

Cognitive Self-Change Aftercare



Summary and Rationale

The skill of cognitive self-change is completed when new thinking is actually practiced. Comprehensive practice of new thinking develops with practice that also includes the application of social skills and problem solving skills.

Concepts and Definitions

Objectives — As a result of this lesson the group members will:

1. Identify new thoughts and attitudes and beliefs that will reduce the risk in their old ways of thinking.
2. Continue to develop their skill in observing their thoughts and feelings (step 1: **pay attention to our thinking**), in recognizing the risk in their thoughts and feelings (step 2: **recognize risk**), and in using new thinking to reduce the risk (step 3: **use new thinking**).
3. Complete a thinking check-in for a real life situation.

Major Activities

Activity 1: Homework review and overview

Activity 2 : Group members practice Step 3 based on their own Thinking Reports

Activity 3: Group members role play old situation using new thinking

Activity 4: Repeat Activity 3 with All Group Members

Activity 5: Wrap-up

Activity 6: Assign Homework

Supplements

Charts – Make before facilitating lesson. (See supplement section in each lesson for full text of chart page.)

Denoted in lesson plan with this symbol:



Handouts – Make copies before lesson. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



Presentation Slides – Make transparencies if projector is not available. (See supplement section of each lesson for camera ready pages.)

Denoted in lesson plan with this symbol:



- P-A-1-Lesson Title
- P-A-2-Cognitive Self-Change Steps
- P-A-3-Thinking Check-in
- P-A-4Cognitive Self-Change Steps
- P-A-5-Homework

Equipment	Supplies
<ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to show Power Point Slides ▪ Projection Screen or suitable surface 	<ul style="list-style-type: none"> ▪ Chart paper ▪ Markers ▪ Masking tape ▪ Copies of handouts

Activity 1 : Homework Review (If Applicable) and Overview

In this session we are going to review and practice the 3 steps of cognitive self-change.

Who can name the 3 steps for us?

(Answer: Step 1: pay attention to our thoughts; step 2: recognize risk and step 3: use new thinking.)

I am going to ask that each of you to begin by describing the situation you worked on for your homework informally and briefly.

Then review your homework, without further comment or explanation.

Who would like to start us off today?



P-A-1



P-A-2



Recap the homework assignment from the previous session, adjusting your review depending on whether the homework was for a social skill, a problem solving skill, or a thinking check-in.

This is an oral report. Group members can review

Activity 2: Group members Practice 3 Steps of Cognitive Self-Change by Doing Thinking Check-ins

We are now going to practice the 3 steps of cognitive self-change by doing thinking check-ins. Try to think of a new problem that you are facing.

You have learned how to do this before, but it is important to practice your skills. I want you to quickly tell us about the situation and then provide a thinking check-in. You should:

1. Give a brief, factual description of the situation
2. Describe your thoughts, feelings, attitudes and beliefs
3. Identify the risk in your thoughts, feelings, attitudes and beliefs
4. Find new thinking

a thinking check-in, a social skill (include a thinking check-in), or a problem solving skill.

Provide coaching as needed to clarify when necessary for understanding.

Give group members a few moments to think of a problem situation.



P-A-3

Who would like to begin?

1. Start by giving us an objective description of the situation. You've practiced this before. Keep it brief and factual.

That's good. You've done part 1 of a thinking check-in.

2. Now tell us about the thoughts, feelings, and attitudes and beliefs you were having at the time of the situation.

There you go. That is part 2 of a thinking check-in. Not so hard, is it?

3. Now, tell us how your thinking, feelings, and attitudes and beliefs put you at risk of breaking a rule or hurting someone. Which of these thoughts was most risky? Which feeling? Which attitude or belief? Remember, this means which one might lead most directly to a hurtful behavior or to making the problem worse?

4. Good. Now let's do what just may be the most important part. What new thinking did you use or could you have used in this situation to reduce your risk?

Thinking Check-In

Part 1 - Brief report of the situation

Part 2 - Brief report of the thoughts, feelings, attitudes and beliefs

Part 3 - Identify the risk in those thoughts and feelings

Part 4 - Find new thinking



Chart brief notes for each part of the thinking check-in.

Remain objective and nonjudgmental as you review thinking check-ins.

Coach group members to be nonjudgmental as well.

Circle the riskiest thoughts, feelings, attitudes and beliefs.

Make sure to get at

And let's ask for help from the group. Group, what new thoughts can you think of that might lead *(group member)* away from this behavior in this situation?

Okay, *(group member)*, can you identify some new attitudes or beliefs that could help reduce your risk?

Group, what are some attitudes and beliefs that might help *(group)* avoid a risky behavior?

Good. Let's finish by checking in to see if these new thoughts and attitudes and beliefs meet the conditions we are looking for.

Would they lead you away from doing a hurtful behavior?

Imagine yourself really thinking this way in this

least one solid new thought and one solid new attitude or belief on the chart.

For every suggestion from the group, ask the group member doing the thinking check-in if this thought sounds realistic and practical to him/her. Remember that the reporting group member is the final authority.

Remember that the reporting group member is the final authority.

If the new thinking is meaningful, the group

situation. Imagine how you would be feeling if you thought this way.

If you really thought and felt in this new way, what do you think you would do?

Let's create that scene and play it out.

Activity 3: Group members Role Play

Situation Using New Thinking

member should recognize that it would lead to new behavior.

Create a brief and simple role play of the situation.

Create the circumstances, just as they happened before or may happen. But coach the group member to respond with his/her new thinking when he/she gets to the circled thought. Then substitute the new attitude or belief for the circled attitude or belief.

To feel really good about him or her self, the group member may have to change even

After Role Play

If you actually thought and acted that way in real life, how do you think you would feel about yourself?

Good job. By choosing how you think, you can choose how you act and react in different situations, even very difficult situations. So, in cognitive self-change we are using new thinking to change the ways we act.

Who would like to go next?

Activity 4: Repeat Activity 3 with All Group Members

Okay, who is ready to go next?

Activity 5: Wrap-up

You've continued developing your use of the 3 steps of cognitive self-change.

more attitudes and beliefs. Don't expect unrealistic, positive answers.

Encourage the group member to recognize that this goal of feeling good about him/her self with new thinking is possible.

Repeat until all group members have practiced cognitive self-change.

Step 1: **Pay attention to our thinking** – Pay attention to our thoughts and feelings by observing them without judgment.

Step 2: **Recognize risk** – Recognize when there is risk of our thoughts and feelings leading us into trouble

Step 3: **Use new thinking** – The new thinking must reduce the risk and let us feel good about ourselves when we use it.

Excellent. It's not always easy to do these steps, especially in real life situations that you have strong feelings about. But the more you practice, the easier it will get.

Next time you will continue to practice the 3 steps using new situations.

Activity 6: Assign Homework

Watch for situations between now and the next session where you feel some degree of tension or stress or conflict. Do a thinking report on the situation. Identify key thoughts, feelings, and attitudes and beliefs that might put you at risk for getting in trouble. Consider new thinking that could reduce your risk. You will practice working with these situations in your next session.



P-A-4

Cognitive Self Change Steps

1. Pay Attention to Our Thinking
2. Recognize Risk
3. Use New Thinking



P-A-5

Homework

- Watch for situations where you feel some degree of tension or stress or conflict
- Do a thinking report on the situation
- Remember to focus on the thoughts, feelings, attitudes and beliefs that led up to the situation
- Consider new thinking that could reduce your risk

