (Titles only)

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Masking Tape
- Markers (12, assorted colors)

REFERENCES:

Aggression Replacement Training. Goldstein, AP and Glick, B.. 1987.
Champaign, IL: Research Press.

The Prepare Curriculum. Goldstein, AP. 1988. Champaign, IL:
Research Press.

LESSON

CORE CONTENT

NOTES

Have each person report on their Social Skills homework including items 1-7.

NOTE: The format and directions to deliver this social skill Lesson are identical to those in previous Social Skill Lessons, except for content changes reflecting the difference with this particular skill.

Directions:

Deliver this social skill lesson following the same process described in previous social skill lessons. Follow the *Major Activity* steps outlined on the previous page.

In **Activity 3**, present the following steps for the Social Skill *Dealing with an Accusation*:



Dealing with an Accusation

1. Think about what the other person accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the person's accusations.
4. Choose the best way and do it.

Lesson 15

OH #1
Dealing with an Accusation

Use examples that illustrate *Dealing with an Accusation*. In **Activity 3: Modeling the Skill**, use the following scenario:

Your girlfriend (boyfriend) accuses you of going out with another boy (girl). The person s/he accuses you of dating is someone you know from work, and in fact, you like that person and have had coffee with him (her) twice after work. You haven't asked him (her) on a date, but you have been thinking about it.

As you enact the vignette, think the first three steps out loud, pointing to your head as you do.

In **Activity 7: Prepare and assign Homework**, use the Homework sheet as used in previous social skill lessons.

In **Activity 10: Introduce 50 Skills and distribute list**, inform the participants that this is a list of some of the skills that they can learn, if they think they have a need to. Review each of the group of skills and lead a discussion with the participants about each group, using specific skills from each group as an example. Be sure to have participants identify the importance of the skills as enhancing their choices and empowering them to do more than just react negatively or anti-socially in any given situation.

Lesson 10

Knowing Your Feelings

Supplemental Materials:

- Pocket Cards:
Knowing Your Feelings Skill Steps
duplicated for group members
- Overhead Transparencies:
Knowing Your Feelings
- Handout:
Social Skill Homework Assignment
Worksheet

Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Knowing Your Feelings

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Knowing Your Feelings

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Knowing Your Feelings

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Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling.
2. Decide what happened to make you feel that way.
3. Decide what you could call the feeling.

Social Skill Homework Assignment Worksheet

Name: _____ Date: _____

Group Leader: _____

Fill in during class:

1. Homework assignment:
 - a) Skill:
 - b) With whom:
 - c) Use when:
 - d) Use where:
2. Steps to be followed:

Thinking Check In: (to be filled in before next class):

1. Describe the situation in which you actually practiced the above Social Skill.
2. What were your risk thought and feeling?
3. Was there risk in these thoughts and feelings of leading you to do something hurtful? (Indicate what hurtful behavior you did or might have done, and show how your thinking could lead to doing it.)
4. What new thinking did you use (or could you have used) to reduce that risk?
5. Describe the skill steps you actually followed?
6. Rate yourself on how well you used the skill (check one):
Excellent _____ Good _____ Fair _____ Poor _____
7. Describe what you feel should be your next homework assignment:

Lesson 11

Understanding the Feelings of Others

Supplemental Materials:

- Pocket Cards:
Understanding the Feelings of Others
Skill Steps duplicated for group members
- Overhead Transparencies:
Understanding the Feelings of Others
- Handout:
Social Skill Homework Assignment
Worksheet (see Lesson 10)

Understanding Others' Feelings

1. Watch the other person.
2. Listen to what the person is saying
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what the other person is feeling.
5. Decide on the best way to do it.

Understanding Others' Feelings

1. Watch the other person.
2. Listen to what the person is saying
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what the other person is feeling.
5. Decide on the best way to do it.

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2. Listen to what the person is saying
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5. Decide on the best way to do it.

Understanding the Feelings of Others

1. Watch the other person.
2. Listen to what the person is saying.
3. Figure out what the person might be feeling.
4. Think about ways to show you understand what he/she is feeling.
5. Decide on the best way to do it.

Lesson 12

Responding to the Feelings of Others

Supplemental Materials:

- Pocket Cards:
Responding to the Feelings of Others
Skill Steps duplicated for group members
- Overhead Transparencies:
Responding to the Feelings of Others
- Handout:
Social Skill Homework Assignment
Worksheet (see Lesson 10)

Responding to Others' Feelings

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think s/he is feeling.

Responding to Others' Feelings

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think s/he is feeling.

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Responding to the Feelings of Others

1. Observe the other person's words and actions.
2. Decide what the other person might be feeling and how strong the feelings are.
3. Decide whether it would be helpful to let the other person know you understand his/her feelings.
4. Tell the other person, in a warm and sincere manner, how you think he/she is feeling.

Lesson 13

Preparing for a Stressful Conversation

Supplemental Materials:

- Pocket Cards:
Preparing for a Stressful Conversation
Skill Steps duplicated for group members
- Overhead Transparencies:
Preparing for a Stressful Conversation
- Handout:
Social Skill Homework Assignment
Worksheet (see Lesson 10)

Preparing for a Stressful Conversation

1. Imagine yourself in the stressful situation.
2. Think about how you will feel and why you will feel that way.
3. Imagine the other person in the stressful situation. Think about how that person will feel and why.
4. Imagine yourself telling the other person what you want to say.
5. Imagine what s/he will say.
6. Repeat the above steps using as many approaches as you can think of.
7. Pick the best approach.

Preparing for a Stressful Conversation

1. Imagine yourself in the stressful situation.
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7. Pick the best approach.

Lesson 14

Responding to Anger

Supplemental Materials:

- Pocket Cards:
Responding to Anger Skill Steps
duplicated for group members
- Overhead Transparencies:
Responding to Anger
- Handout:
Social Skill Homework Assignment
Worksheet (see Lesson 10)

Responding to Anger

1. Listen openly to what the other person has to say.
2. Show that you understand what the other person is feeling.
3. Ask the other person to explain anything you don't understand.
4. Show that you understand why the other person feels angry.
5. If it is appropriate, express your thoughts and feelings about the situation.

Responding to Anger

1. Listen openly to what the other person has to say.
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5. If it is appropriate, express your thoughts and feelings about the situation.

Lesson 15

Dealing with an Accusation

Supplemental Materials:

- Pocket Cards:
Dealing with an Accusation Steps
duplicated for group members
- Overhead Transparencies:
Dealing with an Accusation
- Handout:
Social Skill Homework Assignment
Worksheet (see Lesson 10)
List of 50± Social Skills (Titles only)

Dealing with an Accusation

1. Think about what the other person has accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the person's accusations.
4. Choose the best way and do it.

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THE STRUCTURED LEARNING SKILLS CURRICULUM

GROUP I: BEGINNING SOCIAL SKILLS

1. Listening
2. Starting a conversation
3. Having a conversation
4. Asking a question
5. Saying "thank you"
6. Introducing yourself
7. Introducing other people
8. Giving a complaint

GROUP II: ADVANCED SOCIAL SKILLS

9. Asking for help
10. Joining in
11. Giving instructions
12. Following instructions
13. Apologizing
14. Convincing others

GROUP III: SKILLS DEALING WITH FEELINGS

15. Knowing your feeling
16. Expressing your feelings
17. Understanding the feelings of others
18. Dealing with someone else's anger
19. Expressing affection
20. Dealing with fear
21. Rewarding yourself

GROUP IV: SKILL ALTERNATIVES TO AGGRESSION

22. Asking permission
23. Sharing something
24. Helping others
25. Negotiation
26. Using self-control
27. Standing up for your rights
28. Responding to testing
29. Avoiding trouble with others
30. Keeping out of fights

GROUP V: SKILLS FOR DEALING WITH STRESS

31. Making a complaint
32. Answering a complaint
33. Sportsmanship after the game
34. Dealing with embarrassment
35. Dealing with being left out
36. Standing up for a friend
37. Responding to persuasion
38. Responding to failure
39. Dealing with contradictory messages
40. Dealing with an accusation
41. Getting ready for a difficult conversation
42. Dealing with group pressure

GROUP VI: PLANNING SKILLS

43. Deciding on something to do
44. Deciding what caused a problem
45. Setting a goal
46. Deciding on your abilities
47. Gathering information
48. Arranging problems by importance
49. Making a decision
50. Concentrating on task

Dealing with an Accusation

1. Think about what the other person accused you of.
2. Think about why the person might have accused you.
3. Think about ways to answer the person's accusations.
4. Choose the best way and do it.

16

Introduction to Problem Solving

SUMMARY AND RATIONALE:

This is the introductory lesson to Problem Solving. The steps of problem solving are a tool participants can use to change their old ways of thinking and acting patterns that get them into trouble.

Problem Solving in this program is designed to integrate the skills of Cognitive Self Change (lesson 5-9) and Social Skills (lesson 10-15). By mastering the steps of Problem Solving participants will also be using Cognitive Self Change and Social Skills.

In this session we introduce the Conflict Cycle and the 6 steps of Problem Solving.

CONCEPTS AND DEFINITIONS:

The Conflict Cycle is a cycle of thoughts, feelings, beliefs, actions and reactions that increase and escalate problem situations (see Conflict Cycle supplement). The goal of problem solving is to escape the conflict cycle and perform constructive problem solutions.

Problem Solving is defined in this program by the following 6 steps:

1. Stop and think.
2. Describe the problem.
3. Get information to set a goal.
4. Consider choices and consequences.
5. Choose, plan, do
6. Evaluate

Time to think problems are problems where we have plenty of time to reflect and plan a solution.

In your face problems are problems where we are under pressure to respond right away.

OBJECTIVES:

As a result of this session participants will:

1. understand the Conflict Cycle and describe a conflict situation in terms of the Conflict Cycle.
2. understand the 6 steps of problem solving and apply these steps to a realistic problem situation.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Overview of lesson
3. Show film clip from The Breakfast Club
4. Apply the Conflict Cycle to the film scenario
5. Apply the 6 steps of Problem Solving to the film scenario
6. Wrap up
7. Homework

SUPPLEMENTS:

- Overhead Transparencies:
 - Conflict Cycle
 - 6 Steps of Problem Solving (graphic)
- Handouts:
 - Conflict Cycle
 - Problem Solving Steps (graphic)
 - Problem Solving Steps (overview of steps)
 - Homework
- *The Breakfast Club* movie
(Rent it at your local video store)

EQUIPMENT:

- Overhead projector
- Easel with Chart Paper
- Markers
- VCR and monitor

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Have each person report on their Social Skill homework.

Collect the Homework Sheets to review their practice of the Social Skill (Dealing With An Accusation) later.

Activity 2. Overview of Lesson



Today we begin a new section of the program. It's called Problem Solving. Problem Solving is a skill we can use to deal with all kinds of problems. In this program we learn Problem Solving by doing 6 steps. To do these steps we will make use of the skills we've already learned in the Cognitive Self Change lessons and the Social Skills lessons.

Show course organizer. (See Lesson 1.)

To begin with we're going to look at how our ways of responding to problems can actually make things worse. This is called the Conflict Cycle.

Let's look at an example of a problem situation where the problem goes from bad to worse. This is a scene from the movie, *The Breakfast Club*.

In this scene you will see a small group of teenagers who are doing a Saturday detention in their high school library. In this scene there

Tell participants to focus on Bender as they watch the clip.

are two main characters - Bender, one of the students, and Verne, the principal in charge of the detention. The rules laid down by Verne for the students are no talking and stay in your seat. Watch Bender, we are going to discuss what happens to him.

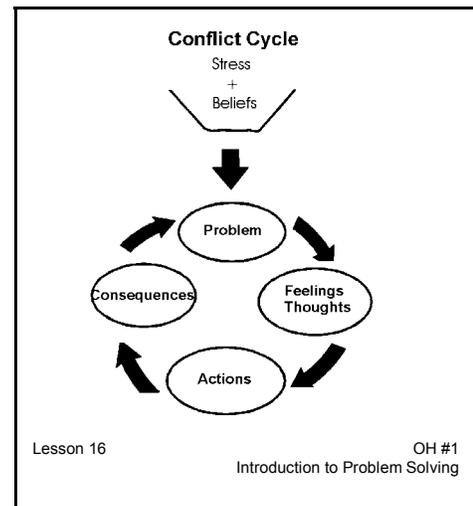
Activity 3: Show film clip from the Breakfast Club.

Activity 4: Apply the Conflict Cycle to the film scenario.

Let's use this scene to explore the Conflict Cycle. Let's start at the top. Stress can be both internal and external.

Show clip from Bender taking the screw to after Verne exits the library and takes a deep breath.

Display Lesson 16 OH #1. Pass out the Conflict Cycle handout.



Be clear that you are talking about the final stage of the conflict when Bender looks Verne in the face and says, "Eat my shorts."

Discussion is to follow step-by-step through the 5 stages of the Conflict Cycle.

Note the progress of the discussion on the Conflict Cycle chart.

What stress was Bender feeling?

Possible answers - he was spending Saturday in detention, this confrontation was taking place in front of other students, Verne is in his face.

What beliefs do you think Bender has that fueled this confrontation?

Possible answers - that he has to look tough in front of the other students, he has to have the last word, being quiet means being weak.

Based on Bender's stress and beliefs, how would Bender describe the problem?

Possible answers - Verne is trying to put me down in front of the others. Verne hates me. Verne is taking his anger out on me.

What do you think Bender was feeling when Verne was in his face, pointing a finger at him?

Possible answers - embarrassed, angry, challenged.

What thoughts do you think might have been going through Bender's head?

Possible answers - "He can't do this to me." "I'll show him."

What action did Bender take? Was it impulsive or well-thought out?

Possible answers - Looked Verne in the face and said, "Eat my shorts." It was not well-thought out.

What were the consequences?

Possible answer - More detentions.

Bender now has more problems than when he started. He lost the confrontation, he has more detentions, Verne is very angry. Bender's stress increases and he has more problems than when he started.

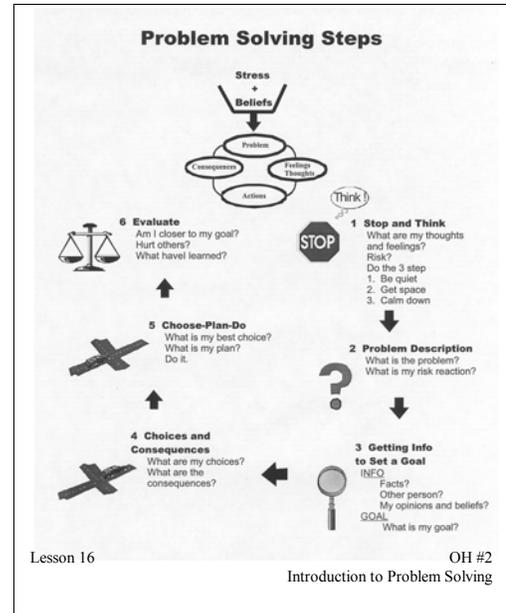
The key to solving problems is to be able to use your head rather than let your emotions take over. We all have habits and impulses that get us into trouble. It is possible to interrupt the conflict cycle between thoughts and feeling and actions that allow for **choices** to be made rather than impulses taking over or doing what we do by habit.

One of the keys to problem solving is to control our thinking. That gives us power and lets us decide what will happen. Bender gave up his power to Verne. The goal of problem solving is to interrupt the conflict cycle so the problem can be resolved in a way that creates less stress and tension for you.

We will explore what Bender could have done to make a better decision so he would not end up with lots of detentions.

Activity 5: Apply the 6 Steps of Problem Solving to the Film Scenario.

Display Problem Solving Steps (graphic) OH #2. Pass out the handout of the Problem Solving Steps.



Step 1: Stop and Think
In this program we use a simple formula to help us **stop** and **think**.

This is just an introduction to problem solving. Keep a brisk pace.

Make a chart prior to the lesson. During the lesson write in key information. You will use this later to help you model the Problem Solving Steps.



Step 6: Evaluate	Step 1: Stop & Think
Step 5: Choose, Plan, Do	Step 2: Problem Description
Step 4: Choices & Consequences	Step 3: Get Information to Set a Goal

Let's look at how we can apply the Stop and Think Step to Bender's situation.

Remember we are looking at the few seconds between Bender saying, "Eat my shorts." under his breath and Verne saying "What did you say?" and Bender's next move. This is the last chance Bender had to tone down the conflict.

We have already discussed the risk thoughts and feelings that Bender was having. What was a risk thought he was having? What was a risk feeling he was having? These thoughts and feelings can serve as risk signs that Bender is in a problem situation and about to lose control. Thoughts and feelings are risk signs; we also have physical signs that tell us we are upset, like a pounding heart, tense muscles, etc.

What physical signs do you think Bender was having? These signs can be used to trigger a thinking rather than an emotional response. They can tell us to **Stop and Think**.

Possible answers -
"Can't look bad."
"Let's have some fun."

Possible answers: anger, embarrassment

Possible answers - pounding heart, dry throat, tight stomach.

How did Bender's thoughts and feelings lead him to do something to make things worse?

Possible answer - His thoughts fueled his anger.

What could Bender have done to get himself to stop and think?

Possible answers - Take a deep breath, be quiet.

What could he have thought that would have helped him stop and think?

Possible answers - It's not worth it, stay cool, don't give your power away.

Not all problems are like the one between Verne and Bender. In some problem situations we have lots of time to think about them, like not having enough money to pay bills, issues in raising a child, etc. In those situations there is a lot of time to think them through. It is even easier to apply these steps in "time to think" problems.

We call the problems where we have plenty of time to think, "time to think" problems. We call problems that demand a response right now, "in your face" problems.



Step 2: Problem Description

The next step in problem solving is to describe the problem being sure you put yourself in the problem rather than describing the problem by blaming others. The best problem statements begin with I - even if you didn't start the problem. You want to describe the problem as objectively as possible - something like the situation description in a thinking report. You also want to note what your risk reaction is. This is a way to interfere with risk reactions that get you into trouble. We have a formula for problem descriptions.

Problem Description

- a) I feel/think _____.
- b) Because _____.
- c) My risk is to react by _____.

Let's try to figure out a problem statement for Bender.

What do you think he is feeling?

Sample answers: I feel angry because Verne is in my face with the others watching.

What is an objective description of the situation?

Verne is calling me names and pointing his finger at me.

What do you think Bender's risk reaction is? Now let's put this as a Problem Description using the formula.

My risk is to react by showing him that he can't put me down.

Step 3: Get Information to Set a Goal The next step is information gathering. Why do you want to gather information as part of problem solving?



In this step we look for 3 different kinds of information. See if you can tell why these 3 kinds of information are important. The 3 kinds of information are:

- 1) the facts
- 2) others thoughts and feelings
- 3) my own beliefs and opinions

Let's start with the facts. Facts are things that have happened and statements that are provable. For example, it is a fact that the conflict between Bender and Verne took place in the library. What are some other facts?

There are other students in the room. Bender took the screw.

OK, now what are some of the other peoples' thoughts and feelings?

Angry.
He's going to get us in more trouble.

What do you think Verne is thinking and feeling?

Feels put on the spot.
Bender is challenging my authority.

OK, now what do you think are Bender's opinions and beliefs in this situation?

Get attention.
Look tough in front of the others.

Good, we've looked at all 3 kinds of information for this particular problem. Now let's use this information to help us set a goal for Bender.

We want to write a goal statement to solve the problem we described in Step 2. A good goal statement should be realistic and positive, and should say what it is we want in the situation.

A goal statement can just say what it is we want, or it can say what we want and also what we want to avoid.

What would be a good goal statement for Bender?

Example goal statement: I want to save face without getting more detention.

Step 4: Choices and Consequences Choices and Consequences is a crucial step in the problem solving process. The more choices you can think of, the better chance you have of coming up with something that will get you to your goal.



- 1.
- 2.

Let's replay the confrontation between Bender and Verne. I will stop the clip at the last point Bender had to stay out of trouble.

Be sure to write ideas for each step.

Stop the clip after Bender says, "Eat my shorts." and Verne says, "What did you say?"

What actions can Bender take?

Emphasize that the purpose to come up with lots of ideas, realistic or not.

Now let's look at the consequences for some choices.

Pick 3 to 4 choices and discuss possible consequences.

Step 5: Choose, Plan, Do

Go through and eliminate the most

Choose - Now that we have come up with a lot of choices for Bender we want to pick the best one. The one that gets him closest to his goal.

Plan - Now we need to come up with a plan, what will Bender say and do? How is he going to say and do it?

Do - Now I will play Bender and follow the problem solving steps. Watch me and see how I do.

obvious choices that won't get Bender to the goal.

Then have the group vote to determine the best choice.

Solicit ideas from participants. Put them on chart paper numbered in specific steps.

Model - 'think aloud' Starting with Step 1, model going through the Steps using think aloud. Give each participant a problem solving step to watch for.

One facilitator plays Bender and one plays Verne. Verne stays in front of Bender and says, "You aren't fooling anyone, Bender. The next screw that falls out is you." Bender, "Eat my shorts." Verne says, "What did you say?" Bender now does a think aloud up to Step 4. At Step 4 ask participants to feed you ideas from the chart. Then enact the plan.

Step 6: Evaluate Did the plan work?

Is Bender closer to his goal?

If we helped Bender think through this conflict, what might he learn?

Discuss how well they thought the plan worked.

Possible answers - That he doesn't have to mouth off. That he can control himself if he wants to.

Activity 6: Wrap Up

We have done all 6 of the problem solving steps. In the next 5 classes we will go back and practice them one step at a time.

But the steps we just did with Bender are all the steps of Problem Solving.

Which step do you think might be most helpful to you when you meet a problem?

Encourage discussion on the problem solving steps.

What is one idea from what we have done that you think you will remember?

Activity 7: Assign Homework



For the next class I want you to watch for situations where you could use the steps of Problem Solving.

Your assignment is to pick one problem situation, and do the first part of the Stop and Think step. Do you remember what that is? I want you to identify your thoughts and feelings and also how these thoughts and feelings might lead to making the problem worse.

17

Step 1 — Stop and Think

SUMMARY AND RATIONALE:

Offenders learn that paying attention to their thoughts, feelings and physical reactions can be used as warning signs that they are in a problem situation. To support offenders' investigation of their thinking and behavior patterns, we ask offenders to think about where the thoughts and feelings are leading them so they can identify the risks associated with their reactions. Their thoughts and feelings are warning signs telling them to **Stop and Think**. Offenders learn that they can use the **3-Step** - to be quiet, calm down, and get some space so they can **Stop and Think**. This process helps them remain in control of the situation rather than reacting emotionally to it.

Stop and Think and the **3-step** are explored in two generic types of problem situations: **in your face problems** which require immediate action and **time to think problems** in which there are hours or days to think through the problem.

Linking: In Cognitive Self Change participants learned how to recognize their thoughts and feelings in situations that lead to trouble. This lesson helps them translate those insights into a quick recognition of thoughts, emotions and physical reactions that can lead them to criminal or problem actions and prompts use of the problem solving steps.

CONCEPTS AND DEFINITIONS:

Stop and Think Formula

1. Recognize thoughts, emotions, and physical reactions as warning signs.
2. Do the **3-Step**. Get control by being quiet, getting some space, calming down.

OBJECTIVES:

As a result of this session participants will:

1. identify specific thoughts, emotions and physical reactions as warning signs that they are in a problem situation;
2. understand and practice doing the **3-Step**.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review previous lesson
3. Overview of lesson
4. Explain how to recognize our thoughts, feelings, and sensations as warning signs
5. Give examples of your own warning signs (Facilitator)
6. Participants give examples of their warning signs
7. Explain the 3-Step
8. Model identifying warning signs and doing the 3-Step
9. Debrief the model demonstration
10. Participants role play Step 1: Identifying warning signs and doing the 3-Step
11. Wrap up
12. Assign Homework

SUPPLEMENTS:

- Overhead:
 - Conflict Cycle (see Lesson 16)
 - Stop and Think
 - Directions (for role plays)
- Handouts:
 - Stop and Think
 - Example Problem Situations
 - Stop and Think Role Play Planning Sheet
 - Homework

EQUIPMENT:

- Overhead
- Easel with Chart Paper

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from lesson 16. (This was to pick out a problem situation and identify the thoughts and feelings they had that might lead to making the problem worse.) Use the check-in format: Ask each participant to 1) describe the problem situation very briefly, 2) report their thoughts and feelings, 3) indicate how those thoughts and feelings could lead them to do something destructive.

Activity 2: Review Previous Lesson

Make sure participants have the Problem Solving Steps handout from Lesson 16 to refer to.



What do you remember about the Bender - Verne film clip?

Many different answers apply.



Show Lesson 16-OH#1 Conflict Cycle

Would someone start us through the conflict cycle? How does a problem usually start?

Stress and our beliefs cause us to feel there is a problem. Proceed through each stage of the conflict cycle.



Show Lesson 16-OH#2 Problem Solving Steps.

How many problem solving steps will we be exploring?

Six (6)

What are the steps?

Activity 3: Overview of Lesson

Today we are going to explore the first step of problem solving - **Stop and Think**. We will be discussing what we can do in situations that can lead to problems. The goal is to keep control by thinking rather than acting based on our emotions.

During this session we will:

identify specific thoughts, emotions and physical reactions that are warning signs that tell us we are in a problem situation;

- practice doing the 3-Step:
be quiet, get space, calm down

Rationale/The why of the lesson.

Pass out handout and show overhead.

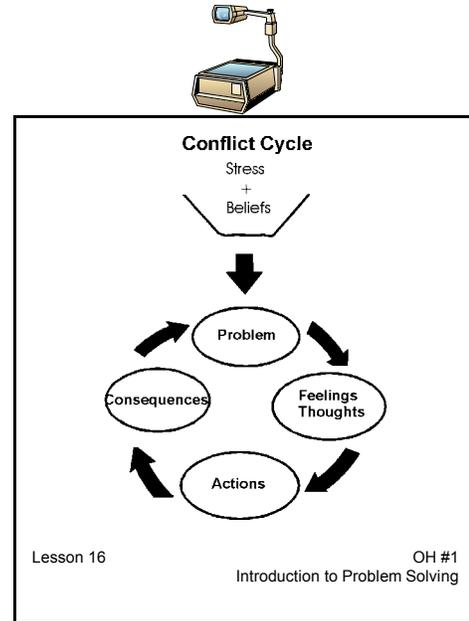


The handout is titled "1. STOP and Think". It features a large octagonal "STOP" sign on the left. To its right is a thought bubble containing the word "Think!". Below the thought bubble are two lines of text: "What are my thoughts and feelings?" and "How could my thoughts and feelings lead me to do something to make things worse?". Below this text is the instruction "Do the 3 step" followed by a pyramid diagram with three levels: "1. Be Quiet" at the top, "2. Get Space" in the middle, and "3. Calm Down" at the base. At the bottom left of the handout, it says "Lesson 17 Stop and Think", and at the bottom right, it says "OIR #1".

Activity 4: Explain How to Recognize Thoughts, Feelings, and Sensations as Warning Signs.

(See Lesson 16)

Let's look at the Conflict Cycle again. The top box shows a problem beginning with something happening that we don't like. The second box shows that we have thoughts, feelings and physical reactions in response. We can use our thoughts, emotions and physical reactions as warning signs that we are entering a problem situation.



We can think about the **Stop and Think** step as driving on a winding, dangerous road. There are signs we can see telling us that we have entered the "Problem Solving Zone". We see signs that indicate emotions like anger and frustration and other signs that indicate physical reactions to our emotions such as a dry throat or feeling all pumped up and ready for action.

These signs tell us we are experiencing a problem. The road is narrow. In problem situations some of us can feel like we've entered a tunnel. We feel closed in.

Activity 5: Give Examples of Your Own Warning Signs.

Let's make a list of the thoughts, physical and emotional reactions that each of us feel in problem situations.

Give your own example such as.... Here's an example of my own. When I have a problem with someone in authority I tend to think, "She/he doesn't have a clue." I feel frustrated and angry and my stomach gets tight. My risk is to react by losing my temper. My risk pattern is that I let anger build up until I lose my temper. That pattern does not help me or those around me.

Activity 6: Participants Give Examples of Their Warning Signs.

Now let's look at some examples of your warning signs.

Set up a piece of chart paper in the following format to record responses. Make sure participants give you a thought first, followed by emotions, followed by physical reactions and then their risk reaction.



STOP AND THINK

Pay Attention To:

Thoughts	Emotions	Physical Reactions
----------	----------	--------------------

To Avoid Risk Reactions:

Ask offenders to give you examples of problem situations

they face in their current lives or you can offer problem situations that would be easy for the group to identify with. Some examples are listed below.

1. Someone you are expecting does not show up on visiting day.
2. Your teenage child stays out all night and you don't know where he/she is.
3. A correctional officer accuses you of doing something you did not do.

The purpose of this next set of questions is to display the varied thoughts, emotions, and physical reactions that can indicate a problem situation.

Write responses on **Stop and Think** chart/board.

What are the emotional reactions that individual might feel in the first situation?

Probe for feelings such as: fear, anger, worry, discouraged, annoyed, embarrassed, depressed, etc.

What are the physical reactions?

Probe for feelings such as: tight stomach, dry throat, pounding heart, headache, etc.

What are warning thoughts?

Ask them to identify risk thinking.

How could these thoughts and feelings lead to doing something to make things worse?

Probe for reactions that lead to trouble.

Repeat the questions for 2 - 3 situations from group listing of problem situations the group created, or from the examples

provided. Write responses on **Stop and Think** chart/board.

What could happen if we don't get control of our emotions and thoughts?

We get in trouble.

We need to recognize this package of reactions as warning signs that tell us we are entering a problem situation and that we need to **STOP AND THINK**. We **STOP AND THINK** to keep our emotions from taking over so we can decide on what our best action is rather than react emotionally.

We use our thoughts, feelings, and physical reactions as warning signs so we can think through problems rather than react emotionally. We all have emotional reaction patterns that get us into trouble. When we react emotionally, we have lost control and have given in to our pattern of reacting.

Activity 7: Explain the 3-Step.

Once we recognize our warning signs, we need to find a way to get control so we can find some time to make ourselves **Stop and Think**. We call this doing the **Three Step**.

Get control by:
being quiet,
getting some space
calming down

Show overhead #1 again.



Being quiet. Be quiet by doing things to keep from or stop yelling,

threatening, arguing, complaining.
Try to be quiet.

Don't feed into the emotion of the situation. Don't say things that then have to be defended or lived up to. For example, if I say, "I'm going to make you pay." and then I decide that I want to just let the situation go, it is harder for me to do that. If I am in an argument and I say, "Tell me you aren't going to do {insert an action} again." and the other person refuses then I have to decide what my next step is. The more angry and upset, the more that is said, the more likely that the problem will get worse.

Get some space. Find a way to get some space between you and the other person involved. At the very least don't move closer. If possible increase or change the space between yourself and the other person. If you are on the phone, pull the receiver away.

Calm down. Find a way to get control of your emotions. You can do this through self-talk, things you say to yourself like, "I can figure this out." You can also begin to calm yourself down by taking deep breaths or counting to slow yourself down.

Applying the 3-Step

We can think about two types of problems. **In your face problems** where we are really on the spot. These problems require immediate reactions. We are in a



In Your Face Problems

confrontation and have to take quick action. Those are very difficult situations because there just is not much time to think. Let's come up with some examples of in your face problems. Although in your face problems are the problems we tend to remember because they are intense, most problems that we face give us more time to think.

Time to think problems are situations where we do not have to react to them immediately. In these situations we have time to think through the problem anywhere from 10 to 20 minutes to days or months. These are situations like not having enough money to pay bills, having difficulty finding a job, or being worried about a relationship.

In both kinds of problems, we need to do the same thing, to get some time and space to think. We call this the **3-step**. We can do this in a number of ways.

Let's work with the most difficult situation first. When you are in an **in your face problem** - here are some things you can do to get yourself to **Stop and Think** by doing the **Three Step**.

Be quiet - stop talking or ask a question to buy some time and to get control.

Get some space - in **your face problems**, don't move closer, hold your space or step back slightly or

Have the offenders give you examples of confrontations with correctional officers, other offenders, family or friends over rules, misunderstandings, etc.



Time To Think Problems

Have participants give you examples.

change your body position to get yourself more space.

Calm down - take deep breaths, count, visualize, say things to calm yourself down like, "Do I really want to get into this?" or "Chill". Visualize something calming.

In time to think problems, get away from the person or situation to think it through.

Activity 8: Model Identifying Warning Signs and Doing the 3-Step.

Now I'd like to demonstrate what we have just been talking about. I'm going to show how I might identify my own warning signs and do the 3-Step in a problem of my own.

Instructors model a problem situation for the purpose of showing (1) identification of thoughts, emotions, and physical reactions that indicate a problem and (2) doing the 3-step. The problem modeled should be relevant to the lives of your particular group of offenders. Be sure to model using think aloud.

Model Problem - Example

The situation is this. A woman calls her boyfriend because she needs a ride home from her night shift job. Her boyfriend tells her that he is going to go out to party and won't be able to pick her up. The person facing the problem situation is the woman. She finds this out when she calls him from her work.

Female (F): Hello, Juan. I need a ride home from work tonight at midnight. I want you to pick me up.

Male (M): Sorry, I am going to a party tonight with some friends. I'll be way on the other side of town.

F: Who are you going with? Aren't I more important than some boring party?

M: Can't do it, I have other plans.

F: (Begins to get angry): And who are these plans with?

M: (Angry) Get off my back. I said I am busy.

F (This begins think aloud): This makes me really angry. I've been so good to him and helped him through a lot. Why is he doing this to me? He can't get away with this. My heart is pounding. I can't stand this. I'm afraid he has another woman. I need to stop talking so I don't make things worse. Wait a minute, let me stop talking, take a deep breath and get off the phone so I can think about what I want to do. (Says into the phone). Hey listen, I have another break in an hour, I'll call you back then. I really need a ride.

Activity 9: Debrief the Model Demonstration.

What are the thoughts that tell her she is in a problem situation?

I've been good to him. I've helped him. I can't stand this. I'm afraid he has another woman.

What emotions is she feeling?

Anger, fear

What are her physical reactions?

Heart pounding

If she does not **STOP AND THINK**, what do you think will happen?

What did the **3-step** look like for her? Was she quiet? How did she calm down? How did she get distance and buy time?

Activity 10: Participants Practice Identifying Warning Signs and Plan Doing the 3-Step.

Now let's look at some problem situations that you might have.

By taking a deep breath.

Told herself to get off the phone and then ended the conversation.

Your choice - either ask participants to give examples of problem situations or you give them problem situations (see examples at the end of this lesson labeled Problem Situations). Either work on this as a whole group or break them up into smaller groups. If you break them into small groups to do this make sure you work through one example as a whole group to ensure they understand the directions.



Problem Situations

You are unjustly accused of stealing a computer at work.

Your cell mate unjustly accuses you of stealing his/her cigarettes.

You have been looking forward to a special visitor who doesn't show for a scheduled visit.

Your child takes your car and stays out all night.

Your neighbor plays loud music late into the night and you can't sleep.



Directions

- (1) Describe the situation: is it in your face or time to think;**
- (2) identify thoughts, emotions and physical reactions which would indicate there is a problem;**
- (3) describe how you would do the 3-step.**

Lesson 17

OH #2
Stop and Think

Take participant responses and work with them to role play Stop and Think. You may want to participate in the first few role plays to help them feel comfortable with 'think alouds'. Make sure to only take the situation through the Stop and Think point with offenders clearly identifying their thoughts, emotions, and physical reactions and how they are doing the 3 step.

Use the following format to plan the Stop and Think role play.

Stop and Think

My thoughts are _____.

I am feeling _____.

Physically I feel _____.

Show the 3-step:

Be quiet

Get space by _____.

Calm down by _____.

Activity 11: Participants Role Play Step 1: Identify Warning Signs and the 3-Step.

Now let's practice by role playing our problem situations and actually doing Step 1.

Pick a participant to do the first role play. Review his/her role play planning sheet, and help him/her plan the role play. Have the player pick other participants to take parts in the role play. You may apply a part yourself.

Have the role player keep their planning sheet with them to read from as they go through the steps of identifying their warning signs and doing the 3-Step.

Activity 12: Wrap Up

What are the signs we use to tell us to stop and think?

How do our thoughts and feelings lead to risk reactions?

What is the 3-Step?

What are some things you can do to be quiet? To get some space? To calm down?

How does stop and think help us keep control of problem situations?

Activity 13: Assign Homework.



For your homework assignment I want you to watch for problem situations and practice Step 1.

At the start of the next class I'll ask you to describe one real problem

situation you have had, what your warning signs were, and how you did the 3-Step.

18

Step 2 — Problem Description

SUMMARY AND RATIONALE:

In this Step participants learn to combine their awareness of their own warning signs and an appreciation of the risk of making the problem worse, with an objective description of the problem situation. This step continues the process of creating an “objective distance” between the student and the pressures of the problem they are facing. It helps keep them from jumping to conclusions.

CONCEPTS AND DEFINITIONS:

A problem description follows the 3-part formula: I (feel or think) _____, because _____ (Objective description of situation), and my risk is to react by _____.

OBJECTIVES:

As a result of this session participants will:

1. identify the thoughts, feelings, and physical sensations they experience in problem situations.
2. describe problem situations objectively
3. identify how their thoughts, feelings, and physical sensations pose risk of their reacting to make the problem worse.

MAJOR ACTIVITIES:

1. Thinking check In and Homework Review
2. Review previous lesson
3. Overview of lesson
4. Explain the 3 parts of a Problem Description
5. Review examples of good Problem Descriptions
6. Review the rationale of the 3 parts of a Problem Description
7. Practice making good Problem Descriptions
8. Facilitator models problem Solving Steps 1 and 2
9. Participants role play Problem Solving Steps 1 and 2
10. Wrap up
11. Assign homework

SUPPLEMENTS:

- Overhead Transparencies:
Example Problem Description-Using the Formula
- Handouts:
Problem Description
Example Problem Descriptions-Using the Formula
Problem Description Exercise
Directions for Problem Scenarios
Example Problem Scenarios
Homework
- Instructor Supplements:
Suggested Problem Descriptions for Problem Description
Exercise

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 17. (This was to pick out a problem situation and do stop and think and the 3-Step.) Use the check in format: Ask each participant to 1) describe the problem situation very briefly, 2) report his/her thoughts and feelings, 3) indicate how those thoughts and feelings could lead her/him to do something destructive, and how she/he did the 3-Step.

If a participant failed to actually do the 3-Step when faced with the problem, have them describe now how they could have done the 3-Step.

Activity 2: Review Previous Lesson



Last session we learned about Stop and Think. We compared this Stop and Think step to entering a tunnel.

What do you need to pay attention to in Step 1 - Stop and Think?

We also said that entering a problem situation can make some of us feel closed in. Taking the next step in problem solving can help us feel less closed in. One reason for this is that we use our thinking rather than our emotions.

Make sure participants have the Problem Solving Steps handout from Lesson 16 to refer to.

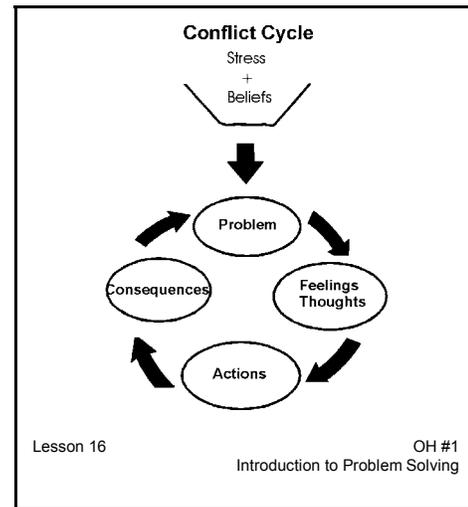
Thoughts, feelings, physical reactions.

Activity 3: Overview of Lesson

Today we are going to learn the next step in taking control of a problem situation which is to describe a problem in objective terms as well as identifying our risk reaction to the situation. This helps us gain control by looking at the situation using our thinking more than our emotions.

If we look at the Conflict Cycle, we can see that we are adding some thinking steps between thoughts and feelings and the actions we take.

Display the Conflict Cycle
(See Lesson 16)



Activity 4: Explain the 3 Parts of a Problem Description

A good problem description includes the word "I". You should describe yourself as being in the problem. Starting with "I" shows that you have power in this situation.

We use this formula for writing Problem Descriptions:

The first part of this formula describes the thoughts and

Pass out the Problem Description handout.



2. Problem Description

I (feel or think) _____
because _____
and my risk is to react by _____

Lesson 18 OH#1
Problem Description

feelings I have in response to the problem.

The second part of the formula is an objective description of what happened. It tells who was involved and what was said or done. It is important that this part of the formula be completely objective, without emotion and without blame.

The third part of the formula identifies how my thoughts and feelings might lead me to make the problem worse.



Activity 5: Review Examples of Good Problem Descriptions

Here are some good problem descriptions.

What does the person think or feel?

Who is involved?

What was said or done?

Is there risk?
(Ask this set of questions for each example.)

Example Problem Descriptions - Using the Formula

I **think** my boyfriend is cheating **because** I heard him make a date on the phone last night agreeing to meet someone at the mall. My **risk** is to react by getting angry at him.

I **think** that my wife doesn't care **because** she agreed to be home so I could call her at 7:00 p.m. I called and no one answered the phone. My **risk** reaction is to want to hurt her.

I **feel** angry because my teenager came home from a date smelling of alcohol. He locked himself in his room and won't come out. My **risk** is to react by pounding on the door until he opens it.

I **think** someone stole my cigarettes **because** I went to my locker this morning and they were gone. My **risk** is to immediately react by planning how I will hurt the person who stole my cigarettes.

Lesson 18

OH #2
Problem Description

Activity 6: Review the Rationale of the 3 Parts of a Problem Descriptions

The way we know these are problems is by the **STOP AND THINK** warning signs, the thoughts, feelings and physical reactions we experience when we are in the situation. We identify these in the first part of the problem description.

How does describing the problem objectively after the because help us get our emotions under control?

We try to define the problem as objectively as possible to get our minds focused on the facts and away from our feelings and the thoughts that make us feel emotional. This way we have more control and are better able to think through the problem.

How can identifying our risk reaction help us to think about the problem?

Our risk reactions get us in trouble. By recognizing the risk we give ourselves time to think of a new way of responding.

Activity 7: Practice Making Good Problem Descriptions

Here are some problem situations with problem descriptions that don't fit our formula. Let's fix the problem descriptions to fit the formula.

Handout worksheets - Problem Description Exercise. Read the first problem scenario and problem statement.

We will use the problem description formula to improve these descriptions. Let's look at the first one.

See supplements for suggestions for rewriting the descriptions so they follow the formula. These are only suggestions.

Read each problem scenario and discuss what is wrong with the problem description. As a group come up with problem descriptions that use the formula for the first 2. Then have participants work on these in small groups.

**Problem Description
Exercise**

1. There was a traffic jam this morning. I was only 5 minutes late for work again. I started working right away. My boss called me over and warned me that I cannot be late again.

A Problem Statement: My boss is a jerk.

2. Every time I come back to my cell the CO makes me wait a long time before he opens my cell. I know he is out to get me. He has an ugly face.

A Problem Statement: I know the Correctional Officer is out to get me.

3. I am working as hard as I can but I am still short of money. I have had the same apartment for a year. I came home from work and found an eviction notice. I haven't paid rent for 6 months.

A Problem Statement: I have to get some money right away.

4. I don't trust my husband. He and I don't talk much. Today I saw my best friend riding in her car with my husband.

A Problem Statement: I'll never trust another person again.

5. I have been going on job interviews. I am worried about how to handle my record.

A Problem Statement: I just can't take these stupid job interviews anymore.

6. I have a bunch of speeding tickets and lost my license. I am only driving 15 miles over the speed limit. It's really difficult to drive 45 miles an hour on an open road. I look in my rear view mirror and see the State Trooper signaling me to pull over.

A Problem Statement: I don't have a license so I have to try to outrun the State Patrol car which is trying to pull me over.

Note: Examples of correct Problem Descriptions are in the supplements. These are only suggestions.

Activity 8: Facilitator Model of Problem Solving Steps 1 and 2

Now I'd like to demonstrate what we have just been talking about. I'm going to pick a problem situation and do the first two steps of problem solving.

Refer to the Supplement: "Directions for Problem ID Scenarios." This Supplement displays the first 2 steps of Problem solving on one form with 4 parts.

Preview the example of Shewan with the class. Put the Stop and Think and Problem Description steps on a flip chart. (See example below.)



<p>Stop & Think Thought _____ Feeling _____ Physical _____</p> <p>3-Step Quiet _____ Space _____ Calm down _____</p> <p>Problem Description I, _____, because _____ _____. My risk is _____ _____.</p>

Choose a co-actor and role play the situation using 'think aloud' to show Stop and Think and the Problem Description.

Sample Model

Situation - Shewan is starting her second week in a new job. She likes to work alone and does not make friends easily. She does not trust other people and would rather do her own work. She comes back from lunch and her boss, Ms. Shells, calls her into her office and accuses her of stealing. In problem situations Shewan often feels depressed and picked on.

Ms. Shells: Shewan, I need to talk to you right away, please come into my office. (walks in front of Shewan and sits on one side of a table).

Ms. Shells: Sit down, Shewan.

(Shewan sits down.)

Ms. Shells: Shewan, you have been working in the front office area for the last two days, is that right?

Shewan: That's right.

Ms. Shells: Mr. Brooks has been in and out of the office for the last two days. At noon today he discovered that all of the petty cash that he keeps in his desk is missing. He had about \$50 in his drawer. What do you know about this?

Shewan: (defiantly) I don't know anything about it.

Ms. Shells: Mr. Brooks says that he saw you standing by his desk a number of times when he walked in the room. What were you doing standing by his desk?

Shewan (loudly): I was just doing my work.

Ms. Shells: There has hardly been anyone else in the office. Did you see anyone go into Mr. Brooks' desk?

Shewan: No.

Ms. Shells: Shewan, this is a serious matter. Both Mr. Brooks and myself suspect that you know how the money was taken from his desk. What can you tell me?

Shewan (leaning forward): I don't know anything about the money that is missing.

Ms. Shells: Shewan, I don't believe you. This is a serious matter.

Shewan: I can see it is serious, but I don't know anything about Mr. Brooks' desk.

Ms. Shells: (raising her voice)
Lying isn't going to help.

Shewan: (standing up) Why do you think I am lying?

Ms. Shells: (raising her voice and leaning over her desk) I mean to get to the bottom of this. I need employees I can trust.

Shewan: (stares and says nothing)

[start think aloud here - stop and think] I feel scared. She thinks I stole the money. Nothing I say will do any good. She just wants to get rid of me. Here goes another job. My heart is pounding and my mouth is dry.

[doing the 3-step] I need to be quiet, sit down and take a deep breath. I really don't want to lose this job.

[Problem Description - I'm angry because Ms. Shells is accusing me of lying to her. My risk reaction is to quit.]

What were Shewan's Stop & Think warning thoughts, feelings and physical reactions?

What did she do for the 3-Step?

What was her problem description?

Write answers on the chart you have prepared. Keep this chart to display in other lessons.

Activity 9: Participants Role Play the First 2 Steps of Problem Solving

Now let's practice by doing role plays of the first 2 steps.

Role Play

Take another situation from the Example Problem Scenarios worksheet and put the information on the chart/board. Use the system you have developed for selecting offenders to role play. Prepare the role players and have them role play the problem situation by showing steps 1 and 2. When the role play is over have each offender report what he/she

saw for the step he/she was assigned.

Repeat the role play exercise with every participant. Encourage each participant to pick a problem situation that has meaning to them.

Activity 10: Wrap Up

1. Why is it important to stop and think in problem situations?
2. What are some things people can do to help them stop and think?
3. What makes a good problem description?

Activity 11: Assign Homework



I want you to continue looking for real life problems and using them as a chance to practice the steps of problem solving.

For next time, your assignment is to pick one real life problem situation and practice the first 2 steps of problem solving. If you're not able to do the first 2 steps while the problem is actually happening, then write out the steps of how you could do the steps. Use the same outline form we practiced with in today's lesson.

19

Step 3 — Getting Information to Set a Goal

SUMMARY AND RATIONALE:

In this Step participants practice gathering information by considering: 1) the objective facts, 2) others' thoughts and feelings, 3) their own beliefs and opinions. Finally, they use this survey of information to state a goal, or what they want to come out of the situation. This is a key step in Problem Solving. It requires participants to consider others' points of view as well as their own. It recognizes the significance of feelings and opinions, but sets these out in comparison with objective facts.

CONCEPTS AND DEFINITION:

fact - something that has actually happened or that is really true.

opinion - what we think is true based on our attitudes and beliefs.

goal - an event or achievement we want to accomplish.

OBJECTIVES:

As a result of this lesson, participants will:

1. identify reasons to consider other people's thoughts and feelings in a problem situation.
2. observe situations to determine other's thoughts and feelings.
3. identify facts.

4. Identify facts and beliefs
5. use information to develop simple, realistic and positive goal statements.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Explain: Facts
5. Explain: Others' Thoughts and Feelings
6. Explain: Our Beliefs and Opinions
7. Explain: Setting A Goal
8. Role Plays: Practicing Step 3
9. Wrap Up
10. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
 - Getting Information to Set a Goal
 - Sample Goal Statements
 - Directions for Observing Role Plays
- Handouts:
 - Getting Information to Set a Goal Role Play Scenarios
 - Directions for Observing Role Plays
 - Problem 1 Role Play - Background Information
 - Problem 2 Role Play - Background Information
 - Problem 3 Role Play - Background Information
 - Homework

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 18. (This was to pick out a problem situation and do the first 2 steps of Problem Solving.) Abbreviate the homework review by asking each member to briefly and informally describe their problem situation, and then read their prepared Problem Description.

Activity 2: Review Previous Lesson

 We are working our way through the problem solving steps. Let's review what we have done so far.



Show Lesson 16-OH#2 Problem Solving Steps.

Make sure participants have Problem Solving Steps handout from Lesson 16 to refer to.

What is the first step of problem solving?

Stop and Think

What is important about this step?

Gets us to interrupt the conflict, helps us begin to take control of the situation rather than having us reacting to our emotions.

What is the second step of problem solving?

Problem Description

What are some do's and don't's in describing the problem?

Do's- make it objective, recognize our immediate reaction; Don'ts interpret what is going on i.e., My boss is a jerk.

Activity 3: Overview of Lesson

First we will discuss how you gather information and the types of information you want to gather. We will also give you a simple formula for a goal statement. Then we will practice gathering information and stating goals.

Solving a problem requires getting information. We need information in order to help us choose what we want to do to solve the problem. We get more information by looking, watching, listening, talking and thinking.

We want to use 3 sources of information. These are: **FACTS**, **OTHERS' THOUGHTS AND FEELINGS**, AND **OUR OPINIONS** and **BELIEFS**.



3. Getting Information to Set a Goal

INFO

Facts: Objective statements or rules

Other person: Others' thoughts and feelings. The other person's thinking report in the situation.

My opinions and beliefs:
What I think is true.
What I believe is happening.

GOAL

What do I want?
Keep it realistic and positive.
"I want", or "I want, but I don't want".

Lesson 19
Getting Information to Set a Goal

CH 01

Activity 4: Explain Facts

FACTS - are objective statements of what was said or done or a rule that is enforced.

Pass out corresponding handout
Getting Information to Set a Goal

(Give examples, e.g., Today is _____; _____ is President of the U.S., we are in a room.)

Facts are things we cannot change.

For example, *(give an example of a rule and consequence that is strictly enforced)*.

How can facts help us?

Possible answer - Facts should be information that other people know and something we can check out or verify.

A fact should be something that both people in the situation can "see". For example, one person may know a fact that the other person does not know. You can help solve some problems by sharing some facts or helping each other to see the facts.

For example, you have a child who wants you to buy her something expensive like a toy or clothes. You don't have the extra money. The fact that you do not have the money is something you may know that the child does not know. By telling the child the fact, that you don't have the extra money, can help resolve the conflict because now you both know the same fact. Both people having the same facts will not always solve a problem but it can help.

You may want to develop your own example.



Let's think back to Shewan and Ms. Shells. What are the facts of this situation and how do you know it is a fact?

Chart this information on an easel pad.

Possible answers - Ms. Shells told Shewan that \$50 is missing. Mr. Brooks reported the money is missing, Ms. Shells is the boss.

Activity 5: Explain Others' Thoughts and Feelings

OTHERS' THOUGHTS AND FEELINGS - The other person's thinking report in the situation.

We can figure this out by what the person is saying and doing as well as on our previous experiences with that person, how we think the other person is thinking and feeling.

We've practiced the social skill - *Understanding the Feelings of Others*.

What do we do to help us figure how someone else might be feeling?

Possible answer - Watch and listen to the person.

Let's think back to Shewan and Ms. Shells. How was Ms. Shells feeling?



Chart this information on an easel pad.

What evidence do you have Ms. Shells is angry?

Possible answer - Angry.

Possible answer - She raised her voice.

Problems cause emotional responses in others as well as in ourselves. If we are going to solve a problem, we need to think about what the other person is feeling and thinking and use that as information that will help us solve the problem.

We have a number of clues to help us figure this out.

Tone of voice. For example, let me ask a question two different ways.

Tone of voice and body language parts of this activity are optional.

Do them if you think the group needs this level of discussion.

What are you doing?

In a loud angry voice.

How do you think I am feeling?

What are you doing?

In a calm voice.

How do you think I am feeling?

Who can ask, "What are you doing?" in a way that shows you are curious? frightened? sleepy? bored? So tone of voice is a clue to how a person is feeling.

Get participants to say "What are you doing in different tones of voice?"

Body Language Looking at people can also give us clues to how they are feeling. A person's posture and facial expressions are called body language.



Body Language

Bored Excited Angry Tired

Model posture and facial expression for each of the above and have participants identify the emotion. **OPTION 1:** If you wish you can then ask participants to model their body language for different emotions. "Show us how you look when you are [bored, angry, etc.]. **OPTION 2:** Show a clip from a movie with the sound turned off, ask participants to observe body language and guess at the feelings of the characters. You can then show the same clip with sound and see how that helps them determine what is happening.

Activity 6: Explain Our Beliefs and Opinions

Our opinion is how we see the situation - how we would describe the situation based on our thoughts, feelings and past experiences. The opinions we have are often tied to our beliefs. The reason to examine our opinions is to check to see if we are falling into a thought pattern that gets us into trouble. In the "Breakfast Club," Bender's belief might have been that the only way he can get respect from the other students was to mouth off to Verne. This may be tied to his belief that the only way to be important is to challenge people in authority.

We have to be careful not to have our opinions close off how we think. We need to be aware of our opinions and beliefs and realize that they may only be what we think and not jive with the facts or with what the other person thinks. We need to be aware of our thinking patterns and stop thinking patterns that lead us into trouble.

Let's think back to Shewan and Ms. Shells. What do you think Shewan's opinions and beliefs are?



Chart this on an easel pad.

Possible answer -Shewan's opinion may be that Ms. Shells will fire her.

What evidence do you have?

Her belief that people in authority are out to get her.

Activity 7: Explain: Setting A Goal

We gather information by determining what the other's thoughts and feelings might be, what the facts are, becoming aware of our opinions and then we use this information to decide our goal.

We help ourselves when our goals are realistic and positive.

Realistic so that it is something that we can actually achieve. For example, if the problem is that we don't have enough money to pay the rent, it would not be realistic to have as a goal to get 1 million dollars. Keep the goal close to the situation at hand.

A goal should also be positive. Having a goal to do something to hurt yourself or others usually just makes the problem worse. Solving problems can cause pain, but that should not be the goal. If the goal is to cause pain, then the conflict cycle usually keeps going and more stress and problems occur.

Show OH#1 again.



3. Getting Information to Set a Goal

INFO
Facts: Objective statements or rules

Other person: Others' thoughts and feelings. The other person's thinking report in the situation.

My opinions and beliefs:
What I think is true.
What I believe is happening.

GOAL
What do I want?
Keep it realistic and positive.
"I want", or "I want, but I don't want".

Lesson 19
Getting Information to Set a Goal

OH #1

Shewan thought about the following three goals in her situation with Ms. Shells. Which one follows our guidelines for a good goal statement? A good goal statement follows the formulas on the overhead.



Sample Goal Statements

1. I want Ms. Shells to say she is sorry and leave me alone.
2. I want Ms. Shells to believe me that I did not take the money.
3. I'm going to out yell her and walk off this job.

Lesson 19

OH #2
Getting Information to Set a Goal

Activity 8: Role Plays Practicing Step 3

I am going to give you 3 situations to think about. I would like volunteers to role play the situations.

Note:

1. not a good goal - not realistic
2. realistic
3. not positive, doesn't help Shewan in the long term

Chart Shewan's goal statement on an easel pad for use in Lessons 20 and 21.

Distribute Role Play Scenarios for participants to read. First circulate among the volunteers to ensure that those with reading problems know what is on the paper. Take role players for Problem 1 aside and give them their Background Information Sheet and help them prepare to role play. They should exaggerate actions to give clues.

Tell role play observers to look for facts and to try to figure out the thoughts and feelings of the two role players. Present the following guidelines for determining others' thoughts and feelings. Identify which person is the problem solver. Give each participant a number (1-6) to observe for.



Directions for Observing Role Plays

1. Watch and listen for the facts.
2. Try to figure out what each person is feeling.
3. Do a brief thinking report for problem solver (2 to 3 thoughts and 1 to 2 feelings).
4. Do a brief thinking report for the other person (2 to 3 thoughts and 1 to 2 feelings).
5. Try to figure out the problem solver's opinions and beliefs.
6. Decide on a realistic and positive goal for the problem solver.

Lesson 19

OH #3
Getting Information to Set a Goal

For all three scenarios do the following. Read the scenario. Either use the ones provided or make up ones that are more relevant to your group. Have role players act out the scene using the Problem-Role Play-Background Information sheets. Keep it short. Debrief by asking participants to report on what they observed using 1 through 6 above. Then ask each role player to give the background information and tell what they were thinking and feeling. Get volunteers to make suggestions for a realistic and positive goal for the situation.

Activity 9: Wrap Up

Today we explored Step 3 of problem solving - getting information.

What are the three types of information we want to think about in this step?

What are the challenges in determining what is a fact and what is opinion?

What clues do we use to determine how another person is feeling?

Why is it important to consider the other person's feelings?

Activity 10: Assign Homework



As homework, I want you to take a problem situation through the first three steps. This is a problem you will work on through the next 3 sessions.

Make it clear to group members that you want them to pick out a real life problem they have faced recently in their life.

Step 1. Stop and Think
What does the 3-step look like?

Step 2. Problem Identification
Who (including I), where, what + my immediate reaction.

Step 3. Getting Information to Set a Goal

- Facts
- Opinions
- Others' perspective
- Goal

Step 4 — Choices and Consequences

SUMMARY AND RATIONALE:

This is the “brainstorm” step of Problem Solving. Students stretch their imagination to think of as many options as they can to solve their problem. After thinking of a wide range of both thinking options and action options, students then consider the consequences of each of the possible choices.

The process of doing this step thoroughly forces participants to look at problems from a broad, social point of view.

CONCEPTS AND DEFINITION:

Brainstorming is opening your mind to think of as many ideas as possible. The ideas do not have to be realistic.

Consequences can be either positive or negative.

OBJECTIVES:

As a result of this session participants will:

1. learn how to generate multiple alternative ways of thinking and ways of acting in problem situations.
2. learn how to determine the probable consequences of the choices generated, both for themselves and other people.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Practice Brainstorming Choices
5. Practice Considering Consequences
6. Team Practice: Choices and Consequences
7. Wrap Up
8. Assign Homework

SUPPLEMENTS:

- C Overhead Transparency:
Choices and Consequences
- C Handouts:
Choices and Consequences
List of 50± Social Skills (see Lesson 15)
Homework
- C Charts
Choices and Consequences Chart
Example

EQUIPMENT:

- C Easel with Chart Paper
- C Markers
- C Overhead Projector

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 19. (This was to pick out a problem situation and do the first 3 steps of Problem Solving.) Abbreviate the homework review by asking each member to briefly and informally describe their problem situation, then ask them to identify the thinking that posed risk of getting them to do something to make it worse, and then identify new thinking that would make it better. (NOTE: this is the basic check-in process from Lesson 9. This check-in fits neatly into the choices and consequences step.)

Activity 2: Review Previous Lesson



Show Lesson 16-OH#2 Problem Solving Steps.

 Let's review the three steps of problem solving we have discussed so far.

Make sure participants have Problem Solving Steps handout from Lesson 16 to refer to.

What is the first step?

Stop and Think.

What is important about it?

Help us begin to think rather than react emotionally.

What is the second step?

Problem description.

What is the purpose of this step?

To describe the problem objectively and to recognize our immediate reaction.

What is the third step?

Getting information to set a goal.

What happens in this step?

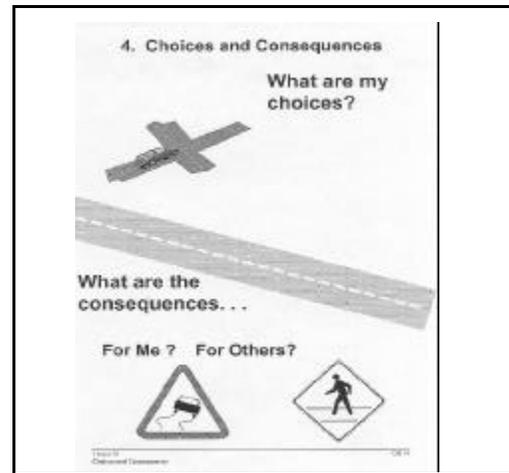
This is where we reflect on the problem, by determining the facts, the other person's thoughts and feelings, and our opinions. From this information we then set a goal that is positive and realistic.

Activity 3: Overview of Lesson

A key skill to becoming a good problem solver is to be able to think of many different ways to respond to a problem. After we get information and know what our goal is in Step 4, it is time to decide what to do. In any situation, there are many different choices a person can make. As you have learned previously, we all have patterns in the way we think, feel and then act. When we experience a problem we have our automatic patterns which can take over. The purpose of this step is to open our minds and to first think of lots of different things we could do. After we have thought of many choices, we can use the information we have to pick one that will lead us to our goal.

Pass out handout Step 4. Choices and Consequences and show corresponding overhead.

In this step we ask three questions. This step is called the “brainstorm” step. In this step we think of as many options as we can to solve our problem. We focus on 2 kinds of options: thinking options and action options.



Let's think back to Bender and Verne. What were some choices Bender had?

After we think of as many options as we can, we consider the consequences of each option. We look at the consequence of each option for ourselves, and we also look at the consequences for other people.

Activity 4: Practice Brainstorming Choices

Now let's practice the brainstorm step. We'll practice with Shewan's problem. Stress Shewan did not steal the money. [option: facilitator can pick another problem, provided the group has already prepared the preliminary problem solving steps.]

Offer a problem that is relevant to offenders' lives or review Shewan and Ms. Shells situation. Give them Steps 1 - 3: Stop and Think, Problem Description, and Information Gathering and Goal. *These should be on chart paper from previous classes.* They can refer to these as they brainstorm. Have participants brainstorm action choices. Make sure to

keep this as a brainstorming session with ideas presented quickly. **Suggestion:** You can refer them to the guide sheet of 50 social skills, Structured Learning Skills curriculum, to help them make choices (see Lesson 15).

(After reviewing steps 1, 2, 3 for Shewan’s problem, ask these questions.)

1. What are some things Shewan can do after she left Ms. Shell;s office? (Get at least 7 ideas)
2. What are some risk thoughts she might have?
3. What might these thoughts lead her to do?
4. What’s some new thinking she might use to keep one out of trouble?



Choices	Consequences
<u>Actions</u>	
<u>Risk Thinking</u>	
<u>New Thinking</u>	

(See instructor resource in supplements for an example)

Have the class brainstorm as a group. Be alert to the group getting “stuck” in a narrow track of options. (For instance, they might

only consider destructive options or options that express anger. When this kind of narrowing happens, remind the class that the point of the step is to consider a wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track.)

Activity 5: Practice Considering Consequences

Now that we've thought of lots of choices, let's consider the possible consequences of these choices. Remember, we consider 2 kinds of consequences: consequences for ourselves and consequences for other people.

Have participants make suggestions. Write down every reasonable answer. Coach them as necessary to keep the group from focusing too narrowly on the kind of consequences they think of. Just do consequences for actions.

Activity 6: Team Practice: Choices and Consequences

Now let's try practicing with a problem we're already familiar with. Pick any other problem that the group is already familiar with up through step 3.

Review the first 3 steps of this problem with the class.

Then put the group into teams of 2 (one group may need to be 3). The task of the team is to do Step 4: i.e., first brainstorm thinking choices and action choices for the selected problem. Then identify the consequences of each choice, both for themselves and for other people.

Have them write their choices and consequences on paper prepared as the chart, above.

Give the group 10 minutes to do both parts.

At the end of 10 minutes have each team report the results of the exercise.

(Option: You can make it a game with the team who finds the greatest number of choices the winner.)

Activity 7: Wrap Up

Brainstorming choices and considering consequences is a very important step in problem solving. Some people think it is the most important step.

Aim to get a meaningful and thoughtful discussion of these questions. Be sure you think the questions through yourself and guide the group to help them understand the full significance of this problem solving step.

Why do you think it is important?

We are learning to consider new ways of thinking and acting in problem situations.

Why do we try to think of more choices than we can really do?

It helps us expand our thinking

Why do we consider our risk thinking?

Risk thoughts can lead to risky behavior.

Why do we consider consequences for others as well as ourselves?

The best way to solve a problem is to create a win-win situation or at least not back the other person into a corner.

Self-assessment. Write down the number of the step that is easiest for you to do. Write down the number of the step that is most difficult for you to do.

The responses could be anonymous. Collect and read the numbers. As a group discuss each step in terms of what might be easy and difficult about each step.

Activity 8: Assign Homework



For homework I want you to do Step 4 with the problem you prepared for today's homework. Be sure you list several thinking choices and several action choices. Then make sure you list at least one consequences for yourself for every choice and at least one consequences for other people for every choice.

21

Step 5 — Choose, Plan, Do and Step 6 — Evaluate

SUMMARY AND RATIONALE:

Participants practice determining which choices from their Choices and Consequences list hold the best potential for helping them reach their goal while avoiding the Conflict Cycle. Once they determine their best choice they learn to make an Action Plan. An Action Plan specifies who, when and what they will do and say. Also, an Action Plan identifies (when appropriate) a particular Social Skill that the person can use to help implement their chosen solution. Finally, participants learn to Evaluate by reviewing their solution after they apply it.

With the completion of Step 6, participants will have integrated the skills of Cognitive Self Change (in Problem Solving Steps 1, 2, 3, and 4) and Social Skills (in Problem Solving Step 5) into the Problem Solving process.

CONCEPTS AND DEFINITIONS:

An Action Plan is a structured plan for implementing a chosen problem solution.

OBJECTIVES:

As a result of this session participants will:

1. learn and practice how to choose problem solutions that match goals and avoid harmful consequences to others.
2. learn and practice writing Action Plans to implement problem solutions.
3. learn and practice performing problem solutions by following their Action Plan.
4. learn and practice evaluating their problem solutions.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Choose
5. Plan
6. Do
7. Evaluate
8. Practice Exercise
9. Wrap Up
10. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Choose, Plan, Do
Evaluate
- Handouts:
Choose, Plan, Do
Evaluate
Action Planning Guide
List of 50± Social Skills (see Lesson 15)
Homework

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 20. (This was to prepare Step 4 with their own selected problem example.) Have each participant read their "Choices and Consequences" chart. Be sure they identify both thinking choices and action choices, and that they consider consequences both for themselves and others.

Note: This homework assignment will be used for the major practice exercise in today's lesson.

Activity 2: Review Previous Lesson

Make sure participants have Problem Solving Steps from Lesson 16 to refer to.



What are the steps of problem solving?

Stop and think, problem description, getting information to set a goal, choices and consequences, choose...plan..do, evaluate

Why do we keep practicing the 3-step?

It is what you do to help you start thinking through a problem.

What is the difference between a fact and an opinion?

Facts are things everyone can see/ verify - they are provable, opinions are what we think is true.

What's the formula for a problem description?

I feel or think _____ because _____ and my risk is to react by _____.

What makes a good goal statement?

It focuses on what I can do and is realistic and positive.

Why is it important to think of lots of choices?

So we can find the best way to solve a problem.

Activity 3: Overview of Lesson

This lesson combines two Problem Solving steps: Step 5 (Choose, Plan, Do) and Step 6 (Evaluate).

Pass out corresponding handout.

Step 5 is where the rubber meets the road. This is the step where we actually perform our problem solution. This step is based on what we have done in the first four steps.



5. Choose-Plan-Do



What is my best choice?

What is my plan?

Do it.

Make choices that help you get closer to your goals.

Make step-by-step plans for success that include:

- ✓ a. Who will be involved?
- ✓ b. What will be done?
- ✓ c. When and where will it happen?

Lesson 21
Choose, Plan, Do and Evaluate OH 01

In this lesson we will practice:

1) choosing the best choices from the options we generated in Step 4.

2) making an action plan for implementing our choice. Our action plan will include selecting a Social Skill to help us with our solution.

3) doing our solution. Finally, we will be looking back and evaluating our solutions after we perform them. This is Step 6.

Pass out corresponding handout and discuss the 4 questions.

Discuss



6. Evaluate

- Did it work?
- Am I closer to my goal?
- Did I hurt other people?
- What have I learned?

Good problem solvers learn from both successes and failures.

Lesson 21
Choose, Plan, Do and Evaluate

The **Choose, Plan, Do** step is designed to help you pick the choice that will help you reach your goal and that will have the most positive results for all involved.

Why is it important to think of others when you are trying to solve a problem?

When we don't take time to do this we often end up with more problems and are farther away from our goal.

If you do something to make the person feel better or give them more information, you have a better chance of solving the problem.

Activity 4: Choose

Let's look at how it works. We'll practice with Shewan's problem.

Display and review the charts of Choices and Consequences for Shewan's problem. (This chart

What was Shewan's problem and goal?

Let's start by narrowing down the list of choices by first getting rid of the choices that we know won't help reach Shewan's goal. What are those?

Are there choices that may help reach the goal but have consequences that we want to avoid?

What is the best choice? Which choice/s best leads Shewan to the goal?

Activity 5: Plan

Now let's do the Plan step for Shewan's problem. We'll use this Action Planning Guide to help us make a plan.

was constructed in the previous lesson.)

Review this information from Lessons 18 and 19.

As participants identify those choices, cross them off the chart. You should start with the thinking choices and eliminate all but one or two. Then move on to the action choices, and try to select one/two that may help Shewan get closer to reaching her goal.

Cross those off.

At this point only positive options that lead to the goal should be left. If participants have difficulty choosing the best one have them vote. The choice with the most votes wins.

Display the Action Planning Guide on a flip chart. Write in the Goal and Choice, based on the steps already done.

Then proceed to guide the group through the rest of the action planning steps, and write the group's decisions on the Action Plan Guide.



PLAN
Goal:
Choice:
Who?
What?
When?
Where?
Steps to follow:
1.
2.
3.
4.
5.
6.
Social Skills that could help: _____ _____

Who is Shewan going to speak to?

What is she going to do or say?

Where and when is she going to do it?

Now, let's come up with steps Shewan can follow, just as we did in Social Skills. We need both thinking and action steps.

Now, is there a Social Skill that Shewan might use to help her with her plan? Let's look at the list of Social Skills.

Have class refer to the 50+ Social Skills, The Structured Learning Skills Curriculum (Lesson 15). Get several suggestions of Social Skills that might help Shewan, and help the group decide on one to try.

Activity 6: DO

Good. We've done the planning. Now all Shewan has to do is do it. Let's look at how it might go.

The instructor models Shewan implementing her chosen solution. Get participants to help with this role play. Perform the solution only, i.e., do not model going through the choose and plan steps over again.

Discuss the model demo afterwards to be sure all participants saw you following the agreed upon Action Plan.

Did I follow the plan?

If not go back and do it again. Be sure that Shewan is somewhat successful.

Activity 7: Evaluate

OK, now we can move on to the last step of Problem Solving, which is to evaluate. We do this step after we have already tried our problem solution.

Evaluate means to look back at what we did and ask ourselves if the solution worked and how we might have solved it better. We can usually learn something important from solutions we try, even when they don't work perfectly.

When we Evaluate, we ask ourselves these questions

Write the following questions on a flip chart.



Step 6 - Evaluate

Did it work?

Am I closer to my goal?

Did it hurt other people?

What have I learned?

Let's use these questions to evaluate Shewan's solution.

Did it work?

Is she closer to her goal?

Did she reach her goal?

Did her solution hurt other people?

What could she have learned?

Activity 8: Practice Exercise

Now let's do the steps with your own problems. We'll work with the problems you prepared for today's homework.

Ask each participant to present their Problem, Goal and Choices and Consequences list, and have the group help them in choosing 1) their best thinking choice, and 2) their best action choice.

Have each participant fill out the Goal and Choose sections of the Guide sheet.

Then ask each person to work alone to fill out the planning steps. Be sure they include a Social Skill chosen from the handout of 50+ Social Skills, The Structured Learning Skills curriculum (Lesson 15).

When all participants have completed their Action Plan Guide, review them briefly by having each person read their plan to the class. Discuss and make corrections only when someone has not followed the steps correctly.

Then have each participant role play their solution.

After each role play , have the whole class go through the Evaluate questions to help the person evaluate their solution.

Activity 9: Wrap Up

This finishes the last of the steps of Problem Solving.

We've learned how to do the steps, but have we mastered the skill of Problem Solving? We have to keep practicing to become really skillful.

Review and discuss the Thinking For A Change lessons as you judge appropriate.

Instructors have the option of continuing Problem Solving practice for as many more classes as you judge to be useful. If you take this option, be sure the class practices a broad range of new Social Skills in the Choose, Plan, Do step.

Activity 10: Assign Homework



For your homework I want you to do a special kind of assignment. I want you to prepare a chart that shows the following information.

First, list 10 different situations from your past when you did something to get in serious trouble.



Then, for each situation write down the thoughts, feelings, attitudes, and beliefs you had that led to doing what you did.

Then, for each situation write down new thinking that you could have used that would have helped you avoid getting in trouble.

Then write down new actions you could have taken that would have avoided getting in trouble.

Finally, for each situation write down a Social Skill you could have used to help avoid getting in trouble.

Remember to use what you know now when you look back at what you did in the past.

Situation	Th/F/Att/Bel	New Th.	New Acts	Social Skills

This material can be used to create a Relapse Prevention Plan based on the 21 lessons of *Thinking For A Change*.

Or you can simply review each participant's chart in class and discuss how the skills of *Thinking For A Change* can help each person avoid getting into trouble in the future.

Or you can use this material as a

foundation for one of the specialized *Thinking For A Change* modules listed above.

Self-Evaluation; What else do I need

SUMMARY AND RATIONALE:

In this lesson, participants will use an instrument to assess what areas in which they need further skill development. The *Structured Learning Skills Checklist* will be administered to the participants and significant others. Participants will then assess and evaluate patterns of skill deficits which need to be learned. The group will then be able to identify other skills which become the core of an advanced social skills curriculum.

CONCEPTS AND DEFINITIONS:

Structured Learning Skills Checklist — a structured instrument to assess skill strengths and weaknesses.

OBJECTIVES:

As a result of this lesson participants will:

1. complete the *Structured Learning Skills Checklist* and identify those skills they rated *seldom* or *none*;
2. share the list of skill deficiencies and create a group list which will be the basis for an advanced social skills curriculum.
3. practice collecting information and self-evaluation.

MAJOR ACTIVITIES:

1. Complete the *Structured Learning Skills Checklist* and identify those skills self reported as *seldom* or *none*
2. Complete a *Skill Training Grouping Chart* to identify those common skill deficits of the group and develop an advanced social skills curriculum

SUPPLEMENTS:

- C Handouts:
List of 50± Social Skills (see Lesson 15)
(Titles with Skill Steps)
Student Checklist
Group Chart

EQUIPMENT:

- C Easel with Chart Paper
C Markers
C Masking Tape

LESSON

CORE CONTENT

NOTES

Prior to this session, the trainer should acquire from a significant other (counselor, teacher, correctional officer, family member) a completed *Structured Learning Skills Checklist*. This is to be kept to be used later in this lesson

You know that our thinking controls our behavior. You also know that to resolve any problems, you must continuously collect information and evaluate what your options are.

Today, we will continue that process. You will have the opportunity to think about those things you do well, and those things you may not do so well. You will have an opportunity, today, to complete a checklist in which you will assess your own skills.

The instrument is called the *Structured Learning Skills Checklist*. It is fairly simple to complete, and of course, I shall be here to help you if you need it. I am going to distribute the checklist now. Complete the information at the top which is your Name, Group, and Date. When you are finished, look up so I know I may continue.

I see you have completed the information at the top, so I am

going to read the directions as to how to complete this checklist. You follow along as I read these instructions.

Now that you have completed this instrument, it is fairly easy to score. Remember, there are no right or wrong answers. We merely want to assess our skills, and determine the strengths and weaknesses of our skill competencies.

You will note that there are fifty skills, so all the numbers will add to 50, no more, no less. First, count up each column and determine how many skills you have rated in each category: that is *none, seldom, sometimes, often, always*.

Once you have done that, let's identify those skills you rated as *often* or *always*.

Now, let's identify those skills you rated yourself as *seldom* or *none*. Have each participant identify the skills they so identified.

Let's take a closer look and see the skills which we, as a group, identified as those we need to learn or need to practice further.

When the participants have completed the top part of the checklist, read the directions aloud to them.

Allow sufficient time for every participant to complete the checklist. Once they have finished....



On chart paper, write down the skills that participants identify.

Note any patterns or themes. (For example, *beginning social skills; advanced social skills; skills dealing with feelings; skills dealing with aggression.*)

Here are the skills you have identified as a group. Of these, which ones do you think you would like to concentrate on and learn?

But, before you make any final decision, remember that during our problem solving lessons, you learned to get information to set a goal, and also learned to identify your choices and consequences for those choices. Well, let's use some of that knowledge and apply it here.

I have some information for you to consider. Here is another *Structured Learning Skills Checklist*. This one was completed by someone who knows you well, and who is concerned about you. It might have been a teacher, a counselor, or even a family member. They completed the same checklist and identified, in their opinion, which skills you do always, often, sometimes, seldom, or never.

I want you to compare the responses on your own checklist, with that of the person who completed one for you.

What are the differences?

As each participant identifies those skills they rated as seldom or none, the trainer should mark these on a Skill Checklist Summary. This could be a chart or duplicated on an overhead.

Distribute the *Structured Learning Skills Checklist* that was completed by the participant's significant other.

Note the differences and write on chart paper. Do the same with the similarities.

On the Skill Checklist Summary, list those skills which the participants identify as the same or nearly the same which were noted as seldom or never.

Note and list the skills identified.

What are the similarities?

Which skills have you identified as using seldom or never, that are the same or nearly the same as the ones completed on the second checklist. Let's make a list of those that are the same or nearly the same.

Now, let us look at the two Skill Checklist Summary sheets we have completed. Can we now identify ten or so skills that we would like to learn during the next period of time together.

Good, this will become our curriculum for the next ten weeks or so.

Identify the skills which the group rates as seldom or none and make a list on chart paper.

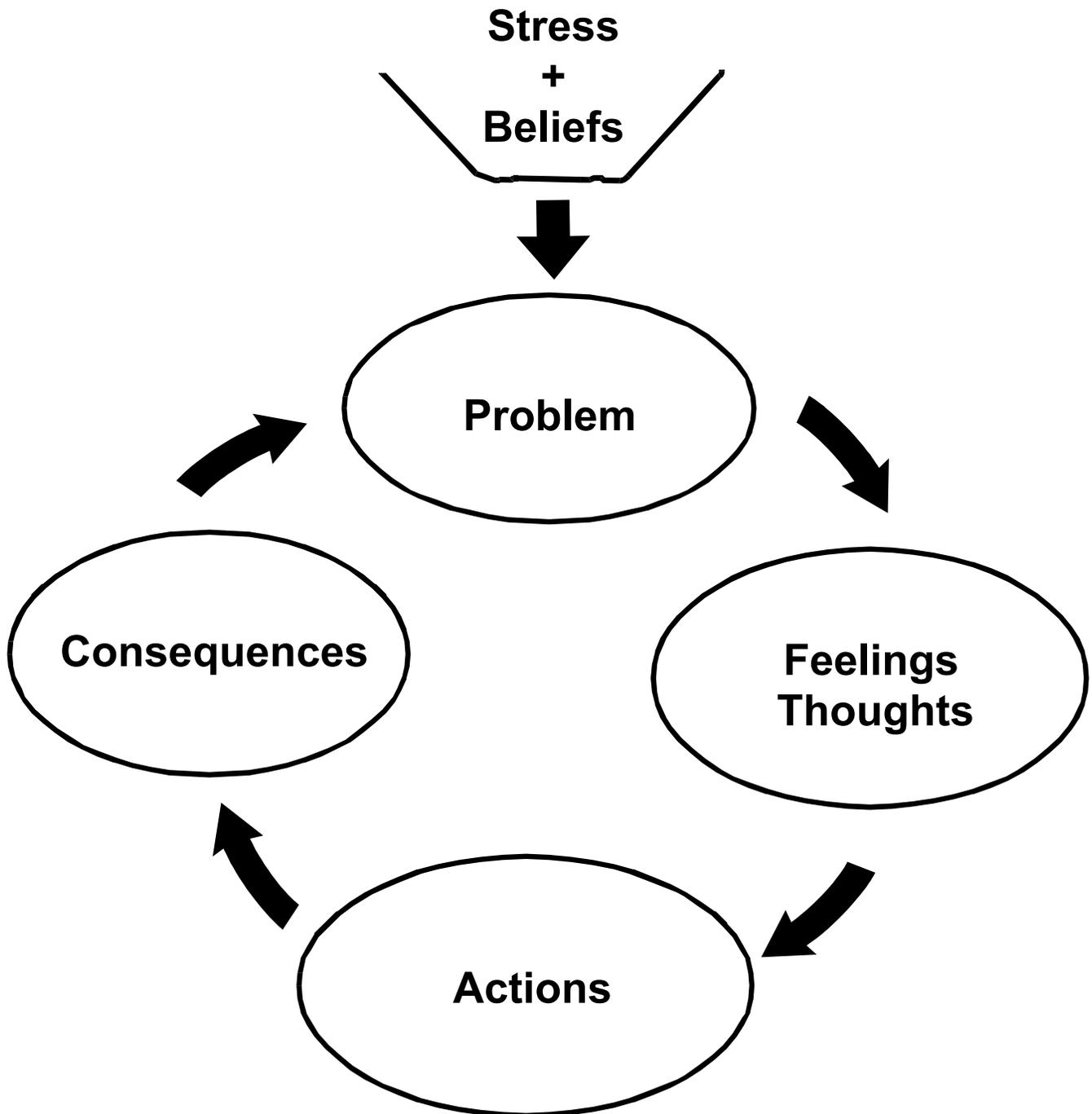
Lesson 16

Introduction to Problem Solving

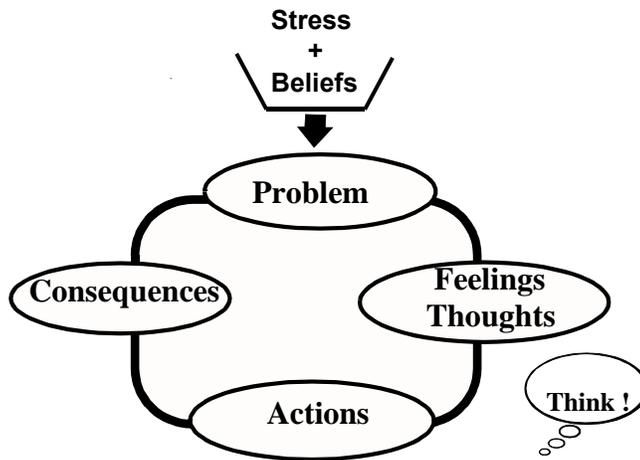
Supplemental Materials:

- Overhead Transparencies:
Conflict Cycle
6 Steps of Problem Solving (graphic)
- Handouts:
Conflict Cycle
Problem Solving Steps (graphic)
Problem Solving Steps (overview of steps)
Homework
- *The Breakfast Club* Movie
(Rent it at your local video store)

Conflict Cycle



Problem Solving Steps



6 Evaluate

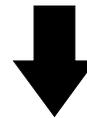


Am I closer to my goal?
Hurt others?
What have I learned?

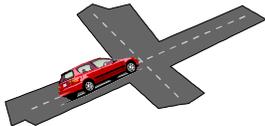
1 Stop and Think



What are my thoughts and feelings?
Risk?
Do the 3 step
1. Be quiet
2. Get space
3. Calm down



5 Choose-Plan-Do

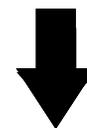


What is my best choice?
What is my plan?
Do it.

2 Problem Description

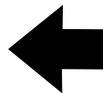


What is the problem?
What is my risk reaction?



4 Choices and Consequences

What are my choices?
What are the consequences?



3 Getting Info to Set a Goal



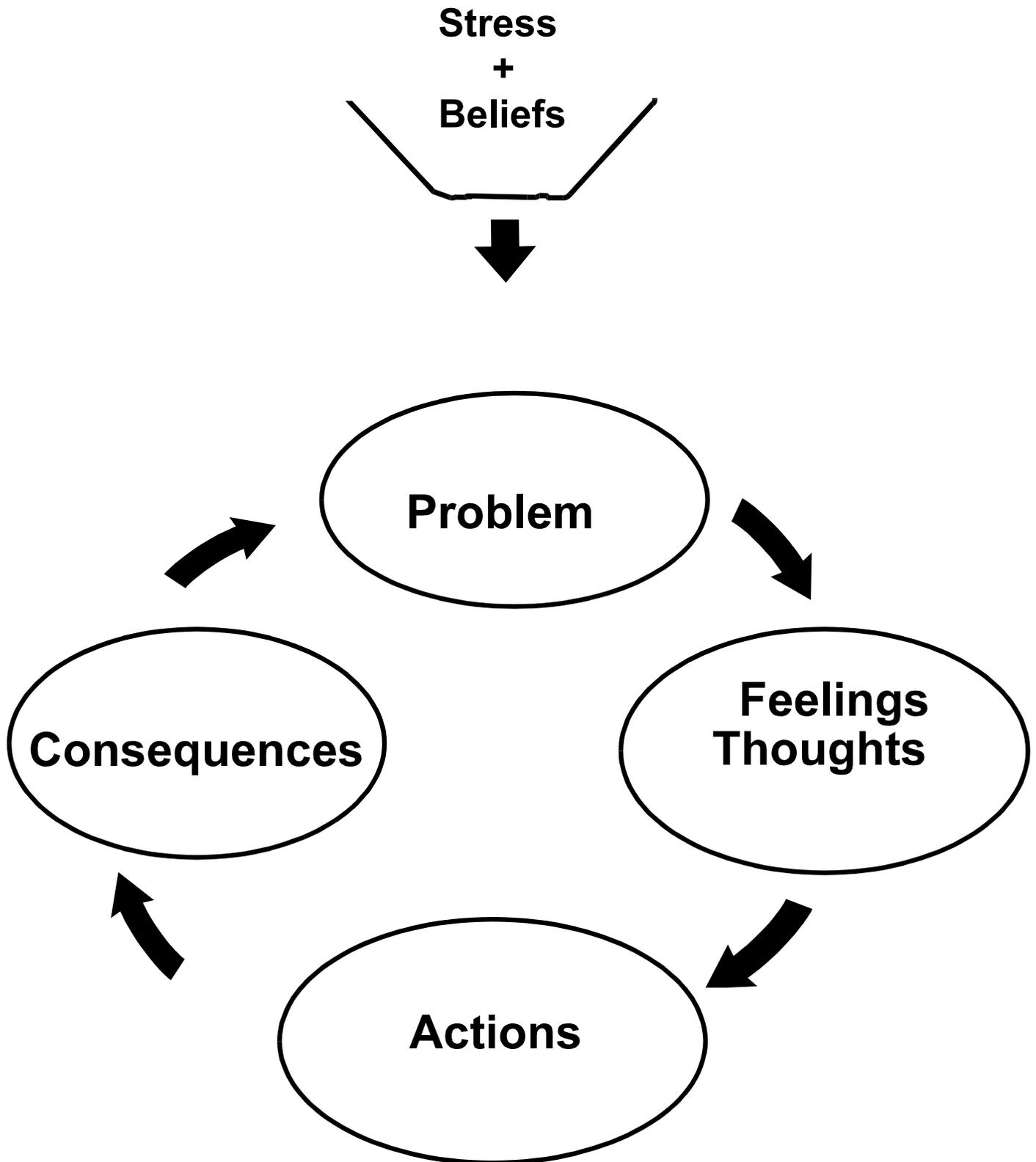
INFO

Facts?
Other person?
My opinions and beliefs?

GOAL

What is my goal?

Conflict Cycle



THE PROBLEM SOLVING STEPS

(Overview of Steps)

Step 1 - Stop and Think

What am I thinking and feeling right now?

How could my thoughts and feelings lead me to do something to make things worse?

Do the 3-step - Be quiet, get some space, calm down.

Step 2 - Describe the Problem

What is the problem?

I feel/think/am _____

because _____ (what happened -what was said and what was done)

and my risk is to react by _____.

Step 3 - Get Information To Set A Goal

Information

What are the facts?

The other person's thoughts and feelings?

My beliefs and opinions?

Goal

What is my goal?

I want _____.

or

I want _____ but not _____.

Step 4 - Consider Choices and Consequences

What are my choices?

What are the consequences for each choice? For me and for others?

Step 5 - Choose, Plan Do

Choose - What's my best choice (gets me closest to my goal)?

Plan - What am I going to do/say? (Who, what, when, where, how)

Do - Do it.

Step 6 - Evaluate

Did it work? Am I closer to my goal?

Did I hurt other people?

What have I learned?

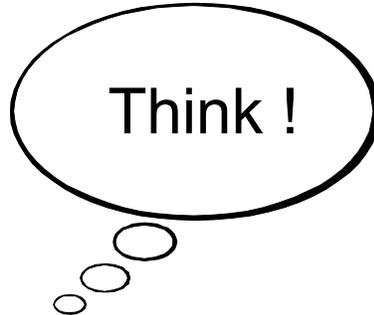
Lesson 17

Stop and Think

Supplemental Materials:

- Overhead Transparencies:
Conflict Cycle (see Lesson 16)
Stop and Think
Directions
- Handouts:
Stop and Think
Example Problem Situations
Stop and Think Role Play Planning
Sheet
Homework

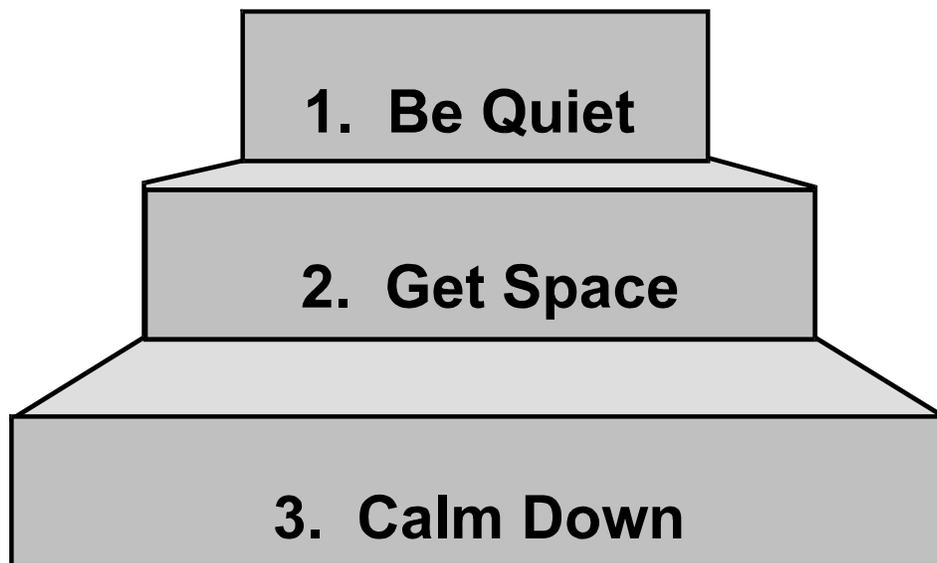
1. STOP and Think



What are my thoughts and feelings?

How could my thoughts and feelings lead me to do something to make things worse?

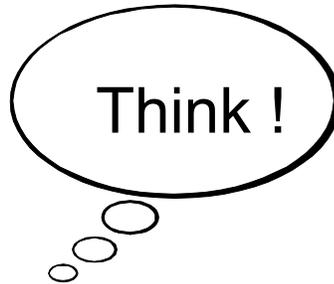
Do the 3 step



Directions

- (1) Describe the situation: is it in your face or time to think?
- (2) Identify thoughts, emotions and physical reactions which would indicate there is a problem.
- (3) Describe how you would do the 3-step.

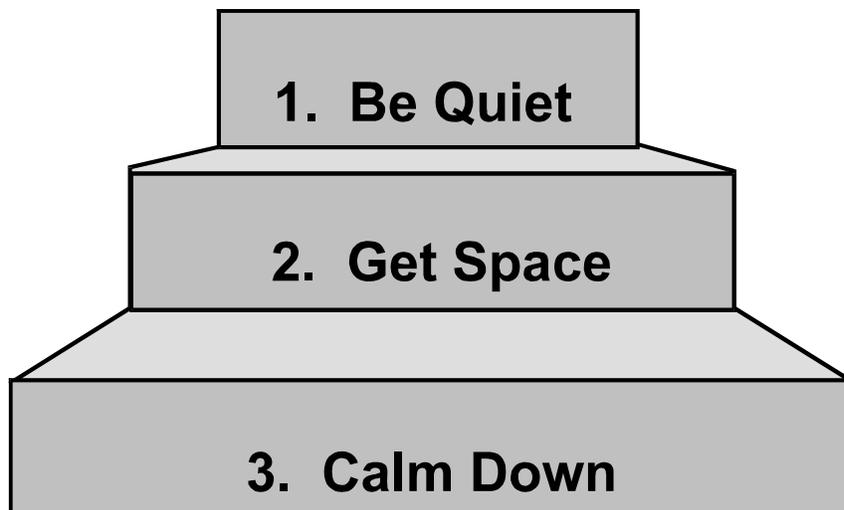
1. STOP and Think



What are my thoughts and feelings?

How could my thoughts and feelings lead me to do something to make things worse?

Do the 3 step



Example Problem Situations - Stop and Think
Practicing Step 1

You are unjustly accused of stealing a computer at work.

Your cell mate unjustly accuses you of stealing his/her cigarettes.

You have been looking forward to a special visitor who doesn't show for a scheduled visit.

Your child takes your car and stays out all night.

Your neighbor plays loud music late into the night and you can't sleep.

Stop and Think Role Play Planning Sheet

My thoughts are _____.

I am feeling _____.

Physically I feel _____.

How could these thoughts and feelings lead me to do something to make things worse?

_____.

Show the 3-step:

Be quiet

Get space by _____.

Calm down by _____.

Homework

Step 1 - Stop and Think

Situation: _____

My thoughts are _____

Emotionally I feel _____.

Physically I feel _____.

How can these thoughts and feelings lead me to make things worse? _____

_____.

What the 3-step looks like for me:

Be quiet _____.

Get space by _____.

Calm down by _____.

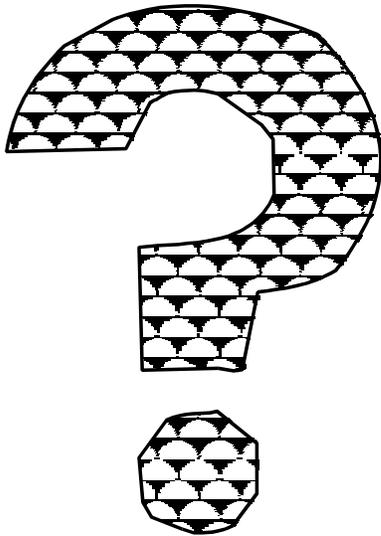
Lesson 18

Problem Description

Supplemental Materials:

- Overhead Transparencies/Charts:
2. Problem Description
Example Problem Descriptions-Using the Formula
- Handouts:
Problem Description
Example Problem Descriptions-Using the Formula
Problem Identification Exercise
Directions for Problem Scenarios
Example Problem Scenarios
Homework
- Instructor Supplements:
Suggested Problem Statements for
Problem Identification Exercise

2. Problem Description



**What is the
problem?**

**What is my
risk reaction?**

PROBLEM DESCRIPTION

I (think or feel) _____
because (tell what was said or done) _____
and my risk is to react by _____

Example Problem Descriptions - Using the Formula

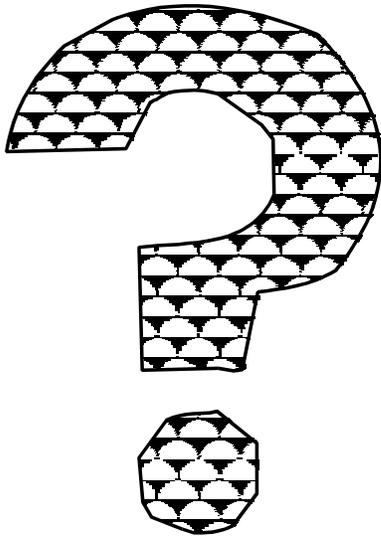
I **think** my boyfriend is cheating **because** I heard him make a date on the phone last night agreeing to meet someone at the mall. My **risk** is to react by getting angry at him.

I **think** that my wife doesn't care **because** she agreed to be home so I could call her at 7:00 p.m. I called and no one answered the phone. My **risk** reaction is to want to hurt her.

I **am** angry **because** my teenager came home from a date smelling of alcohol. He locked himself in his room and won't come out. My **risk** is to react by pounding on the door until he opens it.

I **think** someone stole my cigarettes **because** I went to my locker this morning and they were gone. My **risk** is to immediately react by planning how I will hurt the person who stole my cigarettes.

2. Problem Description



**What is the
problem?**

**What is my
risk reaction?**

PROBLEM DESCRIPTION

I (think or feel) _____
because (tell what was said or done) _____
and my risk is to react by _____

Example Problem Descriptions - Using the Formula

I **think** my boyfriend is cheating **because** I heard him make a date on the phone last night agreeing to meet someone at the mall. My **risk** is to react by getting angry at him.

I **think** that my wife doesn't care **because** she agreed to be home so I could call her at 7:00 p.m. I called and no one answered the phone. My **risk** reaction is to want to hurt her.

I **am** angry **because** my teenager came home from a date smelling of alcohol. He locked himself in his room and won't come out. My **risk** is to react by pounding on the door until he opens it.

I **think** someone stole my cigarettes **because** I went to my locker this morning and they were gone. My **risk** is to immediately react by planning how I will hurt the person who stole my cigarettes.

Problem Identification Exercise

1. There was a traffic jam this morning. I was only 5 minutes late for work again. I started working right away. My boss called me over and warned me that I cannot be late again.

A Problem Statement: My boss is a jerk.

Formula Description:

2. Every time I come back to my cell the CO makes me wait a long time before he opens my cell. I know he is out to get me. He has an ugly face.

A Problem Statement: I know the Correctional Officer is out to get me.

Formula Description:

3. I am working as hard as I can but I am still short of money. I have had the same apartment for a year. I came home from work and found an eviction notice. I haven't paid rent for 6 months.

A Problem Statement: I have to get some money right away.

Formula Description:

4. I don't trust my husband. He and I don't talk much. Today I saw my best friend riding in her car with my husband.

A Problem Statement: I'll never trust another person again.

Formula Description:

5. I have been going on job interviews. I am worried about how to handle my record. During the job interview yesterday, I couldn't explain why I haven't worked in the last 2 years.

A Problem Statement: I just can't take these stupid job interviews anymore.

Formula Description:

Lesson 18 - Directions for Problem Scenarios

Use the attached scenarios to apply the first two steps of Problem Solving.

Step 1: Stop and Think

1. Is this an **in your face** or **time to think problem**?

2. Imagine what the person's warning signs would be. Write down the thoughts, feelings, and physical reactions you think they might be experiencing.

Thoughts _____

Feelings _____

Physical Reactions _____

3. What could **3-step** look like for this person?

Be quiet

Get some space

Calm down

Step 2: Problem Description

4. Give a problem description.

I feel/think/am _____

because _____

(what happened -what was said and what was done)

and my risk is to react by _____.

Lesson 18 - Homework for Step 2 - Problem Description

Step 1: Stop and Think

1. Is this an **in your face** or **time to think** problem?

2. What are your warning signs?

Thoughts

Feelings _____

Physical Reactions _____

3. How could these thoughts and feelings lead me to do something to make things worse?

4. What does the **3-step** look like for you?

Be quiet _____

Get some space _____

Calm down _____

Step 2: Problem Description

5. Give a problem description.

I feel/think/am _____

because _____

(what happened -what was said and what was done)

and my risk is to react by _____.

Lesson 18 - Example Problem Scenarios

A. Shewan is starting her second week in a new job. She likes to work alone and does not make friends easily. She does not trust other people and would rather do her own work. She comes back from lunch and her boss, Ms. Shells, calls her into her office and accuses her of stealing. In problem situations Shewan often feels depressed and picked on.

B. Juan was married for one year prior to his arrest and conviction for aggravated assault. Juan's wife writes him once a week and visits him regularly. Juan's wife has not written or visited for a month. Juan is both worried and angry. Someone bumps into him in the yard and he feels ready to fight.

C. Paul has a gambling debt of \$200 which he cannot pay. John, who is the person collecting the debt, wants the money right away. John comes up to Paul when there is no one else around and demands the money. Paul tends to feel panicked and argues when he is in a tight spot.

D. Your cellmate leaves dirty underwear on the floor. An officer came by the cell and made you pick it up. You have already received a disciplinary action for a fight the two of you had last week. Your cellmate will return from class in one hour.

INSTRUCTOR SUPPLEMENT - Problem Identification Exercise Sample Answers

1. There was a traffic jam this morning. I was only 5 minutes late for work again. I started working right away. My boss called me over and warned me that I cannot be late again.

A Problem Statement: My boss is a jerk.

Formula Description: *I'm frustrated because my boss is watching what time I come to work and my risk reaction is to try to ignore him.*

2. Every time I come back to my cell the CO makes me wait a long time before he opens my cell. I know he is out to get me. He has an ugly face.

A Problem Statement: I know the Correctional Officer is out to get me.

Formula Description: *I am angry because the CO makes me stand and wait to get into my cell, and my risk reaction is to tell him off.*

3. I am working as hard as I can but I am still short of money. I have had the same apartment for a year. I came home from work and found an eviction notice. I haven't paid rent for 6 months.

A Problem Statement: I have to get some money right away.

Formula Description: *I am afraid that I am going to be evicted because my rent is overdue and my risk reaction is to blame someone else and do nothing.*

4. I don't trust my husband. He and I don't talk much. Today I saw my best friend riding in her car with my husband.

A Problem Statement: I'll never trust another person again.

Formula Description: *I think my husband is cheating on me because I saw him with someone else and my risk reaction is to start of fight with him.*

5. I have been going on job interviews. I am worried about how to handle my record. During the job interview yesterday, I couldn't explain why I haven't worked in the last 2 years.

A Problem Statement: I just can't take these stupid job interviews anymore.

Formula Description: *I hate to go on job interviews because I get asked questions I don't know how to answer and my risk reaction is to give up.*

Lesson 19

Getting Information to Set a Goal

Supplemental Materials:

- Overhead Transparencies:
Getting Information to Set a Goal
Sample Goal Statements
Directions for Observing Role Plays
- Handouts:
Getting Information to Set a Goal
Role Play Scenarios
Directions for Observing Role Plays
Problem 1 Role Play - Background Information
Problem 2 Role Play - Background Information
Problem 3 Role Play - Background Information
Homework

3. Getting Information to Set a Goal



INFO

Facts: Objective statements or rules

Other person: Others' thoughts and feelings. The other person's thinking report in the situation.

**My opinions and beliefs:
What I think is true.
What I believe is happening.**

GOAL

**What do I want?
Keep it realistic and positive.
"I want", or "I want, but I don't want".**



Sample Goal Statements

1. I want Ms. Shells to say she is sorry and leave me alone.
2. I want Ms. Shells to believe me that I did not take the money.
3. I am going to out yell her and walk off the job.

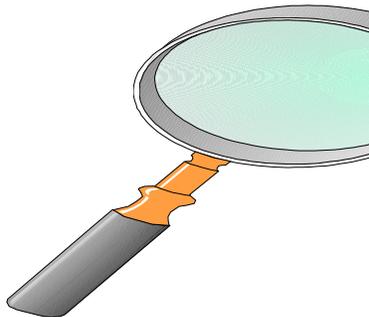
Directions for Observing Role Play

1. Watch and listen for the facts.
2. Try to figure out what each person is feeling.
3. Do a brief thinking report for problem solver (2 to 3 thoughts and 1 to 2 feelings).
4. Do a brief thinking report for the other person (2 to 3 thoughts and 1 to 2 feelings).
5. Try to figure out the problem solver's opinions and beliefs.
6. Decide on a realistic and positive goal for the problem solver.

3. Getting Information to Set a Goal

INFO

**Facts: Objective statements
or rules**



**Other person: Others' thoughts
and feelings. The other
person's thinking
report in the situation.**

**My opinions and beliefs:
What I think is true.
What I believe is happening.**

GOAL

**What do I want?
Keep it simple, realistic
and positive.
"I want", or "I want,
but I don't want".**



Lesson 19 - **Role Play Scenarios** - Determining, Facts, Opinions and Other's Thoughts and Feelings

Problem 1 - A person(*) is driving a car 10 miles over the speed limit. A police officer has pulled the person over and asked for their driver's license.

Problem 2 - A person(*) on probation arrives at 3:00 for a 2:00 appointment with her/his probation officer.

Problem 3 - You(*) are returning from the yard with your radio. The officer takes it to inspect it. The officer drops it and it breaks.

* indicates the person who is doing the problem solving.

Lesson 19 - Directions for Observing Role Plays - Getting Information to Set a Goal

1. Watch and listen for the facts.
2. Try to figure out what each person is feeling.
3. Do a brief thinking report for problem solver (2 to 3 thoughts and 1 to 2 feelings).
4. Do a brief thinking report for the other person (2 to 3 thoughts and 1 to 2 feelings).
5. Try to figure out the problem solver's opinions and beliefs.
6. Decide on a realistic and positive goal for the problem solver.

**Problem 1 - Role Play - Background Information
Determining, Facts, Opinions and Other's Thoughts and Feelings**

Information for Driver

Problem 1 - A person is driving a car 10 miles over the speed limit. A police officer has pulled the person over and asked for his/her driver's license.

More information for the driver -

If you get any more traffic violations, you will lose your driver's license. You are nervous. You are going to try to be friendly and cooperative but try to talk your way out of it.

**Problem 1 - Getting Information to Set a Goal - Role Play
Determining, Facts, Opinions and Other's Thoughts and Feelings**

Information for Officer

Problem 1 - A person is driving a car 10 miles over the speed limit. A police officer has pulled the person over and asked for his/her driver's license.

More information for the police officer - You are at the end of your shift and are about to go home. You are in a good mood. You have a fun evening planned. You want to get this over with as quickly and easily as you can.

**Problem 2 - Role Play Background Information
Determining, Facts, Opinions and Other's Thoughts and Feelings**

Information for Probationer

Problem 2 - A person on probation arrives at 3:00 for a 2:00 appointment with her/his probation officer.

More information for the person on probation -

You have a sick child who was up all night. You are very tired. You really tried to be on time. The bus you took broke down and had you to walk the last mile to get here. You feel like you are at the end of your rope.

**Problem 2 - Getting Information to Set a Goal - Role Play
Determining, Facts, Opinions and Other's Thoughts and Feelings**

Information for Probation Officer

Problem 2 - A person on probation arrives at 3:00 for a 2:00 appointment with her/his probation officer.

More information for the probation officer -

You have a very busy day. One of the PO's had a family emergency and had to leave the office. You are trying to cover both of your appointments. You were just about to see the other PO's 3:00 appointment when this person walks in late. You have 6 other people to see before you leave at 5:00.

Problem 3 - Role Play -Background Information
Determining, Facts, Opinions and Other's Thoughts and Feelings

Information for Inmate

Problem 3 - You are returning from the yard with your radio. The officer takes it to inspect it. The officer drops it and it breaks.

More information for the inmate -

You have just gotten this radio 2 days ago. It took you 2 months to get it.

Problem 3 - Getting Information to Set a Goal - Role Play
Determining, Facts, Opinions and Other's Thoughts and Feelings

Information for Officer

Problem 3 - You are returning from the yard with your radio. The officer takes it to inspect it. The officer drops it and it breaks.

More information for the officer -

You are following a new directive that all electronic equipment must be inspected. It was an accident. The radio just slipped.

Lesson 19 - Homework - Getting Information to Set a Goal

Apply the first 3 steps to a current or recent problem. Take a problem through the first three steps. Choose a problem you are willing to present in class.

Step 1. Stop and Think - What thoughts and feelings did you have that warned you that you were in a problem situation?

How could these thought and feelings lead me to do something to make things worse?

Did you do the **3-step**? _____

Describe how you could use the **3-step** in this problem?

Be quiet _____

Get space _____

Calm down _____

Step 2. Problem Description

I _____ because

My immediate reaction is _____.

Lesson 19 - Homework - Getting Information to Set a Goal (Continued)

Step 3. Getting Information to Set a Goal

What are the **facts**?

What are the **other persons' thoughts and feelings**?

What are **your beliefs/opinions**?

What is your goal?

I want

Lesson 20

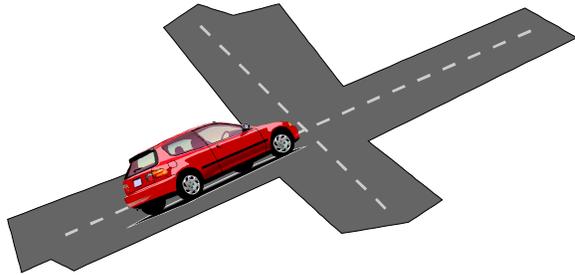
Choices and Consequences

Supplemental Materials:

- Overhead Transparency:
Choices and Consequences
- Handouts:
Choices and Consequences
List of 50+ Social Skills (see Lesson 15)
Homework
- Charts:
Choices and Consequences Chart
Example

4. Choices and Consequences

**What are my
choices?**



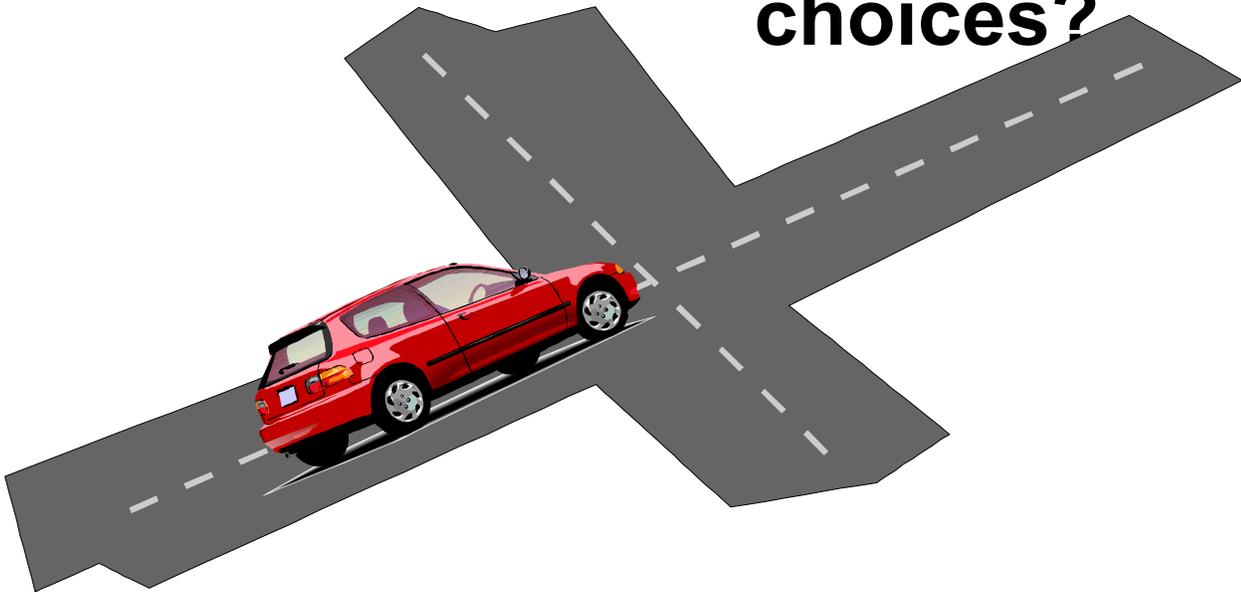
**What are the
consequences. . .**

For Me ? For Others?



4. Choices and Consequences

**What are my
choices?**



**What are the
consequences. . .**

For Me ? For Others?



Lesson 20 - Homework

Brainstorm at least 8 choices you have for your problem. Describe the consequences of each action choice for yourself and for others.

Step 4 - Choices and Consequences

<u>Choice</u>	<u>Consequences for Me</u>	<u>For Others</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

Lesson 20 - Choices and Consequences Chart Example

Problem: I'm angry because Mrs. Shells is accusing me of lying to her. My risk reaction is to walk out.

<u>Choices</u>	Consequences for Self	Consequences for Others
<u>Thinking</u>		
I'm going to get fired	Get depressed	
She can't treat me this way	Get her angry	
I can handle this	Calming	
<u>Actions</u>	Consequences for Self	Consequences for Others
Blame Mr. Brooks	Makes Shewan look bad	Make Mr. Brooks angry
Accuse Mrs. Shells of being unfair	Shewan gets angrier	Mrs. Shells gets angry
Expressing her feelings	Lets Shewan say what she has to say	Gives Mrs. Shells information
Walk out	Lose job	Hurt Shewan's family
Get a co-worker to vouch for her	Gets some help	Gives Mrs. Shells more information
Offer ideas of what might have happened	Let's Shewan have something to say	More information for Mrs. shells
Tell Mrs. Shells why Shewan is trustworthy	Let's Shewan bring out her strong points	Gives Mrs. Shells Shewan's perspective
Dealing with an accusation	Gets to explain	She hears what Shewan has to say

Lesson 21

Choose, Plan, Do and Evaluate

Supplemental Materials:

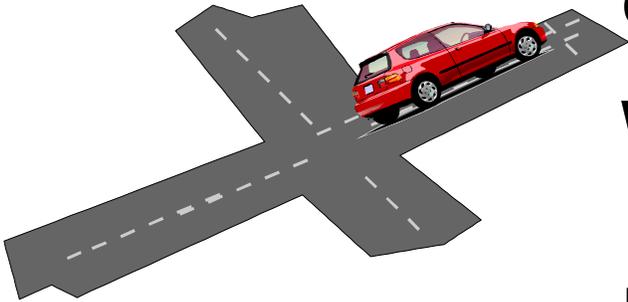
- Overhead Transparency:
Choose, Plan, Do
Evaluate
- Handouts:
Choose, Plan, Do
Evaluate
Action Planning Guide
List of 50+ Social Skills (see Lesson 15)
Homework

5. Choose-Plan-Do

What is my best choice?

What is my plan?

Do it.



Make choices that help you get closer to your goals.

Make step-by-step plans for success that include:

- ✓ a. Who will be involved?**
- ✓ b. What will be done?**
- ✓ c. When and where will it happen?**

6. Evaluate

Did it work?

Am I closer to my goal?

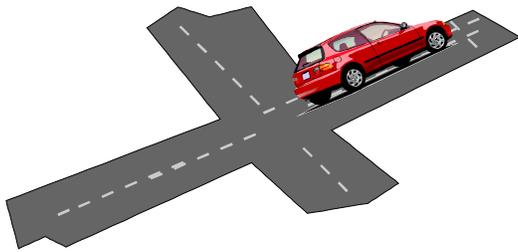
Did I hurt other people?

What have I learned?



**Good problem solvers
learn from both
successes and failures.**

5. Choose-Plan-Do



What is my best choice?

What is my plan?

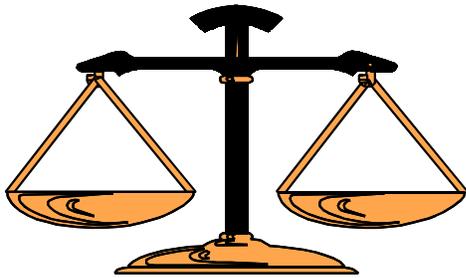
Do it.

Make choices that help you get closer to your goals.

Make step-by-step plans for success that include:

-  a. **Who will be involved?**
-  b. **What will be done?**
-  c. **When and where will it happen?**

6. Evaluate



Did it work?

Am I closer to my goal?

Did I hurt other people?

What have I learned?_s

**Good problem solvers
learn from both
successes and failures.**

Action Planning Guide

GOAL: (write goal) _____

CHOICE: _____

Who? _____

What? _____

When? _____

Where? _____

PLAN: (steps to follow)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Social Skill that could help: _____

EVALUATE: (Did it work? Closer to goal? Hurt others? What did I learn?)

Homework

Situation	Thought/Feeling Attitude/Belief	New Thoughts	New Actions	Social Skills

Directions: Based on your observations in various situations, rate your use of the following skills.

Circle 1 if you never use the skill.

Circle 2 if you seldom use the skill.

Circle 3 if you sometimes use the skill.

Circle 4 if you often use the skill

Circle 5 if you always use the skill.

	Never	Seldom	Sometimes	Often	Always
1. Do I listen to someone who is talking to me?	1	2	3	4	5
2. Do I start conversations with other people?	1	2	3	4	5
3. Do I talk with other people about things that interest both of us?	1	2	3	4	5
4. Do I ask questions when I need or want to know something?	1	2	3	4	5
5. Do I say thank you when someone does something for me?	1	2	3	4	5
6. Do I introduce myself to new people?	1	2	3	4	5
7. Do I introduce people who haven't met before to each other?	1	2	3	4	5
8. Do I tell other people when I like how they are or something they have done?	1	2	3	4	5
9. Do I ask for help when I am having difficulty doing something?	1	2	3	4	5
10. Do I try to join in when others are doing something I'd like to be part of?	1	2	3	4	5
11. Do I clearly explain to others how and why they should do something?	1	2	3	4	5
12. Do I carry out instructions from other people quickly and correctly?	1	2	3	4	5
13. Do I apologize to others when I have done something wrong?	1	2	3	4	5
14. Do I try to convince others that my ideas are better than theirs?	1	2	3	4	5
15. Do I recognize the feelings I have at different times?	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
16. Do I let others know what I am feeling and do it in a good way?	1	2	3	4	5
17. Do I understand what other people are feeling?	1	2	3	4	5
18. Do I try to understand it, and not get angry, when someone else is angry?	1	2	3	4	5
19. Do I let others know when I care about them?	1	2	3	4	5
20. Do I know what makes me afraid, and do things so that I don't stay that way?	1	2	3	4	5
21. Do I say and do nice things for myself when I have earned it?	1	2	3	4	5
22. Do I understand when permission is needed to do something, and ask the right person for it?	1	2	3	4	5
23. Do I offer to share what I have with others?	1	2	3	4	5
24. Do I help others who might need or want help?	1	2	3	4	5
25. Do I try to make both of us satisfied with result when someone and I disagree?	1	2	3	4	5
26. Do I control my temper when I feel upset?	1	2	3	4	5
27. Do I stand up for my rights to let other people know what I think or feel?	1	2	3	4	5
28. Do I stay in control when someone teases me?	1	2	3	4	5
29. Do I try to stay out of situations that might get me in trouble?	1	2	3	4	5
30. Do I figure out ways other than fighting to handle difficult situations?	1	2	3	4	5
31. Do I make complaints I have about others in a fair way?	1	2	3	4	5
32. Do I handle complaints made against me in a fair way?	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
33. Do I say nice things to others after a game about how they played?	1	2	3	4	5
34. Do I do things that help me feel less embarrassed when difficulties happen?	1	2	3	4	5
35. Do I deal positively with being left out of some activity?	1	2	3	4	5
36. Do I let people know when I feel a friend has not been treated fairly?	1	2	3	4	5
37. Do I think choices through before answering when someone is trying to convince me about something?	1	2	3	4	5
38. Do I try to figure out the reasons it happened when I fail at something?	1	2	3	4	5
39. Do I deal with it well when someone says or does one thing but means something else?	1	2	3	4	5
40. Do I deal with it well when someone accuses me of doing something?	1	2	3	4	5
41. Do I plan ahead the best ways to handle it before I have a difficult conversation?	1	2	3	4	5
42. Do I decide what I want to do when others pressure me to do something else?	1	2	3	4	5
43. Do I, when I feel bored, think of good things to do, and then do them?	1	2	3	4	5
44. Do I, when there is a problem, try to find out what caused it?	1	2	3	4	5
45. Do I think about what I would like to do before I start a new task?	1	2	3	4	5
46. Do I think about what I am really able to do before I start a new task?	1	2	3	4	5
47. Do I decide, before doing something, what I need to know and how to find out?	1	2	3	4	5

	Never	Seldom	Sometimes	Often	Always
48. Do I decide which problem is most important, and should be handled first?	1	2	3	4	5
49. Do I think about different possibilities, and choose the one which is best?	1	2	3	4	5
50. Do I pay full attention to whatever I am working on?	1	2	3	4	5

