



Thinking for a Change

Integrated Cognitive Behavior Change Program



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Thinking for a Change

Integrated Cognitive Behavior Change Program

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Version 3.1

December 2011
NIC Accession Number 025057

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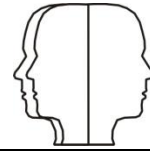
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THINKING FOR A CHANGE

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Foreword



Over the last six decades, cognitive behavioral theories and interventions have been introduced, researched, and applied in various human services fields, including corrections and juvenile justice. A clear body of evidence has emerged to show that these interventions positively impact individuals, helping to create change in both thinking and behavior. In the corrections field the targeted behavior is a reduction in reoffending, and cognitive behavioral interventions have been found to be an evidence-based practice for achieving this goal by researchers and practitioners alike.

In 1998, the National Institute of Corrections produced the first version of Thinking for a Change (T4C). This program combined cognitive restructuring theory with cognitive skills theory to create an innovative and integrated curriculum designed to help individuals in the juvenile and adult justice systems take control of their lives by taking control of their thinking. Since its inception, Thinking for a Change has gone through a number of revisions and has become the most requested document from the National Institute of Corrections Information Center. T4C has been the subject of many studies and has routinely proven to be effective in reducing recidivism when implemented with integrity.

T4C 3.1 reflects the collective wisdom and experience of facilitators, trainers, and the authors. NIC was pleased to bring together all three original authors to complete this project. Version 3.1 incorporates developments in the field of cognitive behavioral interventions, and it improves upon the original product in both format and content.

Two significant accomplishments of this revision are worthy of highlighting: T4C 3.1 presents a more user-friendly curriculum; and it is an even more decisively integrated program, where each component builds upon and supports the others, thus enhancing what was arguably the greatest strength of Thinking for a Change in the first place.

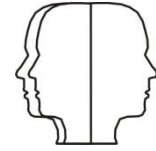
We hope this curriculum helps you and your agency create positive changes for those you serve and work with.

Morris L. Thigpen

Director

National Institute of Corrections

Preface



History and Background

It has been more than a decade since Thinking for a Change was first designed and introduced as a promising cognitive behavioral intervention for individuals involved with the criminal and juvenile justice systems. Cognitive behavioral programs have evolved over the last fifty years, impacted by a variety of theoreticians and practitioners. Much of the seminal work in cognitive interventions focused on cognitive restructuring aimed at addressing individuals' thoughts, feelings, attitudes, and beliefs. This work is reflected by the contributions of Aaron Beck, Albert Ellis, Stanton Samenow, Samuel Yochelson, Robert Ross, Elizabeth Fabiano, and Jack Bush. Almost at the same time, and parallel to the development of the cognitive restructuring interventions, a number of social scientists were also exploring cognitive skills training as a form of psycho-social-educational intervention. Individuals such as Albert Bandura, Donald Meichenbaum, George Spivak, Myrna Shure, Arnold Goldstein, Barry Glick, and Juliana Taymans developed strategies and curricula to teach skills that support pro-social interactions. The work of these individuals 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 first edition of Thinking for a Change was the result of several factors. During the early to late 1990's, the National Institute of Corrections (NIC) offered a training seminar, *Cognitive Approaches to Changing Offender Behavior*, both at their training academy and as cooperative training throughout the country. The curriculum, developed by a group of experts in cognitive behavioral interventions, presented cognitive restructuring and cognitive skills concepts in a generic, yet

practical manner. This was one of NIC's most highly subscribed seminars. The consistent feedback from seminar participants was that correctional professionals wanted NIC to support the development of an intervention program and that the seminar should focus on preparing individuals for program implementation. Additionally, there was a growing body of research indicating that cognitive behavioral interventions could positively impact high risk offenders. As a result, the authors of Thinking for a Change took on the ambitious task of synthesizing the concepts and tools from both cognitive restructuring and cognitive skills paradigms into an integrated intervention.

The Curriculum Format

While the format for this revision of Thinking for a Change is different and improved, the theoretical and philosophical foundation of the program as originally developed, designed, and implemented has not changed. Each component is still presented in a systematic, logical fashion using the standard procedures for cognitive behavioral interventions. The three components of Thinking for a Change are: cognitive self-change, social skills, and problem solving skills. Cognitive self-change teaches individuals a concrete process for self-reflection aimed at uncovering antisocial thoughts, feelings, attitudes, and beliefs. Social skills instruction prepares group members to engage in pro-social interactions based on self-understanding and consideration of the impact of their actions on others. Problem solving skills integrates the two previous interventions to provide group members with an explicit step-by-step process for addressing challenging and stressful real life situations. The program integrates these three types of interventions in the following way:

- Lesson 1 begins the program with an overview and introduction.
- Lessons 2-5 and 11-15 teach social skills.
- Lessons 6-10 teach the cognitive self-change process.
- Lessons 16-24 teach problem solving skills.

- Lesson 25 provides a wrap up of the program with the option of extending the program based on the needs of group members. For example, groups may opt to meet for additional sessions to learn new social skills that they have negotiated with their group facilitators; along with further practice in applying cognitive self-change and problem solving skills to newly identified problem situations.

Lesson Format

Lessons follow a similar format. Each lesson begins with a cover sheet for the group facilitators to familiarize themselves with the summary and rationale of the lesson. Concepts and definitions are outlined along with the learning objectives for that session. The cover sheet ends with an outline of the major activities of the lesson and a table listing supplements such as charts, handouts, and presentation slides that will be used for that lesson. The lesson is in a two-column format, in which the content (the material that must be delivered to the group members) is in the wider left-hand column, and the (group facilitator) notes, which provide directions, are in the narrower right-hand column of the page.

Supplements

Examples and camera-ready copies of all necessary charts, handouts, and scripts are available at the end of each lesson. Presentation slides are available separately for download at the NIC website (www.nicic.gov) or on the NIC Thinking for a Change DVD, which can be ordered from the NIC website. That DVD contains several clips that can be used in class during lessons 17, 18, and 20. The DVD also contains important resources for facilitators. It is available free of charge from NIC.

The following icons outline when to use the lesson supplements:



= Use LCD or other projector to introduce and reinforce information



= Sample presentation slide to be used when presenting

material



= Present important information from the supplement section of the lesson or write what is being discussed on chart paper



= A prepared handout for group members' use

Curriculum Revision

Purpose of Revision Project

Learning is a continuous process; a curriculum is a living document. The changes we have made are the result of ten years of experiences during which the authors have expanded their base of knowledge and learning. Group facilitators and trainers also provided the redesign team input for curriculum revisions.

NIC has supported the production of this revised edition of Thinking for a Change. The authors, joined by Renee Bergeron, curriculum developer, and Steve Swisher, NIC Correctional Program Specialist, comprised the team who redesigned and produced this revision. The project was managed and the curriculum was edited by contributing author Michael Guevara, NIC Correctional Program Specialist.

One of the goals for this revision was to ensure that there was a seamless, interactive synthesis of the three components of Thinking for a Change: cognitive self-change, social skills, and problem solving. The newly designed program organizer exemplifies what the authors have accomplished through the modifications. All three components form an interlocking circle of activities and events, precipitated by a conflict, that results in an “aha” moment for the group member.

All of the components are defined as a set of skills that can readily be detailed by the various steps required to accomplish the skill. Some significant revisions include:

- Cognitive self-change is now one skill that has three steps.
- There are nine social skills included in this revision. “Active Listening” (lesson 2), “Asking Questions” (lesson 3), “Giving Feedback” (lesson 4), and “Knowing Your Feelings” (lesson 5) are core skills that group members must have to negotiate the components of Thinking for a Change successfully.
- The flow of the lessons in both social skills and cognitive self-change provide the foundation upon which problem solving skills successfully mediates stressful situations.
- Problem solving is now defined as a set of six skills and is delivered in nine lessons.
- The problem solving component includes two “review and practice” lessons. Lesson 20 provides group members opportunities to practice the first three skills of problem solving. Lesson 24 provides group members a summary and practice opportunity to demonstrate all six skills of problem solving.
- The program organizer allows group members to initiate discussions about their learning after completing each of the components and as a summary review after the entire program is completed.

Delivery

The curriculum has been redesigned so that individuals in a range of staff roles may facilitate groups. While no special level of education or professional credential is required to deliver the program, there is a credentialing process that is now available for those interested in becoming certified Thinking for a Change group facilitators. The Thinking for a Change Group Facilitator Certificate is offered and administered by the Center for Credentialing and Education. (See: <http://www.cce-global.org/credentials-offered/t4ccf>).

Group Facilitator Selection

The ideal skills for group facilitators include: empathy, facilitation/teaching techniques, understanding group processes and interpersonal interactions, and the ability to control a group of offenders, at-risk youth, or problem individuals through non-coercive means. It is strongly recommended that group facilitators be trained in the contents and process of Thinking for a Change. As such, the group facilitators should be included in any management implementation plan for this program. Training should be accomplished within a week-long format using at least two master trainers.

Group Member Selection

The group members (offenders, students, and at-risk youth) should be pre-screened and selected after a brief individual interview. Such a meeting need not take any more than five to ten minutes. It should set the tone of the learning sessions, direct and focus the group member to the usefulness of the program in their own lives, and set expectations that positive participation would greatly enhance their options. This applies to all settings: prison, jail or community.

Lessons/Sessions

For the purposes of this curriculum, lessons are defined as a unit of material comprised of activities and concepts that group members learn to apply to their daily life situations. This curriculum comprises 25 lessons, with the option of aftercare lessons left open. Sessions are defined as a unit of time in which groups meet to learn and practice the content taught in each lesson.

Sessions are usually one to two hours in duration, but are a function of the agency or system implementing Thinking for a Change and therefore may be longer or shorter in time. As such, *it may take more than one session to complete all of the activities in a lesson.* Group facilitators should take care to deliver each lesson competently and efficiently, but not hesitate to use a second session to complete its content, if necessary.

Group Size/Frequency

While the size of the group may be determined by agency policy, it is recommended that groups include between 8-12 members in order to preserve program integrity. More than 12 group members, given the activities and learning involved with each lesson, would require more time than is allotted per group session. Fewer than 8 group members would compromise the group process and decrease the effectiveness of the group member learning.

Most cognitive behavioral interventions recommend at least two sessions per week. The Thinking for a Change curriculum is best delivered two to three times per week. Facilitators are strongly encouraged to schedule a minimum of two sessions per week. The total number of sessions per week is a function of staff resources, schedules of group members and group facilitators, as well as policy direction from agency or jurisdiction executives.

Group Norms

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

- **Confidentiality:** It is expected that all information shared in the group setting will be kept within the group, unless such information indicates possible harm to the individual or others. This norm is subject to agency guidelines for disclosure (which should be shared with group members as applicable).
- **Respect what is shared:** All statements should be accepted as information for learning purposes. As such, individuals should ensure that opinions and statements shared are constructive for the purpose of meeting the objectives of the lesson and content of the curriculum.
- **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, and providing opportunities for others to respond should they disagree with something.
- **No aggression or violence:** Physical or verbal aggression and violence is not permitted and should not be tolerated.

Group Facilitator Preparation

- Minimally, group facilitators should have attended formal facilitator training in the Thinking for a Change curriculum before delivering the program.
- While group facilitators have different styles and approaches to content delivery, all must know the content that must be delivered to group

members. Group facilitators should review each lesson and prepare its contents *before* each session. This includes practicing modeling displays until they are well rehearsed.

- Have all materials duplicated, ensure that equipment works, and that the physical plant is ready for the group to begin.
- Ensure the room is well lit, ventilated, and arranged so that the chairs in a comfortable discussion type format (usually tables and chairs in a “u-shaped” format).
- Finally, group facilitators have the option to extend the curriculum as described in lesson 25. The decision to extend Thinking for a Change after completion of the program may be based upon such factors as: length of stay of the group members within the agency or system; needs of individual group members; agency or system mandates; availability of staff; and fiscal resources.

As you facilitate groups using this revised Thinking for a Change curriculum, keep in mind that the goal is to effect change in thinking so that behavior is positively impacted.

Good luck as you embark on this most challenging journey!

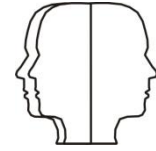
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Acknowledgements



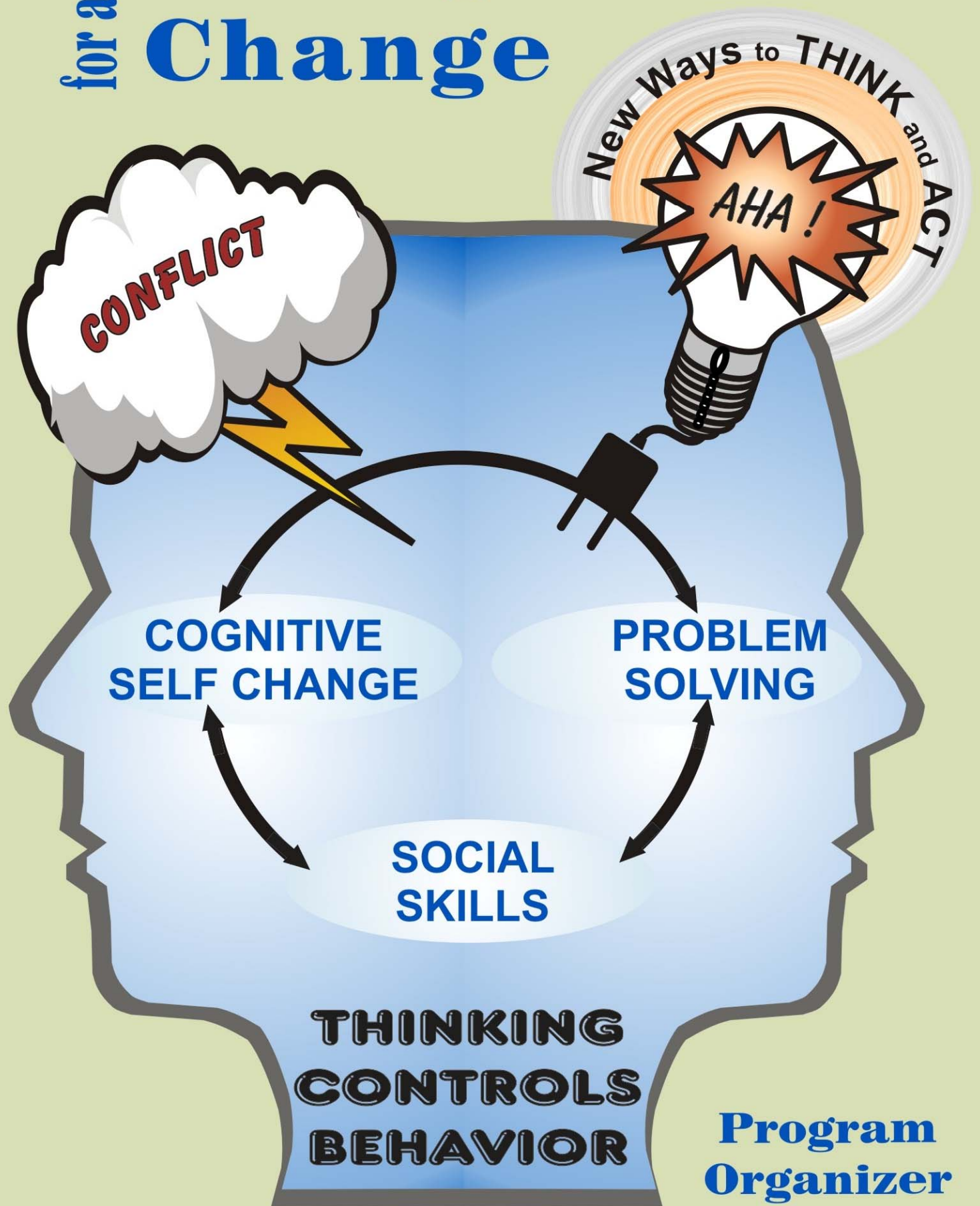
The authors wish to thank the National Institute of Corrections for underwriting this effort and supporting the design, development, and distribution of what has become an effective, outcome-based cognitive behavioral intervention. Special thanks to Renee Bergeron, whose curriculum development and design skills are evident in the user-friendly layout and formatting of this curriculum. Steve Swisher, Correctional Program Specialist with NIC, has been an integral part of Thinking for a Change since its inception, and he continued to contribute wisdom and insight during this revision. Special thanks to Charlotte Bentley, Graphic Designer with NIC, who provided graphic art expertise to make this curriculum more understandable and appealing.

Special note on version 3.1

Thinking for a Change 3.1 reflects edits and revisions to version 3.0, based on input from users and trainers. Thanks to all who contributed ideas and suggestions.

Thinking for a Change 3.1 December 2011

Thinking for a Change





Lesson 1 – Introduction

Summary and Rationale

This critically important lesson sets the tone for the entire program by motivating the group members to actively participate in their own learning and taking responsibility for their own life situations. This is accomplished in part by empowering each group member using appropriate positive behavioral “reinforcers.”

The lesson provides each group member with an overview of Thinking for a Change and conveys the fundamental idea of Thinking for a Change: We can take charge of our lives by learning more effective ways of thinking.

Group facilitators demonstrate the three cognitive perspectives of the program: social skills, the skill of cognitive self-change, and problem solving skills.

The group members explore the course outline and the rules. Expectations governing participation are explained.

Concepts and Definitions

1. **Thinking** is what we say to ourselves inside our head.
2. **Internal control** is control of our thinking and feelings.
3. **Cognitive Self-Change** – Paying attention to the thoughts and feelings that go on inside of us to recognize risk and use new thinking to avoid trouble.

4. **Social Skills** are behaviors or abilities we use in situations involving other people.
5. **Problem Solving** is a set of skills to help us make better choices.

Objectives – As a result of this lesson, group members will:

1. Describe the 3 key parts of Thinking for a Change.
2. Describe their expectations for Thinking for a Change.
3. Agree to group rules and norms to follow during Thinking for a Change.

Major Activities

Activity 1: Introductions

Activity 2: Pocket Analogy

Activity 3: Overview of Course
Outcomes

Activity 4: Demonstration – Three Parts
of Thinking for a Change

Activity 5: Exploring Actions, Thoughts,
and Feelings – Iceberg Analogy

Activity 6: Presentation of the Course
Organizer

Activity 7: Wrap-up

Supplements

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

Denoted in lesson plan with this symbol:



*C-1-1-Rules and Expectations

*Note – Rules and expectations are unique to each facility and will need to be developed by the facilitator.

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

Denoted in lesson plan with this symbol:



*H-1-1-Rules and expectations
*H-1-2- Thinking for a Change schedule and outline.

*Note – These handouts are unique to each facility and will need to be developed by the facilitator.

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

Denoted in lesson plan with this symbol:



P-1-1-Lesson Title
P-1-2-Taking Charge
P-1-3-Three Key Types of Skills
P-1-4-Types of Skills: Cognitive Self-Change
P-1-5-Showing What Goes on Inside Our Head
P-1-6-Types of Skills: Social Skills
P-1-7-Types of Skills: Problem Solving Skills
P-1-8-Iceberg
P-1-9-Cognitive Restructuring
P-1-10-Program Organizer
P-1-11-I Will Decide/I Am My Own Authority

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

Activity 1: Introductions and Expectations

Prior to beginning

Lesson 1 - Conduct a brief (5 – 10 minutes) interview with each of your group members prior to the first session of the program.

The goals of the interview are to:

- Lay the groundwork for reasonable expectations
- Discuss ground rules (come to session ready to participate, have homework completed, and be ready to learn something new)
- Build rapport by getting to know the group member (where he/she is from etc.)

This program is called **Thinking for a Change**.

We'll talk about what **Thinking for a Change** means in a minute. First I want to introduce myself and have my co-facilitator introduce him/herself. Then, I will introduce each of you to the group.



P-1-1



Introduce yourself and mention some personal information (such as your job or where you come from).

Ask co-facilitator to introduce him/herself.

Introduce each member by name to the rest of the group (where they are from - town or state, not institution/facility).

Activity 2: Pocket Analogy

Each of us knows how to do something very well. One skill we use to get what we want is fighting. This is one way some of us have learned to survive. I am going to use my fist to represent fighting.

Let's pretend that you have the ability to pull out your fist, a knife, or a 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!

This program will fill up your pockets with tools you can use to do all kinds of things well. Sure, you can pull out your fist anytime you want to, but now you will have choices, and will be able to pull out other things to use.

Some of the tools we will give you to put in your pockets are social skills such as listening and asking questions. We will fill your

The goal of the "pocket analogy" is to give a feeling of empowerment to the group members. Say something like: "You can succeed at this." Be sure you have empty pockets that you can turn out as you complete this demonstration.

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

Turn out one of your pockets each time you ask the question and give a response.

Each time you mention a new tool, turn a pocket

pockets with ways to think about your thinking and use your thinking. For example, tools such as identifying your thoughts or describing how you feel about a particular situation you have to deal with. We will also put some problem solving skills in your pockets.

Your pockets will be filled to the ripping point with skills you can use to improve your chances of *getting what you want*.

And what happens when you have more choices?

(Example answer: Feel in control.)

Transition

Let's take a look at the goals of this course and how we will achieve them.

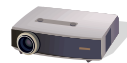
Activity 3: Overview of Course

Outcomes

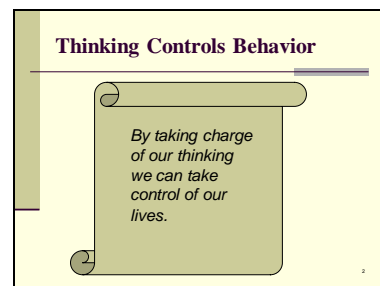
The idea behind the course is that we can learn to take charge of our lives and lead more productive and effective lives by taking control of the thoughts and feelings that go on inside us.

back in, until all of your pockets are turned back in.

Answers should reflect the idea that more choices lead to greater flexibility and feelings of empowerment.



P-1-2



This idea – that thinking connects to the way we feel and act - is the basic idea of the program.

Because 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 has 3 parts: The skill of cognitive self-change, social skills, and problem solving skills.

Activity 4: Examples - Three Parts to Thinking for a Change

My co-facilitator and I will now demonstrate examples of each of the three parts of **Thinking for a Change**.

Cognitive Self-Change

Our first example is about the skill of cognitive self-change.



P-1-3

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

It is essential to plan and practice demonstrations with the co-facilitator prior to the Lesson.



P-1-4

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

Conduct the cognitive self-change demonstration.

Keep it brief, light and fun.

Act out a situation in which there is a personal conflict. You both get angry. One walks away angry and the other throws or breaks something (something small, like a pencil) in anger.

Make it realistic.

For example: One facilitator could act angry at the other for not preparing the handouts for today's session. The other facilitator could act defensive, claiming that he or she had clearly asked another person to prepare the handouts.

Discuss Example

This kind of conflict can really happen, can't it?

You saw what each person was saying and doing, right? That was the "outside" part of the situation – what you could see and hear. But the situation also had an "inside" part. Based on what you saw and heard you could guess something about what they were feeling and thinking, couldn't you? The inside part includes the private thoughts and feelings that other people might guess at but are only really experienced inside our own head.

Now let's look at the same scene. This time we will add the thinking (what is going on inside our heads) that connects to what we are saying and doing.

Key Concept

In this program when we want others to be able to see what we are really thinking in a situation, we will hold our fingers to our head and say what we are thinking.

This is what we do in cognitive self-change: We observe our thoughts and feelings and

Repeat demonstration.
This time, however, point to your head as you speak your private thoughts and describe your private feelings.

**Showing what goes on inside our head**

recognize how they can lead to trouble.

Paying special attention to the private thoughts and feelings going on inside of us can help us learn to have better control over what we do.

Transition

You have seen an example of the skill of cognitive self-change.

Social Skills

Now let's look at an example of a social skill. A social skill helps us handle situations that involve other people.

We will demonstrate the social skill of asking for help.



P-1-6

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

Conduct the social skills demonstration

The facilitator (or co-facilitator) plays the part of a person that wants to ask another person for help.

Example: You want help preparing the handouts for this session. It's your

Discuss Example

I didn't get the help, did I? What did I do that hurt my chances of getting help?

(Example answer: Not thinking very carefully at all.)

Give me some ideas of how I can ask for help that might result in a better outcome.

(Example answer: Ask a little more nicely.)

Let's try that last scene again.

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.

Demonstrate a *lack* of skill in asking for help. For example, be abrupt, insensitive, and bossy.

Your co-facilitator should act offended and refuse the help.

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

Repeat the social skill demonstration. This time ask for help effectively

Transition

Now you have seen an example of the second part of **Thinking for a Change**: Social skills.

Problem Solving Skills

The third part of **Thinking for a Change** is called problem solving. It is something that can help us in tough situations.

Having good problem solving skills can help us think our way out of problems rather than letting our emotions control what we do.

and appropriately.

The co-facilitator should respond positively this time.

Be brief.

Note: Do not identify steps of the skill. This is just an introduction to the overall **Thinking for a Change** program.



P-1-7

3 Key Types of Skills

- **Cognitive Self Change** - Paying attention to the thoughts and feelings that go on inside of us to avoid the kinds of thoughts and feelings that lead us to trouble
- **Social Skills** – Behaviors or abilities we use in situations that involve other people
- **Problem Solving Skills** – Skills to help us make better choices

Conduct problem solving demonstration

Example: Have co-facilitator play the part of

Discuss Example

Help me figure out what to do. A big part of problem solving is being able to think of lots of possible actions to take in problem situations. Let's brainstorm what I can do.

your boss.

Your boss comes into your work area and demands that you get a project finished in one hour.

(For example: "I want you to prepare the handouts for this session ASAP!")

You explain that you don't have enough time, but the boss says he/she can't help it. Then he/she leaves the scene.

You then turn to the group and say, "I have a problem, don't I?"

Note: Don't go through all the problem solving skills. Work with the group to brainstorm ideas. Pick a socially acceptable one and act it out to demonstrate how to finish the situation successfully.

End by deciding to ask your co-worker for help.

Modeling and Role Playing: Key Concepts

In each session we will show you how to use the steps of each skill by modeling them. This means we will act out an example of exactly how you are supposed to do the steps of the skill.

Then you will try what you see us model by role playing. Role playing means you will work with another group member using a real-life experience you to test out using the skill.

Transition

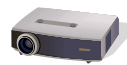
You can learn the skills I have demonstrated as well as all the others included in this program. These skills connect your thinking with the actions you take.

Let's spend a couple of minutes talking more about what I mean by this.

Activity 5: Exploring Actions, Thoughts, and Feelings

Here is picture of an iceberg. What are some things you know about an iceberg?

(Example answers: An iceberg is a large ice



P-1-8

mountain. The biggest part is under the water, invisible to the eye. This is the part that is dangerous to boats, because they cannot see how wide the iceberg is under the water.)

Transition

In **Thinking for a Change**, we have an opportunity to look at what we do, both the parts we can see – actions – and the parts we can't see – thoughts, feelings, attitudes and beliefs.

Let's see how the iceberg relates to behavior and the skills we will learn in **Thinking for a Change**.

During the demonstrations you looked at physical behaviors: actions that everyone can see. For example, talking, yelling or breaking a pencil.

But we also looked at internal behaviors that are not observable to others. This is the thinking and the feelings inside our head.

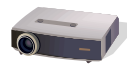
Actions, the things others can see us doing, are like the tip of an iceberg.

The things going on inside of us that others cannot see are like the part of the iceberg that is under the water. These are our thoughts, feelings, attitudes, and beliefs.

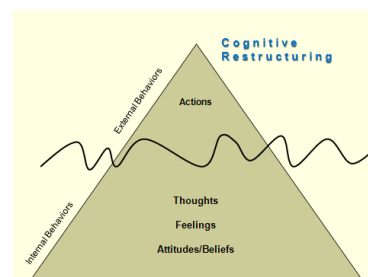
Iceberg Analogy



Relate comments to the scene you acted out.



P-1-9



Our behavior then, is like an iceberg. Everyone can see part of it, the actions part, but the biggest part (our thoughts, feelings, and attitudes and beliefs) is invisible to everybody but us.

Let's focus on what goes on "below the surface," which others cannot see.

We just demonstrated three situations to illustrate the three parts of **Thinking for a Change**.

When we showed you the first scene about cognitive self-change, we pointed to our head and showed you the thoughts that connected to our actions. That is part of cognitive self-change: learning how to identify the thoughts and feelings that connect to the actions we take.

Looking at the picture; what else is hidden that connects to actions?

(Example answers: Attitudes, beliefs)

Thoughts, feelings, attitudes and beliefs are important parts of the actions we take that lie below the surface. Others cannot see them. They are the hidden part of the actions we take.

In these sessions we will always point to our

Point to the lower half of the slide as you lead this discussion.

Point to the appropriate part of the slide.

Point to your head as you

head and say what thoughts we are having so others can hear what we are thinking.

Transition

Some of the most important parts of what we do are hidden from others because they are our thoughts and feelings.

We will learn to be more aware of these parts of ourselves.

Controlling our actions gives us the power to choose. It means understanding how we think and what sets our emotions off.

Underlying our thoughts and feelings, are our attitudes and beliefs, which we will learn more about in the cognitive self-change part of the program.

Activity 6: Program Organizer and Rules

Now that we have introduced you to some of the things we will be doing when we meet in our group sessions, I would like to ask you:

- How do you organize your own life? That is, what kind of tools do you have to keep track of what you need to do?
- What things would you like to have to help you better organize your life or affairs?

say this.

Accept any answer that reflects a tool to organize, such as a calendar, note book, diary, phone, to-do list, etc.

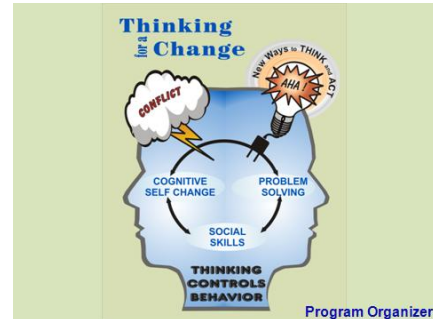
These are great responses. Yes, we use all sorts of tools and gadgets to organize what we have to do.

In **Thinking for a Change**, we have an organizer as well. Take a look at this picture.

Can you tell me some of the things or ideas that jump out at you as a result of seeing this program organizer?



P-1-10



Give the group a minute to study the program organizer.

Accept any and all reasonable responses that describe the organizer.



Write the responses on chart paper or have the co-facilitator write them on note paper to keep for later use. **Save this chart/these notes for future lessons.** You will be using and building on

These are some great ideas and observations about our program organizer.

We shall revisit this program organizer from time to time to explore what new ideas or things you may discover as a result of gaining more experience with **Thinking for a Change**.

Transition

Another thing we will do to help keep us organized and on track is to agree on some rules we will use to help us be successful.

Group Rules and Expectations

I want to start with a rule that I spoke to each of you about when I met with you individually. I asked all of you to come to session ready to participate. So, an important norm is to participate actively. By this I mean genuine, honest participation where you make every effort to truly learn the skills.

A second rule is to come to each session prepared, having your homework completed and ready to learn something new.

Other rules you will need to follow are to attend all sessions, and to be respectful.

this chart in future lessons.



C-1-1*

Rules and Expectations

Participate actively
Come prepared
Attend all sessions
Be respectful

Keep this chart to post during future lessons.

And:



H-1-1-Rules and Expectations*

We must follow these rules for the group to work.

Are there other essential rules that we all need in order to work effectively as a group?

Activity 7: Wrap-up

Thinking for a Change provides you with the opportunity to learn some new skills and learn ways you can have more power and control over the choices you make.

Summarize

Today I have introduced you to each other and to the **Thinking for a Change** program.

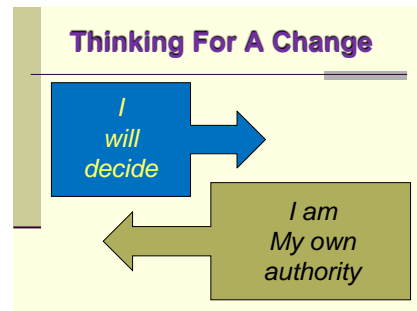
I am excited about working through this program with you. See you next time.

Include any agency/institutional/organizational rules.

*Note – Rules and expectations are unique to each facility and will need to be developed by the facilitator.



P-1-11



*H-1-2-**Thinking for a**

Change schedule and general outline.

*Note – The schedule is unique to each facility and will need to be developed by the facilitator.

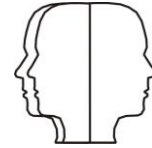
Review the overall

schedule. Tell group members the specific date, time and place for the next lesson.

Rules and Expectations

- **Participate actively**
- **Come prepared**
- **Attend all sessions**
- **Be respectful**

Lesson 2 – Social Skill: Active Listening



Summary and Rationale

Listening is a social skill required for almost all interactions. It is also a prerequisite skill to participate in a group process such as the Thinking for a Change program. It helps establish norms and expectations 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 Lesson the group members will:

1. Describe the importance of active listening in this group and in other social situations.
2. Perform the steps of active listening during the lesson.
3. Perform the steps of active listening in real life situations.

Major Activities

Activity 1: Overview of Social Skills
(in general)

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
All Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

Supplements

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

Denoted in lesson plan with this symbol:



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

Denoted in lesson plan with this symbol:



H-2-1-Pocket Skill Cards
H-2-2-Homework Sheet

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

Denoted in lesson plan with this symbol:



P-2-1-Social Skills Overview
P-2-2-Social Skills Definition
P-2-3-Process for the Social Skill Lessons
P-2-4-Lesson Title
P-2-5-Active Listening Definition
P-2-6-Active Listening Skill Steps

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

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Activity 1: Overview of All Social Skills

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 a set of specific skills called social skills.

Let's define skills. What does that mean?



P-2-1



Write all group responses on chart paper.

Reinforce those that support the definition of social skills. (Answers that reflect that skills are things we do.)

The discussion gives group members a chance to talk about some of the skills they have, helping them make a link between a social skill and something like fixing a carburetor.

Skills are abilities that help us reach a goal.
Skills can be learned.

Remember what we talked about in the first lesson: We will fill our pockets up with skills we can use to reach our goals.

This is the definition of Social Skills that we'll use throughout this program:

- Social skills are the skills we use when we deal with other people.
- Good social skills help to get us what we want; maximizing positive responses, and minimizing negative responses from other people.

That is not surprising since we know and use social skills on a daily basis.

Process to be used for each social skill lesson

Here is what you can expect in each social skill lesson presented in this program:

1. Homework Review

Each social skill lesson will start with a review of the last lesson's homework - which will be done outside of class using the skill you learned.



P-2-2

Social Skills

- Social skills are the skills we use when we deal with other people
- Good social skills help get us what we want; maximizing positive responses, and minimizing negative responses from other people



P-2-3

Process for the Lesson

1. Homework review
2. Learn next social skill
 - Facilitators introduce and model new skill
 - Group members role play new skill and receive feedback
3. Transfer training: Contract to practice new skill outside of class



2. Learn Next Social Skill

- I will **introduce** the new skill.
- My co-facilitator and I will **model** this skill using the exact steps we want you to follow.
- You will **role-play** the steps of the skill in a current personal situation you identify.
- The group members will give you **feedback** about how you did in following the steps of the skill.

3. Transfer Training – You will contract to practice the skill outside the group, in a real life situation, between now and the next session.

Practice New Skill

After each lesson, you will practice the skill you have learned in as many real life situations as possible.

What questions do you have about the steps you will use for each session?

Let's get started on our social skill for today: **active listening.**

Activity 2: Overview of Social Skill: Active Listening

Today we will talk about a skill that is often taken for granted, **active listening**.

Define the Skill

What does **active listening** mean to you?

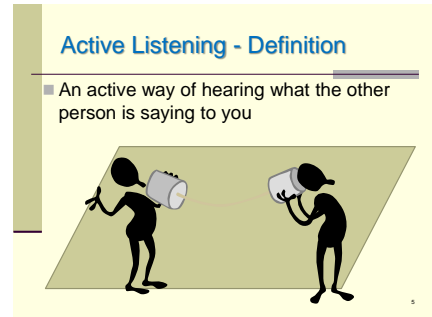
(Accept all appropriate answers.)

Those are good answers. For our purposes today, we will define active listening as:

- An active way of hearing what the other person is saying to you.

We will talk more about what active listening means to you in a little bit, but right now we are going to review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, active listening.

After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out.



Skill Steps – Action and Thinking

Every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

A thinking step is something that we say to ourselves; it can’t be seen. In our sessions, when we do a thinking step, we point to our head to show group members that what we are saying is to ourselves and is going on inside our head. As we point to our head, we say the words (the thoughts in our head) aloud so everyone can hear them.

The second type of step is an action step. It is called that because others can see the person doing that skill step. We do not need to point to our heads for these steps, as others can see whether or not we are doing them.

Skill Step Identification

Step 1 is, “Look at the person who is talking.” Is that a thinking step or an action step?

(Answer: Action)

How do you know?

(Example answer: You can see whether or not someone is looking at someone else.)

Step 2 is, “Think about what is being said.” Is

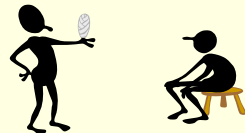
Point to your head and think a thought out loud to illustrate how to do this.



P-2-6

Active Listening-Skill Steps

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



You and the group members should read the

that a thinking step or an action step?

(Answer: Thinking)

How do you know?

(Example answers: You can't see from the outside what someone is thinking; the first word of the step is, "think.")

Step 3 is, "Wait your turn to talk." Is that a thinking step or an action step?

(Answer: Action – you can see when someone is waiting.)

Step 4 is, "Say what you want to say." Is that a thinking step or an action step?

(Answer: It is an action step, as you can see and hear someone saying something.)

What questions do you have about the steps of the skill, **active listening**?

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

steps of the skill (rather than just saying "step 1" or "step 2.") Repeating the entire step at every opportunity will reinforce learning.

Thank each contributing group member and provide positive feedback for participation.



H-2-1

Pocket Skill Cards, **Active Listening**

Activity 3: Model the skill – Active Listening

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

Modeling Display Option #1 – For institutional settings, adult or youth:

I am a member of a group, and Mr./Ms. _____ is telling a story about a situation that happened in the cafeteria where he/she saw a kitchen worker drop a serving spoon onto the floor then pick it up and put it back in the food.

Modeling Display Option #2 – Probation or parole settings:

I am meeting with my probation/parole officer for the first time. He is instructing me about the conditions of my release (or of probation) and I have to listen carefully to know when my curfew is and how far I can travel from home without being in violation of my parole/probation.

Modeling Display Option #3 – Generic setting for youth:

My friend approaches me in the school yard

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting: Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is the main actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role

and I must listen to him/her because he/she is telling me directions to the party I want to go to this weekend.

Activity 4: Discuss Modeling Display

play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that the facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step (e.g. step 2, “Think about what is being said”).

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill. Therefore, the only answer to these questions about performing the steps is

In step 1, did _____ “Look at the person who is talking”? What evidence did you see or hear?

(Example answers: Main actor faced co-actor; main actor made eye-contact; main actor moved closer to co-actor.)

Did _____, “Think about what is being said,” in step 2? What evidence did you see or hear?

(Example answer: Main actor pointed to head and paraphrased what was said.)

Did _____ show step 3 and wait his/her own turn to talk? What evidence did you see or hear?

(Example answer: Main actor kept quiet until there was a break in the conversation.)

And step 4, “Say what you want to say,” how

always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Example answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should

was that modeled? What was actually said?

(Example answer: Main actor spoke to co-actor about the topic.)

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation where it will be important for you to use **active listening**?

Pick something that is likely to occur before the next session.

This is important because what you identify and role play here is what you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (A specific time and day that it will be important for you to practice it.)
- Where will you practice it? (Specific location.)

Transition

solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, describing specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the

Great, everyone has had the opportunity to describe a situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

Who will you be **actively listening** to?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill the best you

opportunity to describe a situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind 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.

can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the Co-actor

Try to play the part of ____ as best you can. Say and do what you think ____ would do in this situation. Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Assign Each Group Member a Skill Step

To Group Members

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play).

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will

Watch carefully how well (*main actor*) performs the skill steps, because afterwards, the group will discuss the role play.

In fact, (*group member name*), watch step 1, and see whether or not (*main actor*) looks at the person who is talking.

(*Group member name*), watch for step 2 and see if (*main actor*) thinks about what is being said. Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look for step 3, “Wait your turn to talk.”

(*Group member name*), see if (*main actor*) does step 4, “Say what you want to say.”

Begin Role Play

Let’s start the role play. Remember: Keep it brief.

Activity 6: Discuss Role Play

have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

Whether assigning steps or during performance feedback, ensure that you or a group member always reads the entire step aloud (as opposed to just saying, “Step 1”).

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn’t, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

To the Co-actor

How did you feel about playing that role?

Do you believe (*main actor*) was actively listening to you?

What evidence did you see or hear?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Look at the person who is talking”? Did (*main actor*) do that? What evidence did you see or hear?

Who had step 2, “Think about what is being said”? Tell us how you know that (*main actor*) did that? Did he/she point to his/her head as he/she was thinking about what was being said?

Who had step 3, “Wait your turn to talk? Did (*main actor*) wait his/her turn to talk? What evidence did you see or hear?

And step 4, “Say what you want to say?” How did (*main actor*) do with that? What did he/she say?

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the main actor followed the steps of the skill, and not how well he/she acted. Focus on the skill and the steps as opposed to the situation.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, “yeah, he did step 1,” or “he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of

the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the step of the skill.

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have about how (*main actor*) did?

Remember, your comments need to be about the skill steps, not how well the role play was acted.

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements: “You have

Activity 7: Repeat Activities 5 and 6 with All Group Members

Now, each of you will get a chance to be the main actor. Who would like to go next?
Okay, (*group member name*) as I recall, your situation was ...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the

followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4.

Every Group Member must try out the steps of the skill as the main actor in a role play situation.



H-2-2 Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the

anticipated situation. Do that now.

- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.

Activity 9: Wrap-up

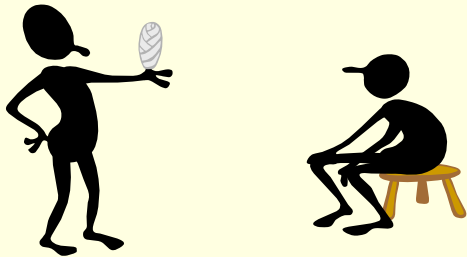
Next time we will learn another social skill. We will also review your homework using the homework sheet to see how well you did practicing **active listening**.

session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

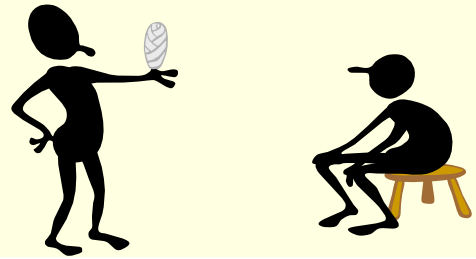
Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



Active Listening

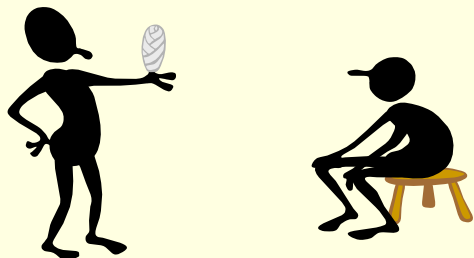
1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



6

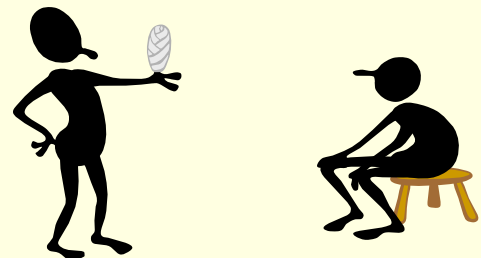
Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



Active Listening

1. Look at the person who is talking
2. Think about what is being said
3. Wait your turn to talk
4. Say what you want to say



6

Name: _____ Date: _____



Homework Sheet: Lesson 2

Fill in first three sections before leaving the session.

Skill to practice:

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.	4.
2.	5.
3.	6.

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

(Continued on Next Page)

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

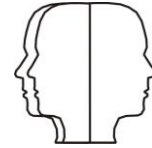
Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 3 – Social Skill: Asking Questions



Summary and Rationale

Asking questions is the second social skill that provides a foundation for group interactions and group norms. Learning to ask questions to receive information is critical for one's own needs and is an important skill for group members to master in their quest to take charge of their thinking and take control of their lives.

Concepts and Definitions

Asking questions is a basic social skill that helps us meet our needs by getting information or gaining clarification while encouraging others to help us.

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

1. Describe the importance of **asking questions**.
2. Perform the steps of **asking questions** during the lesson.
3. Perform the steps of **asking questions** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
All Group Members

Activity 8: Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-3-1-Pocket Skill Cards
H-3-2- Homework Sheet

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

Denoted in lesson plan with this symbol:



P-3-1-Lesson Title
P-3-2-Active Listening Skill
Steps
P-3-3-Homework Review
P-3-4-Asking Questions
P-3-5-Asking Questions Skill
Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

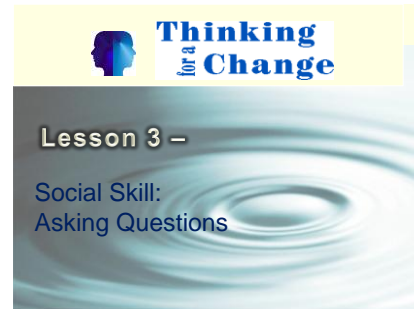
Activity 1: Homework Review

Last time, we began our exploration of social skills, and how skills are taught. We also introduced the first skill in this program, **active listening**. Who remembers the four steps of that skill?

(Answer: Look at the person who is talking; think about what is being said; wait your turn to talk; say what you want to say.)



P-3-1



Solicit responses.



P-3-2



Don't "re-teach" skill; provide a quick review of the steps of the skill.

Your homework was to practice using the **active listening** skill. Take out your homework reports and let's quickly review them.

- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

Activity 2: Overview of Social Skill: Asking Questions

Today, you will learn another important basic skill to use when getting along with others, either individually, or in a group. The skill is **asking questions**.



P-3-3

Home Work Review

- When did you practice the skill?
Where? With whom?
- What did you do to follow each step of the skill? Be specific
- Tell us another situation where you will use the skill



Choose a volunteer group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any one's homework.

Define the Skill

Who can define what asking questions means?

(Example answer: Asking questions is a way for individuals to seek and gain information that is important for them to have.)

Why do we ask questions?

(Example answers: To get more information, to try to understand better.)

That's right. Asking questions means that you want to get information about something that is important to you. For example, you may ask questions to get directions, to learn more about something, or to help you complete an assignment.

What are some other examples of situations where you might need to ask questions to get more information?

(Example answers: Ask my teacher if I can get help with an assignment. Ask a Correctional Officer for help with paperwork. Ask my Probation Officer when I am going back to court or what might happen in court. Ask my friend if I can borrow his IPOD).

We will have an opportunity to talk more about what **asking questions** means in a



P-3-4

Asking Questions - Definition

■ You want to get more information about something that is important to you

Examples –
□ Directions for something

□ More information

□ Clarification about an assignment



little bit, but right now we are going to review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **asking questions**.

After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the near future and then you will have a chance to try it out here.

Review Action and Thinking Steps

Definition

Remember last week we talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What was a thinking step about?

(Answer: A thinking step is something you say to yourself and can't be seen or heard by others.)

What do we do during Thinking for a Change when doing a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what

was that about?

(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Step 1, “Decide what you would like to know more about, is that a thinking step or an action step?”

(Answer: Thinking)

Step 2, “Decide whom to ask,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 3, “Think about different ways to ask your question and pick one way,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 4, “Pick the right time and place to ask your question,” is that a thinking step or an action step?”

(Answer: Thinking)

Step 5, “Ask your question,” is that a thinking step or an action step?”

(Answer: Action)

What questions do you have about the steps



P-3-5

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. Pick one way
4. Pick the right time and place to ask your question
5. Ask your question

Be sure to take every opportunity to read the steps of the skill and to have group members read them – don’t just say the number when referring to them.

Thank each individual and provide positive

of this skill, **asking questions?**

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Asking Questions

Now Mr./Ms. and I will model the skill for you. Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

I am about to be released from doing 12 years for drug possession and need to find out about a Narcotics Anonymous group in my neighborhood. I need to ask where I can get the information.

Modeling Display Option #2 – Probation or parole settings:

Things are very busy at work these days. I need some time off to go visit my probation/parole officer.

Modeling Display Option #3 – Generic setting for youth:

feedback for participation.



H-3-1

Pocket Skill Cards, Asking Questions

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting: Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is the main

Content

Notes

I have a friend with an eating disorder. I am concerned that my friend may be relapsing. I want to find out more about what is going on.

actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step (e.g. steps 1, 2, 3, & 4).

Be sure you identify different ways to ask your question and clearly pick the best alternative.

Identify three choices for steps 2 and 3. For example: I can ask my

Activity 4: Discuss Modeling Display

Probation Officer; I can ask the counselor; I can ask my friend who is a druggie (for step 2). For step 3: I can raise my hand in the group and ask; I could stop the counselor in the hallway when I see her; or I can make an appointment with a counselor.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill.

Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

Did ____ demonstrate step 1, “Decide what you would like to know more about”? What did ____ decide?

Did ____ do step 2, “Decide whom to ask”? What was the decision for this step?

Did ____ practice step 3 and “think about different ways to ask the question and then pick one way”? How many different ways did ____ think about? What were the different ways? Which option did ____ choose?

In Step 4, did ____ “pick the right time and place to ask the question”? What evidence did you see or hear?

And step 5, “Ask your question,” how did ____ model that? What evidence did you see or hear?

(Example answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Group facilitators should solicit answers from group members that are specific to the modeling display.

Group Members Identify a Specific Situation

Now that you have seen a model of the skill; what is a current or immediate future situation where it will be important for you to use **asking questions?**

Pick something that is likely to occur before the next session.

This is important because what you identify and role play here is what you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (A specific time and day that it will be important for you to practice it.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the

skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

To whom will you be **asking a question**?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill the best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind the main actor, of the person with whom the skill will be used in the real life situation).

Set the stage for the role play, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example,

To the Co-actor

Try to play the part of ____ as best you can.
Say and do what you think ____ would do in this situation.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

you might say to the main actor: “Be sure to point to your head for each thinking step.”

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have

In fact, (*group member name*), you watch and determine how (*main actor*) did with step 1 “Decide what you would like to know more about”? Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), watch for step 2 and see if (*main actor*) correctly decides whom to ask. Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look for step 3, “Think about different ways to ask your question and pick one way.” Be sure to note if (*main actor*) points to his head since this is a thinking step.

(*Group member name*), look to see if (*main actor*) does step 4, “Pick the right time and place to ask your question.” Be sure to note if he points to his head since this is a thinking step.

(*Group member name*), look to see if (*main actor*) does step 5, “Ask your question.”

Begin Role Play

Let’s start. Remember: Keep it brief.

all of the group members observing a step.

Whether assigning steps to watch or during performance feedback, ensure that you or a group member always reads the entire step aloud (as opposed to just saying, “step 1”).

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn’t, **stop** the role play, provide

Activity 6: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Decide what you would like to know more about”? What did (*main actor*) do for that step?

Who had step 2, “Decide who to ask”? Who did (*main actor*) decide to ask? Did (*main actor*) point to his/her head as he/she was thinking about what was being said?

Who had step 3, “think about different ways to ask your question and pick one way”? What were the different ways he/she thought

coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, “yeah, he did step one, or he did the step" does not provide specific detail.

For action steps in the skill, have the group

of? Did (*main actor*) pick one way? What was the choice?

Step 4, “Pick the right time and place to ask your question”? When and where did (*main actor*) decide to ask his/her question?

And who had step 5 “Ask your question”? How did (*main actor*) do that step?

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to their head) that confirms the main actor completed the step of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing

Activity 7: Repeat Activities 5 and 6 with All Group Members

Now, who would like to go next? Okay, *(group member name)* as I recall, your situation was ...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4.

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-3-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.

Activity 9: Wrap-up

Next time you will have an opportunity to review your homework and see how well you did practicing, **asking a question**. Then you will learn a new skill. See you then, and take care.

transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

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. 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
3. Think about different ways to ask your question. Pick one way
4. Pick the right time and place to ask your question
5. Ask your question

5

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. 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
3. Think about different ways to ask your question. Pick one way
4. Pick the right time and place to ask your question
5. Ask your question

5

Name: _____ Date: _____



Homework Sheet: Lesson 3

Fill in first three sections before leaving the session.

Skill to practice:

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.	4.
2.	5.
3.	6.

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

(Continued on Next Page)

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 4 – Social Skill: Giving Feedback



Summary and Rationale

Learning to **give feedback** objectively to others, focusing on behavior and performance, is an important skill for group members to master in all cognitive behavioral programs. Building upon the previous two social skills, **active listening** and **asking questions**, this skill teaches group members to provide objective information to others about their thoughts, attitudes, and feelings.

Concepts and Definitions

Giving feedback is a way for you to provide information to others in an objective and non-threatening way about what you think or feel concerning what he or she has said or done.

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

1. Describe the importance of **giving feedback**.
2. Perform the steps of **giving feedback** during the lesson.
3. Perform the steps of **giving feedback** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
All Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-4-1-Pocket Skill Cards
H-4-2-Homework Sheet

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

Denoted in lesson plan with this symbol:



P-4-1-Lesson Title
P-4-2-Asking Questions Skill Steps
P-4-3-Homework Review
P-4-4-Giving Feedback - Definition
P-4-5-Giving Feedback Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Activity 1: Homework Review

Last time, we continued to explore social skills, and how skills are taught. You learned a skill you will need to have in order to successfully get along with others, either individually, or in groups. That skill was **asking a question**.

Who remembers the steps of that skill?

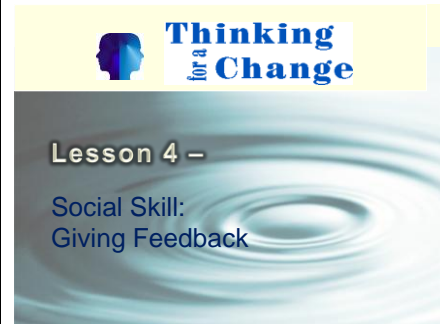
(Answer: Decide what you would like to know more about; Decide whom to ask; Think about different ways to ask your question and pick one way; Pick the right time and place to ask your question; and Ask your question.)

Your homework was to practice using the **asking a question** skill. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.



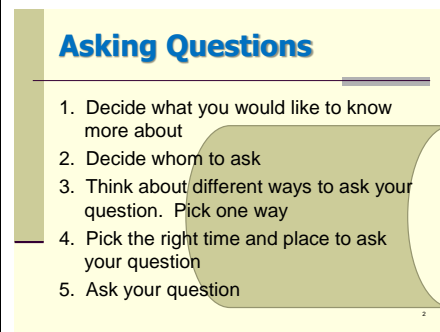
P-4-1



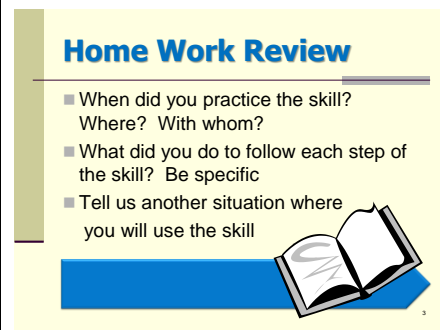
Solicit responses.



P-4-2



P-4-3



Choose a volunteer

- Tell us another situation where you will use the skill.

Who would like to begin?

Activity 2: Overview of the Skill: Giving Feedback

Today, you will learn another important basic skill to use when getting along with others, either individually, or in a group. This skill is: **giving feedback**.

Define the Skill

Who can tell us what **giving feedback** means to you?

Giving feedback is a way for you to provide information to another in an objective, non-threatening way about what you think or feel concerning what he or she has said or done.

We will talk more about what **giving feedback** means to you in a little bit, but

group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill so don't spend too much time on any one's homework.



P-4-4

Giving Feedback - Definition

- A way for you to provide information to another person in an objective, non-threatening way about what you think or feel concerning what he or she has said or done



right now let's review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **giving feedback**.

After you have had a chance to watch us model this, we will talk about times when you may have to or want to use the skill in the near future.

Review Action and Thinking Steps

Definition

Remember last week you talked about how every skill is made up of a number of steps. Each of the steps is either a "thinking" step or an "action" step.

What was a thinking step about?

(Answer: A thinking step is something that you say to you and can't be seen.)

What are you supposed to do when you do a thinking step?

(Answer: Point to our head. This shows people that what we're saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

(Answer: It is called that because you can

actually see the person doing that skill step.)

Skill Step Identification

Would (*group member name*) read step 1 of the skill and tell me if that is a thinking step or an action step?

(Answer: Decide if you want to provide objective information to someone about their behavior, thoughts or feelings. Thinking.)

(*Group Member name*), step 2, “Decide what kind of information you wish to provide.”

What type of step is that?

(Answer: Thinking.)

(*Group member name*), read step 3, and tell us if it is a thinking or action step.

(Answer: Think about different ways to give the information. Pick one way. Thinking.)

Note that step three emphasize alternative thinking: thinking about different ways to accomplish something.

(*Group member name*), step 4, “Pick the right time and place to give feedback.” Is that a thinking or action step?

(Answer: Thinking.)

(*Group member name*), please read step 5. Is it a thinking step or an action step?



P-4-5

Giving Feedback

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

Be sure to take every opportunity to read the steps of the skill – don’t just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.

(Answer: Give the other person the information in an objective manner. Action.)

What questions do you have up to this point about the steps of the skill, **giving feedback**?

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Giving Feedback

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

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

My cellmate has just received news that he has been selected to enter the auto mechanics program at the facility. He is not sure that this is his best move. He asks me what I think.

Modeling Display Option #2 – Probation or parole settings:

My friend wants me to go on an out of state



H-4-1

Pocket Skill Cards, Giving Feedback

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group (i.e. youth, adult, probation, parole, or incarceration.)

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the

fishing trip this weekend. This would be a violation of my supervision, and my friend just doesn't seem to get that.

Modeling Display Option #3 – Generic setting for youth:

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

same.

Tell group members which facilitator is the main actor, modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step (e.g. steps 1, 2, 3, and 4).

Identify three choices for step 3. For example, if I need to tell John he annoys people when he interrupts them: I can interrupt him whenever he speaks and

Activity 4: Discuss Modeling Display

In step 1, did _____ “decide if he/she

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.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said ...)

Group facilitators should

wanted to provide objective information to someone about their behavior, thoughts, or feelings”? What evidence did you see or hear?

In step 2, did _____ “decide what kind of information he/she wished to provide”? What information did _____ decide to provide?

Did _____ practice step 3 and, “think about different ways to give the information and pick one way to do it”? How many different ways did _____ come up with? What were the different ways? Which option did _____ pick?

In step 4, did _____ “pick the right time and place to give the information”? What time and place did _____ decide upon?

And step 5, did _____ “give the other person the information in an objective manner? What was said and done?

Group Members identify a specific situation

Now that you have seen a model of the skill; what is a current or immediate future situation where it will be important for you to

solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific

use **giving feedback?**

Pick something that is likely to occur before the next session.

This is important because what you identify and role play here is what you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (A specific time and day that it will be important for you to practice it.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this

information such as: Who, when, where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try-out the skill during the session

lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

To whom would you be **giving feedback**?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the Co-actor

with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind 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.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief

Try to play the part as best you can. Say and do what you think ____ would do as (*main actor*) follows the steps of the skill.

**Assign Each Group Member a Skill Step
To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, you will discuss it.

In fact, (*group member name*), watch step 1 and see if (*main actor*) decides if he/she wants to provide objective information. Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 2 and see if (*main actor*) decides what kind of information to give. Be sure to note if he/she points to his/her head since this is a thinking step.

the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

Would (*group member name*) watch for step 3, “Think about different ways to give the information and pick one way?” Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 4, “Pick the right time and place to give feedback.” Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), look for step 5: “Give the other person the information in an objective manner.”

Begin Role Play

Let’s start. Remember to keep it to just 1 or 2 minutes.

Activity 6: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn’t, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the

to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1: “Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings”? How did (*main actor*) do that?

Who had step 2: “Decide what kind of information you wish to provide”? Can you tell us how (*main actor*) did that? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

Who had step 3? Did (*main actor*) think about different ways give the information and pick one way to do it? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

And who was watching for step 4? Did (*main actor*) pick the right time and place to give the information? Did he/she point to his/her head as he/she was deciding what kind of information to provide?

And who had step 5: “Give the other person the information in an objective manner”? Did (*main actor*) do that?

role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor’s role play of the skill step. For example, “yeah, he did step one, or he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements, i.e. that they have followed the steps in order, as modeled.

Adjust the sample feedback statement in the Lesson plan as needed according to the specific role play.

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display).

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-4-2 Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life

the second shaded part after you practice your skill, given the situation you have described and tried out.

Activity 9: Wrap-up

Next time you will have an opportunity to review your homework and see how well you did practicing, **giving feedback**. Then you will learn a new skill. See you then, and take care.

situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

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. 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

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. Pick one way
4. Pick the right time and place to give feedback
5. Give the other person the information in an objective manner

5

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. 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

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. Pick one way
4. Pick the right time and place to give feedback
5. Give the other person the information in an objective manner

5

Name: _____ Date: _____



Homework Sheet: Lesson 4

Fill in first three sections before leaving the session.

Skill to practice:

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.	4.
2.	5.
3.	6.

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

(Continued on Next Page)

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

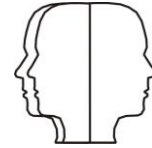
Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 5 – Social Skill: Knowing Your Feelings



Summary and Rationale

This lesson expands and reinforces the social skills already learned in the previous lessons. Group members need practice focusing on and identifying their feelings. Frequently feelings may be confused with one another and not labeled correctly, often leading to vaguely described but very strong emotions. This lesson also lays a foundation for the lessons that teach the steps of the skill of cognitive self-change.

Concepts and Definitions

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

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

1. Describe the importance of **knowing your feelings**.
2. Perform the steps of **knowing your feelings** during the lesson.
3. Perform the steps of **knowing your feelings** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role

Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-5-1-Feelings Faces Sheet
H-5-2-Pocket Skill Cards
H-5-3-Homework Sheet

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-5-1-Lesson Title
P-5-2-Giving Feedback Skill Steps
P-5-3-Homework Review
P-5-4-Knowing Your Feelings-Definition
P-5-5-Knowing Your Feelings – Skill Steps

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

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Activity 1: Homework Review

In this lesson you will continue to explore social skills. In the last session you learned about **giving feedback**, a skill that will help you get along with others, either individually, or in groups. Who remembers the steps of the skill, **giving feedback**?

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

Your homework was to practice using the **giving feedback** skill.

Take out your homework reports and let's quickly review.

- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.



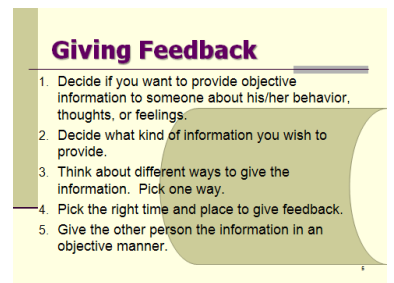
P-5-1



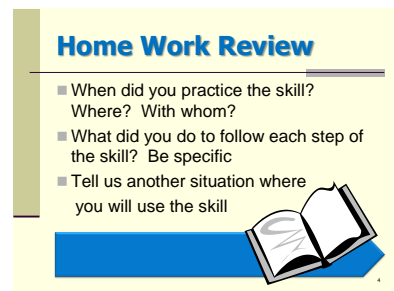
Solicit responses.



P-5-2



P-5-3



Choose a group member and take a minute to review the homework.

Repeat with all group

Who would like to begin?

Activity 2: Overview of Social Skill: Knowing Your Feelings

Today, you will learn another skill to use when getting along with others, either individually, or in a group. The skill is: **knowing your feelings**. What does **knowing your feelings** mean to you?

(Example answers: Recognizing what is going on inside of me; identify what is happening inside of me; being able to identify what emotions I am having. Labeling or naming what those feelings are (anger, joy, fright)

Right, your feelings connect to your actions. Stopping to know how you feel is an important step in having control over what you do.

Define the Skill

Knowing your feelings is defined as steps you use to tune into what is going on inside

members.

This is a quick report of their practice with the social skill so don't spend too much time on any one's homework.



P-5-4

that makes you think or act in a certain way.

Optional Handout Review

Let's take a minute to review some information about feelings.

We will have an opportunity to talk more about what **knowing your feelings** means to you in a little bit, but right now let's review the skill steps. Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **knowing your feelings**.


After you have had a chance to watch us model this for you, you will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out in class.

Review Action and Thinking Steps

Definition

Remember last week we talked about how

Knowing Your Feelings - Definition



Steps we use to tune into what is going on inside of us that make us think or act in a certain way



H-5-1 - Feelings

Faces

Review the "Feelings Faces" handout if you think it would be helpful to the group.

(End optional exercise.)

every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What was a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

What are you supposed to do when doing a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

(Answer: It is called that because you can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step?

(Answer: Tune in to what is going on in your body that helps you know what you are feeling. Thinking.)

Would *(group member name)* read step 2 and tell us if it is a thinking step or an action



P-5-5

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



Be sure to take every opportunity to read the

step?

(Answer: Decide what happened to make you feel that way. Thinking.)

(Group member name), please read step 3, and tell us if it is a thinking or action step.

(Answer: Decide what you could call the feeling. Thinking.)

What questions do you have up to this point about the steps of the skill, **knowing your feelings**?

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Knowing Your Feelings

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

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

My cellmate just falsely accused me of taking his stash of candy and I want to punch him in

steps of the skill – don't just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.



H-5-2

Pocket Skill Cards, Knowing Your Feelings

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting: Youth,

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.

Modeling Display Option #2 – Probation or parole settings:

My parole officer has just told me that I need to come in to see him 4 times next month instead of the usual 2. He said this is because of a change in departmental policy and there is nothing that he or I can do about it. My face is flushed, I'm breathing rapidly, and I don't know what to say. This will impact my work, my transportation situation, and will really put a burden on me. I feel annoyed.

Modeling Display Option #3 – Generic setting for youth:

I have just found out I am (my girlfriend is) pregnant. I have to tell my mom/dad/guardian the news. My mouth is dry, my heart is racing, and my stomach is fluttering. I feel scared, but also excited.

adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Activity 4: Discuss Modeling Display

Be sure to point to your head and talk aloud when performing a “thinking” step (e.g. steps 1, 2 and 3).

As you model the skill be sure to identify the physical reactions you have such as flushed face, clenched fists, gritting teeth (any physical reaction that supports the feeling).

Also be certain to indicate the reason for the emotion when doing step 2.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill.

Therefore, the only

In step 1, did _____ “tune into what was going on in his/her body to help him/her know what he/she was feeling”? What evidence did you see or hear?

In step 2, did _____, “decide what happened to make him/her feel that way?” What did _____ decide? How did _____ show that he was thinking about this decision?

Did _____, “decide what he/she could call the feeling,” in step 3? What feeling or feelings did _____ name?

answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When would you practice it? (Specific time and day.)
- Where could you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group members to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

Who will be involved when you need to **know your feelings**?

Set the Scene

Where are you?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

Remind the group that everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind 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.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

To the Co-actor

Try to play the part as best you can. Say and do what you think ____ would do as (*main actor*) follows the steps of the skill.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 and see if (*main actor*) tunes in to what is going on in his/her body that helps with

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members

knowing what he/she is feeling.

Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 2 and see if (*main actor*) decides what happened to make him/her feel that way.

Be sure to note if he/she points to his/her head since this is a thinking step.

(*Group member name*), watch for step 3 to determine if (*main actor*) decided what he/she could call the feeling.

Be sure to note if he/she points to his/her head since this is a thinking step.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

observing a step.

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

Activity 6: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Tune in to what is going on in your body that helps you know what you are feeling”? Did (*main actor*) do that? What was going on in (*main actor’s*) body? How do you know that?

Who had step 2, “Decide what happened to make you feel that way”? Tell us if (*main actor*) did that. Did he/she point to his/her head as he/she was deciding? What did (*main actor*) decide was the cause?

Who had step 3? Did (*main actor*), “decide what he/she could call the feeling”? Did he/she point to his/her head as he/she was deciding what kind of information to provide? What feeling did he/she identify?

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor’s role play of the skill step. For example, “yeah, he did step one, or he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the step of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order, as modeled.”

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next session do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display).

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-5-3 Homework Handout

Completing the homework assignment is

the one you just role-played and where you tried out the steps of the skill.

- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.

Activity 9: Wrap-up

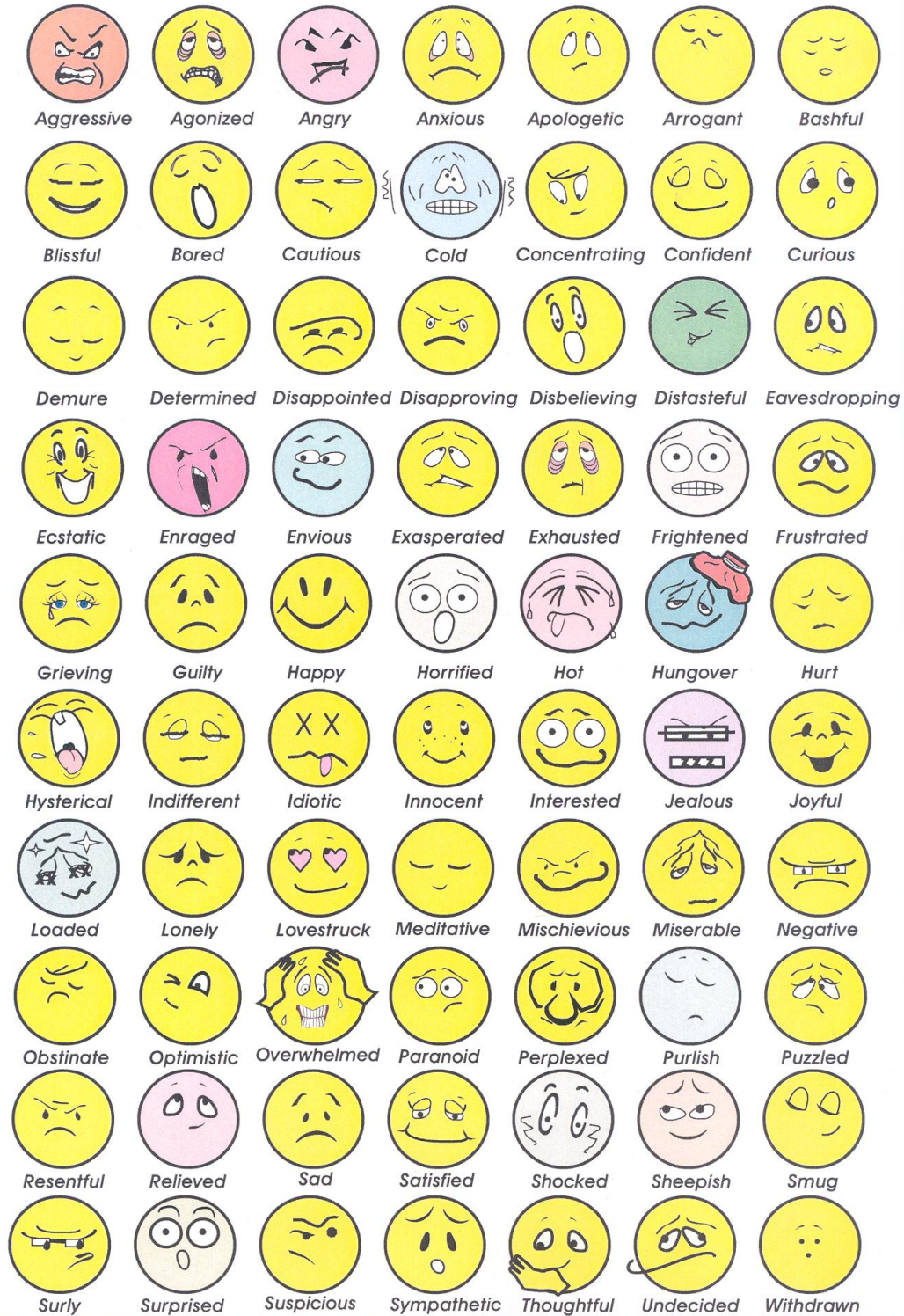
Next time, you will have an opportunity to review your homework and see how well you did practicing the skill, **knowing your feelings**. Then you will learn a new skill. See you then, and take care.

critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

How Do You Feel Today ?



Prepared by The National Institute of Corrections

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

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



6

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

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



6

Name: _____ Date: _____



Homework Sheet: Lesson 5

Fill in first three sections before leaving the session.

Skill to practice:

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.	4.
2.	5.
3.	6.

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

(Continued on Next Page)

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 6 – Cognitive Self-Change: Thinking Controls Our Behavior



Summary and Rationale

This lesson demonstrates how thoughts, feelings, attitudes and beliefs control the way people act. A conflict between an “authority figure” and a person under the control of the person in authority is demonstrated. Group members are asked to determine what thoughts and feelings each person is having. Group members watch a realistic situation where thoughts, feelings, and attitudes and beliefs lead to predictable patterns of acting. They also practice the process of “objective detachment” in looking at the thoughts, feelings, and attitudes and beliefs behind our actions. The lesson ends with an explanation of the steps that comprise the skill of 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 – *Try a new way of thinking that reduces risk.*

Concepts and Definitions

1. **Thoughts** are ideas or words in our mind.

2. **Feelings** are emotions that go along with our thoughts. Bodily sensations can also be called feelings.
3. **Attitudes** and **beliefs** are general ways of thinking that we carry with us into many different situations. Attitudes and beliefs can be rules, principles, values, or opinions about a range of different people or events.
4. **Thinking for a Change** does not make sharp distinction between attitudes and beliefs. Both are ways of thinking that shape and influence how we experience specific situations.

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

1. Recognize how thoughts, feelings, and attitudes and beliefs lead to predictable patterns of behavior.
2. Practice “objective detachment” in observing and describing thoughts, feelings, and attitudes and beliefs.
3. Practice the three steps of cognitive self-change during the Lesson.
4. Apply the steps of cognitive self-change to real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Lesson Overview

Activity 3: Demonstration of Conflict

Activity 4: Identify thoughts and feelings of Pat and Jones

Activity 5: Identify Underlying Attitudes and Beliefs of Pat and Jones

Activity 6: Predict Future Behavior

Activity 7: Present Cognitive Principle

Activity 8: Present the 3 Steps of Cognitive Self-Change

Activity 9: Apply the 3 Steps of Cognitive-Self Change to Demonstration

Activity 10: Wrap-up

Activity 11: 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:



C-6-1-Thinking Report-Pat
C-6-2-Thinking Report-Jones

**The charts made during this lesson need to be kept for use again in lesson 7.

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

Denoted in lesson plan with this symbol:



H-6-1-Pocket Skill Cards
H-6-2-Homework Sheet

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-6-1-Lesson Title
P-6-2-Knowing Your Feelings Skill Steps
P-6-3-Homework Review
P-6-4-Thinking Controls Behavior
P-6-5-Step 1 - Pay Attention to Our Thinking
P-6-6-Attitudes and Beliefs
P-6-7-Kinds of Attitudes and Beliefs
P-6-8-Cognitive Restructuring
P-6-9-The Cognitive Principle
P-6-10-Cognitive Self Change Steps
P-6-11-Principles Behind Thinking For a Change
P-6-12-Goal of Thinking For a Change
P-6-13-Homework
P-6-14-Homework,continued

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

Activity 1: Homework Review

In our last session, we practiced the social skill, **knowing your feelings**. We will take a minute to review the steps of that skill.

Let's have a volunteer read the steps for us.

(Answer: Tune in to what is going on in your body that helps you know what you are feeling; Decide what happened to make you feel that way; Decide what you could call the feeling.)

You also had some real life practice using **knowing your feelings**.

Take out your homework reports and let's quickly review.

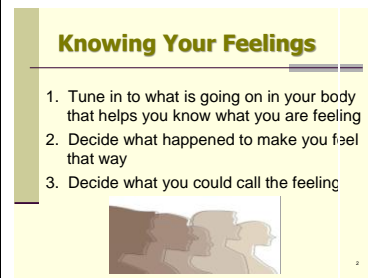
- Tell us about practicing the skill - when you did the skill, where and with whom.
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will



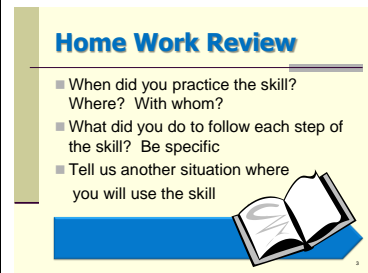
P-6-1



P-6-2



P-6-3



Choose a volunteer group member and take no more than one minute to review the

use the skill.

Who would like to begin?

Activity 2: Lesson Overview

Today, we will learn about how our thoughts and feelings control the way we act.

This is an important idea because it points to a way we can control how we act by controlling our ways of thinking. We can actually look at the thoughts and feelings we have in a conflict.

In a minute (*co-facilitator*) and I will demonstrate a conflict for you. After the demonstration we will discuss what happened and how things might have turned out differently. Then we will talk about 3 steps you can use to help you change the way you act in problem situations. Finally, you will think of some ways to practice what

homework.

Repeat with all group members. This is a quick report of their practice with the social skill so don't spend too much time on anyone's homework.



P-6-4

Thinking Controls Behavior

- Thoughts / feelings control the way we act
- We can control how we act by controlling our ways of thinking
- We can look at the thoughts and feelings we have in a conflict



you have learned before our next session.

Activity 3: Demonstration of a Conflict Situation

In this scene Mr./Ms. (*co-facilitator*) and I will demonstrate a conflict between (*authority figure – Jones*) and (*person under his/her authority – Pat*).

Watch what happens as the conflict grows.

Pay attention to possible thoughts, feelings, attitudes and beliefs for each person in the conflict.

Demonstration Option #1 – For institutional settings, adult or youth:

A correctional officer, Jones, keeps an inmate, Pat, waiting at the door of his/her living unit while Jones finishes a conversation with another officer about the duty schedule for the next work shift.

Pat expresses irritation with sarcasm (“Take your own sweet time.”)

The officer, Jones, expresses irritation at this by asserting his/her authority in a gruff tone. (“Pat, you stand behind that line until you’re cleared to pass.” He points to a line on the floor some feet behind where Pat is standing.)

Select the situation which applies to your group setting.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Conduct a 1 minute demonstration of the conflict.

Keep the demonstration brief, low key and simple.

Introduce the demonstration to the group with very little explanation.

It is important that both players make statements that show deep-seated attitudes and beliefs that will indicate that in the

Demonstration Option #2 – Probation or Parole settings:

A probation/parole officer, Jones, knows that his/her client, Pat, often breaks rules, so Jones wants to set especially clear limits. Pat is 10 minutes late for an appointment, and Jones lectures Pat on the importance of responsibility and threatens to violate his/her probation. Pat believes that he/she has a very legitimate reason for being late.

Demonstration Option #3 – Generic setting for youth:

A police officer, Jones, knows a young man/woman, Pat, was once arrested for dealing drugs. When Jones sees Pat on a street corner with his/her friends he/she tells Pat to “move along.” Jones ignores the other people in the group. Pat feels unfairly singled out.

Activity 4: Identify the Thoughts and Feelings of Pat and Jones

Let’s talk about what was going on.

How would you describe the way Jones (*authority figure*) was acting?

(*Example answers: Angry, bossy.*)

future, conflicts between these two will continue.

As the demonstration continues, you and your co-facilitator escalate the level of anger.

The demonstration stops safely, short of violence, but shows the possibility of violence or other serious consequences.

It is critical that neither side be completely in the wrong or completely in the right.

Have an initial, general discussion about the actions of Jones, and then Pat. Do not chart

How would you describe the way Pat was acting?

(Example answers: Angry, hostile, resentful.)

Now, let's imagine what Pat and Jones might be thinking and feeling. Let's start with Pat.

Assuming this is a typical kind of conflict you have seen before; what do you think is going on in Pat's mind? What might his/her thoughts be while this is happening?

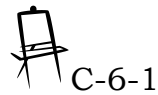
(Example answers: Jones is a jerk; Jones is pushing me around; This is so unfair.)

yet.

Begin charting with thoughts and feelings. Chart for Pat first, then Jones.

Be sure to leave room at the top of each chart, to insert the situation in lesson 7.

Encourage a lot of answers (alternative thinking).



Pat
Thoughts:
1.
2.
3...
Feelings:
Attitudes and Beliefs:

What do you think Pat might be feeling while this is going on?

(Example answers: angry, tense.)

That looks like a reasonable guess about what might be going on for Pat.

Now let's look at the (*authority figure*), Jones.

What might Jones be thinking while this is happening?

(Example answers: I'm sick of dealing with these punks. They never do what they're supposed to do.)

What do you think Jones is feeling?

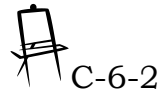
(Example answers: Frustrated, might have a headache.)

Let's look at both of the charts that list what's going on, or what might be going on, inside of Pat and Jones.

Do the thoughts and feelings we have written down seem realistic to you?

Can you imagine that people might really

List all the feelings the group suggests Pat might be having.



Jones
Thoughts: 1. 2. 3...
Feelings:
Attitudes and Beliefs:

On a new sheet, write the thoughts and feelings suggested for (*authority figure*) Jones.

think and feel this way?

Step 1 – Pay Attention to Our Thinking

There are 3 steps to cognitive self-change. Step 1 is to pay attention to our thinking. This means we pay attention to our thoughts and feelings by observing them without judgment.

We observe our thoughts and feelings just as they are. We don't explain them.

We will practice this a lot in this class.

The goal is to identify our own thoughts and feelings and also to help other group members do the same thing.

To do this, treat thoughts and feelings as pure information. We don't judge or explain our thinking. The goal is to identify what our thoughts are in tough situations.

In a few minutes we will talk more about step 1 of cognitive self-change, and review steps 2 and 3.

Activity 5: Identify Underlying Attitudes and Beliefs of Pat and Jones

Now, let's talk about attitudes and beliefs.

Attitudes and beliefs are general ways of



P-6-5

Step 1 – Pay Attention to Our Thinking

- Treat thoughts and feelings as pure information without judgment or interpretation





P-6-6

thinking about a lot of different situations. They can be rules, or principles, or values, or general opinions about a kind of person or a kind of situation.

Attitudes and beliefs can express the values and the principles you live by. These kinds of beliefs define the things that matter most.

Here are some examples:

- My family is the most important thing in my life.
- If anyone hurts someone in my family, I need to set it right.
- You have to stand up for yourself.

What are some other general attitudes and beliefs that you have, or that people you know have?

(Example answers: You have to be loyal to your friends; To get respect, you have to be ready to fight.)

Other attitudes and beliefs are opinions or general ways of thinking about different people and situations.

- Teachers are unfair.
- Parents are almost always right.

Attitudes and Beliefs

- General ways of thinking about a lot of different situations
- Rules, principles, values, or general opinions about a kind of person or a kind of situation
- Can express the values and the principles you live by
- Attitudes and beliefs define the things that matter most to us



P-6-7

Kinds of Attitudes and Beliefs

Express values and the principles we live by – defining what matters most to us

- Examples -
- My family is the most important thing in my life
 - You have to stand up for yourself

Opinions or general ways of thinking about the people and the situations around us

- Examples -
- My teachers are unfair
 - My parents are almost always right

Select examples appropriate to your group.

Select examples appropriate to your group.

- You can't trust the police.

What are some other examples?

When identifying attitudes and beliefs the goal is to remain neutral; not judging them as right or wrong.

Attitudes and beliefs are an especially important part of the way you think.

Remember the picture of the iceberg in lesson 1?

The iceberg shows how important it is to pay attention to what you can't see.

You can't see peoples' thoughts.

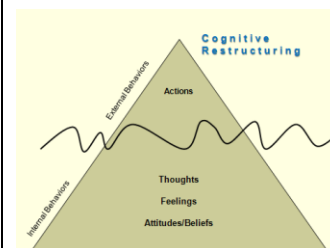
At the bottom of the iceberg are the attitudes and beliefs that shape and support our ways of thinking and feeling about the world.

This is what we're talking about here: identifying the general ways of thinking that shape the way we experience specific situations. Our attitudes and beliefs create personal meaning for us in specific situations.

Let's think about attitudes and beliefs in the demonstration we observed of Pat Jones.



P-6-8



Step back and look at the Pat and Jones charts together.

Encourage a brief discussion to focus the

Based upon how Jones was acting in the demonstration, and upon this list of thoughts and feelings, what are some of the attitudes and beliefs he/she was expressing?

(Example answers: These people have no respect for authority.)

Of course, we can't know for sure. But we can make reasonable guesses based on what we saw Jones doing and heard him/her saying.

What kind of attitudes and beliefs might Pat be acting upon in this situation?

(Example answer: C.O.'s/P.O.'s/Cops like pushing people around.)

group members' attention on the lists of thoughts and feelings.

Write responses on Jones chart under Attitudes and Beliefs.

Write responses on Pat's chart under Attitudes and Beliefs.

You should now have the beginnings of 2 thinking reports charted – 1 for Pat and 1 for Jones – based on the suggestions of the group.

Make sure to **keep these charts!** You will use them in lesson 7 to complete the thinking

Activity 6: Predict Future Behavior

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

For instance, if nothing happens to stop them what could happen?

(Example answers: Yell at each other; Fists fly; Pat gets arrested.)

Suppose this situation doesn't get that far along. Suppose Jones has a lot of back-up and continues to threaten Pat. Pat doesn't want to get into really big trouble, so he/she shuts up and does what he/she is told to do.

Is that going to be the end of the story? How might they act toward each other in the future?

(Example answers: No, it won't be the end of the story. There is likely to be more trouble between them in the future.)

Suppose Pat holds on to these thoughts, feelings, and attitudes and beliefs. What might happen later on?

reports.

Group members should be able to predict violence or revenge on the part of Pat, and some kind of punishment or mistreatment on the part of the Jones.

If they don't, suggest these consequences yourself.

Remind the group members to look at the particular thoughts

(Example answer: Pat might make trouble for Jones or try to get even.)

Suppose Jones holds on to his/her thoughts, feelings, and attitudes and beliefs. How do you think Jones is going to act toward Pat in the future?

(Example answers: Jones might look for excuses to confront Pat.)

Summarize

It's pretty clear, isn't it? The thoughts, feelings, and attitudes and beliefs that Pat and Jones hold can lead to more conflict in the future.

Although you can't tell exactly what this future conflict might be, you can tell that as long as Pat and Jones have the same thoughts, feelings, and attitudes and beliefs, the trouble isn't going to go away.

Activity 7: Present the Cognitive Principle

Most of the time our thoughts and feelings are pretty automatic. We think and feel pretty much out of habit.

and feelings and attitudes and beliefs that each is experiencing.

However, we can learn to pay attention to our thoughts and feelings. Then we can learn to take control of the way we think. If we do that, we take control over our feelings too.

We can control our actions by controlling the way we think and feel.

Learning the steps in the skill of cognitive self-change will help us control our actions by controlling the way we think and feel.

Activity 8: Present the 3 steps of Cognitive Self-Change

Cognitive self-change is a skill that includes 3 steps:

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

Try a new way of thinking that reduces risk.

Cognitive self-change is a simple skill to help you take control of your life by controlling your thinking.



P-6-9

The Cognitive Principle - Thinking controls behavior

Learning to control thoughts and feelings can control actions

There is always more than 1 way of thinking about a situation

Control of thinking results in real power over life



When we think differently, we act differently



P-6-10

3 Steps of Cognitive Self Change

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



Hand Out Pocket Skill Cards

Here is a card that lists the 3 steps of the skill of cognitive self-change. Keep it with you to help you practice.

We have already practiced step 1 – pay attention to our thinking. We did this with Pat and Jones. For the next few group meetings we will continue to practice step 1, and begin to practice step 2 – recognize risk.

Activity 9: Apply the 3 of Steps of Cognitive Self-Change to the Demonstration

For now, let's see how these 3 steps might fit the demonstration that Mr./Ms. _____ and I just did.

Step 1 – Pay Attention to Our Thinking

We completed step 1 by listing the thoughts and feelings of Pat and Jones. To do that we:

- Wrote down their thoughts and feelings exactly as we imagined them to be in their minds.
- Didn't make any judgment about their thoughts and feelings (good or bad, true or false, justified or not justified).



H- 6-1

Pocket Skill Cards

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

- Listed their thoughts and feelings as information about what was in their minds at the time.

These are the components of step 1. Each of you will practice step 1– pay attention to our thinking, by listing your own thoughts and feelings during real life situations.

Step 2 – Recognize Risk

After seeing the demonstration we agreed that Pat and Jones’s thoughts and feelings were likely to lead to future conflict between them.

Pat’s angry thoughts and feelings would lead him/her into conflict with Jones. Jones angry thoughts and feelings would lead him/her into conflict with Pat.

This is what we mean by risk thoughts and feelings: Risk thoughts and feelings are those that increase the chances of a person acting in a way that makes trouble.

Seeing the risk in thinking is step 2 – recognize risk, of cognitive self-change.

Step 3 – Use New Thinking

Step 3 is to use new thinking. What does that mean?

Imagine how either Pat or Jones might think differently than they did here. What different kinds of thoughts can we imagine Jones having that would make the situation less tense?

(Example answer: I'll take a minute to listen.)

What different kinds of thoughts can we imagine Pat having that would make the situation less tense?

(Example answer: Let's not make things worse.)

It's pretty easy to see that if their thinking were different their behavior would probably be different too.

If these people were to have these different thoughts in this situation, how do you think they would feel about themselves?

Would they feel okay? Proud? Strong? Or would they feel weak? Humiliated?

Encourage suggestions. The idea is to get the group members to recognize that there are alternative ways of thinking that might help to avoid the trouble that seems inevitable. The ability to imagine new ways of thinking will be further developed in subsequent lessons.

Disrespected?

Since we don't know these people, we can't say for sure, but we can imagine how they might feel.

It's important that however we think and act in a conflict situation, we feel okay about ourselves, isn't it? This is an important key to finding new thinking. Thinking that works for one person may not work for another. And however we change our thinking, it's important that it helps us feel okay about ourselves.

So step 3 – use new thinking, is about trying a way of thinking that reduces risk.

Activity 10: Wrap-up

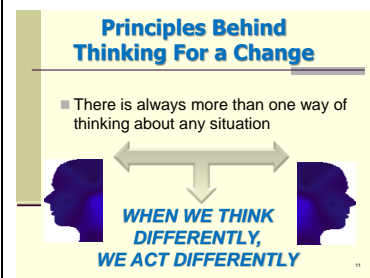
Let's review some key points we've learned thus far.

Thinking for a Change has some core principles, supported by the skill of cognitive self-change:

- There is always more than one way of thinking about any situation.
- When we think differently, we act differently.



P-6-11



The skills taught in **Thinking for a Change** help us learn to make choices about how we think. When we do this we take control of our thinking. When we take control of our thinking, we gain real power over our lives.

The goal of **Thinking for a Change** is *not* to tell us what to think. In **Thinking for a Change** we learn how to take control of our lives by taking control of our thinking.

Paying Attention to Our Thinking

Most of us don't think much about our thinking: Thoughts and feelings just come automatically. But we can pay attention to thoughts, feelings, and attitudes and beliefs, just as we can pay attention to our actions.

Taking Control

In **Thinking for a Change**, we take over the controls. We learn to see where our thinking is leading, and steer it where we want to go.

Changing Our Life

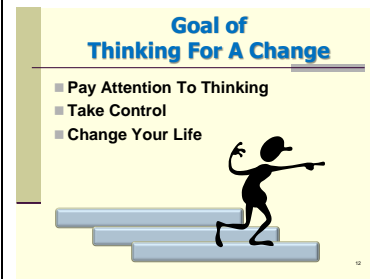
We can change our life by changing the way we think.

Activity 11: Assign Homework

- Think about a situation when you had a



P-6-12



Completing the homework assignment is critical.

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?
- What were your attitudes or beliefs in this situation?
- You will need to write down all the thoughts, feelings, attitudes and beliefs you can remember having during the situation.

Next time we will review this situation and your thoughts, feelings, attitudes and beliefs.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.


As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.



P-6-13

Homework

- Think about a situation 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?

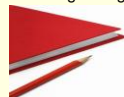




P-6-14

Homework

- What attitudes and beliefs were a part of your thinking in these situations?
- Write down all the thoughts, feelings, attitudes and beliefs you can remember having during the situation





H-6- 2 Homework
Handout

NOTE: Keep charts describing Pat's and Jones' thoughts, feelings, attitudes and beliefs for the next lesson.

Pat

Thoughts:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Feelings:

Attitudes and Beliefs:

Jones

Thoughts:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Feelings:

Attitudes and Beliefs:

3 Steps of Cognitive Self Change

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



10

3 Steps of Cognitive Self Change

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



10

3 Steps of Cognitive Self Change

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



10

3 Steps of Cognitive Self Change

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



10

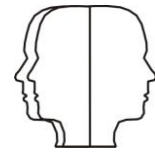
Homework Sheet: Lesson 6



- Think about a situation 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?
- What were your attitudes or beliefs in this situation?
- Using a thinking report, write down all the thoughts and feelings, attitudes and beliefs you can remember having during the situation.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Lesson 7 – Cognitive Self-Change: Step 1 – Pay Attention to Our Thinking



Summary and Rationale

This lesson teaches the technique of thinking reports. Thinking reports are a way for us to observe our own thoughts, feelings, attitudes and beliefs. This is step 1 of cognitive self-change – **pay attention to our thinking**.

In this lesson group facilitators introduce the parts of the thinking report, present an example of a thinking report, and then each group member presents his/her own thinking report.

Note: This lesson may require two or more sessions to complete. It's very important for every group member to be given time to present a thinking report in class. This process should not be rushed. This is an important foundation skill for cognitive self-change and a key piece of the **Thinking for a Change** program.

Concepts and Definitions

A **thinking report** is a structured, objective report of what goes on inside our mind during a specific situation. A thinking report has 4 parts:

1. Brief description of the situation;
2. List of the thoughts we had;
3. List of the feelings we had; and
4. List of our attitudes and beliefs.

Objective process means without: blame, excuses, or judgment of right or wrong, and true or false. An objective thinking report is like a tape recording of what was happening in our mind.

Attitudes and **beliefs** are general ways of thinking that we carry with us into many different situations. Attitudes and beliefs can be rules, principles, values, or opinions about a range of different kinds of people or events. **Thinking for a Change** does not make a sharp distinction between attitudes and beliefs: both are general ways of thinking that shape and influence how we experience specific situations.

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

1. Use thinking reports to observe and report their thoughts, feelings, and attitudes and beliefs.
2. Establish, as a group norm, an objective, non-argumentative frame of reference for each group member to examine his/her own and others' thoughts, feelings, and attitudes and beliefs, and behaviors.
3. Write a thinking report using a situation where they have identified a time they had a conflict with another person.

Major Activities

Activity 1 – Homework Review

Activity 2 – Overview of Lesson

Activity 3 – Present the 4 Parts of a Thinking Report

Activity 4 – Apply Thinking Report to Demonstration from Lesson 6

Activity 5 - Explain Importance of Objectivity in a Thinking Report

Activity 6 – Present Sample Thinking Report

Activity 7 – Guide First Group Member Through a Thinking Report

Activity 8 – Remainder of Group Members Present Thinking Reports (One at a Time)

Note: If necessary, activity 8 continues into a second session of lesson 7 until every group member has an opportunity to present a thinking report.

Activity 9 – Wrap-up

Activity 10 – 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:



C-6-1-Thinking Report-Pat
C-6-2-Thinking Report-Jones
C-7-1-Jim’s Thinking Report**

You will also chart a thinking report for each group member in this lesson.

**Keep this chart for use in lessons 8 and 9.

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

Denoted in lesson plan with this symbol:



H-7-1-Homework Sheet

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-7-1-Lesson Title
P-7-2-Cognitive Self Change
P-7-3-Homework Review
P-7-4-Step 1: Pay Attention to Our Thinking
P-7-5-Parts of a Thinking Report
P-7-6-Thinking Report, Pt. 1
P-7-7-Thinking Report, Pt. 2
P-7-8-Thinking Report, Pt. 3
P-7-9-Thinking Report, Pt. 4
P7-10-4 Parts of a Thinking Report
P-7-11-Objectivity – Definition
P-7-12-Staying Objective
P-7-13-Thinking Report Process
P-7-14-Definition of Attitudes and Beliefs
P-7-15-Report Your Thoughts and Feelings Exactly
P-7-16-Homework

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

Activity1: Homework Review

In our last session we looked at the kinds of thoughts, feelings, and attitudes and beliefs people can have when they are in conflict with each other.

We learned about the 3 steps of the skill of cognitive self-change:

Step 1: Pay attention to our thinking.

Pay attention to our thoughts, feelings, and attitudes and beliefs.

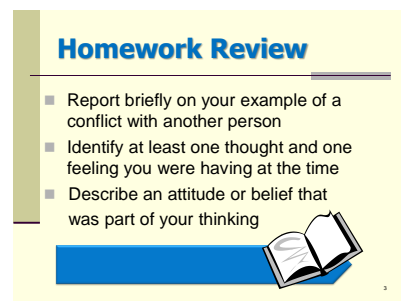
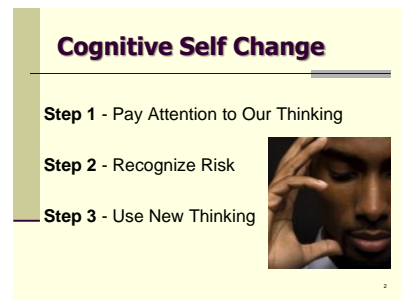
Step 2: Recognize risk. Recognize when there is risk of our thinking leading us into trouble.

Step 3: Use new thinking. Use new thinking that reduces the risk, and that lets us feel good about ourselves when we think in this way.

Transition

Remember in the last lesson, we learned that when we take control of our thinking, we gain real power over our lives.

Your homework was to practice step 1: pay attention to our thinking. I would like each of



The goal is to make this a very objective

you to report briefly on your homework:

- Briefly describe the conflict you chose.
- Identify at least one thought and one feeling you experienced at the time.
- Describe an attitude or belief that was part of your thinking.

Who would like to begin?

Activity 2: Overview of Step 1 – Pay Attention to Our Thinking

Today we're going to practice the first step of cognitive self-change. What was that step?

(Answer: Pay attention to our thinking.)

We do this step by doing what we call thinking reports.

Activity 3: Present the 4 Parts of a Thinking Report

A thinking report is a way of paying attention

and matter-of-fact exercise, and at the same time to show how simple and easy it is to do.

Take no more than thirty seconds for each group member to describe their situation, and no more than one minute to report their thoughts, feelings, and attitudes and beliefs.

Repeat with all group members.



P-7-4

Cognitive Self Change

[Step 1 - Pay Attention to Our Thinking](#)

Step 2 - Recognize Risk

Step 3 - Use New Thinking



P-7-5

to how you think and feel in a specific situation. A thinking report has 4 parts:

Thinking Report – Part 1: Situation

- State the facts of what happened.
- Who was involved and what was said and done.

Thinking Report – Part 2: Thoughts

- List every thought you can remember.
- Use the exact words that were in your mind at the time.

Thinking Report – Part 3: Feelings

- List all the feelings you remember having.
- Use words that seem right to you.
- Feelings can be either emotions (anger,

Parts of a Thinking Report

- Part 1** - State what happened (stick with the facts)
- Part 2** - List every thought you can remember (words that were in your mind at the time)
- Part 3** - List all the feelings you remember having
- Part 4** - List beliefs you held in this situation (beliefs are rules, principles and opinions that you carry into lots of different situations)



P-7-6

Thinking Report

Part 1 Situation:	State the facts of what happened <i>Who was involved and what was said and done?</i>



P-7-7

Thinking Report

Situation:	
Part 2 Thoughts:	List every thought you can remember. Use the words that are in your mind at the time.



P-7-8

fear, frustration, excitement, etc.), or bodily sensations (tightness in the stomach, racing heartbeat, feeling hot in the face), or both.

Thinking Report – Part 4: Attitudes and Beliefs

- List your attitudes and beliefs.
- Remember that attitudes and beliefs are rules, principles, values, or ways of thinking that you carry into lots of different situations.

The Four Parts of a Thinking Report

This slide shows all four parts of a thinking report. Now let’s talk about how a thinking report can help us pay attention to our thinking.

Activity 4: Apply Thinking Report to Demonstration From Lesson 6

Let’s look at how the 4 parts of a thinking report can apply to the conflict between Pat and Jones from our last lesson.

In the situation from our last lesson, what

Thinking Report

Situation:	
Thoughts:	
Part 3 Feelings:	List all the feelings you remember having Use words that seem right to you <i>Feelings can be either emotions or bodily sensations, or both</i>



P-7-9

Thinking Report

Situation:	
Thoughts:	
Feelings:	
Part 4 Attitudes/Beliefs:	List your attitudes and beliefs <i>Attitudes and beliefs are rules, principles, values, or ways of thinking that you carry into lots of different situations</i>



P-7-10

4 Parts of a Thinking Report

Part 1 Situation:	State the facts of what happened
Part 2 Thoughts:	List every thought you can remember
Part 3 Feelings:	List all the feelings you remember having
Part 4 Attitudes/Beliefs:	List your attitudes and beliefs

Recap the demonstration from lesson 6 (the conflict between Pat and Jones).

Answers will vary depending on which

were some of the facts?

In the last lesson, we listed the thoughts, feelings, attitudes and beliefs of Pat and Jones.

What needs to be added to these charts to make these complete thinking reports, according to the definition?

(Answer: A brief, factual description of the situations.)

That's right – we need to add the situations. The situations need to be brief and factual.

For Pat

Who can give us a brief, factual description of the situation from the point of view of Pat?

Make the description brief and factual.

Opinions and beliefs about right and wrong are an important part of the report, but they belong below the situation in the thoughts, feelings, and attitudes and beliefs sections.

scenario was used.



C-6-1 – Pat, and



C-6-2 – Jones

Review the two charts of thoughts, feelings, attitudes and beliefs (Pat and Jones) from lesson 6.

Insist that the description be brief and factual. 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 a factual

For Jones

Let's have another group member give us a brief and factual description of the situation from the point of view of Jones.

Again, make the description brief and factual. Opinions and beliefs about right and wrong are an important part of the report, but they belong below the situation in the thoughts, feelings, and attitudes and beliefs sections.

Transition

The ability to write a brief, factual description of a situation is a basic skill that will be used throughout the program. It will be important in the lessons of problem solving, the last component of **Thinking For A Change**.

Although the description of the situation is different from the two different points of view, both can be completely factual and accurate.

Activity 5: Explain Importance of

description from Pat's point of view.

Add situation statement to Pat's chart.

For your discussion about Jones, use the same facilitator guidelines that you use above for Pat.

Add situation to Jones' chart.

Objectivity in Thinking Reports

Objectivity Definition

Being objective means saying your thoughts *exactly* as they are going through your head.

Emotional language or judgments of what is right or wrong are not objective. So you don't want to include those kinds of statements in objective descriptions.

So that's the definition of objectivity. But why is it so important in a thinking report?

A thinking report is like a microscope that lets you look inside your head and see the thoughts and feelings that are going on in there. You are taking an objective look at your thoughts, feelings, and attitudes and beliefs.

A thinking report is a picture of what goes on in your head. That's the goal. To achieve that goal, you must do more than understand the definition of objectivity, you must stay totally objective. To help you do this:

- Remember the thoughts and feelings you had.
- Don't judge your thinking.
- Don't look at thoughts as right or wrong,



P-7-11

Objectivity – Definition



Saying your thoughts exactly as they go through your head



P-7-12

good or bad.

- Look at your thoughts, feelings, and attitudes and beliefs as pure information about what was in your mind during a specific situation.

This is important because you have to be aware of your thinking before you can choose to change it. Thinking reports teach you to become aware of your thinking.

Staying Objective

- Remember the thoughts and feelings you had
- Don't judge your thinking
- Don't look at thoughts as right or wrong, good or bad
- Look at your thoughts, feelings, attitudes and beliefs as pure information about what was in your mind during a specific situation

The objectivity of a thinking report is the key to making cognitive self-change work.

Reinforce this objectivity at every opportunity.

As a facilitator, you must make your own objectivity very clear.

This will be essential when group members begin to give reports of their own.

It helps to repeat some of the report being given, using a purely objective (neutral, non-judgmental) tone of voice.

Write down the reports, numbering the thoughts and being absolutely neutral about the content

Activity 6: Present a Sample Thinking Report

Here's a thinking report done by a member of another group. This is a good example of objectivity in a thinking report.

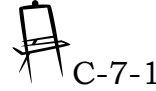
What Happened:

Jim was on supervised release from jail. Because he was on intensive supervision, he was allowed to leave home only to go to work and to come straight back home, without stopping or visiting friends. The authorities checked on him several times a week. He was often caught on small violations: Late coming home from work; Talking to people he was not supposed to talk to; Being in places he was not supposed to be.

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

Let's review the report.

reported, no matter what it is.



C-7-1

Jim's Thinking Report

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 chump.

This report must be written on chart paper before the session begins. Also, you will use this chart again in lessons 8 and 9. Make sure to **keep this chart!**

Look closely at Jim's thoughts, feelings, and attitudes and beliefs. Note that he listed the thinking that *led up* to him breaking the rule (being out of the area), which was the situation. When we do thinking reports, we must focus on the thoughts and feelings that lead us into risky behavior.

Read the report to the group. Your goal as facilitator is to model objectivity. Don't imply any personal judgment as to whether the thoughts and feelings are good or bad, justified or unjustified.

This is an *extremely* important point. Group members must learn to pay attention to the thinking that *leads up* to risky behavior.

A common error is to focus on what we think or feel about a situation after it happened, as opposed to the thinking that led up to our behavior. Another common mistake is to list our thoughts and feelings about the consequences of our behavior.

Facilitators need to be keenly aware of this distinction and guide group members to list their thoughts, feelings, and attitudes and beliefs that led up to the

Activity 7: Guide the First Group Member Through a Thinking Report

I want you to practice doing thinking reports now. You can use your homework situation or think of another conflict situation.

Who would like to get us started? Remember, everyone will have the opportunity to do this.

Okay, (*group member name*), you will start by telling us in general about the conflict situation. Then I'll ask you and other group members for advice on how to write it down in the form of a thinking report.

Thinking Report

Part 1: Situation

The first part of the thinking report is the situation statement. Before we write this down, take your time and explain what happened.

Now, let's write a brief, objective factual statement.

Do you think you can sum up the conflict in a

situations.

Once you tell group members that they will be doing thinking reports, give them a minute to think of a situation.

Ask for a volunteer to begin.

As the group member describes the situation, ask questions as needed to get a clear and complete picture of the conflict.

When the situation is clear, move on to the situation statement. If necessary, ask your co-

brief, factual sentence or two?

facilitator to describe the situation briefly, stating just facts.

Then ask the reporting group member if this situation statement is accurate.

Ask the large group if they agree that this is a brief, factual statement of the situation.



– Chart group member's thinking report.

When everyone has agreed, write the situation statement down and label part 1 of the thinking report, "Situation" or "SIT."



– Chart group member's thinking report.

Write down the thoughts, numbering them and being absolutely neutral about the content reported, no matter what it is.

Make a point of making

Part 2: Thoughts

Now let's hear the thoughts you had that contributed to this conflict. Remember that we want to focus on the thinking that led up to the conflict, as opposed to what you thought about it afterward.

You are the only person who knows what you were thinking in this situation. I may ask you some questions as we go along, but you will be the final authority on your thinking report and

what we ultimately write on the chart paper.

It is helpful to think of your thoughts in the order you had them. Remember to report your thoughts objectively – use the exact words that went through your head. This is important!

Now, what thoughts can you remember having in this situation?

the reporting group the final authority in this and all other aspects of his/her thinking report.

As you facilitate it is helpful to remember:

If group members honestly present their thoughts and they are labeled as bad thoughts, it will shut this process down.

In the end an individual's objective awareness of his/her thinking becomes a powerful motivator for change because it promotes an honest, self-reflective process without defensiveness or distortion.

Label this section of the report "Thoughts" or "TH."

Ask a few simple, probing questions if the reporting group member gets

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 reporting group member may have expressed some thoughts while he/she was describing the situation that he/she isn’t remembering now.

Remind him/her of these.

If he/she gets stuck remembering thoughts, ask for his/her feelings.

Then go back and see if remembering these feelings helped him/her remember any more thoughts.

Keep the process brief and simple. An important goal of this activity is to demonstrate how easy it is to do thinking report.

Part 3 – List your feelings

Good job. Now let's look at your feelings. Can you remember the feelings you had?

Remember that feelings can be either feelings, like happiness or sadness, or physical sensations like a clenched jaw or butterflies in the stomach.

Again, we're not talking about how you felt about the situation afterward, but rather the feelings you were having at that time.

End by asking the group if this list of thoughts gives us a clear idea of what the reporting group member was thinking.



– Chart group member's thinking report.

Label this part of the thinking report "Feelings" or "F." Then list the feelings named or described by the reporting group member.

Use the group member's words. Don't translate his/her words into other terms.

Emphasize that he/she is the authority on his/her thinking report.

Feelings that seem to be more like thoughts than feelings are okay. Accept them as feelings if that's how the reporting group

member presents them.

The point is to capture what was going on in the person's mind, whatever it was (not to make a technical distinction between feelings and thoughts).

Ask a few simple probing questions to help him/her remember more details of his/her 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 reporting group member doesn't remember anything else to add to the report, stop.

Transition

Good job. This is exactly what the first 3 parts of a thinking report are supposed to be.

1. You gave a brief, factual description of



P-7-13

the situation.

2. You listed a number of thoughts that you had, just as you remember having them.
3. You listed the feelings that went along with these thoughts.

Now let's go one step further and find the attitudes and beliefs you have about this situation.

Part 4: Attitudes and beliefs

Remember, attitudes and beliefs are the rules, values, principles, or opinions that shape our thinking about many different situations. It may be hard to put attitudes and beliefs into exact words, but we can usually come close.

Let's briefly review your thoughts and feelings.

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

Thinking Report Process

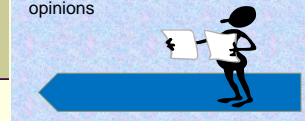
1. Brief, factual description of the situation
2. List the thoughts you had, just as you remember having them
3. List your feelings
4. List your attitudes and beliefs



P-7-14

Definition of Attitudes and Beliefs

- A set of principles, values or opinions



Read through the thoughts and feelings.

After the reporting group member offers an idea or two, ask the group their guesses about the person's attitudes and beliefs. The guesses by other group members

Very good. Your report looks like a clear, complete picture of what you were thinking and feeling, and it includes the beliefs and attitudes that were part of your thinking.

may help the person identify beliefs or attitudes they had, or maybe not. In any case, get the person to identify at least one underlying belief or attitude that may not have been expressed as a specific thought.

Allow the reporting group member to have the final word.



– Chart group member's thinking report.

After some discussion, write down one or two attitudes and beliefs.

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.

Summary

This is how we do thinking reports:

- We practice being completely objective.
- We don't make judgments.
- We don't blame.
- We don't make excuses for our thinking.
- We don't suggest how we should have thought or how we could have thought differently.
- We report our thoughts and feelings exactly as they were.

Finally, remember that when we do thinking reports we focus on the thinking that led up to the situation, as opposed to what we think or feel about the situation after the fact.

Helping Another with his/her Thinking Report

The rest of us can try to help another group member give his/her thinking report. We can ask questions and make suggestions about how he/she might have been thinking. We can try to help him/her remember more thoughts, feelings, and attitudes and beliefs. But the person giving the report is always the final



P-7-15

Report your thoughts and feelings exactly

Helpful Hints for Staying Objective

- Don't judge
- Don't blame
- Don't make excuses
- Don't "second guess" (suggestions about how you should have or could have thought)

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authority on how he/she was thinking. That's one principle that holds true all the way through **Thinking for a Change**.

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

As the individual giving the report, you are always the final authority on how you think and how you are going to think.

Thinking for a Change will teach you important skills to give you more choices and more control over how you think and how you feel, and this will give you more control over how you act. It's up to you to decide if and when to use these skills.

If group members truly accept the principle that "We are our own authority," the ground is set for a cooperative relationship.

The goal is a relationship without the power struggle that goes on when a group member feels he/she is being made to do something, or is being told there is something wrong with how he/she is.

This may be as far as you can get (depending on time) in this session of lesson 7. If so, explain that the lesson will continue at the next session until everyone

has had a chance to present a thinking report.

This explanation will be the wrap-up for this session of lesson 7. There is no additional homework to do for the second session of lesson 7.

You will begin the second session of lesson 7 with a brief reminder of what has been done (“We’re practicing thinking reports”), and then continue with activity 8 until everyone has presented a thinking report.

Activity 8 – Remainder of Group Members Present Thinking Reports

Let’s do some more thinking reports. Who would like to go next? Remember everyone will have an opportunity to do a thinking report.

Activity 9: Wrap-up

Follow the guidelines of activity 7 to coach each group member in presenting his/her thinking report.

You have learned and practiced a lot in this lesson.

You have learned to do the 4 parts of a thinking report, and by doing that you have learned to do step 1 of cognitive self-change: **pay attention to our thinking.**

You have learned to be objective about your thinking and feelings. That means you have learned to look at your thoughts and feelings without making any judgments or blame or any justifications or excuses. You treat your thoughts and feelings as pure information.

And this sets the stage for step 2 of cognitive self-change: **recognize risk.** In step 2 you learn about how your thoughts, feelings, and attitudes and beliefs lead you to do the actions that you do.

You will pay special attention to hurtful or illegal actions, and the thinking that leads you to do those things.

Step 2 will be done with the same objectivity as in step 1 – without any blame, judgment, or criticism of how a person thinks or how a person acts. Treat the connections between your thoughts and actions as another kind of pure information: This thinking leads to that action. No blame. No judgment.

Activity 10: Assign Homework

Think of a time when you broke a rule or hurt someone. This could mean violating the law or breaking a rule; and it could mean hurting someone physically or emotionally.

Complete a thinking report on what happened. As you write your thinking report, remember to focus on the thinking that led you to break the rule or hurt someone, as opposed to what you thought and felt afterward.

A thinking report has 4 parts:

1. Write a brief, factual description of the situation.
2. Write down as many thoughts as you can remember having.
3. Write down all the feelings you remember having at the time.
4. List one or two attitudes or beliefs that underlie your thinking in this situation.

In our next lesson we'll continue to practice making complete thinking reports.

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.




P-7-16

Homework

- Think of a time when you broke a rule or hurt someone.
- Write a thinking report.
- Focus on the thinking that *led* you to break the rule or hurt someone.

The situation can be a time when you violated the law or broke a rule; or when you hurt someone physically or emotionally





H-7-1-Homework Handout

Jim's Thinking Report

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 chump.

Homework Sheet: Lesson 7



- Think of a time when you broke a rule or hurt someone.
- This could mean breaking a law or violating a norm; and it could mean hurting someone physically or emotionally.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to break the rule or hurt someone, as opposed to what you thought and felt afterward.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Lesson 8 – Cognitive Self-Change: Step 2 – Recognize Risk



Summary and Rationale

This lesson uses a sample thinking report to explain step 2 of cognitive self-change – **recognize risk**. Then group members use their own thinking reports to practice identifying how their thinking led them to break a rule or hurt someone at some time in the past.

Note: This lesson may require two or more sessions to complete. It's very important for every group member to be given time to practice identifying his or her risk thinking during a group session. This process should not be rushed. This is an important foundation for cognitive self-change and a key piece of **Thinking for a Change**.

Concepts and Definitions

Risk thinking: Thoughts or attitudes and beliefs that lead you toward breaking a rule or hurting someone (getting in trouble). Risk thinking may be high risk (when the likelihood of doing something to get in trouble is very great) or low risk (when there is only slight risk of doing something to get in trouble). It is important that group members learn to pay attention to both.

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

1. Identify thoughts, feelings, and attitudes and beliefs that have led them to trouble in the past.
2. Use an objective point of view when describing the risk in their thoughts and feelings.
3. Write a thinking report about a recent or past time when they broke a rule or hurt someone.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Practice Steps 1 and 2 with Sample Thinking Report (Jim's Thinking Report)

Activity 4: Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports

Activity 5: Group Members Present Their Thinking Reports to the Group

Activity 6: Group Members Practice Step 2 – Recognize Risk

Activity 7: Repeat Activities 5 and 6 with All Group Members

Note: If needed, activity 7 continues into a second session of lesson 8 until every group member has an opportunity to successfully practice steps 1 and 2 of cognitive self-change.

Activity 8: Wrap-up

Activity 9: 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:



C-7-1-Jim’s Thinking Report**

Each group member will be charting thinking reports during this lesson**

**Keep all charts (C-7-1 and group members’ thinking reports) for use in lesson 9.

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

Denoted in lesson plan with this symbol:



H-8-1-Homework Sheet

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-8-1-Lesson Title
 P-8-2-Homework Review
 P-8-3-Cognitive Self Change
 P-8-4-Step 2 – Recognize Risk
 P-8-5-Step 2 – Recognize Risk
 P-8-6-Homework

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

Activity 1: Homework Review

Today we are going to discuss step 2 of cognitive self-change – **recognize risk**.

In lesson 7 we practiced step 1 – **pay attention to our thinking**.

Your homework was to write a thinking report on a situation when you broke a rule or hurt someone.

Let's review your homework. I want each of you to:

1. Describe the situation informally, but briefly.
2. Read your thinking report, without further comment or explanation.

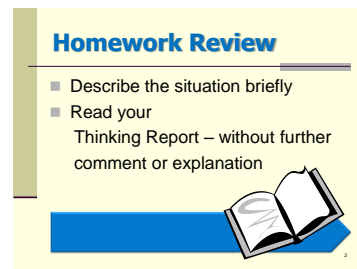
Who would like to start us off today?



P-8-1



P-8-2



This is an oral report. Do not write these reports on chart paper. This is similar to the thinking check-in process, which will be introduced in lesson 10.

Keep the exercise as simple as possible. Coach group members as necessary to get them to report the 4

Activity 2: Overview of the Lesson

You have learned how to do thinking reports. By doing thinking reports you practiced step 1 of cognitive self-change – **pay attention to our thinking**.

Today we will practice step 2. Can I please have a volunteer tell us what step 2 is?

*(Answer: **Recognize risk.**)*

That's right; step 2 is to **recognize risk**. Specifically, we focus on the risk that our thoughts, feelings, attitudes and beliefs may lead us into trouble.

Before doing step 2, we must first complete step 1. Why?

(Example answer: We have to know what our thinking is before we can try to identify what thoughts, feelings, attitudes and beliefs might get us into trouble.)

That's right, we must examine our thinking before we can try to identify which of these thoughts, feelings, attitudes and beliefs have risk of leading to trouble.

parts of a thinking report objectively.



P-8-3

Cognitive Self Change

1. Pay Attention to Our Thinking

2. Recognize Risk

3. Use New Thinking



Activity 3: Practice Step 2 with the Sample Thinking Report (Jim's Thinking Report)

Let's review the content of Jim's thinking report from lesson 7, who was in trouble for being out of the area.

Remember, a thinking report is a way to objectively observe the thinking we had during a situation. By doing a thinking report, we do step 1 of cognitive self-change: We objectively **pay attention to our thinking**.

Practice Step 2 – Recognize Risk

Now let's practice step 2 – **recognize risk**. We can do this by answering 3 simple questions:

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?

First I will ask you these 3 questions about Jim's thoughts, then about his feelings, and finally about his attitudes and beliefs.



C-7-1 – Jim's Thinking Report

Display the chart of Jim's Thinking Report (In trouble for being out of the area), from lesson 7.



P-8-4

Step 2 – Recognize Risk

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?



Have group members identify the thoughts, feelings, attitudes and beliefs that led Jim to break the rule by leading them through these questions.

Thoughts

Question 1 - Looking just at Jim's thoughts, do you think these thoughts helped lead Jim to break the rule (being out of the area)?

(Answer: Yes. In fact there is a pretty obvious connection.)

Question 2 - Which thoughts seem most important in leading Jim in that direction?

(Examples answer: Several thoughts stand out: "I shouldn't have to follow these rules." "I feel like I'm not in charge of my life anymore.")

Question 3- How did these particular thoughts lead Jim to break the rule?

(Example answer: By breaking the rule Jim was taking back control over his life.)

Good work. Now, can we identify a key thought that was most instrumental in

Accept all reasonable answers.

Accept all reasonable answers.

After question 2 has been answered, put a check mark next to the thoughts identified as most important.

Accept all reasonable answers.

Facilitate a brief discussion about the thought that most

leading Jim to break the rule?

directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal, and acknowledge that we don't know the answer for sure, as this is someone else's thinking report. Circle the identified thought.

The point here is to get group members to recognize how thinking connects to behavior—not to come up with specific “right answers.”

Feelings

Good work. Now what about his feelings?

Question 1 - Did Jim's feelings put him at risk of breaking the rule?

(Answer: yes, it's pretty obvious.)

Question 2 - Which feelings seem most important in leading Jim to break the

Accept all reasonable answers.

rule?

(Example answers: feeling controlled, feeling threatened.)

Question 3 - And how did these feelings lead Jim to breaking the rule?

(Example answer: It was painful for him to obey the rules because he didn't feel in charge of his life. When he broke the rule he felt better because he was in charge again.)

Good work. Now, can we identify one key feeling that was most instrumental in leading Jim to break the rule?

Accept all reasonable answers.

Accept all reasonable answers.

Facilitate a brief discussion about the feeling that most directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal, and acknowledge that we don't know the answer for sure, as this is someone else's thinking report. Circle the identified feeling.

Attitudes and Beliefs

Great. Now let's do the same thing with Jim's

attitudes and beliefs.

Question 1 - Did Jim's attitudes and beliefs put him at risk of breaking the rule?

(Answer: Yes.)

Question 2 - Which attitude or belief seems most important in leading Jim to do that?

(Example answers: "I've got to be in control of my life." "Nobody can tell me what to do.")

Question 3: How did these attitudes and beliefs lead Jim to break the rule?

(Example answer: By breaking the rule he was not letting other people control his life.)

Good work. Now, can we identify one key attitude or belief that was most instrumental in leading Jim to break the rule?

Put a check mark next to the attitudes and beliefs identified as most important.

Facilitate a brief discussion about the attitude or belief that most directly led to Jim leaving the area. Take a vote if necessary. Don't make it too big of a deal and, acknowledge that we don't know the answer for sure; as this is someone else's thinking report. Circle

Activity 4: Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports

You have practiced steps 1 and 2 of cognitive self-change by looking at someone else's situation. Now you will have the opportunity to practice with your own situation. You can use your homework, or another situation you just thought up.

You will do step 1 by writing a thinking report, which will provide a complete picture of your thoughts, your feelings, and your attitudes and beliefs.

Later, in step 2 you will identify how your thinking led you to do what you did.

To start, I would like each of you to write a thinking report on a sheet of chart paper. Be sure to pick a situation where you actually broke a rule, hurt someone or did something to get in trouble. Do this on a recent situation. The rule violation or hurtful behavior needs to have been intentional, for our purposes.

the identified attitude or belief.

Make the task as non-threatening as possible. Assure group members that this will be a simple task.



– Each group member charts a thinking report.

Provide each group member with chart paper and a marker to write a thinking report, all working at once.

Activity 5: Group Members Present Their Thinking Reports to the Group

Now each of you will take turns presenting your thinking report.

Who would like to begin?

(Group member name), thanks for going first.
Begin by telling us quickly about what was

Be sure to keep these thinking reports for use in lesson 9.

As they write their thinking reports, facilitators should circulate to help group members write objective situations and as many thoughts, feelings, attitudes and beliefs as possible.

After group members have completed their thinking reports, they will present them to the rest of the group.

Pick a group member to begin and post his/her thinking report.

Keep this general and BRIEF.

going on and what happened. We'll get to the situation statement and the rest of your thinking report in a minute.

Part 1 –Situation

So what did you write for a brief, factual situation statement?

Part 2 – Thoughts

Now read the thoughts you have written in your report.

Can you think of other thoughts that you haven't written down?

Okay group, can any of you guess at some thoughts (*group member name*) may have had that aren't already written down?

Do any of these guesses sound right to you, (*group member giving thinking report*)? Did the guesses help you remember any more thoughts?

Guide the volunteer group member through the thinking report process. Keep it quick and simple.

If they remember some additional thoughts, add these to the report.

For every guess from the group, ask the group member giving the thinking report if in fact he/she had this thought at the time. If he/she did, add it to the report. If not, don't write it on the thinking report.

Don't make the person reporting

Part 3 – Feelings

Now let's look at the feelings. Read your feelings.

Can you remember any more feelings that you haven't written down?

Can anyone guess at some feelings (*group member name*) may have had that aren't already written down?

Do any of these guesses sound right to you, (*person giving thinking report*)? Did the guesses help you remember any more feelings?

Part 4 – Attitudes and Beliefs

Good. Now let's look at your attitudes and beliefs. Read your attitudes and beliefs.

Group, can you guess at some attitudes and beliefs the person may have had that aren't written down?

Do any of these guesses sound right to you, (*person giving thinking report*)? Did

defend their choice.
He/she is the final authority regarding his/her thinking.

Use this same dialogue process to review feelings, then attitudes and beliefs.

the guesses help you remember any more attitudes or beliefs?

Activity 6: Group Members Practice

Step 2 – Recognize Risk

Now let's practice step 2 of cognitive self-change – **recognize risk**. We will use the same 3 questions we used before, with Jim's thinking report:

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?

Let's begin with your thoughts.

Thoughts

Question 1 - Looking at your thoughts, do you think these thoughts helped lead you to do what you did?

Question 2 - Which thoughts were most important in leading you to do what you did?



P-8-5

Step 2 – Recognize Risk

1. Did my thoughts, feelings, attitudes and beliefs lead me to do what I did?
2. Which thoughts, feelings, attitudes and beliefs were most important in leading me to do what I did?
3. How did these thoughts, feelings, attitudes and beliefs lead me to do what I did?



Put a check mark next to the thoughts identified as most important.

Group, do you have any guesses on what thoughts were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular thoughts lead you to do what you did?

Great work! Let's talk about these risk thoughts. We'll start with the group, but (*reporting group member*) will make the final decision. Group, what key thought do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What thought was most instrumental in leading you to do what you did?

And can you see a direct connection between that thought and that behavior?

Feelings

Okay. Now what about your feelings?

Always make the reporting group member the final authority.

Always emphasize the connection between the thinking and the behavior.

Facilitate a brief discussion about the thought that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified thought.

Connect the thought to the behavior.

Use the same process

Question 1 - Looking at your feelings, do you think these feelings helped lead you to do what you did?

Question 2 - Which feelings were most important in leading you to do what you did?

Group, do you have any guesses on what feelings were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular feelings lead you to do what you did?

Great work! Let's talk about these risk feelings. We'll start with the group, but (*reporting group member*) will make the final decision. Group, what one key feeling do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What feeling was most instrumental in leading you to do what you did?

with feelings, and then attitudes and beliefs.

Put a check mark next to the feelings identified as most important.

Always make the reporting group member the final authority.

Always emphasize the connection between the thoughts, feelings, and the behavior.

Facilitate a brief discussion about the feeling that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified feeling.

Let's look at the key thought and then the key feeling. (*Reporting group member*), can you see how this key thought might lead to this key feeling?

And did your feeling this way contribute to your behaving this way?

Attitudes and Beliefs

Great. Now let's do the same thing with your attitudes and beliefs.

Question 1 - Did your attitudes and beliefs lead you to do what you did?

Question 2 - Which attitudes and beliefs were most important in leading you to do what you did?

Group, do you have any guesses on what attitudes and beliefs were most important in leading (*reporting group member*) to do what he/she did? What do you think, (*reporting group member*)? You are the final authority on your thinking report.

Question 3- How did these particular attitudes and beliefs lead you to do

It is very important to connect thinking and feelings. How we think about a situation influences what we feel about it.

Then connect both to behavior.

Put a check mark next to the attitudes and beliefs identified as most important.

Always make the reporting group member the final authority.

Always emphasize the connection between

what you did?

Great work! Let's talk about these risk attitudes and beliefs. We'll start with the group, but you, (*reporting group member*), will make the final decision. Group, what one key attitude or belief do you think was most important in leading (*group member name*) to do what he/she did?

What do you think, (*reporting group member*)? What attitude or belief was most instrumental in leading you to do what you did?

How about it, (*reporting group member*) can you see how the attitude and belief we circled on this thinking report is connected to the key thought and key feeling; and how it contributed to what you did?

Great work, (*reporting group member*)! You have completed step 1 of cognitive self-change – **pay attention to our thinking**, by doing a thinking report; and now you have completed step 2 – **recognize risk**, by identifying a key

thoughts, feelings, attitudes and beliefs, and the behavior.

Facilitate a brief discussion about the attitude or belief that most directly led the group member to do what he/she did. Ask for ideas from the group, but the reporting group member is the final authority. Circle the identified attitude or belief.

It is very important to connect the attitude and belief to thoughts and feelings, and to behavior.

In the end, you will have a complete thinking report with a circled thought, feeling, and attitude or belief. **Keep these thinking reports for**

thought, feeling, and attitude or belief that most directly led you to doing what you did.

the next lesson.

Note: This may be as far as you can go in this session of lesson 8, depending on time. If time permits, proceed to Activity 7 (Repeat Activities 5 and 6 with All Group Members). If time runs out before all group members complete activities 5 and 6, explain that you will continue this process in the next session until everyone has had an opportunity to practice steps 1 and 2 of cognitive self-change.

This explanation will be the wrap-up for this session of lesson 8. There is no

additional homework to do for the second session of lesson 8.

You will begin the second session of lesson 8 with a brief reminder of what you have done (“we were practicing steps 1 and 2 of cognitive self-change using your own thinking reports...”). Then continue with activity 7 until every group member has presented a thinking report and identified their risk thinking.

Lesson 8 is not complete until every group member has done activities 5 and 6.

End lesson 8 with activities 8 and 9 (Wrap-up and Assign Homework).

Activity 7: Repeat Activities 5 and 6 with All Group Members

Now, who would like to go next? Okay, (*group member name*) let's post your thinking report up here where we can all see it...

Repeat Activities 5 and 6 with each group member, using the thinking report he or she developed in Activity 4 (Group Members Practice Step 1 – Pay Attention to Our Thinking, by Writing Thinking Reports).

Every group member must present their thinking report and identify their risk thinking.

Activity 8: Wrap-up

Summary of Key Points

- You have learned how to do steps 1 and 2 of cognitive self-change.
- You have each picked out (at least) 1 key thought, 1 key feeling, and 1 key attitude or belief that led you to deliberately 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 and beliefs that have most often led you into trouble.
- These are the thoughts, feelings, and attitudes and beliefs that are “high risk” for you.

Preview

- When we begin the next lesson, you will practice steps 1, 2, and 3 of cognitive self-change together.
- You will use the same thinking reports you used today.
- We will quickly review step 1 and step 2. Then we will learn step 3 – **use new thinking**.
- You will be completely objective when doing step 3, just as you have been during steps 1 and 2.
- No one will make judgments of good or bad or what you should or shouldn't have done. And no one will tell you how you should think.

- We will practice step 3 – **use new thinking**. We will consider new ways of thinking that could lead to different behavior. At the same time, new thinking should help us feel good about ourselves when we think that way.

Activity 9: Assign Homework

For your homework, you need to think of another time in the recent past when you broke a rule or hurt someone.

Complete a thinking report on what happened.

Then circle 1 key thought, 1 feeling, and 1 attitude or belief that particularly influenced you to do what you did.

Remember that with thinking reports, we identify the thoughts, feelings, attitudes and beliefs that *led us* to do what we did – not our thinking after the situation.

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

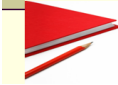
As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.



P-8-6

Homework

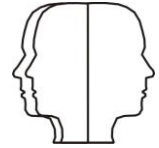
- Write another thinking report about a recent or past time when you broke a rule or hurt someone
- Circle one key thought, feeling, and attitude/belief that led you to that behavior



H-8-1-Homework
Handout

**Keep Jim's Thinking
Report chart and
every group
member's thinking
report charts with
circled risk
thoughts, feelings,
attitudes and beliefs
for use in the lesson
9.**

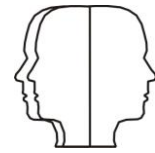
Homework Sheet: Lesson 8



- Think of another time when you broke a rule or hurt someone. Try to think of a current or very recent situation.
- This could mean violating the law or breaking a rule; and it could mean hurting someone physically or emotionally.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to break the rule or hurt someone, as opposed to what you thought and felt afterward.
- Then circle 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Lesson 9 – Cognitive Self-Change: Step 3 – Use New Thinking



Summary and Rationale

Step 3 of cognitive self-change is to **use new thinking**. This lesson teaches group members to identify new thinking and use that thinking to reduce their risk of acting in a way that may be criminal or harmful to themselves or others. Remember that **Thinking for a Change** is an integrated program, so to ultimately apply the three steps of the skill of cognitive self-change, group members will incorporate social skills and problem solving skills.

Concepts and Definitions

Risk thinking: Thinking that leads you to do something hurtful or criminal.

New thinking: New thoughts, or attitudes and beliefs that reduce the risk in your thinking.

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, feelings, and attitudes and beliefs (step 1 – **pay attention to our thinking**), and in recognizing the risk in their thinking (step 2 – **recognize risk**).
3. Practice using new thinking to reduce the risk of getting into trouble or hurting themselves or others.

Major Activities

Activity 1: Homework Review

Activity 2 : Overview of Lesson

Activity 3: Practice Step 3 with Sample Thinking Report (Jim's Thinking Report)

Activity 4: Model Using Step 3 with Jim's Situation (In Trouble for Being Out of the Area)

Activity 5 : Group Members practice Step 3

Activity 6: Group Members Use Step 3 with Their Situations

Activity 7: Repeat Activities 5 and 6 with All Group Members

Activity 8: Wrap-up and Review of Program Organizer

Activity 9: 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:



C-7-1-Jim's Thinking Report

C-9-1- New Thinking

C-9-2- New Attitudes and Beliefs

Group Members' Thinking Reports from Lesson 8

Charts/Notes on Program Organizer from Lesson 1

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

Denoted in lesson plan with this symbol:



H-9-1-Homework Sheet

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-9-1-Lesson Title

P-9-2-Homework Review

P-9-3-Cognitive Self Change

P-9-4-Use New Thinking

P-9-5-Cognitive Self-Change Steps

P-9-6-Program Organizer

P-9-7-Homework

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

Activity 1 : Homework Review

In this lesson we are going to learn about step 3 of cognitive self-change – **use new thinking**.

Last time, we learned about step 2 of cognitive self-change – **recognize risk**. Then you practiced step 1 – **pay attention to our thinking** along with step 2.

Your homework was to write another thinking report about a recent or past time when you broke a rule or hurt someone and to circle one key thought, one key feeling, and one key belief that led you to do that behavior.

I am going to ask that each of you begin by describing the situation informally and briefly.

Then read your thinking report, without further comment or explanation.

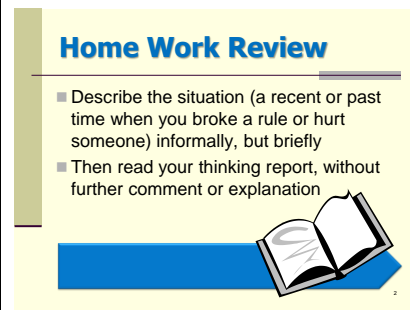
Who would like to start us off today?



P-9-1



P-9-2



This is an oral report.

Do not write reports on chart paper.

Provide coaching as needed to:

Clarify when necessary for understanding.

Ensure that group members report the 4 parts of a thinking report objectively.

Activity 2: Overview of the Lesson

We have practiced the first two steps of cognitive self-change.

Who will volunteer to tell us what the first two steps are?

(Answer: Pay attention to our thinking; and Recognize risk).

And what is step 3?

(Answer: Use new thinking).

That's right; today we are going to learn about using new thinking to reduce our risk.

Activity 3: Practice Step 3 with Sample Thinking Report (Jim's Thinking Report)

Today you are going to practice step 3 – **use**

Ask each group member to briefly explain why he/she circled the particular pieces.

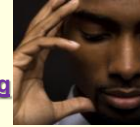
Help each group member consider how his/her thinking led to the behavior.



P-9-3

Cognitive Self Change

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



As you facilitate this activity keep in mind the applicable aspects of cognitive theory

new thinking. You will come up with new thinking to use in place of the thinking that got you into trouble. You'll practice with the situations and thinking reports you did in the last lesson.

You can't change what you did or thought in past situations. But you can imagine what thinking you could have used that might have helped you avoid getting into trouble. This will help prepare you for future situations.

Remember, during a thinking report you must be completely objective.

Who can summarize what "being objective" means?

(Example answer: No judging good or bad, right or wrong; No telling anyone else how they should think.)

When we do step 3 of cognitive self-change – **use new thinking**, we need to answer a couple of questions:

- What new ways of thinking can I use that will lead to different consequences?

outlined below:

We don't have direct, conscious control over our emotional response to any given situation, but

We have more control over the thoughts and beliefs we use to interpret a given situation, and ...

By choosing our thoughts and beliefs we are able indirectly to exercise control over our feelings.

This is why we teach group members to choose their thinking and by doing so to indirectly control their feelings.


We don't ask them "to choose" their feelings.



P-9-4

Use New Thinking

- What new ways of thinking can I use that will lead to different consequences?
- Will I feel okay about myself if I think this way?



- Will I feel okay about myself if I think this way?

Let's start with the example we used before, of Jim, who was in trouble for being out of the area.

Okay, so by creating this thinking report, Jim did step 1 of cognitive self-change – **pay attention to our thinking**. Then, in our



C-7-1 – Jim's Thinking Report

Display the chart of Jim's Thinking Report (In trouble for being out of the area), from lesson 7, which was added to in lesson 8.

This chart sheet already includes thoughts, feelings, and attitudes and beliefs (step 1), and identified risk thinking has been circled (step 2).

Present the thinking report and review the circled thoughts, feelings, and attitudes and beliefs that the group members identified as leading this person to break the rules.

last lesson, we did step 2 – **recognize risk**. We accomplished this by identifying and circling the thoughts, feelings, and attitudes and beliefs that we guessed most directly led Jim to breaking the rule. Good job.

Now we are going to practice step 3 – **use new thinking**, by coming up with some ideas about new thinking Jim could have used that would have reduced his risk of breaking the rule and getting in trouble.

We are going to do some brainstorming. Brainstorming helps us practice creative thinking. To brainstorm, we come up with as many ideas about an issue as we can.

We won't judge whether the ideas are good or bad; just come up with as many as we can.

Brainstorming New Thoughts

Let's start with Jim's risk thoughts. Let's focus on the one we circled in lesson 8, identified as the thought with the highest risk – the one we thought most directly led Jim to breaking the rule.

Now comes the brainstorming. Try to think of thoughts that Jim *could* have had instead of this one, which may have reduced his risk of breaking the rule. I will list as many



C-9-1 – New Thinking

different new thoughts as you can think of. As you toss out ideas, I (or *co-facilitator*) will write them on the chart. You can see we've got 10 spaces up here for new thoughts, but we are not limited to that number – we'll write down as many new thoughts as you can think of!

(Example answer: I only have a few weeks to go; I can handle this; It's not worth it...)

Brainstorming New Attitudes and Beliefs

Now we will do the same thing with the risk attitudes and beliefs. We are not going to use this process with the risk feelings, because we can't just choose what we feel. However, as we've discussed, the way that we think about a situation directly impacts the way that we feel about it. So later we'll examine how new thinking might lead to new feelings, as well as new behavior.

Once again, we're going to focus on the

Risk Thought:
New Thoughts:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Facilitate a brainstorming session. Coach group if necessary, but try to let them do the work. Remember that at the brainstorming stage, we don't take time to evaluate suggestions – we just want to generate ideas.

circled attitude and belief – the one we decided was probably most influential in leading Jim to break the rule. Using the brainstorming process again, what new attitudes or beliefs could Jim have considered instead of these, which might have lowered his risk of breaking the rule?

Remember, attitudes and beliefs can be rules we live by, principles, or values, or opinions about a range of different kinds of people or events.

(Example answers: I can handle short-term hassles; I'll be okay in the long run.)

Replacing Risk Thoughts

Very good work. Now let's look at the lists we have developed. We'll start with the list of new thoughts. The first question we ask is: Will each of these thoughts help Jim to *not* break the rule?

But it won't work for Jim to try to think in a



C-9-2 – New Attitudes and Beliefs

Risk Attitude and Belief:
New Attitudes and Beliefs:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Facilitate a brainstorming session. Coach group if necessary, but try to let them do the work.

Remember that at the brainstorming stage, we don't take time to evaluate suggestions – we just want to generate ideas.

Cross off any thoughts that the group thinks might still lead Jim to break the rule.

Cross off the thoughts

new way if the new thoughts aren't realistic or practical for him personally, will it?

Remember, when we consider new thinking, we have to ask ourselves: Will I feel okay about myself if I think this way? Can you imagine Jim thinking this way? Can you imagine yourself thinking this way?

Now, of the thoughts that are left, which one or ones seem most practical, and at the same time which ones will most likely lead Jim to behave in a different way, helping him to not break the rule? And remember, he has to feel good about himself if he thinks this way.

Now let's consider something else: What new feelings might Jim have if he thinks this way?

Might those new feelings help reduce his risk of breaking the rule?

Replacing Risk Attitudes and Beliefs

Now let's look at the list of new attitudes and beliefs. The first question we ask is: Will each of these attitudes and beliefs help Jim to *not* break the rule?

But it won't work for Jim to try to use attitudes and beliefs that aren't realistic or practical for him personally, will it?

that the group identifies as not realistic or practical for Jim, or thoughts that won't allow him to feel good about himself.

Circle the new thought or thoughts that group members feel is/are most realistic and practical, and will most likely help Jim to not break the rule.

It is important to always connect thoughts to feelings, and then both of those to behavior.

Cross off any attitudes and beliefs that the group thinks might still lead Jim to break the rule.

Cross off the attitudes and beliefs that the group identifies as not realistic

Remember, when we use new thinking, we still want to feel good about ourselves. That is true for attitudes and beliefs as well. So when considering new attitudes and beliefs, we need to ask ourselves: Will I feel okay about myself if I think this way? Can you imagine Jim having these attitudes and beliefs? Can you imagine yourself with those attitudes and beliefs?

Now, of the attitudes and beliefs that are left, which one or ones seem most practical, and at the same time which ones will most likely lead Jim to think and act in a different way, helping him to not break the rule?

Can we see a connection between how these new attitudes and beliefs might support the new thinking?

And as we know, the fundamental principle of **Thinking for a Change** is, *thinking controls behavior!*

or practical for Jim, or which won't allow him to feel good about himself.

Circle the new attitude(s) and belief(s) that group members feel is/are most realistic and practical, and will most likely help Jim to not break the rule.

It is important to always connect attitudes and beliefs to thinking.

In the end, make sure you have charts with circled thoughts and at least one circled attitude and belief that we can imagine Jim feeling strong and good about, and which will reduce his risk of breaking the rule.

Summary and Transition

Good job. It is always possible to think of new ways to think that would have changed what you did in a given situation. Remember that we are emphasizing that you can choose how to think, as well as how to act.

Now, of course, the real test is whether or not we can use the new thinking to help us behave in a different way. The point of using new thinking is to reduce our risk. Reduce our risk of hurting ourselves or someone else. Reduce our risk of getting in trouble.

Activity 4: Model Using Step 3 with Jim's Situation (In Trouble for Being Out of the Area)

Let's see what might have happened for Jim if he had used the three steps of cognitive-self change in his situation. (*Co-facilitator name*) and I are going to model this situation, using the work we have done together as a group. Remember that step 1 – **pay attention to our thinking**, was done for us when we presented Jim's thinking report. We did step 2 – **recognize risk**, in lesson 8 when we circled the key thoughts, feelings, attitudes and beliefs that led Jim to leaving the area. And we have just done step



- Have all three of Jim's charts posted and visible: His Thinking Report with circled risk thoughts, feelings, and attitudes and beliefs; his New Thinking Chart; and his New Attitudes and Beliefs Chart.

3 – **use new thinking**, by listing new thoughts and attitudes and beliefs that could help Jim reduce the risk of getting in trouble.

Here's the situation: Jim is in his apartment and feeling a little stir crazy. His buddy Steve calls him up and invites him over to watch the big game with several of their friends. We know what happened – we know that Jim went over to Steve's house.

But in this scenario, Jim is going to use cognitive self-change. He will go through his risk thinking until he gets to the key, circled thought. At that point, he's going to "switch over" to his new thinking. He'll think the new thoughts until he gets to the circled thought on that chart. Then he'll reflect on the new, circled attitude and belief. We'll see what happens then.

Group facilitators should conduct a model where "Steve" calls "Jim" and invites him over to watch the big game with some of their friends. Steve should apply some appropriate peer pressure for a few seconds, and then be

quiet while Jim goes through the steps of cognitive self-change. “Jim” should put the phone down, and stand by the charts. One hand should point to your head to indicate that you are thinking, while the other hand points to each thought as you read it. Read through each of the thoughts in the thinking report until you get to the circled thought (identified as the key risk thought). When you get to this thought, switch over to the New Thinking Chart. Read through the thoughts on this chart (skipping the ones that were crossed out) until you get to the circled thought. (If desired, it might be helpful to read this thought twice.) At this point go to the New Attitude and Beliefs

How did things turn out for Jim? Did he reduce his risk of getting in trouble? How do you think he feels about himself right now? Remember that it is always our decision as to how we think and how we act.

Activity 5: Group Members Practice

Step 3

Now let's practice step 3 with your thinking reports.

Okay, the first chart I've got here belongs to (*group member name*). Thank you for going first. Let's look at your thinking report.

I'd like you to quickly review your entire thinking report, then point out the key

Chart. Read the circled attitude and belief, and then pause to reflect for just a moment. Pick the phone back up and reply to "Steve" in a way that is congruent with the new thinking and attitude and belief, keeping in mind that we want Jim to feel good about himself for thinking and acting this way.

Debrief the model briefly.



– Facilitators should have saved thinking report charts for each group member from lesson 8, with key risk

Content**Notes**

thoughts, feelings, attitudes and beliefs you circled – the ones that were most important in leading you to do what you did.

thoughts, feelings, and attitudes and beliefs circled.

Post the first thinking report (leaving two chart sheets free to write new thoughts and new attitudes and beliefs).

First, have the person read the entire thinking report. Then take each circled thought, feeling, attitude and belief in turn and ask the person to relate how this thought or feeling worked in his/her mind at the time to lead him/her to do this behavior. Keep this as simple as possible, but take the time to get the person to connect his/her thinking with his/her behavior.

Remain completely objective and nonjudgmental. Coach group members to be

Good, now let's do step 3 – **use new thinking**.

Start with the circled thought(s). We agreed that this thought (these thoughts) most directly led you to doing what you did.

What are some new thoughts you could have used that might have helped you do something different?

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

nonjudgmental as well.



C-9-1 – New Thinking
(fresh chart)

Risk Thought:
New Thoughts:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Write down new thoughts on a fresh sheet of chart paper.

For every suggestion from the group, ask the group member giving the thinking report if this thought sounds realistic and practical to him/her. If the group member agrees, write it on the chart. If he/she doesn't agree, don't write it down. The reporting group member is the final

Now, let's look at the attitudes and beliefs. Do the new thoughts we've written down suggest a new attitude or belief that might work for you in this situation?

Group, what are some attitudes and beliefs that might have helped (*group member*) avoid this behavior?

authority.

Continue this process until you get at least a short list of plausible new thoughts.



C-9-2 – New Attitudes and Beliefs (fresh chart) (Okay to write this at the bottom of the “New Thinking” chart, if there is room)

Risk Attitude and Belief:
New Attitudes and Beliefs:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Write down any new attitudes and beliefs the group member comes up with on the chart.

Whether he/she does or does not think of any, go on to ask the group.

For every suggestion from

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

Could this new way of thinking help lead you to act differently?

Can you imagine yourself really thinking this way in this situation? Would you feel okay about yourself if you thought this way?

If you really thought and felt in this new

the group, ask the group member giving the thinking report if this attitude and belief sounds realistic and practical to him/her. If the group member agrees, write it on the chart. If he/she doesn't agree, don't write it down. The reporting group member is the final authority.


Continue until you list at least one or two new attitudes or beliefs. (One can be enough, if it is meaningful.)



P-9-4

Use New Thinking

- What new ways of thinking can I use that will lead to different consequences?
- Will I feel okay about myself if I think this way?



way, what do you think you would do?

Let's create that scene and play it out.

Activity 6: Group Members Use Step 3 with Their Situations

Set Up the Role Play

So where were you when this situation occurred? Who could help you in this role play by playing the other person?

Now what I want you to do (*main actor*), is to go through the role play right up until you did the behavior on your thinking report. At that point, I'm going to ask you to switch to "thinking mode." I want you to read through the thoughts on your thinking report until you get to the circled one, which you decided was the key thought leading you to do what you did. After you say that thought out loud, I want you to switch over to your new thinking. You'll read down that list until you reach the circled thought. Then I want you to read your circled attitude and belief.

After you've done that, I want you to decide

Set up the role play, duplicating the situation as much as possible. Have the main actor coach the co-actor on anything he/she needs to say or do.

what you want to do and do it in the role play.

Conduct the Role Play

Let's give a try.

Debrief the Role Play

So, (*co-actor*), how did you feel about playing your part in this role play?

Group, can you see how (*main actor's*) new thoughts were related to his/her new attitude and belief, and how that new thinking was connected to his/her new behavior?

What do you think (*main actor*)? Can you see yourself thinking this way? How were your feelings and actions affected by your new

Coach the main actor, making sure he/she points to his/her head during the thinking process. Guide him/her to switch to new thinking and new attitudes and beliefs when appropriate. Keep the action in this role play to a minimum, emphasizing the steps of cognitive self-change.

thinking?

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

Good job! You are beginning to see that by choosing how you think, you can choose how you act and react in different situations, even very difficult situations. In step 3 of cognitive self-change we **use new thinking** to change the ways we act.

Who would like to go next?

Activity 7: Repeat Activities 5 and 6 with All Group Members

Okay, now the next set of charts I've got here belong to (*group member name*). Let's get these posted and you can quickly brief us on the situation...

Activity 8: Wrap-up and Review of Program Organizer

You've now learned all 3 steps of cognitive

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

Repeat activities 5 and 6 until every group member has identified and then role played new thinking for the thinking reports they did in lesson 8.

self-change. Who can define these 3 steps?

(Answer:

Step 1 – Pay Attention to Our Thinking.

Pay attention to our thoughts, feelings, and attitudes and beliefs by observing them without judgment.

Step 2 – Recognize Risk. *Recognize when there is risk of our thoughts, feelings, and attitudes and beliefs leading us into trouble.*

Step 3 – Use New thinking. *Use new thinking to 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.

Program Organizer

Before we talk about your specific homework assignment, I want to take a few minutes to show you our program organizer again.

As we look at the program organizer for the second time, here are some of the things you



P-9-5

Cognitive Self Change Steps

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



Display the program organizer and give the group a few moments to study it.

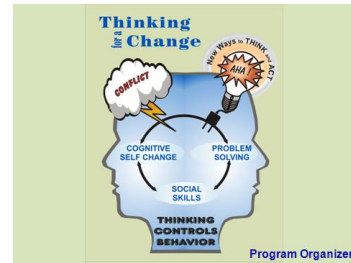


P-9-6

noted when we first introduced it.

Now looking at the program organizer this time:

- What kinds of new learning or observations do you have?
- What are some of your thoughts?
- Does the program organizer raise any particular feelings as a result of the thoughts you have or things you see?



Either display the chart paper with the comments from the first program organizer discussion (lesson 1, activity 6), or read some of the comments that were saved.



Display questions on a chart page.

Facilitate a discussion. If time allows, have group members pair up and discuss questions for a few minutes before hearing their ideas.

Post all comments on chart paper or record on paper for later use. **Save this chart/these notes for future use.**

Activity 9: 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 and circle key thoughts, feelings, and attitudes and beliefs that might put you at risk for getting in trouble.
- Remember to focus on the thinking that *led you* to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward.


We will practice working with these situations in our next session.



P-9-7

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 into trouble





H-9-1-Homework

Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

Risk Thought:

New Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Risk Attitude and Belief:

New Attitudes and Beliefs:

1.

2.

3.

4.

5.

6.

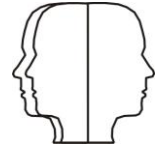
7.

8.

9.

10.

Homework Sheet: Lesson 9



- Watch for situation where between now and the next lesson where you feel some degree of tension or stress or conflict.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward.
- Then **circle** at least 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.

(Continued on Next Page)

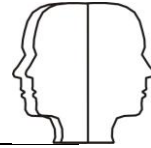
Name: _____ Date: _____



Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Lesson 10 – Cognitive Self-Change: Thinking Check-in



Summary and Rationale

The 3 steps of cognitive self-change can be practiced in a brief form by using a **thinking check-in**. With a thinking check-in, each group member reports on a situation in which he/she has experienced some degree of risk.

The thinking check-in has 4 parts:

1. Brief report of the situation.
2. Brief report of the thoughts and feelings.
3. Identify the risk in those thoughts and feelings.
4. Find new thinking. Describe 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.

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 the thinking check-in process as part of the homework in future lessons.

Concepts and Definitions

A **thinking check-in** is 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 lesson the group members will:

1. Practice a thinking check-in to reinforce the 3 steps of cognitive self-change in his/her everyday life.
2. Continue to develop the skill of objective self-observation.

Major Activities

Activity 1 – Overview

Activity 2 – Group Members Practice Thinking Check-ins with Homework Assignments

Activity 3: Repeat Activity 2 with all Group Members

Activity 3 – Wrap-up

Activity 5- 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:



H-10-1-Homework Sheet

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-10-1-Lesson Title
P-10-2-Cognitive Self Change
P-10-3-Thinking Check-in
P-10-4-Homework

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

Activity 1 – Overview of Lesson 10

For homework, you were asked to watch for situations when you felt some degree of stress or tension or conflict. These kinds of situations are risky for most of us. They tend to bring out thoughts and feelings that have the potential of leading to trouble.

Would *(group member name)* please review step 1 of cognitive self-change by reading the slide? Thank you.

Would *(group member name)* please review step 2 of cognitive self-change by reading the slide? Thank you.

Would *(group member name)* read step 3 of cognitive self-change? Thank you.

Transition

In a few minutes, you are going to use your homework thinking reports to practice a new way of using the 3 steps of cognitive self-change, called a “thinking check-in.”

Thinking Check-in

A thinking check-in is a very brief report that uses all 3 steps of cognitive self-change.

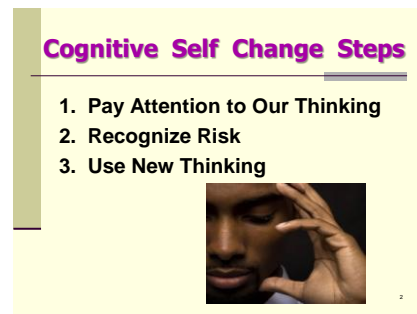
A thinking check-in is an oral report; you don't write the report.



P-10-1



P-10-2



P-10-3

A thinking check-in has 4 parts.

1. Provide a brief report of the situation.
2. Provide a brief report of the thoughts and feelings, attitudes and beliefs that were happening at the time of the situation.

3. Identify the risk in those thoughts, feelings, and attitudes and beliefs.

Describe how this thinking puts you at risk of breaking a rule or hurting someone.

4. Find new thinking to reduce that risk.
Identify some new thinking; a thought or attitude and belief, which you could use in this situation that would reduce your risk to act that way. Your new thinking must still let you feel good about yourself.

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



Explain to group members that this is like the thinking report process that they have practiced many times.

In fact, the check-in, like the thinking report also has 4 parts.

Explain that “risk” means any degree of risk. The risk in thinking may be very small, but it’s still important to notice it.

Explain to group members that this is a time to practice new ways to think.

Don’t expect them to identify (in this check-in practice) new thinking that will work for them every time, or for the rest

All the parts of a check-in are done quickly. After some practice, you will be able to give check-in's in just a couple of minutes.

Transition

Let's get started. We will practice thinking check-in's by using the thinking reports you prepared for homework.

Activity 2: Group Members Practice Thinking Check-in's with Homework Assignments

Who would like to start?

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

That's fine. 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. You can read them right off of your thinking report.

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

of their life.



P-10-3

Thinking Check-In

Part 1 - Brief report of the situation

Part 2 - Brief report of the thoughts and feelings

Part 3 - Identify the risk in those thoughts and feelings

Part 4 - Find new thinking



Display the slide of the thinking check-in parts. Point to each part as you guide the group member.

With more practice, group members will speak their thinking reports without

3. Now, tell us how your thinking, feelings, and attitudes and beliefs put you at risk. That risk could be breaking a rule, or hurting someone, including yourself, or doing something you might later regret.

reading them, but to begin, it's easier to read them.

This was part of the homework assignment, so the group member should be prepared. But be prepared to coach the group member if necessary.

Any plausible explanation of risk (i.e., of how the thinking pointed the group member toward a hurtful behavior) is acceptable—provided it shows that the group member is truly reflecting on his/her thinking and on how that thinking can lead them to hurtful behavior.

Be prepared to explain the idea of risk again, in terms of this group member's specific situation and the specific hurtful behavior they

4. Good. Now let's do the part that was not assigned as homework. What new thinking could you have used in this situation to reduce your risk?

Group members, do you have any ideas for new thoughts or attitudes or beliefs that (*reporting group member*) could have used to reduce his/her risk?

What do you think, (reporting group member)), would any of those thoughts have worked for you?

Would you like to add any additional new thoughts of your own?

Now, most importantly, can you see how thinking these new thoughts might lead you to acting in a different way?

were at risk of doing.

The reporting group member is always the final authority.

Keep this process brief and simple.

Always remember to connect thinking to behavior.

The primary objective at this point is to show how easy thinking check-in's are – not to squeeze as much out of them as we can.

Remember, a check-in is intended to be quick practice. Nothing should be written down.

Great job! Who wants to go next?

Activity 3: Repeat Activity 2 with All Group Members

Okay (group member name), part 1 of a thinking check-in is to give a brief, factual report of the situation...

Continue until every group member has presented a thinking check-in based on the thinking report from their homework.

This could be a relatively short lesson. If there is time left, consider doing one of the following:

Option #1: Continue with more thinking check-in's with group members thinking of brand new situations. Have them report from memory without writing them down and reading them.

Or

Option #2: Ask individual group members to take turns facilitating a thinking check-in from

Activity 4: Wrap-Up

Good job! You have learned how to do all 3 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 – even while the situation is actually going on.

In the next lesson we will return to learning about social skills. Remember, social skills teach you a series of simple steps for dealing with a whole lot of different kinds of social situations. These social skills teach you specific ways to put new thinking into practice.

You'll continue to practice using the thinking check-in as part of the social skills lessons.

Activity 5: Assign Homework

- Between now and the next session watch

other group members. Have them refer to the thinking check-in slide as a guide. Coach the group member in the role of facilitator, not the group member presenting the check-in.

Completing the homework assignment is critical.

It is an opportunity for

for times where you have thoughts and feelings that have some risk for you.

- Remember that risk can be very high or very low.
- The ability to notice even very slight degrees of risk in your thinking is one of the most important skills in **Thinking for a Change**.
- Complete a thinking report form and be prepared to give a thinking check-in on this situation at the beginning of the next lesson.

each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.



H-10-1-Homework Handout



P-10-4

Homework

- Watch for times where you have thoughts and feelings that have some risk for you
 - Remember - risk can be very high or very low - look for risk in your thinking at every degree of risk
 - The ability to notice even very slight degrees of risk is one of the most important skills in
- Write a thinking report and be prepared to give a thinking check-in next time

Homework Sheet: Lesson 10



- Watch for times where you have thoughts and feelings that some risk for you.
- Remember that risk can be very high or very low.
- The ability to notice even very slight degrees of risk in your thinking is one of the most important skills in **Thinking for a Change**.
- Complete a thinking report form on the situation.
- Be prepared to give a thinking check-in on the situation at the beginning of the next lesson.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation: _____ _____ _____
Thoughts: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Feelings: _____ _____
Attitudes and Beliefs: _____ _____

Lesson 11 – Social Skill: Understanding the Feelings of Others



Summary and Rationale

This is the first social skills lesson following the **cognitive self-change** component of **Thinking for a Change**. As such, it serves as a transition and bridge between the two components. Immediately preceding the lessons on **cognitive self-change** was the lesson, **knowing your feelings**. Group members have just completed a detailed exploration of the thoughts, feelings, attitudes and beliefs that can lead trouble. This social skill, **understanding the feelings of others**, builds on what was learned in **knowing your feelings** and directs participants' thinking away from themselves and towards others. It is the foundation for the social skills to be taught in the next four lessons.

Concepts and Definitions

The **feelings of others** 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 lesson the group members will:

1. Describe the importance of **understanding the feelings of others**.
2. Perform the steps of **understanding the feelings of others** during the lesson.
3. Perform the steps of **understanding the feelings of others** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-11-1-Pocket Skill Cards
H-11-2-Homework Sheet

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-11-1-Lesson Title
P-11-2-Homework Review
P-11-3-Knowing your Feelings Definition
P-11-4- Knowing your Feelings Skill Steps
P-11-5-Understanding the Feelings of Others Definition
P-11-6-Understanding the Feelings of Others Skill Steps

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

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

Activity 1: Homework Review

Hello again! Today we are going to switch gears, back to learning more social skills. But we are going to incorporate everything we have learned about cognitive self-change. Since our last social skill lesson, you have had an opportunity to:

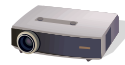
- Explore how thinking controls how you act and;
- How to pay attention to your thinking by writing objective reports about your thinking; and
- In those reports, you also paid attention to your feelings and attitudes and beliefs.

Let's begin today, as we do most lessons, with a review of your homework. Your homework was to write a thinking report about a time when you experienced thoughts or feelings that had some degree of risk for you. You were then to be prepared to give a thinking check-in on that situation.

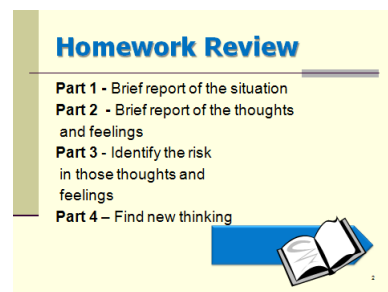
In keeping with the spirit of thinking check-ins, let's keep this homework review quick. Who would like to start us off today?



P-11-1



P-11-2



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

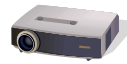
Before we learn a new social skill, **understanding the feelings of others**, let's briefly review the last social skill you learned, back in lesson 5: **knowing your feelings**. Remember **knowing your feelings** was about the steps you use to tune into what is going on inside of you that makes you think or act in a certain way.

There were several steps to effectively using this skill. Will someone tell us the steps? Here is a slide to help refresh your memory.

(Answer: Tune in to what is going on in your body that helps you know what you are feeling; Decide what happened to make you feel that way; Decide what you could call the feeling.)

Today, you will learn another social skill for

Have group members practice giving brief, objective thinking check-ins. Keep the process moving to emphasize that this should be easy.



P-11-3

Knowing Your Feelings - Definition

Steps we use to tune into what is going on inside of us that make us think or act in a certain way



P-11-4

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

getting along with others, either individually, or in a group: **Understanding the feelings of others**. What does **understanding the feelings of others** mean to you?

(Example answer: Trying to figure out what other people feel about my actions or about things in general.)

Why might it be an important skill for you to learn?

(Example answer: It requires you to identify specific feelings of others. This helps you empathize with others by thinking from the viewpoint of the other person's position.)

Define the Skill

Understanding the feelings of others means being able to observe another person and identify what they may be feeling by looking at their actions or listening to what they are saying.

We will have an opportunity to talk more about what **understanding the feelings of others** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief



P-11-5

Understanding the Feelings of Others - Definition

Ability to observe another person and identify what they may be feeling by looking at their actions and listening to what they are saying



vignette that shows you the steps of the skill, **understanding the feelings of others**. After you have had a chance to watch us model, you will talk about times when you may have to or want to use the skill in the near future.

Review Action and Thinking Steps

Definition

Remember when we talked about how every skill is made up of a number of steps? Each of the steps is either a “thinking” step or an “action” step.

What was a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

What are you supposed to do when you do a thinking step?

(Answer: Point to your head to show people that what you are saying is to yourself and is going on inside your head.)

And the second type, the action step, what was that about?

(Answer: It is called that because you can actually see the person doing that skill step.)

Skill Step Identification

Step 1, “Watch the other person,” is that a thinking or an action step?

(Answer: Action.)

Step 2, “Listen to what the other person is saying.” A thinking step or an action step?

(Answer: Action.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Figure out what the other person might be feeling. Thinking.)

“Think about ways to show you understand what he or she is feeling,” is step 4 of the skill.

(Group member name), tell us if that is a thinking step or an action step.

(Answer: Thinking.)

Take special note that step 4 is another case where it is critical to use alternative thinking: coming up with more than one way to accomplish something.

Would *(group member name)* read step 5 of the skill and tell us if that is a thinking step or an



P-11-6

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 and do it

Be sure to take every opportunity to read the steps of the skill – don’t just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.

action step?

(Answer: “Decide on the best way and do it” is both thinking and an action step.)

That’s right; this last step is a tricky one, isn’t it? “Decide on the best way” definitely requires thinking. But when you add, “and do it,” action is required. This step requires both thinking and action.

Hand out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

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

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

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

You are on the same work detail as Paul. Today Paul was excited to get a visit from his mother, who he had not seen in over 3



H-11-1

Pocket Skill Cards, Understanding the Feelings of Others

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting: Youth, adult, probation, parole, or

months. When he came back from the visit, he was quiet and kept to himself. (She never showed up.)

Modeling Display Option #2 – Probation or parole settings:

Your friend had a positive urine test for drug use. His P.O. wants to see him at 3:00 p.m. tomorrow. He seems anxious because he thinks his probation/parole may be revoked.

Modeling Display Option #3 – Generic setting for youth:

A member of the group is agitated because he just got a phone call from his girlfriend. She said she was no longer interested in seeing him.

incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing a thinking step. (steps 3, 4, and the first half of 5)

As you model the steps exaggerate the qualities of each. For step 4, it is important to model alternative thinking by coming up with at least three ways to show you understand what the other person is feeling. For example, in Modeling Display Option #3, you could: Tell your friend that you've "been there" and you know how much it hurts when someone breaks up with you; tell your friend that he/she looks sad, confused, or even angry; say, "Ouch, that hurts"; say, "it looks like this has really shaken you up."

Activity 4: Discuss Modeling Display

Note that each of these options demonstrates a step in the skill of **understanding the feelings of others**, and NOT “fixing the problems of others,” or “giving advice to others.” This may be a difficult concept for group members. Many people immediately jump into trying to help others solve their problems. This lesson, by contrast, is about understanding feelings. The group facilitators must be clear about this difference, and must model the skill accurately. Be especially precise with how you model steps 4 and 5.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display

In step 1, “Watch the other person,” how did _____ model that? What evidence did you see or hear?

In step 2 did _____, “Listen to what the person was saying”? What evidence did you see or hear?

Did _____, “Figure out what the person might be feeling” in step 3? What did _____ figure

must be a picture perfect representation of the steps of the skill.

Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said...)

Facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group

out?

In step 4, did _____ “think about ways to show he/she understood what _____ was feeling? How many ways to show understanding did _____ think of? What were the different ways?

And step 5, did _____ decide on the best way and then do it? Which option did _____ choose? How did _____ do it?

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future

members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group members to be as specific as possible.

situation.

- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play

Skill

To the Main Actor

Whose feelings will you be trying to

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her to choose a co-actor (someone who may remind the main actor of the person with

understand?

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the Co-actor

Try to play the part as best you can. Say and do what you think ____ would do when (*main actor*) follows the steps of the skill.

whom the skill will be used in the real life situation).

Set the stage for the role playing, including props, arrangements, and set description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Assign Each Group Member a Skill Step

To Group Members

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how he/she watches the other person.

(*Group member name*), you look for step 2 and see if (*main actor*) listens to what the person is saying.

(*Group member name*), look for step 3 and see if (*main actor*) figures out what the co-actor might be feeling.

For step 4, (*group member name*), see if (*main actor*) thinks about ways to show he/she understands what the co-actor is feeling.

(*Group member name*), watch to see if (*main*

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

The facilitator can divide

actor) decides on the best way and does it (step 5).

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss Role Play

responsibility for this step in two, if desired, having one group member watch for the thinking part of the step, and another group member watch for the action part.

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1 “Watch the other person”? Tell us if (*main actor*) did that? What evidence did you see?

Who had step 2? Did (*main actor*) “listen to what the person was saying”? What evidence did you observe?

Who had step 3? Did (*main actor*) “figure out what (*co-actor*) might be feeling”? What feeling did (*main actor*) identify?

Who had step 4? What did (*main actor*) do to show that he was “thinking about ways to show that he/she understood what (*co-actor*) was feeling”? What ways did (*main actor*) think about?

And step 5, did (*main actor*) “decide on the best way and then do it”? What did (*main actor*) decide to do? What did (*main actor*) do or say to show he/she understood how the

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor’s role play of the skill step. For example, “yeah, he did step one”, or “he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify

other person was feeling?

specific thoughts
he/she observed the
main actor report as
part of his/her self-
talk (fingers pointing to
his/her head) that
confirms the main
actor completed the
step of the skill.

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the
role player?

Facilitator Feedback

Sample Feedback Statement: Just as
everyone has said, you DID follow the steps.
If you can do it here you can do it with your
homework, in a real life situation.

At this point the main
actor will have followed all
the steps. The facilitator
should ensure that the
main actor has received
positive reinforcing
statements; “You have
followed the steps in
order, as modeled.”

Adjust the sample
feedback statement in the

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

I am now going to give you a new type of homework sheet that we will use for the remainder of our social skills lessons.

This homework sheet looks very similar to the one we used in earlier social skills lessons:

- It has a place for you to put your name and the date you practiced the skill.
- It has places for you to write the skill to

lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display).

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-11-2 - Homework Sheet

practice and the steps to follow.

- It has a box where you describe the anticipated situation specifically detailing when, where, and with whom you will use the skill.

However, this homework sheet incorporates what we learned in cognitive self-change by adding a thinking check-in for the situation.

Then it returns to the social skills homework we remember, with the steps you actually followed, what happened, how well you did, and finally identifying another situation where you could use this skill.

What questions do you have about this new homework sheet?

Now that you have had an opportunity to try the skill of **understanding the feelings of others**, when, between now and the next lesson do you think you can practice it?

Here is your homework:

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.

Answer all questions.

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, from now on your social skill homework will include a thinking check-in.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

Activity 9: Wrap-up

Next time, you will have an opportunity to review your homework (using your new homework sheet) and see how well you did practicing the skill, **understanding the feelings of others**. Then we will learn a new skill. See you then, and take care.

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 and 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
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1. Watch the other person
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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 and do it

Name: _____ Date: _____



Homework Sheet: Lesson 11

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

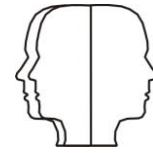
Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 12 – Social Skill: Making a Complaint



Summary and Rationale

This social skills lesson teaches individuals to express a complaint to an individual or a group of individuals about a situation, condition, or a fact with which they are dissatisfied or unhappy. This skill provides a pro-social alternative to a stressful or problem situation – one in which the group member is empowered to take control of his/her circumstances.

Concepts and Definitions

Making a complaint provides an opportunity for an individual to decide what to complain about and to whom, inform the other person about the complaint, and tell the person what might be a mutual, acceptable alternative.

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

1. Describe the importance of **making a complaint**.
2. Perform the steps of **making a complaint** during the Lesson.
3. Perform the steps of **making a complaint** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-12-1-Pocket Skill Cards
H-12-2-Homework Sheet

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-12-1-Lesson Title
P-12-2-Understanding the
Feelings of Others Definition
P-12-3-Understanding the
Feelings of Others Skill Steps
P-12-4-Homework
P-12-5-Homework, continued
P-12-6-Making a Complaint
Definition
P-12-7-Making a Complaint
Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press.

Activity 1: Homework Review

Hello again! Before you learn a new skill, let's briefly review the last skill you learned, **understanding the feelings of others**. This skill focused on developing your ability to observe another person and identify what he/she may be feeling by looking at his/her actions or listening to what he/she is saying.

There were several steps to effectively using this skill. Will someone tell us what they are?

(Answer: Watch the other person; Listen to what the person is saying; Figure out what the person might be feeling; Think about ways to show you understand what he/she is feeling; Decide on the best way and do it.)



P-12-1



**Thinking
for a
Change**


Lesson 12 –
Social Skill:
Making a Complaint



P-12-2

Understanding the Feelings of Others - Definition

Ability to observe another person and identify what they may be feeling by looking at their actions and listening to what they are saying




P-12-3

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 and do it

Have the group read the steps of the skill. (If there is time, you may wish to have individuals take turns reading a step of

Your homework was to practice using the skill, **understanding the feelings of others**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

the skill and stating whether it is a thinking step or an action step.)



P-12-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-12-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the

Activity 2: Overview of Social Skill: Making A Complaint

Today you will learn another skill, **making a complaint**. What do you think this skill, **making a complaint**, is about?

*(Example answer: **Making a complaint** is about the appropriate way to complain or get some assistance if things aren't working the way you think they should.)*

Why do you think it might be an important skill for you to have "in your pocket?"

(Example answer: It provides you a way to decide what to complain about and to whom; inform the individual about the complaint and tell the person what might be a mutual, acceptable alternative.)

Define the Skill

This skill is a way to decide what to complain about and to whom, inform the individual about the complaint, and tell the person what

social skill - don't spend too much time on any one's homework.

Reinforce appropriate thinking check-ins.



P-12-6

might be a mutual, acceptable alternative.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to make a complaint to some one else.

We will have an opportunity to talk about what **making a complaint** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **making a complaint**. 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. Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember that we have talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What is a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

Making a Complaint - Definition

- A way to decide what you don't like and whom to tell
- Inform the individual about the complaint
- Describe to that person what might be a mutual, acceptable alternative



What are you supposed to do when you do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what is that about?

(Answer: It is called that because you can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step.

(Answer: Decide what your complaint is. Thinking.)

(Group member name) read step 2 of the skill. Is this a thinking step or an action step?

(Answer: Decide whom to complain to. Thinking.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Tell that person your complaint. Action.)

(Group member name) read step 4 of the skill. Tell us if that is a thinking step or an action



P-12-7

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would like done about the problem
5. Ask how he/she feels about what you've said

Be sure to take every opportunity to read the steps of the skill, not just say the number when either assigning the steps or referring to them.

Ask a different group member to read each step

step.

(Answer: Tell that person what you would like done about the problem. Action.)

Would (*group member name*) read step 5 and tell us if that is a thinking step or an action step.

(Answer: Ask how he/she feels about what you said. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Making a Complaint

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

Modeling Display Option #1 – For institutional settings, adult or youth:

I have missed my commissary visit for the last three weeks because of a schedule conflict with my school program. My instructor never

of the skill (in sequential order).

As they read the skill step, have the individual (or the group) identify whether the step is a thinking step or an action step.

Thank each individual and provide positive feedback for reading.



H-12-1

Pocket Skill Cards, Making a Complaint

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or

lets me leave class to get to the commissary! I want to express a complaint.

Modeling Display Option #2 – Probation or Parole settings:

I am doing community service as a condition of release. My supervisor told me she has to cut my work hours, which means I will have to work for an additional 6 weeks to complete my community service requirement. I want to tell her that stinks.

Modeling Display Option #3 – Generic setting for youth:

I am the older of 2 children, and my mother always makes me clean up after my little brother. I want to make a complaint about the unfair division of chores.

incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience, but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when

Activity 4: Discuss Modeling Display

performing thinking steps (steps 1 and 2).

As you model the steps, exaggerate the qualities of each. Model alternative thinking. For example in Modeling Display Option #3: In step 2, identify several options (e.g., you can complain to your mother, or to your brother, or to your father).

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or

In step 1, “Decide what your complaint is,” did _____ do that? What was the complaint?

In step 2 did _____, “decide who to complain to”? Who did _____ decide to complain to?

In step 3, did _____, “tell _____ their complaint”? What did he/she say?

In step 4, did _____ “tell _____ what they would like done about the problem”? What did _____ suggest?

And step 5, did _____ “ask how _____ felt about what was said”? What did _____ say?

Group Members Identify a Specific Situation

hear?”

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an

specific current or immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an

opportunity to try out the skill during this lesson.

Activity 5: Group Member Role Play of the Skill

To the Main Actor

To whom are you going to be **making a complaint**?

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her 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.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that main actor has a Pocket Skill Card and is facing either a chart or a screen that has

To the Co-actor

Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill.

Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how well (*main actor*) decides what the complaint is.

(*Group member name*), you look for step 2 and see if (*main actor*) decides whom to complain to.

(*Group member name*), look for step 3 and see

the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) tells that person the complaint.

(*Group member name*), see if (*main actor*) carries out step 4 and describes what he/she wants done about the problem.

(*Group member name*), watch to see if (*main actor*) uses step 5 by asking how (*co-actor*) feels about what he/she has said.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player (*main actor*) followed the steps of the skill, and not how well

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Decide what your complaint is”? Did (*main actor*) do that? What was the complaint?

Who had step 2? Can you tell us if (*main actor*) did that? Did he/she “decide whom to complain to”? Who did he/she decide to complain to?

Who had step 3? Did (*main actor*) “tell (*co-actor*) his/her complaint”? What did he/she say?

Who had step 4? Did (*main actor*) “tell (*co-actor*) what he/she would like done about the problem”? What did (*main actor*) suggest?

And step 5, did (*main actor*) “ask how (*co-actor*) felt about what was said”? How did (*main actor*) do this step?

he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, “yeah, he did step one”, or “he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.

role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-12-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into

- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

Next time you will learn another social skill. We will also have an opportunity to review your homework to see how well you did practicing, **making a complaint**. See you next time.

his/her thoughts, feelings, attitudes and beliefs, and behavior.

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would like done about the problem
5. Ask how he/she feels about what you've said

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would like done about the problem
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Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would like done about the problem
5. Ask how he/she feels about what you've said

Name: _____ Date: _____



Homework Sheet: Lesson 12

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 13 – Social Skill: Apologizing



Summary and Rationale

This social skills lesson teaches individuals to express regret or ask forgiveness from an individual or a group of individuals for something they did or for a particular situation.

Concepts and Definitions

Apologizing is a statement of regret one person makes to another individual or group of people for something they did, or something that they may have caused to happen.

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

1. Describe the importance of **apologizing**.
2. Perform the steps of **apologizing** during the session.
3. Perform the steps of **apologizing** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role

Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-13-1-Pocket Skill Cards
H-13-2-Homework Sheet

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-13-1-Lesson Title
P-13-2-Making a Complaint
P-13-4-Homework
P-13-4-Homework, continued
P-13-5-Apologizing Definition
P-13-6-Apologizing Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

Activity 1: Homework Review

Welcome back to another session of **Thinking for A Change!** Before learning a new skill, let's briefly review the last skill you learned. **Making a complaint** was a way to decide what to complain about and to whom.

Will *(group member name)* volunteer to read the skill steps for us?

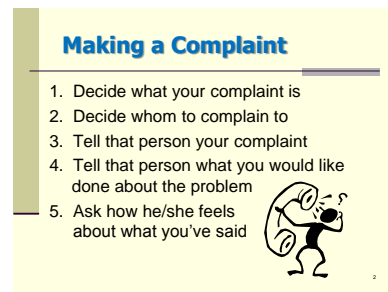
(Answer: Decide what your complaint is; Decide whom to complain to; Tell that person your complaint; Tell that person what you would like done about the problem; Ask how he/she feels about you've said.)



P-13-1



P-13-2



Ask a group member to read the steps of the skill. (If there is time, you may wish to have different group members take turns reading a step of the skill and say whether it is a thinking step or an action step.)

Your homework was to practice using the skill, **making a complaint**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?



P-13-3

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-13-4

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any one's homework. Reinforce appropriate thinking check-ins.

Activity 2: Overview of Social Skill: Apologizing

Today you will learn another skill, **apologizing**. What do you think this skill, **apologizing**, is about?

(Example answer: Telling someone you are sorry when you have hurt their feelings or done something wrong.)

Why do you think it might be an important skill for you to have “in your pocket?”

(Example answers: It teaches us a way to show when we feel sorry about or regret something we have done. It teaches us a way to ask forgiveness from an individual or a group of individuals for something we did or for a particular situation.)

Define the Skill

Apologizing is a way for one person to tell another person or a group of individuals that he/she is sorry for or regrets something he/she did, said, or made happen.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to apologize (or knew that you should apologize) to another



P-13-5

Apologizing – Definition

A way for 1 person to tell another person or a group of individuals that he or she is sorry for, or regrets something he or she did, said, or made happen



person.

We will have an opportunity to talk about what **apologizing** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **apologizing**. After you have had a chance to watch us model this for you, you will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember, every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What was a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

What do you do when using a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

(Group member name) read step 1 of the skill and say if it is a thinking step or an action step.

(Answer: Decide if it would be best for you to apologize for something you said or did. Thinking.)

(Group member name) read step 2. Is this a thinking step or an action step?

(Answer: Think of the different ways you could apologize. Thinking.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Choose the best time and place to apologize. Thinking.)

(Group member name) read step 4. Is it a thinking step or an action step?

(Answer: Make your apology. Action.)



P-13-6

Apologizing – Skill Steps

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

Ask a different group member to read each step of the skill (in sequential order).

As they read the skill step, have the individual (or the group) identify whether the step is a thinking step or an action step.

Thank each individual and provide positive feedback for participation.

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Apologizing

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

Modeling Display Option #1 – For institutional settings, adult or youth:

I did not complete my **Thinking For a Change** homework. I need to apologize to the group.

Modeling Display Option #2 – Probation or Parole settings:

I used a curse word when my Probation/Parole Officer told me I had violated the conditions of my release. I need to apologize to him/her for using a curse word.

Modeling Display Option #3 – Generic setting for youth:

My brother and I are playing football and I kick the ball right through the neighbor's window.



H-13-11

Pocket Skill Cards,
Apologizing

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing thinking steps (steps 1, 2, and 3).

As you model the steps, exaggerate the qualities of each. Model alternative thinking. For example, in step 2, identify at least three ways you could apologize: You might say sorry directly to the person; write a note; call the person on the phone; send flowers; offer to make it up to the

Activity 4: Discuss Modeling Display

In step 1, did _____ “decide if it would be best for him/her to apologize for something he/she said or did”? What evidence did you see or hear?

In step 2, did _____ “think of the different ways he/she could apologize”? How many different ways to apologize did _____ think of?

other person, etc.).

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific

What were they?

How about step 3? Did _____ “choose the best time and place to apologize”? What time and place did he/she choose?

And step 4, did _____ “make an apology”? What was said and done?

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

The current or immediate future situation.

- The current or immediate future situation.
- With whom will you practice the skill?

to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, where.

It is critical that you get the group member to be as specific as possible.

- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

To whom will you be **apologizing**?

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer group member as the main actor, and ask him/her 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

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the Co-actor

Try to play the part of _____ as best you can. Say and do what you think _____ would do as (*main actor*) follows the steps of the skill.

Please don't ham it up. Remember that we want (*main actor*) to succeed in performing the steps of the skill.

Assign Each Group Member a Skill Step

description.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a pocket skill card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to

To Group Members

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how well (*main actor*) decides if it would be best for him/her to apologize for something he/she said or did.

(*Group member name*), you look for step 2 and see if (*main actor*) thinks of the different ways he/she could apologize.

(*Group member name*), look for step 3 and see how well (*main actor*) does at choosing the best time and place to apologize.

(*Group member name*), see if (*main actor*) carries out step 4 and actually makes an apology.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no

Activity 6: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, “Decide if it would be best for you to apologize for something you said or did”? Did (*main actor*) do that? What evidence was there?

And step 2? Did (*main actor*) “think of the different ways he/she could apologize”? What were the different ways that (*main actor*) thought of?

Who had step 3? Did (*main actor*) “choose the best time and place to apologize”? What time

more than 1- 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor’s role play of the skill step. For example, “yeah, he did step one”, or “he did the step” does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the

and place did he choose?

And step 4? Did (*main actor*) apologize? What, specifically, was said or done?

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for (*main actor*)?

Facilitator Feedback

Sample Feedback Statement

Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order,

Activity 7: Repeat Activities 5 and 6 with all Group Members.

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.

as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-13-2- Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the

- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

Next time you will learn another social skill. We will also review your homework using the homework sheet to see how well you did practicing **apologizing**. See you next time.

homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

6

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

6

Name: _____ Date: _____



Homework Sheet: Lesson 13

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 14 – Social Skill: Responding to Anger



Summary and Rationale

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. Therefore, learning to respond appropriately to anger is a critical social skill.

Concepts and Definitions

Anger is a common yet dangerous emotion. Appropriately **responding to anger** in others, especially when that anger is directed towards us, is an important skill that helps one to avoid violence and destructive conflict.

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

1. Describe the importance of **responding to anger**.
2. Perform the steps of **responding to anger** during the lesson.
3. Perform the steps of **responding to anger** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role

Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-14-1-Pocket Skill Cards
H-14-2-Homework Sheet

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-14-1-Lesson Title
P-14-2-Apologizing Definition
P-14-3- Apologizing Skill Steps
P-14-4-Homework
P-14-5-Homework, continued
P-14-6- Responding to Anger Definition
P-14-7-Responding to Anger Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press

Activity 1: Homework Review

Welcome back to another session of **Thinking for a Change**! Before we learn a new skill, let's briefly review the skill we learned last time, **apologizing**.

Remember that skill was about practicing a way for one person to tell another person or a group of individuals that he/she is feeling sorry for or regrets something he/she did, said, or made happen.

Let's have a volunteer read the skill steps for us.

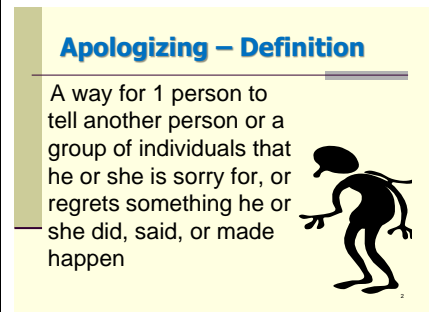
(Answer: Decide if it would be best for you to apologize for something you said or did; Think of the different ways you could apologize; Choose the best time and place to apologize; Make your apology.)



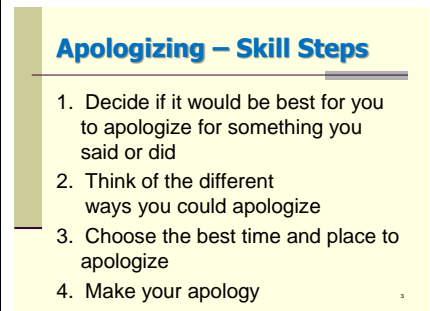
P-14-1



P-14-2



P-14-3



If there is time, have individuals take turns reading a step of the skill and stating whether it is a

Your homework was to practice using the skill, **apologizing**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

thinking step or an action step.



P-14-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-14-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any

Activity 2: Overview of Social Skill: Responding to Anger

Today, you will learn another important skill for getting along with others, either individually, or in a group. **Responding to anger** is a skill that you will use in difficult situations that may lead you into further trouble.

What do you think this skill, **responding to anger**, is about?

(Example answer: Reacting when another person shows you that he/she is annoyed, irritated, or aggravated with you or something you did, or with someone else or something he/she did.)

Why do you think it might be an important skill for you to have “in your pocket?”

(Example answers: If I don't use it I might do something that gets me into more trouble; or I might hurt myself or the other person.)

one's homework.
Reinforce appropriate
thinking check-ins.

Define the Skill

Responding to anger is a way to learn how to identify when another person is angry and to react to that person by expressing your thoughts and feelings, without hurting yourself or others.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to respond to anger.

We will have an opportunity to talk about what **responding to anger** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **responding to anger**. 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. Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember, every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.



P-14-6

Responding to Anger - Definition

A way to learn how to identify when another person is angry and to react to that person by expressing your thoughts, feelings, attitudes and beliefs, without hurting yourself or others



What was a thinking step about?

(Answer: A thinking step is something that you say to yourself and that can't be seen.)

What are we supposed to do when we do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what was that about?

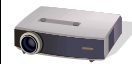
(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step?

(Answer: Listen to the other person who is angry. Action.)

That's right. Interestingly, this step is an action step. Does this step sound familiar to anyone? Exactly: **Active listening** was the first social skill we learned, way back in session 2. Since we learned it and you did your homework, we are assuming that this



P-14-7

Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and 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. In a pro-social way, express your thoughts and feelings about the situation



Discuss the fact that group members learned **active listening** in session 2. If appropriate, review the steps of **active listening**. When doing

skill is already “in your pocket.”

(Group member name) read step 2. Is this a thinking step or an action step?

(Answer: Try to understand what the angry person is saying and feeling. Thinking.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?

(Answer: Ask the other person to explain anything you don't understand. Action.)

(Group member name) read step 4 of the skill. Tell us if that is a thinking step or an action step.

(Answer: Show that you understand why the other person feels angry. Action.)

step one of **responding to anger**, group members to *do not* have to show all four steps of **active listening**, and they do not have to display the thinking steps of that skill: the assumption is that they learned the skill and did the homework, so the skill is therefore already “in their pocket.”

Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

Thank each individual and provide positive feedback for participation.

(Group member name) read step 5. Tell us if that is a thinking step or an action step.

(Answer: In a pro-social way, express your thoughts and feelings about the situation. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Responding to Anger

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

Here is the situation.

Modeling Display Option #1 – For institutional settings, adult or youth:

My cellmate just realized I took his last clean shirt. He begins to yell as he moves toward me.

Modeling Display Option #2 – Probation or Parole settings:

I drive a city bus, and am required to stay



H-14-1

Pocket Skill Cards,
Responding to Anger

The purpose of a modeling display is to demonstrate the steps of the skill.

Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your

employed as a condition of my probation/parole. It was raining very heavily today, and when I approached a bus stop I splashed a customer that was about to get on board. She was very upset.

Modeling Display Option #3 – Generic setting for youth:

The person who lives in the next apartment comes into my apartment and starts yelling about his wife. He is angry because she has taken his car, his 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. I know this person only a little, but he has always been friendly to me. I am afraid that his yelling might bring the manager or might even escalate into violence.

audience but the core elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing thinking steps (step 2).

Note that step 3 could technically be optional (if

Activity 4: Discuss Modeling Display

you believe you understand everything). However, it is important that facilitators always model how to do each step.

Exaggerate the steps to make it obvious for the group members.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill. Therefore, the only answer to these questions about performing the steps is always, “yes.”

When group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

In step 1, did _____ listen to _____? What evidence did you see or hear?

In step 2, did _____ “try to understand what _____ was saying and feeling?” What did _____ determine the other person was saying and feeling?

How about step 3? Did _____ “ask _____ to explain anything he/she didn’t understand”? What did _____ ask?

In step 4, did _____ “show that he/she understood why _____ was feeling angry”? What was said and done?

And step 5, did _____ express his/her thoughts and feelings about the situation in a pro-social way? What was said and done?

Group Members Identify a Specific Situation

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

Facilitators should solicit answers from group members that are specific to the modeling display.

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Facilitators should solicit answers from group members that are specific to the modeling display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

immediate future real life situation, identifying specific information such as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

Who is going to be involved as you practice the skill, **responding to anger?**

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

everyone will have an opportunity to try-out the skill during the session with the situation he/she has described.

Designate the volunteer as the main actor, and ask him/her 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.

Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor: "Be sure to point to your head for each thinking step."

Ensure that the main actor has a Pocket Skill Card and is facing either

To the Co-actor

Try to play the part of _____ as best you can.
Say and do what you think _____ would do in this situation.

Assign Each Group Member a Skill Step**To Group Members**

Watch carefully how well (*main actor*) performs the steps of the skill, because afterwards, we will discuss it.

In fact, (*group member name*), watch step 1 to see how well (*main actor*) listens to (*co-actor*).

(*Group member name*), look for step 2 and see if (*main actor*) tries to understand what the angry person is saying and feeling.

(*Group member name*), look for step 3 and see

a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) asks (*co-actor*) to explain anything he doesn't understand.

(*Group member name*), see if (*main actor*) uses step 4 by showing that he/she understands why the other person feels angry.

(*Group member name*), see how well (*main actor*) completes step 5 and expresses his/her thoughts about the situation in a pro-social way.

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss of the Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively,

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who had step 1? Did (*main actor*) listen to the angry person? What evidence did you see?

Who was looking for step 2, "Try to understand what the angry person is saying and feeling." Did (*main actor*) do that? What did he determine the co-actor was saying and thinking?

Who had step 3? Did (*main actor*) ask the other person to explain anything he/she didn't understand? What specifically was said?

Who had step 4? Did (*main actor*) show that he/she understood why the other person was feeling angry? What did you see/hear to let you know (*main actor*) completed this step?

whether the role player followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, "yeah, he did step one", or "he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

Who had step 5? Did (*main actor*) express his/her thoughts and feelings about the situation in a pro-social way? What did (*main actor*) say or do?

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the step of the skill.

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

At this point the main actor will have followed all the steps. The facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order, as modeled.”

Activity 7: Repeat Activities 5 and 6 with all Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-14-2-Homework Handout

Completing the homework assignment is critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

you tried out the steps of the skill.

- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

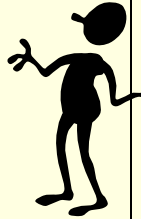
Activity 9: Wrap-up

Next time you will learn another social skill and have an opportunity to review your homework. This will help you see how you did practicing, **responding to anger**. See you next time.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

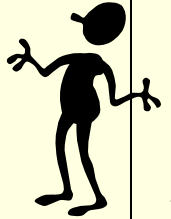
Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and 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. In a pro-social way, express your thoughts and feelings about the situation



Responding to Anger

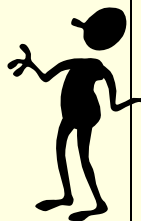
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2. Try to understand what the angry person is saying and feeling
3. Ask the other person to explain anything you don't understand
4. Show that you understand why the other person feels angry
5. In a pro-social way, express your thoughts and feelings about the situation



7

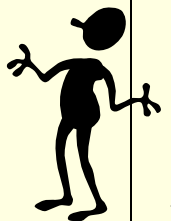
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Responding to Anger

1. Listen to the other person who is angry
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4. Show that you understand why the other person feels angry
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7

Name: _____ Date: _____



Homework Sheet: Lesson 14

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 15 – Social Skill: Negotiating



Summary and Rationale

Negotiating is part of a group of skills that are alternatives to aggression. As such, it is sometimes challenging to teach this to those who are anti-social or conduct-disordered. However, because group members have already learned **knowing your feelings** and **understanding the feelings of others**, this important skill can deepen and expand the principles learned in these earlier lessons.

Concepts and Definitions

Negotiating is when two people discuss a situation where some agreement must be made that is mutually acceptable to both parties.

Negotiating introduces the concept of compromise.

Negotiating requires using several other social skills including: **Listening, asking a question, knowing your feelings** and **understanding the feelings of others**.

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

1. Describe the importance of **negotiating**.
2. Perform the steps of **negotiating** during the lesson.
3. Perform the steps of **negotiating** in real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Social Skill

Activity 3: Model the Skill

Activity 4: Discuss Modeling Display

Activity 5: Group Members Role
Play Skill

Activity 6: Discuss Role Play

Activity 7: Repeat Activities 5 and 6 with
all Group Members

Activity 8: Assign Homework

Activity 9: Wrap-up

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:



H-15-1-Pocket Skill Cards
H-15-2 Homework Sheet

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-15-1-Lesson Title
P-15-2-Apologizing Definition
P-15-3-Apologizing Skill Steps
P-15-4-Homework
P-15-4-Homework, continued
P-15-6-Negotiating Definition
P-15-7-Negotiating Skill Steps

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E. 1997. Champaign IL: Research Press.

Activity 1: Homework Review

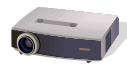
Welcome back to another session of **Thinking for A Change**. Before we introduce a new social skill, let's briefly review the last skill we learned, **responding to anger**. Remember that skill was about practicing a way to identify when another person is angry and to react to that person by expressing your thoughts and feelings, without hurting yourself or others.

Can I have a volunteer read the skill steps for us?

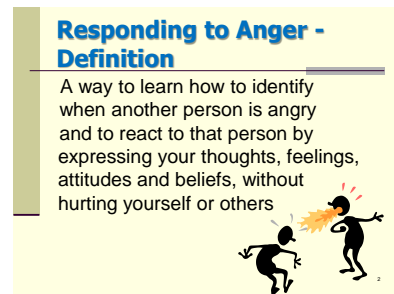
(Answer: Listen to the other person who is angry; Try to understand what the angry person is saying and feeling; Ask the other person to explain anything you don't understand; Show that you understand why the other person feels angry; In a pro-social way, express your thoughts and feelings about the situation.)



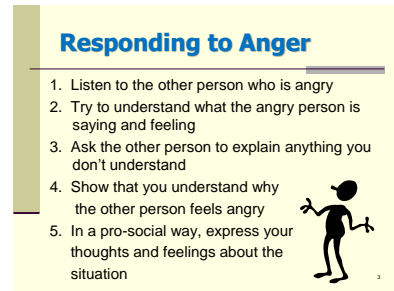
P-15-1



P-15-2



P-15-3



Have volunteers read the steps of the skill. (If there is time, you may wish to have individuals take turns reading a step of the skill and stating whether it is a

Your homework was to practice using the skill, **responding to anger**. Take out your homework reports and let's quickly review.

- Tell us about practicing the skill: The situation, when you did the skill, where, and with whom.
- What was your thinking check-in?
- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

thinking step or an action step.)



P-15-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-15-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Choose a group member and take a minute to review the homework.

Repeat with all group members.

This is a quick report of their practice with the social skill - don't spend too much time on any one's homework.

Activity 2: Overview of Social Skill: Negotiating

Today you will learn another important skill to use when getting along with others, either individually, or in a group. **Negotiating** is an important skill that you will use, especially in difficult situations that may lead you into further trouble.

What does **negotiating** mean to you?

(Example answer: Cooperating with another person or group of people to reach a mutual compromise, understanding or agreement.)

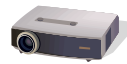
Why is **negotiating** an important skill for you to have?

(Example answers: To get things done; to keep the peace between two parties; or to reach a compromise.)

Define the Skill

Negotiating is when two people discuss a situation where some agreement must be made that is mutually acceptable to both of

Reinforce appropriate thinking check-ins.



P-15-6

Negotiating - Definition

When 2 people discuss a situation where some agreement must be made that is mutually acceptable to both of them



them.

Based on that definition, start to think about times when you may have had difficulty in situations where you had to discuss and agree on something.

You will have an opportunity to talk about what **negotiating** means to you and how you might use it in a little bit.

Then Mr./Ms. _____ and I will do a brief vignette that shows you the steps of the skill, **negotiating**. 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.

Then you will have a chance to try it out here in class.

Review Action and Thinking Steps

Definition

Remember that we have talked about how every skill is made up of a number of steps. Each of the steps is either a “thinking” step or an “action” step.

What is a thinking step about?

(Answer: A thinking step is something that you say to yourself. It can't be seen.)

What are we supposed to do when we do a thinking step?

(Answer: Point to our head to show people that what we are saying is to ourselves and is going on inside our head.)

And the second type, the action step, what is that about?

(Answer: It is called that because we can actually see the person doing that skill step.)

Skill Step Identification

Would *(group member name)* read step 1 of the skill and tell us if that is a thinking step or an action step.

(Answer: Decide if you and the other person are having a difference of opinion. Thinking.)

(Group member name) read step 2.

(Answer: Tell the other person what you think about the situation.

Is this a thinking step or an action step?

(Answer: Action.)

Would *(group member name)* read step 3 of the skill? Is it a thinking step or an action step?



P-15-7

Negotiating



1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
5. Think about why the other person might feel this way
6. Suggest a compromise

Be sure to take every opportunity to read the steps of the skill – don't just say the number when assigning the steps or referring to them.

(Answer: Ask the other person what he/she thinks about the situation. Action.)

Does anyone remember way back to Lesson 3? We learned the social skill, **asking questions**. You've got this skill "in your pocket."

(Group member name) read step 4. Tell us if that is a thinking step or an action step.

(Answer: Listen objectively to his/her answer. Action.)

As we discussed in the previous lesson, you've already got the skill of **active listening** "in your pocket" as well.

(Group member name) read step 5 of the skill.

(Answer: Think about why the other person might feel this way.)

Is it a thinking step or an action step?

(Answer: Thinking.)

Does this step sound familiar to anyone? It should. Remember that lesson 11 was **understanding the feelings of others**. Here is yet another skill that you have already put into your pocket!

(Group member name) read the step 6. Tell us

Thank each individual and provide positive feedback for participation.

if that is a thinking step or an action step.

(Answer: Suggest a compromise. Action.)

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when practicing the skill (during the session and in real life situations).

Activity 3: Model the Skill: Negotiating

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

Modeling Display Option #1 – For institutional settings, adult or youth:

I want to negotiate with my cellmate about the chores we will do to keep our cell neat.

Modeling Display Option #2 – Probation or Parole settings:

I want to attend my daughter's wedding in another state. I need an out of state travel permit and would miss an appointment with my Probation/Parole Officer. I need to negotiate with my Probation/Parole Officer.



H-15-1

Pocket Skill Cards, Negotiating

The purpose of a modeling display is to demonstrate the steps of the skill. Use one of the three options suggested in the lesson plan to make sure that you do that correctly.

Select the situation which applies to your group setting; Youth, adult, probation, parole, or incarceration.

It may be appropriate to change some details of the situation to meet the circumstances of your audience, but the core

Modeling Display Option #3 – Generic setting for youth:

My neighbor needs yard work done. I need some extra cash. I want to negotiate a price that we can both agree upon.

elements should stay the same.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the skill: Follow the steps of the skill exactly as you expect the group members to use them. It is *imperative* that facilitators rehearse the modeling display before class begins.

Be sure to point to your head and talk aloud when performing thinking steps (steps 1 and 5).

When you perform step 6, be sure to model that

Activity 4: Discuss Modeling Display

you are weighing both what you and the other person want or need, taking into consideration the requirement to find the middle ground that is acceptable to both of you in this situation.

After the modeling display, group members are asked to discuss what skill steps they observed.

The modeling display must be a picture perfect representation of the step of the skill.

Therefore, the only answer to these questions about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

In step 1, did _____ decide if he/she and _____ were having a difference of opinion? What evidence did you see or hear?

In step 2, did _____ tell _____ what he/she thought about the situation? What evidence did you see or hear?

How about step 3? Did _____ ask _____ what he/she thought about the situation? What evidence did you see or hear?

In step 4, did _____ listen objectively to the answer that _____ gave? What evidence did you see or hear?

In step 5, did _____ “think about why _____ might feel this way”? What evidence did you see or hear?

(Answer: He/she pointed to his/her head and said...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

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Facilitators should solicit answers from group members that are specific to the modeling

And step 6, did _____ “suggest a compromise”?
What evidence did you see or hear?

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

display.

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such as: Who, when, where.

It is critical that you get the group member to be as specific as possible.

Transition

Great, everyone has had the opportunity to describe the situation where they will use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

Activity 5: Group Members Role Play Skill

To the Main Actor

With whom are you going to be using this skill, **negotiating?**

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

To the Co-actor

Once everyone has had the opportunity to describe the situation where they will use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try out the skill during the session with the situation he/she has described.

Designate the volunteer group member as the main actor, and ask the group member 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.
Have the main actor

Try to play the part of _____ as best you can. Say and do what you think _____ would do in this situation.

**Assign Each Group Member a Skill Step
To Group Members**

Watch carefully how well (*main actor*) performs the skill, because afterwards, we will discuss it.

In fact, (*group member name*), you watch step 1 to see how well (*main actor*) decides if he/she and (*co-actor*) are having a difference of opinion.

(*Group member name*), you look for step 2 and see if (*main actor*) tells (*co-actor*) what he/she thinks about the situation.

(*Group member name*), look for step 3 and see

brief the co-actor by giving him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

if (*main actor*) asks (*co-actor*) what he/she thinks about the situation.

(*Group member name*), watch for step 4 and see if (*main actor*) listens objectively to (*co-actor's*) answer.

(*Group member name*), see if you can tell if (*main actor*) completes step 5 by thinking about why (*co-actor*) might feel this way.

(*Group member name*), see if (*main actor*) carries out step 6 by suggesting a compromise to (*co-actor*).

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

Activity 6: Discuss the Role Play

Begin the role play, ensuring that the main actor follows the steps of the skill exactly.

If he/she doesn't, **stop** the role play, provide coaching, and begin again.

The role play should last no more than 1 - 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To Group Members

Who had step 1? Did (*main actor*) decide if he/she and (*co-actor*) were having a difference of opinion? How do you know that (*main actor*) did this step?

Who was looking for step 2, "Tell the other person what you think about the situation." What evidence was there that (*main actor*) did that?

Who had step 3? Did (*main actor*) ask (*co-actor*) what he/she thought about the situation? What, specifically, was done?

Who had step 4? Did the (*main actor*) listen objectively to (*co-actor's*) answer? What is the

for group members to state, objectively, whether the role player (*main actor*) followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step. For example, "yeah, he did step one", or "he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor

evidence that (*main actor*) did this step?

Who had step 5? Did (*main actor*) seem to think about (*co-actor*) might feel this way?

How do you know he/she did this step?

Who had step 6? Did (*main actor*) suggest a compromise to (*co-actor*)? What compromise did (*main actor*) suggest?

To the Main Actor

How well do you think you followed the steps?

To the Co-facilitator and Group Members

What additional feedback do you have for the role player (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it with your homework, in a real life situation.

do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing

Activity 7: Repeat Activities 5 and 6 with all Group Members.

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

Activity 8: Assign Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name,

statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat Activities 5 and 6 with each group member, using the situation he or she identified in Activity 4 (Discuss Modeling Display).

Every group member must try out the steps of the skill as the main actor in a role play situation.



H-15-2-Homework Handout

Completing the homework assignment is

date, skill to practice and the anticipated situation. Do that now.

- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

Activity 9: Wrap-up

In this program so far you have learned and practiced a variety of social skills and the skill of cognitive self-change; two of the three parts of **Thinking for a Change**. Who remembers the third component?

(Answer: The third component is problem solving.)

Right. We will begin the third part, problem

critical.

It is an opportunity for each group member to transfer the skills he/she has practiced in the session to real life situations.

As he/she completes the homework, the new skills begin to integrate into his/her thoughts, feelings, attitudes and beliefs, and behavior.

The group has now finished the first two components of **Thinking for a Change**. However, facilitators should emphasize now and in the subsequent problem solving lessons that each component

solving, in the next meeting. In problem solving you will use all the skills that you have learned to this point to help you resolve problem situations in a way that gets you what you want without hurting yourselves or others.

We will still take the opportunity to review your homework to see how well you did practicing **negotiating**. Good luck with that, and we'll see you next time.

complements and builds upon the other components. This is an integrated program.

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
5. Think about why the other person might feel this way
6. Suggest a compromise

Negotiating

1. Decide if you and the other person are having a difference of opinion
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6. Suggest a compromise

8

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
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Negotiating

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3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
5. Think about why the other person might feel this way
6. Suggest a compromise

8

Name: _____ Date: _____



Homework Sheet: Lesson 15

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

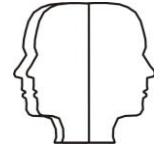
Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Lesson 16 – Introduction to Problem Solving



Summary and Rationale

This lesson provides an overview of problem solving. The conflict cycle and six problem solving skills are introduced. Problem solving skills are tools that, when used in conjunction with social skills and the skill of cognitive self-change, can change the ways our thinking and acting can get us into trouble, especially in stressful (risky) situations. Subsequent sessions focus on each of the six problem solving skills.

Group members learn each skill by watching the facilitators model it and then practicing it both in the session and by doing homework. Facilitators should help group members to recognize the many common and repeating elements from social skills and cognitive self-change that appear in problem solving.

Concepts and Definitions

The **conflict cycle** is a cycle of thoughts, feelings, actions and consequences that increase and escalate problem situations. The goal of problem solving is to escape the conflict cycle and minimize the negative impact of a particular problem situation. The conflict cycle consists of four parts; the problem; warning signs; actions; and consequences.

The six **problem solving skills** can be used to help us avoid or escape the conflict cycle.

Problem Solving Skills

Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down

Skill 2: State the Problem

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

Skill 3: Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Skill 4: Think of Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get to your goal

Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify *what* you will do or say
- Step 4: Identify *how* you will do and say it
- Step 5: Decide on a thought to get you started

Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next

Objective – As a result of this lesson the group members will be able to answer questions that help them apply the problem solving skills to a situation.

Major Activities

Activity 1: Homework review

Activity 2: Program Organizer Review

Activity 3: Overview of Lesson

Activity 4: Show clip from *The Breakfast Club* (on the NIC *Thinking for a Change* DVD)

Activity 5: Apply Conflict Cycle

Activity 6: Apply the Six Problem Solving Skills

Activity 7: Explain Problem Solving Skill 1 – Stop and Think

Activity 8: Explain Skill 2 - State the Problem

Activity 9: Explain Skill 3 - Set a Goal and Gather Information

Activity 10: Explain Skill 4 - Think of Choices and Consequences

Activity 11: Explain Skill 5 - Make a Plan

Activity 12: Explain Skill 6 - Do and Evaluate

Activity 13: Wrap-up

Activity 14: Assign homework

Supplements*

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

Denoted in lesson plan with this symbol:



C-16-1–Program Organizer Questions
 C-16-2–Problem Solving Skills and Steps – Bender
 C-16-3–Step 4: Identify How You Will Do and Say It

Charts/notes on Program Organizer from lessons 1 and 6

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

Denoted in lesson plan with this symbol:



H-16-1–Overview of Problem Solving Skills and Steps
 H-16-2–Homework

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-16-1–Title slide
 P-16-2–Negotiating Defined
 P-16-3–Negotiating Skill Steps
 P-16-4–Homework Review
 P-16-5–Homework Review, cont.
 P-16-6–Program Organizer
 P-16-7–Conflict Cycle
 P-16-8–Problem Solving Skills
 P-16-9–Skill 1
 P-16-10–Skill 2
 P-16-11–Skill 3
 P-16-12–Skill 4
 P-16-13–Skill 5
 P-16-14–Skill 6
 P-16-15–Homework

* *This lesson requires the viewing of a scene from the Universal Studios movie, “The Breakfast Club.”*[©] *You or your agency will have to rent or buy a copy.*

Equipment	Supplies
<ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to show presentation slides ▪ Projection screen or suitable surface ▪ Television and DVD player, or ability to play a DVD through the projector using a PC/laptop w/speakers 	<ul style="list-style-type: none"> ▪ Chart paper ▪ Markers ▪ Masking tape ▪ Copies of participant handouts ▪ DVD of <i>The Breakfast Club</i>[©] movie (Universal Studios, 1985)

Activity 1: Homework Review

Welcome back to another session of **Thinking for A Change**. In the last lesson we learned about using the social skill of **negotiating**.

Today we are going to begin to learn another set of skills, and these are about problem solving. As we will see, being good at problem solving means we will need to use all that we have learned and practiced about social skills and cognitive self-change.

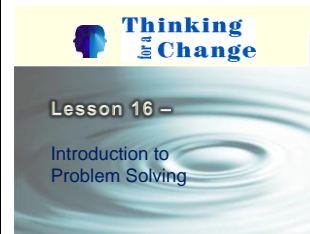
Before we talk more about problem solving, let's briefly review the last skill we learned, **negotiating**. Remember that skill was about two people discussing a situation where some agreement must be made that is mutually acceptable to both parties.

Who would like to review the steps of **negotiating** for us?

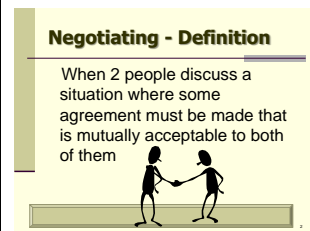
(Answer: Decide if you and the other person are having a difference of opinion; Tell the other person what you think about the situation; Ask the other person what he/she thinks about the situation; Listen objectively to his/her answer; Think about why the other person might feel this way; Suggest a compromise.)



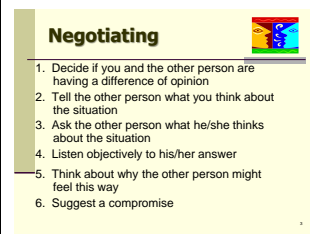
P-16-1



P-16-2



P-16-3



Have volunteers read the steps of the skill. You may wish to have individuals take turns

Your homework was to practice using the **negotiating** skill.

Take out your homework reports and let's quickly review.

Who would like to begin?

Activity 2: Program Organizer Review

Now that we have finished learning about social skills, I want to show you our program organizer again.

reading a step of the skill and saying whether it is a thinking step or an action step.



P-16-4

Homework Review

- Review the situation where you practiced the skill
- Read "when you did the skill, where, and with whom"
- Complete thinking check-in for the homework --- read your answers to the 4 questions in that section



P-16-5

Home Work Review cont.

- What did you do to follow each step of the skill? Be specific
- Describe another situation where you will use the skill again



Display the program organizer and give the group a few moments to study it.



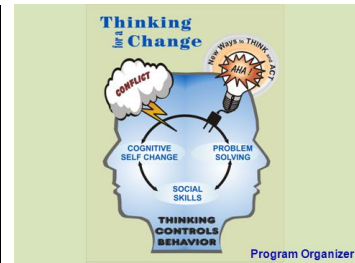
P-16-6

As we look at the program organizer for the third time, here are some of the things you have noted about it.

Looking at the program organizer this time, take a minute to talk with your partner and answer:

- What kinds of new learning or observations do you have?
- What are some of your thoughts or feelings?

Let's hear some of your ideas.



Either display the chart paper with the comments from the first 2 program organizer discussions (lesson 1, activity 6; and lesson 9, activity 8), or read some of the comments that were saved.

Have your group pair off.



16-1-Program Organizer Questions

Have a discussion with the group about the program organizer, soliciting responses to

Activity 3: Overview of Lesson

As I mentioned a few minutes ago, today we begin a new section of the program. It's called problem solving. Problem solving is a set of skills we can use to deal with many different stressful situations.

To begin, we're going to look at how ways of responding to problems can actually make things worse. This is called the conflict cycle.

Let's look at an example of a situation where the problem goes from bad to worse.

Activity 4: Show Film Clip - *The Breakfast Club*

How many of you have ever seen *The Breakfast Club*?

The Breakfast Club is considered by some to be a classic movie about challenges of the teenage years. In this scene you will see a variety of teens spending their Saturday at school doing a

the questions raised.

Post all comments on chart paper or record on paper for later use.

Save this chart/these notes for future use.

You (your agency) will need to either purchase or rent a copy of *The Breakfast Club*® (Universal Studios, 1985) for this

detention. There is the athlete, the really smart kid, the prom queen, an off-beat girl and then there is our main character, Bender, who is out to fight authority. Bender comes into conflict with the assistant principal, Mr. Vernon, who is in charge of the detention.

Mr. Vernon has laid out two rules for the students in the Saturday library detention. They are not to talk and not get out of their chairs. So, what do you think they've been doing?

(Example answer: Talking, getting out of chairs.)

Mr. Vernon is trying to monitor their behavior from a distance. He's tightened a screw in the door to keep the door propped open so he doesn't have to stay in the library to supervise them.

We will now view a scene from the movie. It shows a growing conflict between Bender, the student, and Mr. Vernon, the assistant principal. Focus on Bender as you watch. When the scene is over, we will analyze what happened with Bender.

Activity 5: Apply Conflict Cycle

Let's talk about what happened in the film clip

lesson.

Preview the movie before the lesson begins so that you have it cued up at the appropriate place – the conflict between Mr. Vernon and Bender over the missing screw from the library door.

Show clip, beginning with Bender taking the screw out of the door, stopping after Mr. Vernon exits the library and takes a deep breath.



P-16-7

by using the “conflict cycle.”

Problem

The conflict cycle begins with a problem, which is shown in the top circle.

If we asked Bender to describe the problem what do you think he would say?

(Example answers: Mr. Vernon hates me. Mr. Vernon is a jerk. He was out to get me.)

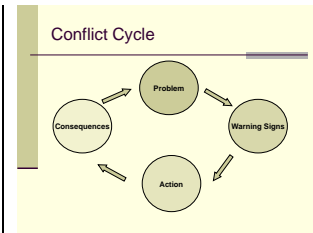
Warning Signs

Being in a problem situation leads to three kinds of warning signs in our body that let us know we are having a problem. These warning signs are: Physical reactions; thoughts; and feelings.

What physical reactions do you think Bender might be experiencing in this confrontation?

(Example answers: Fast heart beat, tight stomach, or tense muscles.)

What thoughts do you think might be going through Bender’s head?



Point to circle labeled Problem.

Answers to this question may vary – the goal is to get a non-objective description of the situation.

Point to circle labeled Warning Signs.

Accept all reasonable answers.

(Example answers: “He can’t do this to me.” “I’ll show him.”)

What emotional feelings do you think Bender was having in this situation?

(Example answers: Challenged, frustrated, angry, etc.)

Action and Consequences

If a person does not use new thinking, these internal experiences can lead directly to emotional or impulsive actions.

Mr. Vernon is telling Bender to be quiet. Bender’s response is to keep mouthing off to Mr. Vernon.

Each time Bender says something (an action), Mr. Vernon provides a consequence which is another Saturday detention.

That takes us back to the top of the conflict cycle.

Bender now has more problems than when he started. He lost the confrontation, and he has more detentions.

Bender and Mr. Vernon went through the conflict cycle 5 or more times depending on who was counting.

Each time Bender mouthed off to Mr. Vernon

Point to circle labeled
Action and then the
circle labeled
Consequences.

Point to the circle
labeled Problem.

Point to the
appropriate circle as

he got another detention.

Bender's risk thoughts and feelings led him to keep responding and getting more detentions. In the end, Bender did stop talking, but only after turning one detention into 8 detentions.

One important key to solving problems is to be able to use our head rather than let our feelings take over.

We all have habits and impulses that get us into trouble. It is possible to stop the conflict cycle between thoughts and feeling and actions. Doing so will let us make choices about our thoughts and actions instead of letting risk thoughts and feelings take over.

This puts us in control of our thinking and actions. It gives us power and lets us decide what we will do, rather than just reacting based on our emotional feelings.

Mr. Vernon knew how to push Bender's buttons to get him to react so he would get into more trouble. The goal of problem solving is to stop the conflict cycle.

We want problems to be handled in a way that ends up with fewer rather than more problems.

Let's use the problem solving skills to explore

you talk through the conflict cycle.

Point to the arrow between the feelings and thoughts and the actions circle to show where we can stop and think.

what Bender could have done to stop the conflict cycle.

We want Bender to be in control of his thinking.

We want Bender to decide the outcome rather than react to Mr. Vernon's challenge to stop talking.

Activity 6: Apply the Six Problem Solving Skills

Let's apply the problem solving skills to the last chance Bender had to not get more detentions. That was when Mr. Vernon stood in front of Bender and said, "The next screw that falls out is going to be you." Bender said under his breath, "Eat my shorts." Mr. Vernon said, "What did you say?" This was Bender's last chance to avoid more detentions.

What Bender did was to sit back, make eye contact and in a loud voice say, "Eat my shorts." Well, we all know where that led to. We shall now examine what might have happened if Bender had had some problem solving skills "in his pockets."

Here is a chart that shows the problem solving skills and steps. We're going to fill it out from Bender's point of view, imagining what might

Remember the foundation of **Thinking for a Change**: *Thinking controls our behavior.*

Briefly demonstrate this final interaction (or show that interaction from the DVD).



C-16-2-Problem

have happened if he had thought things out before acting, rather than reacting emotionally, as he did.

This is just going to be a quick overview of each of the skills. We'll go into much more detail of each of them in the coming lessons.

We are now going to go through the problem solving skills one at a time and apply them to Bender's situation. You can follow along on your handout.

Solving Skills & Steps

– Bender (See supplement for example)

Make C-16-1 before the session.

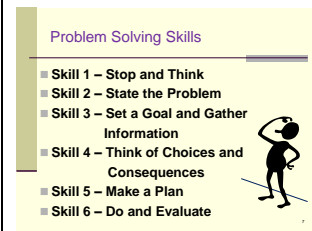
This is just an introduction to problem solving. Keep a brisk pace.

Write in key information as you discuss each step.

You will use this information later to help you model the problem solving steps.



P-16-8



H-16-1-Overview of

Activity 7: Explain Problem Solving Skill 1 – Stop and Think

Stop and think is our first problem solving skill.

Let's look at how we can apply the stop and think skill to Bender's situation.

Remember we are looking at the few seconds between Bender saying, "Eat my shorts." under his breath and Mr. Vernon saying "What did you say?", and Bender's next move. This is the last chance Bender had to deal differently with the conflict.

Step 1: Stop: Pay Attention to Your Warning Signs

When using **stop and think**, our first step is to pay attention to our individual warning signs. These warning signs tell us we are having a problem.

- One warning sign is the physical reactions we have that tell us we are having a problem. Examples of physical

Problem Solving Skills and Steps.



P-16-9

Skill 1: Stop and Think

■ **Step 1:** Stop: Pay attention to your warning signs - *Physical reactions; Risk thoughts; Risk feelings*

■ **Step 2:** Think: Reduce your risk – *Be quiet; Get space; Calm down*



reactions are a fast heart beat, feeling hot or a tight stomach.

- Risk thoughts are a second warning sign.
- Our risk feelings or emotions are a third warning sign.

Turn to a group member sitting near you and identify two physical reactions, two risk thoughts and two risk feelings you think Bender might be having when Mr. Vernon was confronting him.

What physical reactions do you think Bender was having?

(Example answers: Heart pounding, headache, dry throat)

What risk thoughts do you think Bender was having?

(Example answers: "I hate him." "He can't call me out.")

What was a risk feeling he was having?

(Example answers: Anger, embarrassment.)

These physical reactions, thoughts and feelings are warning signs that Bender is in a problem situation and about to lose control. We have learned to recognize these warning signs

Give group members one or two minutes to discuss.

After giving the group time to discuss, ask each question. Write one or two ideas group members give you in the appropriate place on the chart.

throughout this program, haven't we?

Step 2: Think: Reduce Your Risk

These signs can be used to trigger thinking, rather than an emotional response. They can tell us to stop and think.

In our next lesson we will dig more deeply into problem solving skill 1: **stop and think**. Then we will learn and practice ways to reduce our risk by doing things like: Be quiet; get space; and calm down.

Activity 8: Explain Skill 2 - State the Problem

The next skill in problem solving is **state the problem**. To do this we identify key information that helps us think about the problem. We can do this by describing the problem in one or two sentences that include three pieces of information.

Step 1: Identify a Warning Sign

Begin with the word "I." Even if we didn't start the problem we want to clearly identify what is important for us to think about. Starting with the word I can help us do that.

Begin by identifying one of our warning signs - a physical reaction, risk thought or a risk



P-16-10

Skill 2: State the Problem

- Step 1: Identify a Warning Sign
- Step 2: Describe the situation objectively
- Step 3: Identify a Risk Reaction



feeling that warns us we are having a problem.

Let's apply this to Bender. How about, "I feel angry"? That is certainly a clear warning sign.

Step 2: Describe the Situation Objectively

Next you describe what happened. We want to describe the problem as objectively as possible - something like the situation description in a thinking report. This is where we describe what was said or done.

How about, "because Mr. Vernon told me he would give me detentions if I kept talking"?

Step 3: Identify a Risk Reaction

The third part is to identify a risk reaction. A risk reaction is what we could do to react emotionally or impulsively that could make the problem worse. This is important because the purpose of problem solving is to use thinking to avoid emotional reactions which can lead to more trouble. For Bender, his risk reaction was to "keep mouthing off." This caused Bender more problems.

Okay, we have applied two problem solving skills, **stop and think** and **state the problem**, to this situation. Let's move on to skill 3: **set a goal and gather information**.

Write this statement on the chart.

Write this statement on the chart.

Write this statement on the chart.

Activity 9: Explain Skill 3 - Set a Goal and Gather Information

The first thing we do in this problem solving skill is to identify our goal.

Step 1: Identify and Set a Positive and Realistic Goal

Our goal is what we want to happen.

Let's make this Bender's goal – "I want no more detentions, but I don't want to look weak."

If he had had time to think about the situation, he could have decided that what he really wanted was not to have to spend more Saturdays in school in detention, rather than what he did which was to mouth off and get more detentions.

This goal statement also does not have Bender hurting anyone. This is important because if our goal is to hurt someone, we usually end up with more problems.

Now that he has a goal, he can identify what he knows about the situation. This can help him figure out what to do.

Step 2: Gather Information

Facts - When we gather information we need to



P-16-11

Skill 3: Set a Goal and Gather Information

- Step 1: Identify and set a positive and realistic goal
- Step 2: Gather Information:
 1. Facts
 2. The other person's thoughts and feelings

Write Bender's Goal on the chart:
"I want no more detentions, but I don't want to look weak."

sort the facts from the opinions.

Facts are objective – they simply state the information that anyone watching the situation would know. Focusing on facts helps us to think about the situation objectively.

Here are three facts about the situation.

1. Bender took the screw. Why is this fact important?

(Example answer: This started the confrontation.)

2. The scene between Bender and Mr. Vernon is in front of other students. Why is this fact important?

(Example answer: This can affect what Bender does, if he cares how he looks in front of the other students.)

3. Mr. Vernon is the assistant principal. Why is this fact important?

(Example answer: Mr. Vernon is the person in authority. It is his job to enforce rules. He probably won't back down.)

The Other Person's Thoughts and Feelings –

Another important thing to think about is what the other person might be thinking and feeling.

We know that their thoughts and feelings will

Write the facts on the chart.

affect what they will do in the situation.

What are two thoughts you think Mr. Vernon had?

(Example answers: I can't let Bender get away with this. I've got him now.)

What are two feelings Mr. Vernon might have had?

(Example answers: Frustrated, angry.)

Activity 10: Explain Skill 4 - Think of Choices and Consequences

The skill of **think of choices and consequences** is a crucial problem solving skill. The more choices we can think of, the better chance we have of coming up with something that will get us to our goal.

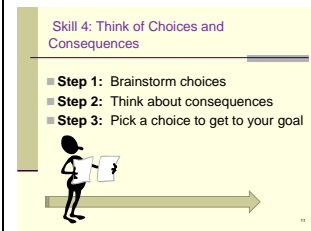
Let's replay the confrontation between Bender and Mr. Vernon and stop at the last chance Bender had to keep from getting more detentions. That was when Mr. Vernon stood in front of Bender and said, "The next screw that falls out is going to be you." Bender said under his breath, "Eat my shorts." Mr. Vernon said, "What did you say?"

Note one or two thoughts in the appropriate place on the chart.

Note one or two feelings in the appropriate place on the chart.



P-16-12



Briefly demonstrate this final interaction (or show that interaction from the DVD).

Step 1: Brainstorm Choices

Let's brainstorm 10 different actions that Bender could take in this tough situation. In brainstorming, any ideas are fine.

If the group gets stuck or off track, redirect by asking them to identify social skills Bender could use.

Write down every idea in the appropriate place on the chart.

Step 2: Think About Consequences

Once we come up with possible actions we then consider the consequences of the actions. Consequences can be either good or bad.

Let's pick three of our choices and discuss possible consequences.

Lead the group members through a discussion about possible consequences for 3 of their choices.

You do not need to write anything more than a "+" or "-" on the chart for consequences.

Step 3: Pick a Choice to Get to Your Goal

Now comes a challenging part. We have to

identify which action or actions that we brainstormed have the best chance of getting Bender to his goal.

Remember Bender's goal is, "I want no more detentions, but I don't want to look weak in front of the other students."

We also want to think about what we know about Bender. We need to pick a choice that we think Bender is able to do.

First, let me read the choices you brainstormed and we will cross off any that won't help him reach his goal.

The next thing we do is think about which action or actions Bender can pull off that will help him reach his goal of not getting more detentions and not looking weak.

Let's look at the choices that are left. Which ones might help him use his strengths?

It is now time for you, as a group, to decide on the action Bender should take to reach his goal while not hurting anyone. I'm going to read through the list once and then ask you to vote for the action you think is Bender's best choice.

Read each of the 10 choices and ask the group to identify the ones that won't get Bender to his goal.

Cross those off.

If the group disagrees on one or more actions, or is unsure do not cross it off.

Lead the group in a brief discussion of which choices might work best for Bender.

Read through the list as a final review of the choices.

Read through the

list another time and ask group members to raise their hands for the choice they think is best. Write down the number of votes next to each choice. Circle the choice with the most votes.

Activity 11: Explain Skill 5 - Make a Plan

The fifth problem solving skill is to **make a plan**. Let's apply this skill to Bender's situation.



P-16-13

Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key Social Skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought that will get you started



Step 1: Identify Who, Where and When

The first step is to identify who, where and when.

The “who” means, who is involved. That is Bender and Mr. Vernon with the other students watching.

The “where” is in the library.

The “when” is right now, with Mr. Vernon in

Bender's face.

Step 2:: Choose Key Social Skills that Can Help You

We have learned a lot of social skills in this program. Think back on the social skills we have learned.

What are one or two social skills that Bender could use in this situation?

(Example answers: Listening, understanding the feelings of others, dealing with anger)

Step 3: Identify What You'll Do or Say

In skill 4, we decided that Bender will...

What does he specifically need to do and say to carry this out?

Step 4: Identify How You Will Do and Say It

This is important to think about. Bender does not want to look weak, but he also wants the conflict to stop.

The following questions can help you identify how Bender should do and say what we have

Write group members' responses on the chart.

Be prepared to name the 9 social skills.

Lead a discussion based on the choice in skill 4 and write basics on the chart.



C-16-3-Step 4:
Identify How You

planned.

- a. What should Bender do with his body?
- b. What should he do with his eyes?
- c. What should he do with his hands?
- d. If he says something, how should he say it?

Step 5: Decide on a Thought to Get You Going

We know that thinking controls behavior. This means that Bender can use thinking to help him pull off his plan.

What is a thought he can use that will help him stay in control and not react to Mr. Vernon?

Turn to your partner and answer this question.

Okay! Bender now has a plan.

Activity 12: Explain Skill 6 - Do and Evaluate

Now that we have made the plan, it is time to do it. We put the plan into action, and then we evaluate how it worked out for everyone.

Will Do and Say It

Give group members 2 minutes to discuss their ideas for (a-d) in pairs. Call on different pairs for each piece of information. Fill in this information on the Bender's chart.

Give pairs a minute to decide on thoughts Bender can have. Call on two different pairs to get ideas and write the information on the chart.



P-16-14

Evaluate means taking time to think about what we did, how it worked, and use the experience to keep getting better at problem solving.

Step 1: Do It

Once we have a plan, we put it into action. So, we use the plan we have developed together and see if we can make it work for Bender.

Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next



Model the problem solving skills.

One co-facilitator plays Bender the other plays Mr. Vernon. Do the following:

- Mr. Vernon says: “The next screw that falls out is you.”
- Bender mumbles: “Eat my shorts.”
- Mr. Vernon demands: “What did you say?”
(Stand with your finger pointing at Bender and

“freeze”).

- Bender quickly models skills 1 through 4, using the information on the chart you have just developed with participants. Point to your head to show that you are thinking.
- Next Bender should follow the plan developed in skill 5, and do it.
- The co-facilitator playing Mr. Vernon should say a few angry things, then turn and walk away.

The modeling display should show Bender not getting more detentions. The group may have varying opinions over whether he looked weak or not.

Step 2: Ask Questions

There are many questions we can ask ourselves to evaluate our plan and what we did. Let's use one question in this situation – Am I closer to my goal? Let's look back at Bender's goal. His goal was, "I want no more detentions, but I don't want to look weak."

How did Bender do in getting closer to his goal?

(Example answers: He got no more detention; maybe he looked okay to some of the students but not okay to some others.)

Step 3: Decide What to do Next

The last part of evaluating is deciding what to do next. Let's imagine that Mr. Vernon has now left the room. What is next for Bender?

Encourage a discussion. The goal is for group members to share their ideas, not for them to reach

Activity 13: Wrap-up

We have quickly worked through all six of the problem solving skills using an example of a very difficult situation with an authority figure. Once you learn these skills you can use them in all types of situations. We will spend at least one session on each of the problem solving skills and let you get some good practice working with these skills.

Activity 14: Assign Homework

For the next session:

- Watch for situations where you have some type of conflict with another person. A situation where something happens that you do not like, a situation where you could use problem solving skills.
- Describe the situation and identify your warning signs: physical reactions, risk thoughts and risk feelings.

agreement.



P-16-15

Homework

- Watch for situations where you have some type of conflict with another person - a situation where something happens that you do not like
- Describe the situation and then identify your warning signs: physical reactions, risk thoughts and risk feelings



H-16-2-

Homework
Handout

Overview of Problem Solving Skills and Steps

Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down

Skill 2: State the Problem

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

Skill 3: Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Skill 4: Think of Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get to your goal

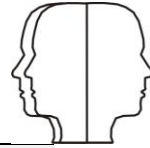
Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next

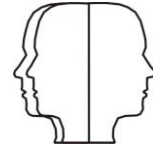
Homework Sheet: Lesson 16



-
- Watch for situations where you have some type of conflict with another person. This should be a situation where something happens that you do not like, a situation where you could use problem solving skills.
 - Describe the situation and identify your warning signs: physical reactions, risk thoughts and risk feelings.

Lesson 17 – Problem Solving:

Skill 1 – Stop and Think



Summary and Rationale

Problem solving **skill 1: stop and think** helps group members to remain in control of their actions rather than reacting emotionally in problem situations.

Stop and think means paying attention to three internal warning signs: physical reactions, risk thoughts, and risk feelings. Without intervention these internal experiences increase the chance of reacting impulsively or emotionally. The **stop and think skill** consists of two steps.

Step 1: stop – pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

Step 2: think – reduce your risk

- Be quiet
- Get space
- Calm down

Linking to previous lessons: In cognitive self-change group members learned how to recognize their thoughts and feelings that lead to trouble. This lesson helps them translate those insights into a quick recognition of risk thoughts and feelings that can lead them to criminal or problem actions and prompts use of subsequent **problem solving skills**. Facilitators should emphasize the connection between all components of **Thinking for a Change**.

Concepts and Definitions

- **Step 1: stop - pay attention to your warning signs** – There are three kinds of warning signs to consider: Physical reactions; Risk thoughts; and Risk feelings.
- **Step 2: think - reduce your risk** – Be quiet and get space either physically or mentally, and calm down by taking a deep breath, counting or self-talk.

Types of Problems

- **In your face problems** – Problem situations which require immediate action (i.e., seconds or minutes).
- **Time to think problems** – Problem situations where there is time (such as hours or days) to think through the problem.

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

1. Identify specific warning signs: physical reactions, risk thoughts and risk feelings that indicate that they are in a problem situation;
2. Intervene in their internal experiences to begin to use thinking skills to reduce their risk reactions.

Major Activities

Activity 1: Homework Review

Activity 2: Review the Conflict Cycle and Six Problem Solving Skills

Activity 3: Define Two Types of Problem Situations

Activity 4: Overview of Lesson

Activity 5: Explain Step 1: Stop – Pay Attention to Your Warning Signs

Activity 6: Apply Step 1: Stop – Pay Attention to Your Warning Signs

Activity 7: Explain Step 2: Think – Reduce Your Risk

Activity 8: Model Problem Solving Skill 1: Stop and Think

Activity 9: Discuss Modeling Display

Activity 10: Group Members Role Play Skill

Activity 11: Assign Homework

Activity 12: Wrap-up

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:



H-16-1–Overview of Problem Solving Skills and Steps (Group Members should bring this to class or you should keep a folder with these steps to use each lesson)
H-17-1-Pocket Skill Cards
H-17-2-Using Stop and Think (Make 2 copies for each group member)
H-17-3-Homework

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-17-1-Title slide
P-17-2-Homework Review
P-17-3–Conflict Cycle
P-17-4-Problem Solving Skills
P-17-5–Types of Problems
P-17-6–Risk Feeling and Thinking Skills
P-17-7–Problem Solving Skill 1: Stop and Think
P-17-8–Stop and Think–Step 1
P-17-9–Problem Situations
P-17-10–Step 1: Stop – Pay Attention to Your Warning Signs
P-17-11-Problem Solving Skill 1: Stop and Think–Step 2
P-17-12-Thinking Report
P-17-13-New Thinking
P-17-14–Problem Solving Skill 1: Stop and Think

The supplement section for this lesson includes a script of the vignette, “Woman’s Problem Situation.” Alternatively, if the technology is available, you can choose to show the vignette from the NIC **Thinking for a Change DVD.*

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface
- Television and DVD player, or ability to play a DVD through the projector using a PC/laptop w/speakers

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of participant handouts
- NIC **Thinking for a Change** DVD

Activity 1: Homework Review

Welcome back to another session of **Thinking for A Change!**

Let's review the homework assignment from lesson 16. You were asked to pick a conflict and identify the warning signs: physical reactions, risk thoughts and risk feelings you had that might lead to making the problem worse.

To check-in I want each of you to:

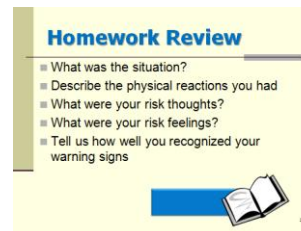
- First identify the situation
- Then identify your warning signs.
- Evaluate how well you recognized your warning signs.

Who would like to get us started?

Activity 2: Review the Conflict Cycle and Six Problem Solving Skills

Review the Conflict Cycle

In our last session we viewed a conflict during a Saturday detention between a student named Bender and the assistant principal, Mr. Vernon. We first looked at the situation using the conflict



Have all group members check-in by quickly reporting out as directed.



cycle. Let's review the conflict cycle.

Problem - Let's start with the top circle which shows that something is happening that a person does not like. We can call this a problem.

Warning Signs - Let's look at the arrow leading to the next circle, warning signs. This shows that when we have a problem we often have physical reactions, risk thoughts and risk feelings.

For example, someone in authority comes up to you and accuses you of breaking a rule.

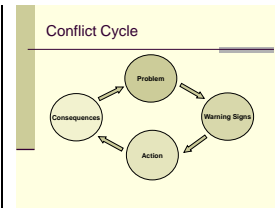
1. What would be your physical reaction?
2. What would be your risk thought?
3. What would be your risk feeling?

Take a minute to talk to a partner about these questions.

Let's hear some of your answers.

Great, you have done an excellent job of recognizing the warning signs that tell us we are in a problem situation.

Actions - Let's keep going through the conflict cycle. The arrow coming from the warning signs circle tells us that these internal experiences directly connect to our actions. Throughout this program we keep discussing how *thinking controls*



Answers will vary.
Provide feedback and keep the discussion on track.

behavior. If you don't pay attention to your warning signs and a person in authority accuses you of breaking a rule, what might be an angry or frustrated action you could take?

(Example answers: argue, show disrespect.)

Consequences - Now follow the arrow from actions and look at the consequences. The consequence could be more problems if the authority decides to take action against you. If we follow the arrow from consequences we come to the circle that shows that the first problem has led to another problem!

Summary - The conflict cycle shows us how the actions we take in response to one problem can lead to more problems.

We are going to explore problem solving as a way to stop the conflict cycle. Because problem solving helps us focus on our thinking, we gain more power over what we do. When we use problem solving skills we *decide* what we are going to do rather than *reacting* based on our feelings.

Review the Six Problem Solving Skills

Remember, in our last lesson we learned that there are six problem solving skills. Please refer to your problem solving skills handout from that lesson. Could someone read those for us?

(Answer: Stop and Think; State the Problem; Set a



H-16-1-

Overview of
Problem Solving
Skills and Steps



P-17-4

Goal and Gather Information; Think of Choices and Consequences; Make a Plan; and Do and Evaluate.)

Activity 3: Define Two Types of Problem Situations

We can use problem solving skills in two types of situations – “in your face” problems and “time to think” problems.

“**In your face**” problems are situations where we have to act immediately. For example, someone in authority accuses us, or there is a physical threat. These situations usually call for some immediate response on our part. We have mere seconds or minutes to respond.

“**Time to think**” problems are situations where we do not have to take immediate action. For example, expecting to see someone who does not show up or wanting something that we don’t have enough money to pay for. In these situations, we usually have more time to think about what we are going to do.

We are going to learn to use problem solving skills in both types of problems.

Activity 4: Overview of Lesson

Problem Solving Skills

- Skill 1 – Stop and Think
- Skill 2 – State the Problem
- Skill 3 – Set a Goal and Gather Information
- Skill 4 – Think of Choices and Consequences
- Skill 5 – Make a Plan
- Skill 6 – Do and Evaluate



P-17-5

Types of Problems

- **In your face problems** - Situations where you have to act immediately
- **Time to think problems** - Situations where you do not have to take immediate action



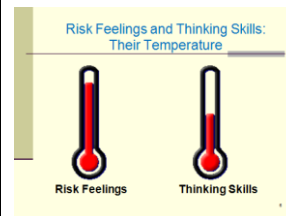
Today we are going to explore skill 1: **stop and think**. Using this problem solving skill helps us get control of our feelings and get our thinking skills to kick in.

If we pay attention to the temperature on a thermometer we can get useful information such as how to dress for the weather. We can also pay attention to our own “internal thermometers” to tell the temperature of our thoughts and feelings. This information can help us know when to **stop and think**.

Here, let’s look at the risk feelings thermometer. We can see that feelings are hot - way above 90 degrees. When we first get into a problem situation we can experience mild to strong risk feelings.

Look at the thinking skills thermometer: The indicator is way down. When our warning signs kick in it is challenging to use thinking skills. The thinking skills thermometer shows that we are having risk thoughts and feelings that can overcome the thinking skills we have been developing in this program.

During **stop and think** our job is to begin to take control of our internal thermometers. We want to reduce our risk feelings and start to use our thinking skills. Getting our feelings under control is important if we are going to decide to take



control of ourselves in the situation.

Now, let's look at the steps of skill 1: **stop and think**.

Stop and think has two steps. Who will read the steps for us?

(Answer: Stop – Pay attention to your warning signs; and Think – Reduce your risk.)

Here is a skill card with the **stop and think** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 5: Explain Step 1: Stop – Pay Attention to Your Warning Signs

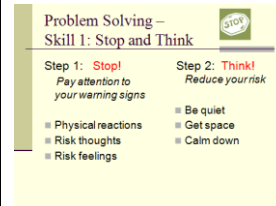
We introduced the idea of physical reactions, risk thoughts and risk feelings in our last lesson. Paying attention to them is actually the first step of problem solving problem skill 1: **stop and think**.

Physical Reactions

Our bodies react physically when we have a problem. For the earliest humans, this helped them survive by being ready to take immediate action when they were in danger from a threat like a wild animal.



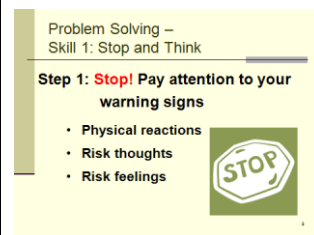
P-17-7



H-17-1-Stop and Think Pocket Skill Cards



P-17-8



We first learned about these physical reactions when we learned the social skill, **knowing your feelings**. Step one of that skill has us, “tune in to what is going on in our bodies that helps us know what we are feeling.” You’ve learned this skill – you’ve got it “in your pockets.”

Here are a couple of statements from individuals in two different types of problem situations. The first is from a high school student who found out he didn’t make a team at school. This was a “time to think” problem situation.

“I read the list of people who made the team and my name wasn’t there. I felt my head start to throb, my mouth got dry and my muscles got tight.”

The second statement is from a father who is in an “in your face” problem situation when he finds his daughter doing drugs.

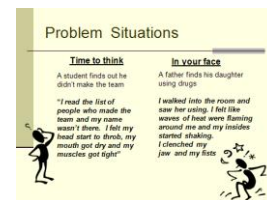
“I walked into the room and saw her using. I felt like waves of heat flamed around me and my insides started shaking. I clenched my jaw and my fists.”

Both of these people know they are in a problem situation based on their physical reactions.

What are the physical reactions these two individuals described?



P-17-9



(Example answers - head throb, dry mouth, tight muscles, feeling hot, feeling shaky, clenched muscles.)

For both of these people, the first thing that they recognized was their physical reactions.

Each of us has our own individual set of physical reactions when stressed. We practiced recognizing them early in **Thinking for a Change**. We also just discussed this when we did the conflict cycle.

Risk Thoughts

Risk thoughts also act as warning signs that we are in a problem situation. What might be some risk thoughts of the man who found his daughter using drugs?

(Example answers – Oh my god! She’s no good. This is my fault, etc.)

Risk Feelings

We also have emotional feelings that tell us we are at risk. What might the man who found his daughter using drugs be feeling?

(Example answers – anger, disappointment, shock.)

Summary

So, in step 1 of **stop and think** we pay attention to these three warning signs. We need to recognize these warning signs so that we don't react

immediately. These signs let us know we have to cool down and do some thinking before we do anything else.

This is just like recognizing a stop sign. There is risk if you keep going without first stopping. When you brake for a stop sign, you don't have to stop for very long, but you need to stop to make a decision about when it is safe to go. The same idea applies when you recognize your warning signs. You need to stop and take a moment to use your thinking so that you can be in control of the situation.

Activity 6: Apply Step 1: Stop – Pay Attention to Your Warning Signs

Now let's apply step 1 to a problem that you might face. Use this **stop and think** handout as you discuss ideas with your partner.

1. Identify a problem situation that you are having or have recently had.
2. Once you identify your situations, you should each write the answers for step 1: pay attention to your warning signs. Do this by first deciding if it is an “in your face” or “time to think” problem. Then consider your physical reactions, risk thoughts and risk feelings.



H-17-2-Using
Stop and Think
(Step 1: Stop!)



P-17-10



Circulate - provide assistance as needed.

Make sure each

Let's hear some of your ideas.

You've done great work with step 1. The second step of the **stop and think** skill helps us get control of our feelings and get our thinking working.

Activity 7: Explain Step 2: Think – Reduce Your Risk

Paying attention to our warning signs is important, but then we need to do something to reduce our risk of taking an impulsive or emotional action. Here are three things you can do.

1. Be Quiet

Be quiet by doing things to stop from carrying out immediate reactions like yelling, threatening, arguing, and complaining.

These reactions feed into the conflict cycle and can

group member identifies a situation and his/her warning signs.

Get a couple of group members to tell the large group his/her situation and warning signs.




P-17-11

Problem Solving –
Skill 1: Stop and Think

Step 2: **Think!** Reduce your risk

Be quiet
Get some space
Calm down



make the problem worse.

For example, what if the boy who did not make the team immediately says to a friend, “I’m going to make the coach sorry he didn’t put me on the team!”? He now has said something he may or may not decide to act upon later. Just saying that has made the problem bigger.

With the other problem, if the father immediately starts yelling at his daughter and threatening her, he is now in a situation where both he and his daughter are reacting to each other.

The more angry and upset you are, the easier it is to say things that will feed into the conflict and make the problem more difficult to deal with.

With “in your face” problems, being quiet means that you hold inside what you want to say in the first few seconds of a problem. With “time to think” problems, being quiet means that you don’t say anything until you’ve taken some time to think things through.

Find step 2: **Think – reduce your risk** on your handout. Using the same problem you identified before, answer the two questions for number 1, “Be quiet.”

Let’s hear some of your answers.



H-17-2 – Using

Stop and Think
(Step 2 – Be quiet)

Answers will vary.
Provide feedback
and keep the

2. Get space

Another way to reduce our risk is to find a way to get some space between ourselves and the other people involved. We can get space in two ways: By choosing what we think and by choosing what we do with our bodies.

Thoughts - One way to get space is to use our thinking to visualize a calming place or scene that eases the stress and tension we feel. Imagination is a powerful vehicle, like a sports car. If we are skilled at steering the car then we can get where we want to go quickly and safely.

Visualization – We can reduce our risk by visualizing a place that helps us feel less tense.

What are some places where people can feel relaxed?

(Example answers: beach, park, looking out a window, or going for a ride.)

Turn to your partner and identify a place or scene that you would find pleasant to visualize.

Let's get some volunteers to share what you

discussion on track.

chose.

Visualizing a peaceful scene can help us “get space”. Let’s give it a try.

Close your eyes and imagine yourself in the place you identified.

Think about what is in front of you.

Think about the light – how dark or light is it?

What colors do you see?

What do you hear?

What do you smell?

Is anyone else there?

What do you feel?

Now open your eyes. What parts of the scene could you describe?

Once you practice visualization, you can “see” the place in your mind without closing your eyes.

With “in your face” problems you need to keep your eyes open as you get space with visualization.

With practice you will be able to bring this scene to mind without much work.

Conduct the visualization. If you think it would be helpful, you can first describe your scene.

Allow ample time after each sentence or question for the group member to formulate a picture in his/her mind.

This is a silent activity (they should not answer the questions out loud).

Who would like to share their thoughts about the visualization experience?

Actions – The other way to get space is with our body. There are a number of ways to do this.

We can move away from the situation. This can mean taking a step or two back. Or, if practical, we can actually walk away.

If on the phone, pull the phone away.

These actions aren't always possible, so sometimes we have to use smaller actions.

Like readjusting our body so we aren't directly in front of the person. Or controlling our eyes so we are not in direct eye contact with the other person.

At the very least we need to avoid moving closer. Moving closer sends a signal that we are increasing the conflict.

Who would like to show us some different ways to get space?

In which of the example problem situations, the boy who did not make the team or the father walking in on his daughter using drugs, would it

Ask for volunteers.

Invite group members to demonstrate different ways to subtly get space.

be easier for the person to get space?

(Example answer: Boy who did not make the team.)

What could the boy do to get space?

(Example answer: Walk away from the list.)

What could the father do to get space?

(Example answers: Try to generate a discussion of different options such as: walking out, standing where he is, not making eye contact, and using visualization.)

Notice that even though one of these situations is “in your face” and the other is “time to think,” getting space can work for both.

Now turn to your handout and answer the two questions under number 2, “Get some space,” for the problem you have identified.

Let’s hear some of your answers.



H-17-2-Using

Stop and Think

(Step 2 – Get some space)

Circulate - Provide assistance as needed.

Answers will vary.

Provide feedback and keep the discussion on

3. Calm Down

Problems cause risk thoughts and feelings. We want to reduce our risk by trying to use new thinking to get these thoughts and feelings under control.

New Thinking – One way to do this is to use new thinking that will reduce our risk thoughts and feelings. This process isn’t new to us. This is yet another skill you already have “in your pockets.”

Let’s look at a thinking report for the boy who did not make the sports team.

Here are his risk thoughts –

1. I feel like a fool.
2. I am a failure.
3. I am better than most of the people who made the team.
4. Everyone is going to make fun of me.
5. The coach is stupid.
6. I hate school.

Here are his risk feelings - Embarrassed, angry, frustrated, and defeated.

His attitudes and beliefs are: I have a right to be

track.



P-17-12

Thinking Report

Situation:	Did not make the sports team
Thoughts:	<ol style="list-style-type: none"> 1. I feel like a fool 2. I am a failure 3. I am better than most of people who made the team 4. Everyone is going to make fun of me 5. The coach is stupid 6. I hate school
Feelings:	Embarrassed, angry, frustrated, defeated
Attitudes/Beliefs:	

on the team; and Making or missing the team says a lot about me.

In cognitive self-change we identified new thinking that reduced our risk of making the situations worse. These thoughts are a way to calm down.

Let's take a look at a list of possible new thoughts that might help the student calm down.

Would someone read them for us?

(Answer: see P-17-13)

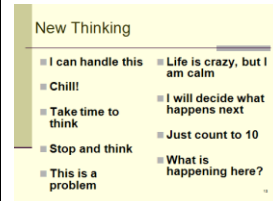
Which of these of these new thoughts do you think would help the teenager calm down?

What other things could he realistically say to himself to help him calm down?

Turn to your partner and discuss one or two thoughts each of you might be able to use to help yourself calm down that could work in your problem situations, and write them down on your handout for the first question under number 3, "Calm down."



P-17-13



Answers will vary.
Provide feedback and keep the discussion on track.

Answers will vary.
Provide feedback and keep the discussion on track.



H-17-2-Using
Stop and Think
(Step 2: Calm down)

Let's hear some of your answers.

Calming Actions – You can also take actions to help yourself calm down.

Taking one or more deep breaths helps your body get more oxygen and helps slow down your physical reactions. For example, breathe in for a count of 4 and breathe out for a count of 5. Do this 3 times. That can be an extremely effective way of calming down.

The things you do to get space can also help you calm down. With “time to think” problems taking a walk or doing something that you find more enjoyable like listening to music or talking to a friend can help you calm down.

Complete the second question under the “Calm down” section on your handout.

Answers will vary.
Provide feedback and keep the discussion on track.

Let the group try out the breathing.



H-17-2-Using
Stop and Think
(Step 2: Calm
Down)

Circulate and
provide assistance
as needed

Let's hear some of your answers.

Activity 8: Model Problem Solving Skill 1: Stop and Think

Now I'd like to show you an example of problem solving skill 1: **stop and think**. Watch to see how the problem solver turns an "in your face" problem into a "time to think" problem, which helps her deal with her risk feelings and helps her get a lot more time to think.

Follow along with the **stop and think** handout so we can identify what the problem solver does for each **stop and think** step.

Answers will vary.
Provide feedback and keep the discussion on track.



H-17-2-Using
Stop and Think

Provide clean copies of this handout so group members can take notes.

You can do one of the following:

1. Show the NIC DVD clip of *Woman's Problem Situation*
2. Model the Woman's Problem Situation using the script included in the supplements for this lesson.
3. Develop your own modeling

display.

Note: If you use the script or develop your own modeling display, you must plan and practice it before the lesson. The example you provide should be something that your group can relate to. Clearly model all parts of the **stop and think** steps. Remember to point to your head when you think out loud.

Activity 9: Discuss Modeling Display

Let's look at what the woman, who was the problem solver, did for each of the **stop and think** steps. You can take notes on your handouts.

First of all, how do you think she would objectively describe her situation?

Help group members come up with a brief, factual description of the situations.

Step 1: Stop – Pay Attention to Warning Signs

What did the problem solver do to stop and pay attention to her warning signs?

Physical reactions?

Risk thoughts?

Risk feelings?

(Example answers: dry throat, “I think he has another woman, anger)

Step 2: Think – Reduce Your Risk

Did the problem solver decide to be quiet?

(Example answer: Yes, She stopped talking.)

What thinking and actions did the problem solver do to get space?

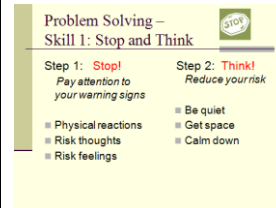
(Example answers: She told herself to get off the phone and then ended the conversation.)

What did the problem solver think and do to calm down?

(Example answer: Thought about what she wanted



P-17-14



These questions are designed for the clip of Juan and his girlfriend. If you develop another modeling display, you may need to modify the questions based on your situation.

to do; and she took a deep breath.)

Activity 10: Group Members Role Play Skill

So you've seen how someone else did skill 1 of problem solving. She was able to **stop and think**. Note that she interrupted the conflict cycle. Rather than reacting based on her risk thoughts and feelings, which could have led to new problems, she gave herself time for her thinking skills to kick in.

Now you will have a chance to try **stop and think** out with the problem you've been working on during this lesson. Let's role play this skill using the information you have developed on the **stop and think** handout for your problem situation.

Role Play Set-up:

Choose or solicit a volunteer to do the first role play.

Review the information on his/her **stop and think** handout. (The one from his/her own problem, not the *Juan and His Girlfriend* scenario.)

Help the group member plan the role play, and remind him/her to point to his/her head when

thinking aloud.

Set the scene and have the role player pick other group members to take parts in the role play as necessary.

Have the role player keep their **stop and think** handout to refer to as he/she goes through the 2 steps.

Assign a step or part of a step to each group member to observe.

After the role play, provide feedback as in social skills.

Do this with as many group members as time allows.

Now let me collect the **stop and think** handouts you wrote on your own problem situations. We will use them next session.

Activity 11: Assign Homework

During this session you have worked through problem solving skill 1: **stop and think**.

You did a lot of good work today.

For your homework assignment I want you to watch for problem situations and practice the two steps of **stop and think**. Use the homework handout to guide you through the steps, and complete the form after you have practiced the skill.

Activity 12: Wrap-up

Next time we will learn another problem solving skill. You will also have an opportunity to review your homework to see how well you did practicing, problem solving skill 1: **stop and think**. See you next time.

Collect the handouts they filled out on their own problems.

Completing the homework assignment is critical.



H-17-3-

Homework

Problem Solving Skill I: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down



1

Problem Solving Skill I: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down



1

Problem Solving Skill I: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down



1

Problem Solving Skill I: Stop and Think

- Step 1: Pay attention to your warning signs
 - Physical reactions
 - Risk thoughts
 - Risk feelings
- Step 2: Think: Reduce your risk
 - Be quiet
 - Get space
 - Calm down



1

Name: _____ Date: _____



Using Skill 1: Stop and Think

Provide a general description of the situation:

*Circle the type of
problem :*

“Time to think”
“In my face”

Step 1: Stop - Pay attention to my warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

**Step 2: Think -
Reduce your risk**

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get space?

What actions do I take to get space?

3. Calm down

What do I think to calm down?

What actions do I take to calm down?

Homework Sheet: Lesson 17

Name: _____ Date: _____



Watch for problem situations and practice the two steps of problem solving skill 1: **stop and think**. You can use this sheet to guide you. Complete this sheet after you have practiced the skill.

Problem Solving Skill 1: Stop and Think

Provide a general description of the situation:

Circle the type of problem :

“Time to think”
“In my face”

Step 1: Stop!
Pay attention to my warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

(Continued on Next Page)

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

Woman's Problem Situation Script

This is a conversation that takes place on the phone. The problem solver is the woman. She is at work and needs a ride home from her boyfriend. This is a “time to think” problem.

Female (F): *Hey, Juan. I'm going to need a ride home from work tonight at about midnight. And 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: *Well, who are you going with? Aren't I more important than some boring party?*

M: *Can't. I have other plans.*

F (Begins to get angry): *Well who are these plans with?*

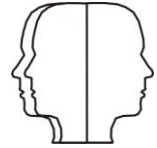
M (Angry): *Get off my back. I said I'm busy.*

F (Begins to think out loud): *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.*

F (Still thinking out loud): *My heart is pounding. I can't stand this. What if he has another woman? I need to stop talking so I don't make things worse. Just 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.*

F (Says into the phone): *Hey Listen, I have another break in about an hour, and I'll call you back then. But I really need a ride.*

Lesson 18 – Problem Solving: Skill 2 – State the Problem



Summary and Rationale

Group members apply the skills and insights they have developed learning the skill of cognitive self-change to make a simple problem statement. The problem statement consists of an objective description of the problem situation, including identifying warning signs and risk reactions.

This skill reinforces the process of creating an “objective distance” between the group member and the pressure of the problem he/she is facing.

Linking: The problem statement is like a min-thinking report. Group members identify warning signs (physical reactions, risk thoughts, and risk feelings), describe the problem situation simply and objectively (like the situation description in a thinking report), and then identify a potential risk reaction.

Concepts and Definitions

There are three steps in problem solving skill 2: **state the problem.**

Step 1: Identify a warning sign

Step 2: Describe the situation objectively

Step 3: Identify a risk reaction

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

1. Identify a warning sign they experience in a problem situation.
2. Describe problem situations objectively.
3. Identify how their physical reactions, risk thoughts, and risk feelings create a risk of their reacting impulsively to make the problem worse.

Major Activities

Activity 1: Homework Review

Activity 2: Review of Problem Solving Skill

1: Stop and Think

Activity 3: Overview of Lesson

Activity 4: Explain Steps of Problem

Solving Skill 2: State the Problem

Activity 5: Put Information Into a Problem Statement

Activity 6: Apply Steps of Skill 2: State the Problem

Activity 7: Review Examples of Problem Statements

Activity 8: Model Problem Solving Skills 1 and 2

Activity 9: Discuss Modeling Example

Activity 10: Group Members Role Play Problem Solving Skills 1 and 2

Activity 11: Wrap-up

Activity 12: 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:



C-18-1 – Reaction to Roster
C-18-2 - Fathers Reaction
C-18-3 – Problem Solving Skills 1 & 2

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

Denoted in lesson plan with this symbol:



H-16-1–Overview of Problem Solving Skills and Steps (Group members should bring this to class or you should keep a folder with these steps to use each lesson)
H-17-1-Using Stop and Think (with group members' problem situations)
H-18-1–Using Stop and Think
H-18-2-Pocket Skill Cards
H-18-3-Homework

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-18-1-Title slide
P-18-2-Homework Review
P-18-3-Problem Solving Skill 1
P-18-4–Types of Problems
P-18-5–Problem Solving Skill 2: State the Problem
P-18-6–Template for “State the Problem”
P-18-7–Reaction to Roster
P-18-8–Fathers reaction
P-18-9- Which Steps are Missing?
P-18-10-Identify the Steps
P-18-11-Which Steps are Missing?
P-18-12 to P-18-16-additional State the Problem examples
P-18-17-Homework

The supplement section for this lesson includes scripts you can choose to use for modeling displays of two problem situations: “Shewan and Ms. Shells,” and “Sherry and Ms. Porter.” Alternatively, if the technology is available, you can choose to show the vignettes from the NIC **Thinking for a Change DVD.*

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface
- Television and DVD player, or ability to play a DVD through the projector using a PC/laptop w/speakers

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of participant handouts
- NIC **Thinking for a Change** DVD

Activity 1: Homework Review

Welcome back to another session of **Thinking for a Change!**

Your homework assignment was to watch for problem situations and practice the two steps of problem solving skill 1: **stop and think**.

Let's take a minute to review what you did. Briefly tell us the problem situation you chose. Then explain how you practiced the **stop and think** steps.

Who would like to begin?

Activity 2: Review of Problem Solving Skill

1: Stop and Think

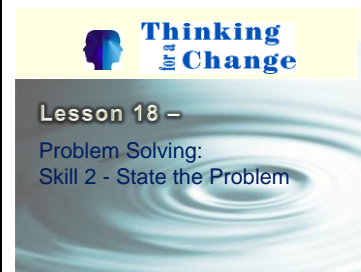
Take a look at the handout with the problem solving steps on it. Let's review what we learned in the last session.

Who can tell us the steps for problem solving skill 1: **stop and think?**

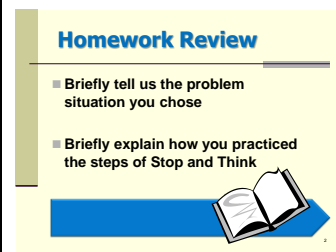
(Example answer: Step 1: Stop – Pay attention to



P-18-1



P-18-2



Have all group members review by quickly reporting out as directed.



H-16-1-Overview of Problem Solving Skills and Steps



P-18-3

my warning signs: physical reactions, risk thoughts, and risk feelings. Step 2: Think – Reduce the risk by being quiet, getting space, and calming down.)

Good job. And, as you told us during the homework review, you found situations where you could use problem solving skill 1: **stop and think**.

By using this skill, we start to get control of our physical reactions, risk thoughts, and risk feelings to get ready to use other important thinking skills.

We can use **stop and think** for “in your face” and “time to think” problems.

What is the difference between an “in your face” and a “time to think” problem?

(Example answer: The amount of time you have to think. With an “in your face problem” you have only a few seconds or a few minutes to think. With a “time to think” problem, you have many minutes, hours or days to figure out what you can do.)

Using problem solving skill 1: **stop and think** gets us ready to think through a problem situation before taking action.

Activity 3: Overview of Lesson

Problem Solving – Skill 1: Stop and Think



Step 1: **Stop!**
Pay attention to
your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

Step 2: **Think!**
Reduce your risk

- Be quiet
- Get space
- Calm down



P-18-4

Types of Problems

■ **In your face problems -**
Situations where
you have to act
immediately



■ **Time to think problems -**
Situations where
you do not have
to take immediate
action



Today we are going to learn problem solving skill 2: **state the problem**. The skill focuses on thinking about the problem rather than just reacting to what happened.

Let's look at the **state the problem** handout and examine the thermometers. If we think of risk feelings and thinking skills as individual thermometers we see that the strength of risk feelings decrease as we use the steps of this thinking skill.

State the problem means you are keeping your risk feelings in control while you let your mind define the problem objectively.

This type of thinking helps you gain control by using thinking skills rather than reacting based on emotions. The more thinking we are able to do in a situation the more power and control we have.

Who will volunteer to read this slide with the **state the problem** steps?

(Answer: Step 1: Identify a warning sign; Step 2: Describe what happened objectively; Step 3: Identify a risk reaction.)

Activity 4: Explain Steps of Problem Solving Skill 2: State the Problem



H-18-1 Problem Solving Skill 2: State the Problem



P-18-5

Problem Solving –
Skill 2: State the Problem

Step 1: Identify a warning sign
Step 2: Describe what happened objectively
Step 3: Identify a risk reaction

Stating the problem means looking at the problem objectively just as you did when you did thinking reports in the cognitive self-change part of this program. Stating the problem is like writing a “mini” thinking report.

Step 1: Identify a Warning Sign

We have had a lot of practice identifying our warning signs. Remember warning signs are our physical reactions, risk thoughts and/or risk feelings. These put us at risk for reacting in a way that gets us into trouble or hurts others.

Step 2: Describe What Happened Objectively.

We also practiced step 2: Describe what happened objectively, when doing thinking reports. In step 2 we want to come up with a short description that tells who was involved and what was said or done. This should be very short and factual.

Step 3: Describe a Risk Reaction

We have also had a lot of practice in describing risk reactions in stressful situations throughout the cognitive self-change and social skills sessions. In this step we identify what we might want to do in a situation that would break a rule or hurt someone. We describe our risk reaction because it describes what we could do to make the problem bigger than it already is. Remember

the conflict cycle.

As you can see, the steps of this skill are things we have practiced throughout this program and are things we already know how to do. You have these steps “in your pockets.”

So now, we are going to add something new – learning how to put this information into a problem statement.

Activity 5: Put Information Into a Problem Statement

Our goal is to state the problem in one or two sentences. We want to end up by using the formula:

I (think or feel) _____ because _____
and my risk reaction is _____.

Starting the Problem Statement

We start the problem statement with the word “I.”

Starting with the word “I” shows that we are going to take control of the problem situation. Starting with the word “I” also lets us put our risk thought or feeling as the first thing we consider. We have the power to control our risk thoughts and feelings. That is the first piece of information in a problem statement. It is the piece of the situation



P-18-6

State the Problem

1. Start with “I”
2. Objective description of situation
3. Identify reaction

I (think or feel) _____ because _____, and my risk reaction is _____.

that we have the most control over.

Part 2 of Problem Statement

The second part of the problem statement describes the situation objectively just like a thinking report. It tells who is involved and what was said or done.

Part 3 of Problem Statement

The third part of the problem statement identifies how we could react that would break a rule, hurt someone or make the problem bigger.

Here is a skill card with the **state the problem** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 6: Apply Steps of Skill 2: State the Problem

Let's use this problem solving skill with the situations we worked on in the previous session.

The Boy Who Did Not Make the Team

Let's go through the steps of for the boy who did not make the team.



H-18-2-State the Problem Pocket Skill Cards



P-18-7

Reaction to Roster

- I read the list of people who made the team and my name wasn't there. I felt angry, embarrassed and disappointed. I felt my head start to throb, my mouth got dry and my muscles got tight



Step 1: Identify a warning sign.

What are his warning signs?

(Example answers: Thinking, "I hate the coach, physical reaction of feeling hot all over, emotional feeling of being angry, embarrassed, and disappointed).

Of the warning signs that you have identified, which do you think might hold the most risk for him?

(Any of the warning signs would be correct.)

Step 2: Describe what happened objectively.

How could we describe this problem objectively?

(Example answers: Because my name was not on the list of who made the team.)

Step 3: Describe a risk reaction.

What could this boy do that could be a risk reaction?

(Example answers: go off on the coach, vandalize the school, etc.)

Now let's put this information into a problem statement.

Remember it should just be one or two sentences

Facilitate a discussion for each of the questions you ask.

Take the information from the discussion and write it on chart

and we need to use “I” to begin our statement of the problem.

Father Who Found His Daughter Using

Now let’s do the same thing for the father who found his daughter using.

paper.



C-18-1-Reaction to Roster

Reaction to Roster

I (think or feel) _____ because _____, and my risk is to react by _____.

Example: *I feel angry because I read the list of people who made the team and my name wasn’t there, and my risk is to react by going off on the coach.*



P-18-8

Father’s Reaction to Daughter

■ I walked into the room and saw her using. I felt like waves of heat were flaming around me and my insides started shaking. I clenched my jaw and my fists. I thought, “My daughter is wasting her life.” “She must be selling to have money to do this”



Repeat the same series of questions for the father who found his daughter

using. Conclude the questioning by writing the information on the chart in the suggested format.

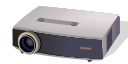


C-18-2-Father's Reaction

Father's Reaction

I think or feel _____ because _____, and my risk is to react by _____.

Example: *I think* my daughter is selling drugs *because* I walked into the room and saw her using, and *my risk is to react by* throwing her out of the house.



P-18-9 – P-18-16: Group members will probably need more practice. Show one or more of these

Activity 7: Review Examples of Problem Statements

Next we are going to look at some examples of problem statements that may or may not contain all of the steps.

Example 1

Here is an example of a problem statement that does not follow the steps. *You give me a hard time and I will give you a hard time.*

Let's talk through it 1 step at a time.

Do you see step 1: Identify a warning sign?

(Example answer: This could be debated, but you could say that "you give me a hard time and I give you a hard time" is an example of a risk thought.)

How about step 2: Identify what happened objectively?

(Answer: There is not an objective statement of the situation.)

And what about step 3: Describe a risk reaction?

(Answer: Maybe, maybe not – you could argue that "I'll give you a hard time" is a risk reaction.)

Example 2

Let's look at the second statement

Do you see step 1: Identify a warning sign?

(Example answer: I think my supervisor likes to

state the problem

example slides.



P-18-9

Which steps are missing?

"You give me a hard time and I'll give you a hard time"

Supervisor example - Statement 1



P-18-10

put me down is an example of a risk thought.)

Do you see step 2: Describe the situation objectively?

(Example answer: He told me to redo the job he gave me in front of other workers.)

Do you see step 3: Describe your risk reaction?

(Example answer: Telling him off.)

And this statement begins with the word "I."

More Examples

Let's look at some additional examples and figure out if they use all the steps of skill 2: **state the problem.**

Do you see step 1: Identify a warning sign?

Do you see step 2: Identify what happened objectively?

Do you see step 3: Describe a risk reaction?

Identify the steps

- "I think my supervisor likes to put me down **because** he told me to redo the last job he gave me in front of the other workers, **and my risk is to react by** telling him off"



Supervisor example - Statement 2



P-18-11 – P-18-16:
Ask these questions for each of the example slides you use.

What steps are missing?

"I can't stand taking my medication so I'm going to stop"



Medication example - Statement 1

Identify the steps

"I think the medication I am on is taking away all of my energy because I fell asleep during the day, and my risk is to stop taking my medication"



Medication example - Statement 2
13

What steps are missing?

"My friend is no longer my friend and he will certainly figure that out the next time I see him"



Friend example - Statement 1
14

Identify the steps

"I feel disrespected because my friend did not show up at the time we set for the meeting, and my risk is to make fun of him next time I see him"



Friend example - Statement 2
15

What steps are missing?

"Stores charge way too much money for what things are worth so you gotta' do what you gotta' do"



Money example - Statement 1
16

Identify the steps

"I feel frustrated because I don't have enough money to buy something I want, and my risk is to steal it"



Money example - Statement 2
17

Activity 8: Model Problem Solving Skills 1 and 2

We are now going to watch a video clip (or modeling display) that will show a problem situation. We'll keep an eye on the problem solver, (Shewan for an adult group or Sherry for a younger group), and see how she does the first two problem solving skills.

We are going to watch for problem solving skill 1: **stop and think** and problem solving skill 2: **state the problem**.

Let's quickly review the steps of each to make sure you focus on what you need to watch for.

Review Problem Solving Skill 1: Stop and Think

Step 1: Does she stop and pay attention to her warning signs: physical reactions, risk thoughts and risk feelings?

Step 2: What does she think and do to reduce her risk: be quiet, get space, and calm down?

Review Problem Solving Skill 2: State the Problem

Look to see if she follows these steps:

Step 1: Does she identify her warning signs?

Choose the appropriate example for your situation to model skills 1 and 2 (*Shewan and Ms. Shells* for an adult group/ *Sherry and Ms. Porter* for a younger group).



C-18-3-Problem Solving Skill 1 & 2

Skill 1: Stop and Think

Step 1: Stop

- Physical reactions
- Risk Thoughts
- Risk Feelings

Step 2: Think

- Be quiet
- Get space
- Calm down

Skill 2: State the Problem

I think or feel _____ because _____ and my risk is to react by _____.

Step 2: Does she describe the situation objectively?

Step 3: Does she describe her risk reaction

Present the Model of Problem Solving Skills 1 & 2 – Either Adult (Shewan) or Teen (Sherry) Example

Now watch for these problem solving skills.

Activity 9: Discuss Modeling Example

Option 1: Adult Situation – Shewan and Ms. Shells

Problem Solving Skill 1: Stop and Think

What are some things the Shewan did and said before she used the **stop and think**

Choose the appropriate example for your group and either show the vignette from the NIC T4C video, or model it from the scripts provided in the supplement section.

Discuss whichever modeling display you viewed with your group Do either option 1 *or* option 2.



- Discuss using chart 18-3: Problem Solving Skills 1 & 2.

skill?

(Example answer: Raised voice, moved closer.)

Did Shewan stop and think?

(Answer: Yes.)

What warning signs did she identify?

(Example answers: All three physical reactions – risk thoughts, and risk feelings. Physical reactions: heart pounding, dry mouth; risk thoughts: “She thinks I stole the money.” “Nothing I say will do any good.” “She just wants to get rid of me”; risk feeling: scared.)

For step 2 in **stop and think**, what did she do to reduce her risk? Did she stop talking?

(Example answer: Yes, she stopped talking.)

How did she get space?

(Example answer: Sat down)

What did she do to calm down?

(Example answers: Took a deep breath and said to herself, “I really don’t want to lose this job.”)

Write answers on the chart.

Keep this chart for use in subsequent lessons.

Problem Solving Skill 2: State the Problem

Shewan made a problem statement. Let's review what she did for each step of that skill.

What risk thoughts or feelings did she identify?

(Example answer: Angry.)

How did she describe the situation objectively?

(Answer: Ms. Shells is accusing me of lying to her.)

Did she describe her risk reaction?

(Answer: Yes, to quit.)

And did she put it together in a problem statement starting with "I?"

(Example answer: Yes, she did: "I'm angry because Ms. Shells is accusing me of lying to her. My risk reaction is to quit.")

Option 2: Teen Situation – Sherry and Ms. Porter**Problem Solving Skill 1: Stop and Think**

What are some things Sherry did and said before she used the **stop and think** skill?



- Discuss using chart 18-3: Problem

(Example answer: Raised voice)

Did she stop and think?

(Answer: Yes.)

What warning signs did she identify?

(Example answers: All three, physical reactions, thoughts and feelings. Physical reactions: heart pounding, feeling tight all over; risk thought: “She thinks she can jerk me around”; risk Feelings: angry and frustrated.)

For step 2 in **stop and think**, what did she do to reduce her risk? Did she stop talking?

(Example answer: Yes, she stopped talking.)

How did she get space?

(Example answers: She looked past Ms. Porter and visualized her baby brother laughing. She also walked quietly out of the room.)

What did she do to calm down?

(Example answers: Took a deep breath and said, “I can figure this out.”)

Problem Solving Skill 2: State the Problem

Solving Skills 1 & 2.

Write answers on the chart.

Keep this chart for use in subsequent lessons.

Sherry made a problem statement. Let's review what she did for each step of that skill.

What risk thoughts or feelings did she identify?

(Answer: Angry)

How did she describe the situation objectively?

(Answer: Ms. Porter said she thinks I cheated on the test.)

How did she describe her risk reaction?

(Answer: Get friends and do something to her car.)

And she put it together in a problem statement starting with "I": "I feel angry because Ms. Porter said she thinks I cheated on the test, and my risk reaction is to get my friends and do something to her car."

Activity 10: Group Members Role Play Problem Solving Skills 1 and 2

In this session we have looked at a number of examples of problem situations, the boy who did not make the team, the father who found his daughter using drugs, and the Shewan's/Shelly's problem situation. Now, with your partner, I want you to use the situation you worked on last



H-17-1-Using
Stop and Think
(With group
members' problem
situations).

session and move on to skill 2: **state the problem**. I am handing back your **stop and think** handout from the previous lesson. You will now use your skill 2: **state the problem** handout that I gave you earlier in this session. Work with a partner as each of you completes this handout and think about how to role play the first two problem solving skills.

and



H-18-1 Problem Solving Skill 2: State the Problem

Give partners a few minutes to fill in the information on the handout. Then choose or solicit a volunteer who did not have an opportunity to role play **stop and think** in the previous lesson.

Review the information on his/her handouts. Help the group member plan the role play, and remind him/her to point to his/her head when thinking aloud.

Set the scene and have the role player pick other group members to take parts in the role play as necessary.

Have the role player keep their handouts to refer to as he/she goes through the 2 skills.

Assign a step or part of a step to each group member to observe.

After the role play, provide feedback as in social skills.

Do this with as many group members as time allows.

Activity 11: Wrap-up

Today you have worked on the first two problem solving skills. What are they?

(Answer: Skill 1: Stop and think and Skill 2: State

the problem.)

What do you remember about skill 1: **stop and think**?

(Example answer: Answers will vary.)

What is something you remember about skill 2: **state the problem**?

(Example answer: Answers will vary.)

Activity 12: Assign Homework

For next time, your assignment is to:

- In a real life problem situation, practice the first 2 skills of problem solving.
- If you're not able to do the skills while the problem is actually happening, then write out how you could have done the skills or how you could do them next time.

Completing the homework assignment is critical.



P-18-17

Homework

• In a real life problem situation, practice the first 2 skills of problem solving.

• If you're not able to do the skills while the problem is actually happening, then write out how you could have done the skills, or could do them next time.



H-18-3-

Homework

Reaction to Roster

I (think or feel) _____ because

and my risk reaction is _____.

Father's Reaction

I (think or feel) _____ because

and my risk reaction is _____.

Skill 1: Stop and Think

Step 1: Stop

Physical Reactions:

Risk Thoughts:

Risk Feelings:

Step 2: Think

Be quiet:

Get space:

Calm down:

Skill 2: State the Problem

I (think/feel) _____ because

_____.

and my risk reaction is _____.

**Problem Solving Skill 2:
State the Problem**

Risk feelings are lessening.

Thinking skills are kicking in.

Risk feelings: 50 degrees

Thinking skills: 50 degrees



Step 1: Identify a warning sign.

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

Step 2: Describe what happened, objectively.

What are the facts? Who was involved and what was said or done?

Step 3: Describe your risk reaction.

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

**Problem Solving Skill 2:
State the Problem**

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

**Problem Solving Skill 2:
State the Problem**

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

**Problem Solving Skill 2:
State the Problem**

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

**Problem Solving Skill 2:
State the Problem**

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

(Continued on Next Page)

**Problem Solving Skill 2:
State the Problem**

Risk feelings are lessening.
Risk feelings thermometer at 50 degrees.



Thinking skills are kicking in.
Thinking skills thermometer at 50 degrees.



Step 1: Identify a warning sign.

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

Step 2: Describe what happened, objectively.

What are the facts? Who was involved and what was said or done?

Step 3: Describe your risk reaction.

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

Modeling Display - Shewan and Ms. Shells

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 (on the phone to Shewan at her desk): *Shewan, I need to talk to you right away, please come into my office.*

Shewan comes into Ms. Shells' office.

Ms. Shells (walks in front of Shewan and sits on the corner of her desk): *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. Today 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 I suspect that you know how the money that's missing. 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 the money that was taken from 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 toward Shewan): *I mean to get to the bottom of this. I need employees I can trust.*

Shewan: (stares and says nothing)

Shewan (Points to her head and begins to think aloud): *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. My mouth is dry.*

Shewan (Continuing to think out loud): *I need to be quiet, sit down and take a deep breath. I really don't want to lose this job.*

Shewan (Still thinking out loud): *I'm angry because Ms. Shells is accusing me of lying to her. My risk reaction is to quit.*

Modeling Display - Sherry and Ms. Porter

Until recently, Sherry has been a good student, but Ms. Porter has observed that Sherry is starting to spend time with new friends who are known trouble makers, and her math grades have been slipping. After Ms. Porter hands back a recent test, she asks Sherry to come see her after school.

Ms. Porter is working at her desk. Sherry enters and approaches.

Sherry: (A little tentative, but not nervous) *Hey, Ms. Porter.*

Ms. Porter: (Neutral) *Hello, Sherry. Sit down, please.*

Sherry: (As she sits) *Am I in trouble?*

Ms. Porter: (As if encouraging Sherry to “confess.”) *I was surprised to see that you scored 95% on Friday’s math test. You haven’t been handing in homework, and you got a D on the last test.*

Sherry: (Trying to joke) *Well, then it’s a good thing I did better, right?*

Ms. Porter: (Trying to push her into admitting it) *I noticed you seemed very friendly to Paul when the class started, and then you sat next to him during the test.*

Sherry: (Confused) *Yeah, so?*

Ms. Porter: (Shaming her) *Come on, Sherry, you and I both know Paul gets the best grades in the class.*

Sherry: (Alarmed) *So what are you trying to say, Ms. Porter?*

Ms. Porter: (With slightly raised voice) *I think you cheated on the test, Sherry. I think you either looked on Paul’s paper or you cheated some other way.*

Sherry: (With a slightly raised voice) *Wait! You’re mad that I got a good grade, and now you want to take it away from me?*

Ms. Porter: (More raised voice) *Don’t talk to me that way. You know you cheated and you should admit it.*

Sherry: (Stands up, defensive) *I didn't cheat. Don't get mad at me because you gave us an easy test. I'm good in math when I want to be.*

Ms. Porter: (Attacking) *And suddenly you "decided" you wanted to be good at math again? I don't buy it.*

Sherry: (Confrontational) *What is your problem?*

Ms. Porter: (Taking charge) *Do not talk to me that way. This is a serious matter.*

Sherry: (Angry) *You think I cheated, but I didn't. This is so unfair.*

Ms. Porter: (Final decision made) *I am going to contact your parents. You can go now.*

Ms. Porter returns to her desk and resumes work.

Sherry starts to turn to walk out the door and then stops.

Sherry: (Fingers to her head and "thinking aloud") *My heart is pounding, I feel tight all over. She thinks she can jerk me around and threaten me. I am angry and frustrated. (She takes deep breath.)*

Sherry: (Continuing to think out loud) *I am not going to say anything else and just be quiet. I am going to look past her and see the face of... (deciding)... my baby brother when he's laughing, and walk slowly out of the room.*

She walks out the door and we now see her stop and think in the hallway.

Sherry: (Still thinking aloud) *Okay, I can figure this out.... (She takes another deep breath.) I feel angry because Ms. Porter said she thinks I cheated on the test, and my risk reaction is to get my friends and do something to her car.*

Lesson 19 – Problem Solving: Skill 3 – Set a Goal and Gather Information



Summary and Rationale

Group members engage in two important activities in problem solving skill 3: **set a goal and gather information**. Step 1 is: identify a positive and realistic goal. Then they analyze the problem through an information gathering process by completing step 2: identify what you know about the situation.

Linkage: Step 2: identify what you know about the situation, reinforces previous skills. Group members were first introduced to the importance of identifying facts in the lessons of cognitive self-change when they practiced writing an objective description of the situation. Group members have practiced how to think about other people’s thoughts and feelings throughout the social skills lessons.

Concepts and Definitions

Problem solving skill 3: **set a goal and gather information** is a two-step process:

Step 1: Identify a positive and realistic goal

Step 2: Identify what you know about the situation

Fact – an objective description of an event without opinion or interpretation; a statement of what happened, who was involved and what was said and done.

Goal – a desired outcome. Goals give a purpose and focus to what we do. Goals should be realistic and positive. A goal is stated as: *I want_____ or I want_____, but I don't want_____.*

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

1. Develop positive and realistic goal statements.
2. Identify reasons to consider other people's thoughts and feelings.
3. Better determine the thoughts and feelings of others.
4. Differentiate between facts and opinions.

Major Activities

Activity 1: Homework Review

Activity 2: Review of Previous Lesson

Activity 3: Overview of Lesson

Activity 4: Explain Step 1: Identify a Positive and Realistic Goal

Activity 5: Explain Step 2: Gather Information – Facts

Activity 6: Step 2: Gather Information – The Other Person's Thoughts and Feelings

Activity 7: Apply Problem Solving Skill 3: Set a Goal and Gather Information

Activity 8: Wrap-up

Activity 9: 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:



C-19-1-Set a Goal and Gather Information

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

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps
H-19-1-Set a Goal and Gather Information
H-19-2-Pocket Skill Cards
H-19-3-Homework

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-19-1-Title slide
P-19-2-Homework Review
P-19-3-Problem Solving Skill 1: Stop and Think
P-19-4-Problem Solving Skill 2: State the Problem
P-19-5-Problem Solving Skill 3: Set a Goal and Gather Information
P-19-6-Step 1: Identify a Positive and Realist Goal
P-19-7-Step 2: Gather Information
P-19-8-Identify a Positive and Realistic Goal
P-19-9-Goal Statement
P-19-10-Goal Statement, continued
P-19-11-Step 2: Gather Information-Facts
P-19-12-Step 2: Gather Information-The Other Persons Thoughts and Feelings
P-19-13-Thinking Report–Ms. Shells
P-19-14-Thinking Report–Ms. Porter
P-19-15-Homework

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of participant handouts

Activity 1: Homework Review

During our last lesson we focused on the second skill in problem solving. What was that skill?

(Answer: State the problem.)

And how about the first problem solving skill?

(Answer: Stop and think.)

For homework, I asked you to continue to look for real life problems and use them as a chance to practice your problem solving skills.

Then pick one real life problem situation and practice skill 1: **stop and think** and skill 2: **state the problem**.

If you were not able to do the first 2 skills while the problem was actually happening, then you were to write out how you could have done the steps of skills 1 and 2.

For homework review, I would like each of you to briefly and informally describe your problem situation and how you used the first two skills.

Activity 2: Review Previous Lesson

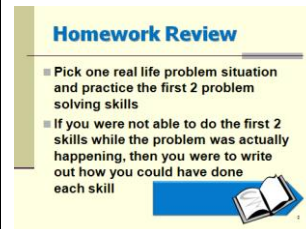
We are working our way through the problem solving skills. Let's review what we have done so



P-19-1



P-19-2



Ask for a volunteer to begin, and then quickly have all group members review homework.



-H-16-1-

Problem Solving

far. Problem solving skill 1 is **stop and think**.

What do you do when you use this skill?

(Example answer: Stop: Identify internal warning signs - physical reactions, risk thoughts and feelings. Then we Think to reduce our risk by being quiet, getting space and calming down.)

What is the second skill of problem solving?

(Answer: State the problem.)

What information do we identify when we make a problem statement?

(Example answer: We identify one of our warning signs, objectively state what happened and identify a possible risk reaction we may have that would make the problem worse.)

And then we put it all together in a statement starting with, "I".

Activity 3: Overview of Lesson

Let's look at where the risk feelings and thinking skills thermometers are at this time.

In problem solving skill 3: **set a goal and gather information** we are increasing the thinking skills we will be using. In this step our thinking takes over. This helps us reduce our risk feelings. We

Skills and Steps




P-19-3

Problem Solving –
Skill 1: Stop and Think

Step 1: Stop!
Pay attention to your warning signs

Step 2: Think!
Reduce your risk





P-19-4

Problem Solving –
Skill 2: State the Problem

Step 1: Identify a warning sign
Step 2: Describe what happened objectively
Step 3: Identify a risk reaction

"I (think/feel) _____
because _____
and my risk reaction is _____"




H-19-1-Set a
Goal and Gather
Information

think ahead to set a goal and then use our minds to analyze the problem situation.

We remain in control by thinking through the steps of this problem solving skill instead of just reacting to what we don't like.

There are 2 steps to problem solving skill 3: **set a goal and gather information.**

Step 1: Identify a positive and realistic goal

Step 2: Gather information

Step 1: Identify a Positive and Realistic Goal

- Keep your goal realistic – something that you can make happen
- Make it positive – something that does not hurt you or others
- Then make a simple goal statement starting with the words, “I want.....” and then describe the goal.
- Our goal statement can also include what we *don't* want. We can say, “I want... [state our goal], but I don't want... [describe that]”.


Remember the conflict we watched from the *Breakfast Club* movie? The student's goal had two parts: First, “I want no more detentions,” and the



P-19-5

Problem Solving – Skill 3: Set a Goal and Gather Information


- **Step 1:** Identify a positive and realistic goal
- **Step 2:** Gather Information
 - Facts
 - The other person's thoughts and feelings




P-19-6

Step 1: Identify a Positive and Realistic Goal

- Keep your goal realistic—something you can make happen
- Make it positive—something that doesn't hurt you or others
- Make a simple goal statement starting with the words, “I want....” and then describe the goal
- Or “I want...., but I don't want...”



second part was, “but I don’t want to look weak in front of the other students.”

Step 2: Gather Information

In this step we identify two types of information:

- Facts
- What we think the other person is thinking and feeling

Here is a skill card with the **set a goal and gather information** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 4: Explain Step 1: Identify a Positive and Realistic Goal

Let’s look at these steps one at a time, starting, of course, with step 1: Identify a positive and realistic goal. One of the best ways to solve a problem is to set positive and realistic goals.

A **positive** goal means that we do not set out to hurt ourselves or others, because this 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 problem can just get bigger.

For example, someone you know is spreading



P-19-7

Step 2: Gather Information

- Facts
- What we think the other person is thinking and feeling



H-19-2-Set a Goal and Gather Information Pocket Skill Cards



P-19-8

Step 1: Identify a Positive and Realistic Goal

- **Positive** - we do not set out to hurt ourselves or others. (Because this usually just makes the problem worse)
- **Realistic** - something that you can actually make happen

nasty rumors about you. A positive goal would be to tell the person to stop. A negative goal would be to spread nastier rumors about that person. This is just going to make the problem bigger.

Realistic means that the goal is something you think you can make happen. For example, you don't have enough money to buy your girlfriend or boyfriend a birthday present.

A realistic goal would be to find a way to show that you remembered the birthday. An unrealistic goal would be to get everything the person might want.

As an example, a goal statement for someone who is a recovering drug user could be: *I want to keep away from drugs today.*

Or, the goal can say what we want and what we don't want: *I want to go out with my friends, but I don't want to use drugs or alcohol.*

Consider Goal Statements for Shewan/Sherry

We are going to look at several goal statements, one at a time, for our on-going problem situation.

Shewan/Sherry considered these goals. I want you to identify the one that best follows the guidelines for a positive and realistic goal statement.



P-19-9 and P-19-10

Goal Statement

1. **I want** the other person to say she is sorry and just leave me alone
2. **I want** to go back into the room and tell the other person off
3. **I want** to find a way to get out of this place right now and take whatever I can

For each statement, take a minute to discuss it with a partner.

Identify the goal as either:

- A “yes” or “no” for realistic
- A “yes” or “no” for positive
- Be able to state why

Goal Statement 1: “I want the other person to say she is sorry and just leave me alone.”

What did you think? Is the goal statement positive?

(Answer: Yes, it is positive because the goal is not to hurt anyone.)

Is it realistic?

(Answer: It is not realistic – we don’t expect people in authority to apologize.)

Goal Statement 2: “I want to go back into the room and tell the other person off.”

(Answer: Realistic but not positive.)

Goal Statement 3: “I want to find a way to get out

Goal Statement

4. I want to trash the room so she knows not to push me around
5. I want to find a way to get the other person to believe me, that I did not do anything wrong



Give group members a minute to discuss a goal statement with a partner and then ask them if it is positive and/or realistic and why. Do this with each goal statement.

Have the partnered group members discuss the statement and then have them report what they came up with.

of this place right now and take whatever I can.”

(Answer: Realistic because it is possible to find a way to get out but not positive because it hurts self and others.)

Goal Statement 4: “I want to trash the room so she knows not to push me around.”

(Answer: Realistic because I am capable of trashing the room but not positive because it hurts me and others.)

Goal Statement 5: “I want to find a way to get the other person to believe me that I did not do anything wrong.”

(Answer: Positive because it does not hurt anyone and realistic because it is possible to explain what you know in a way that helps other people listen to you.)

Now that we have our goal statement, I will write it on that part of our chart and let’s go to step 2.



C-19-1 (see supplement section for full text)

Skill 3: Set a Goal and Gather Information

Step 1: Set a Goal

I want _____

Step 2: Gather Info
Facts

Other’s Ths & Feelings

Thoughts

Feelings

Activity 5: Explain Step 2: Gather Information – Facts

There are two parts to step 2: gather information. The first part is to identify the facts about the situation. The second part is to identify the other person's thoughts and feelings.

Let's talk about the first part first: The facts. As we have discussed previously, an important part of problem solving is objective thinking. When gathering information, we separate facts from opinions as a way of being objective. This means making a statement of what happened, who was involved and what was said and done.

Knowing the difference between fact and opinion is important in problem solving, because facts are objective and opinions are not. Sometimes our opinions are right on and sometimes they are dead wrong. It is important to know the difference.

Observe a Situation

I am going to act out a situation. Watch what I do

Prepare chart before the session. Now, add the goal statement to the chart under step 1.



P-19-11

Step 2: Gather Information – Facts

■ Objective thinking ■ Fact vs. opinion

<p><i>Separate facts from opinions as a way of being objective. This means making a statement of what happened, who was involved and what was said and done</i></p>	<p><i>Facts are objective and opinions are not. Sometimes our opinions are right on and sometimes they are dead wrong. It is important to know the difference</i></p>
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↔

Act out a situation

so that when I make statements about what I did, you can tell me which are facts and which statements are opinions.

I was staggering. Is that fact or opinion?

(Answer: Fact)

I was drunk.

(Answer: Opinion)

Why is this opinion? What else could cause me to stagger?

(Suggested answer: Being sick, having an injury, being dizzy.)

I was looking around the room.

(Answer: Fact)

I didn't want anyone to see what I was doing.

(Answer: Opinion. I could have been looking for someone to help me.)

I stole the money/wallet.

(Answer: Opinion. You don't know if the wallet/money was mine or if it belonged to

where you stagger in front of the group as you walk up to a table/chair, look around the room, pick up a wallet, smile and stagger away.

someone who asked me to get it for them).

I picked up the wallet/money.

(Answer: Fact)

I smiled when I saw the wallet.

(Answer: Fact)

I entered the room by myself.

(Answer: Fact)

I left the room by myself.

(Answer: Fact)

I am a person who should not be trusted.

(Answer: Opinion. You don't know why I was staggering or if I was acting responsibly or not.)

Identifying facts keeps you thinking objectively in a problem situation rather than letting your risk thoughts and feelings take over. This is an important thinking skill.

Facts should be information that other people can also observe. Facts are something you can check out or verify.

Turn to your partner and in one sentence describe the facts of what you saw.

What did you come up with?

Give partners a minute to discuss, then ask:

(Example answer: The person staggered into the room, looked around, took the wallet, and left.)

Consider Facts in Shewan’s/Sherry’s Problem

Let’s think back to the problem situation we have been working on.

Shewan was having a problem with Ms. Shells

[or]

Sherry was having a problem with Ms. Porter.

What are the facts of this situation?

(Possible answers for Shewan: Ms. Shells told Shewan that \$50 is missing; Mr. Brooks reported the money is missing; Ms. Shells is the boss; Ms. Shells raised her voice; Ms. Shells called Shewan into her office.)

(Possible answers for Sherry: Sherry got an A on the test; Sherry has not handed in homework; Sherry got a D on the prior test; Sherry sat next to Paul; Ms. Porter said she is going to contact Sherry’s parents; Both of them raised their voices.)

Great. By identifying the facts, we have practiced the first part of step 2: gather information.

You may want to replay the video of/again model the problem situation presented in the previous lesson to remind group members of the specifics of the conflict.



C-19-1 (see supplement section for full text)

Skill 3: Set a Goal and Gather Information

Step 1: Set a Goal
I want _____

Step 2: Gather Info
Facts

Other’s Ths & Feelings
Thoughts
Feelings

List facts on chart (C-19-1) as the group members give answers.

Activity 6: Step 2: Gather Information – The Other Person’s Thoughts and Feelings

Now let’s practice the second part of step 2: gather information. In this part, we imagine the other person’s thoughts and feelings.

You have had a lot of practice in thinking about others’ thoughts and feelings in previous sessions. For example, you practiced this in many of the social skills lessons such as: **understanding the feelings of others, active listening**, and **responding to anger**.

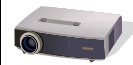
How do you figure out how someone else might be feeling?

(Example answers: Watch for body language and listen to the person’s tone of voice as well as what they are saying. We can also use our previous experiences with that person.)

Let’s look at a partial thinking report for the other person in our example problem. We will fill in some other thoughts and feelings you think Ms. Shells/Ms. Porter was having.

Who is the other person in the problem?

(Example answer: Problem situation #1 – Ms. Shells; problem situation #2 – Ms. Porter)



P-19-12

Step 2: Gather Information – The Other Person’s Thoughts and Feelings

- How do you figure out how someone else might be feeling?

Show the group either Ms. Shells’ (P-19-10) or Ms. Porter’s thinking report. (P-19-11).



P-19-13

What other thoughts do you think Ms. Shells/Ms. Porter might have had?

(Example answer: Many answers could apply.)

What did you observe that supports your guesses?

(Example answers: Problem situation #1: Ms. Shells said, "I don't believe you. I need employees I can trust." Problem situation #2: Ms. Porter said that she thinks Sherry cheated.)

How do you think Ms. Shells/Ms. Porter was feeling?

(Example answer for either situation: Angry.)

Can you guess based on what that person said or did?

(Example answer: Because she raised her voice.)

Activity 7: Apply Problem Solving Skill 3: Set a Goal and Gather Information

I now want you to apply both steps of skill 3: **set a goal and gather information**, to the problem

Thinking Report – Ms. Shells

Situation:	I told Shewan that \$50 was missing from Mr. Brooks' desk. She denied knowing anything about it.
Thoughts:	1. I think she knows what happened to the money 2. She certainly is getting me upset 3. I can't let her raise her voice to me
Feelings:	
Attitudes/Beliefs:	



P-19-14

Thinking Report – Ms. Porter

Situation:	I told Shelly that I think she cheated on her test and she got angry
Thoughts:	1. I can't let her think she can get away with cheating 2. She is hanging with the wrong crowd 3. I want her parents to know what is happening at school
Feelings:	
Attitudes/Beliefs:	

Use these questions to guide the group members to guess some thoughts and feelings the other person might be having in the problem situation. Write these on Chart 19-1. **Keep this chart to use for subsequent lessons.**



H-19-1-Set a

you used for homework.

Explain the situation to your partner and fill out the problem solving skill 3: **set a goal and gather information** handout.

I will collect these to get an idea of how well we are doing in understanding problem solving skill 3: **set a goal and gather information.**

Activity 8: Wrap-up

Today we explored problem solving skill 3: **set a goal and gather information.** Let's take a minute to review.

What are the steps to this problem solving skill?

(Answer: Step 1: Identify a positive and realistic goal and step 2: Gather Information – Facts; The Other Person's Thoughts and Feelings)

What will be the most challenging step for you

Goal and Gather Information (Handed out earlier in lesson).

Circulate to provide assistance when needed. Before ending, solicit volunteers to identify what they decided for one or more of the steps for skill 3: **set a goal and gather information.**

Collect skill 3 handout to see how well participants are able to use this step.

Encourage

(and why)?

Activity 9: Assign Homework

For homework:

- I want you to take a new situation through the first three problem solving skills.
- This is a problem you will work on through the rest of the problem solving lessons.
- Each of you will have a chance to role play the skills during our next session.
- I need each of you to fill in your problem before you leave the session today. Make it a “time to think” problem, and make it something you anticipate facing in the near future or something that is on-going.
- I will take a minute to give you some feedback so we can make sure it is a problem that you will be able to take through the remaining problem solving skills.

discussion.



P-19-15

Homework

- Take a problem situation through all the steps of the first 3 problem solving skills
- This is a problem you will work on through the rest of the problem solving lessons
- Each of you will have a chance to role play the first three skills during our next session



H-19-3-

Homework

In this activity, the group members begin working on a “time to think” problem.

They should identify a situation that they anticipate facing in the near future (i.e., group members who are about to return to the community) or an on-going problem (i.e., an on-going conflict with a family member).

Contextualize the directions for your group members' particular situations. Make it clear to group members that you want them to pick out a real life problem they can act upon in the near future.

Skill 3: Set a Goal and Gather Information
Shewan/Sherry

Step 1: Set a Goal

I want _____

or

I want _____,

but I don't want _____

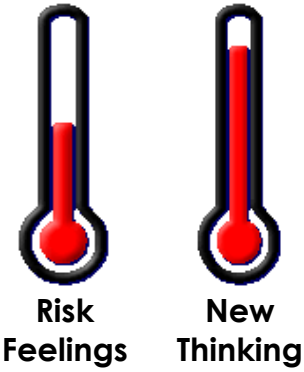
Step 2: Gather Information

Facts:

Other Person's Thoughts and Feelings:

Thoughts:

Feelings:



Using Skill 3: Set a Goal and Gather Information

State the problem: I (think/feel) _____
because _____, and
my risk reaction is _____

Step 1: Identify a positive and realistic goal?

I want _____

-or-

I want _____,
but I don't want _____

Step 2: Gather Information

What are the facts?

What do I think the other person is thinking?

What do I think the other person is feeling?

**Problem Solving Skill 3:
Set a Goal and Gather Information**

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

**Problem Solving Skill 3:
Set a Goal and Gather Information**

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

**Problem Solving Skill 3:
Set a Goal and Gather Information**

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

**Problem Solving Skill 3:
Set a Goal and Gather Information**

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Homework Sheet: Lesson 19

Name: _____ Date: _____



Choose a real life, “time to think” problem that you anticipate facing, or that you are currently facing. Use this homework sheet to do the first three problem solving skills on this problem. Write all of the steps on this homework sheet. You will work on this problem for the remainder of the problem solving lessons.

Problem Solving Skill 1: Stop and Think

Provide a general description of the situation:

Circle the type of problem :

“Time to think”
“In my face”

Step 1: Stop!
Pay attention to my warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

(Continued on Next Page)

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

**Problem Solving Skill 2:
State the Problem**

Risk feelings are lessening.
Risk feelings thermometer at 50 degrees.

Thinking skills are kicking in.
Thinking skills thermometer at 50 degrees.



Step 1: Identify a warning sign.

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

Step 2: Describe what happened, objectively.

What are the facts? Who was involved and what was said or done?

Step 3: Describe your risk reaction.

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

**Problem Solving Skill 3:
Set a Goal and Gather Information**

Risk Feelings thermometer is way down.



Risk Feelings

Thinking Skills thermometer is way up.



Thinking Skills

Step 1: Identify a positive and realistic goal?

I want _____

-or-

I want _____,
but I don't want _____

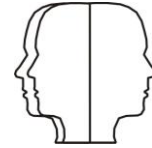
Step 2: Gather Information

What are the facts?

What do I think the other person is thinking?

What do I think the other person is feeling?

Lesson 20 – Problem Solving: Practice Skills 1, 2 and 3



Summary and Rationale

Group members have an opportunity for in-depth practice of the first three problem solving skills.

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

Demonstrate problem solving skill 1: **stop and think**; skill 2: **state the problem**; and skill 3: **set a goal to gather information**.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Model Problem Solving Skill 1:
Stop and Think

Activity 4: Model Problem Solving Step 2:
State the Problem

Activity 5: Model Problem Solving Skill 3:
Set a Goal and Gather Information

Activity 6: Group Members prepare to Role
Play Problem Solving Skills 1, 2, and 3

Activity 7: Group Members Role Play
Problem Solving Skills 1, 2, and 3

Activity 8: Wrap-up

*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:



C-20-1-Skills 1,2,3 (You will make one of these charts for each of your group members prior to class)

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

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps (Group Members should bring this to class or you should keep a folder with these steps to use each lesson)
H-20-1-Problem Solving Skills 1, 2, and 3- Observation Form

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-20-1-Title slide
P-20-2-Homework Review
P-20-3-Stop and Think - Problem Solving Skill 1
P-20-4-State the Problem – Problem Solving Skill 2
P-20-5-Set a Goal and Gather Information-Problem Solving Skill 3

The supplement section for this lesson includes scripts you can choose to use for your modeling display in activities 3-5. Alternatively, if the technology is available, you can choose to use the “Father’s Problem Situation” vignette from the NIC **Thinking for a Change DVD.*

Equipment	Supplies
<ul style="list-style-type: none"> ▪ Easel (chart stand) ▪ Projector to show presentation slides ▪ Projection screen or suitable surface 	<ul style="list-style-type: none"> ▪ Chart paper ▪ Markers ▪ Masking tape ▪ Copies of participant handouts ▪ Signs saying “Skill 1: Stop and Think,” “Skill 2: State the Problem,” and “Skill 3: Set a Goal and Gather Information.” ▪ NIC Thinking for a Change DVD

Activity 1: Homework Review

Your homework was to identify a situation and then apply the first three problem solving skills to that problem.

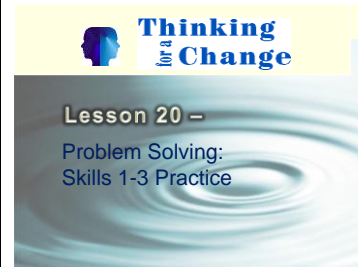
Who would like to start with homework review?

Here is what I would like you to do:

Give us some brief background information about the problem: the other person involved, when and where the problem situation might occur (or has occurred) and how difficult you anticipate (or found) this problem. Tell us if it is an 'in your



P-20-1

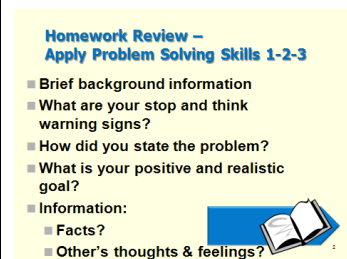


C-20-1 (see supplement section for example)

Prior to the session, prepare a chart page for each group member. You will write his/her homework responses on the chart as he/she does his/her homework review.



P-20-2



face' or 'time to think' problem.

What is your **stop and think**?

How did you **state the problem**?

Once you have the background information, ask the group member the specific questions listed.

Listen before you write answers on chart paper. If there is any part of the statement that does not follow the problem statement guidelines ask questions to guide the group member to restating one or more parts of the problem statement.

Invite the other group members to ask questions to help make the problem statement as clear as possible. Remember that the focus group member is the final authority and only write what

What is your positive and realistic goal?

- How does this goal help you address your stated problem, from skill 2?
- Is this a positive goal for you?
- Does it set out to hurt the other person(s) involved?
- Realistic means it is something that you think you can make happen. What will be challenging about making this happen?
- Is there a more realistic goal that would still help you address this problem?

Now, regarding some important information:

- What were/are the facts in this situation?

he/she agrees to.

Write the problem statement on the chart once it is in the correct format.

If you think the goal statement is positive and realistic, and matches the problem statement, write it on the chart paper and move on.

If you think the goal statement is unclear, not positive or not realistic, ask some of the questions on the left.

Involve the group in the discussion as much as possible.

Write the final goal statement on chart.

Facilitate a discussion to clarify

- What do you guess the other person might be thinking?
- What do you think the other person might be feeling?

these questions.
Involve the group, but keep the focus group member as the final authority. Chart answers after sufficient discussion.

After you have completed a chart, move on to the next group member. Create a chart for each group member.

Activity 2: Overview of the Lesson

Today we are going to practice putting the first three problem solving skills together. You are going to have a chance to try out these three skills in a role play based on what you did for homework.

My co-facilitator and I will show you how we want you to role play skill 1: **stop and think**, then we will stop and discuss it. Then we will show you how we want you to role play skill 2: **state the problem**, then skill 3: **set a goal and gather information**.

Activity 3: Model Problem Solving Skill 1: Stop and Think

Let me show you what your role plays should look like.

I am going to assign skill steps for you to watch for. We are going to start with skill 1: **stop and think**.

Group Member Assignments

I am going to assign each of you one or more steps to watch for.

(*Group member name*), observe step 1 – Stop: Pay attention to warning signs. Watch for physical

Choose either *Father's Problem Situation* or *Student's Problem Situation* (these were discussed in lessons 17 and 18). See supplements for modeling directions/scripts. (A vignette of *Father's Problem Situation* is available on the NIC **Thinking for a Change** DVD.)



H-20-1-Skills 1, 2, & 3 – Observation Form



P-20-3

Problem Solving –
Skill 1: Stop and Think

Step 1: Stop!

Pay attention to your warning signs

Step 2: Think!
Reduce your risk



reactions, risk thoughts and feelings.

(*Group member name*), observe step 2 – Think: Reduce your risk. Watch for how the problem solver is: being quiet, getting space and calming down.

Conduct the Model

Discuss Model: Problem Solving Skill 1: Stop and Think

What did you observe for step 1- Stop: Pay attention to your warning signs?

What did I think aloud to show I was paying attention to my physical reactions, risk thoughts and risk feelings?

What did you observe for step 2 – Think: Reduce your risk?

Did you see me being quiet?

What did you observe for get space? Did I do anything with my body to get space? Did I do any thinking to get space?

What did you observe about my trying to calm down? Did I do anything with my body to calm down? Did I do any thinking to help me calm

Assign a step or parts of a step to group members. Be sure to repeat the step and the information for each step.

Model the initial scene and skill 1: **stop and think.**

Group member answers should match your modeling display.

down?

How do you think stop and think helped me in this situation?

Activity 4: Model Problem Solving Skill 2: State the Problem

Now I am going to demonstrate skill 2: **state the problem**. I want each of you to watch for all three parts of the problem statement.

I want all of you to listen for what I say starting with “I” and then identify a warning sign.

Listen for the second part after the ‘because’ to see if it is an objective description of what happened.

Finally, listen for the final part to see if I identify what my risk reaction could be in this situation.

Conduct the Model

Discuss Problem Solving Skill 2: State the Problem

What did you hear me say for my problem statement?

(Example answers: Discuss what group members



P-20-4

Problem Solving –
Skill 2: State the Problem

Step 1: Identify a warning sign
Step 2: Describe what happened
objectively
Step 3: Identify a risk reaction



Model skill 2: **state the problem**. Point to your head as you model this scene.

Group member answers should match your modeling display.

heard and how it fits into the problem description.)

Activity 5: Model Problem Solving Skill 3: Set a Goal and Gather Information

Now I am going to demonstrate skill 3. What do we call skill 3?

(Answer: Set a goal and gather information).

Group Member Assignments

First, I will identify a positive and realistic goal.

(Group member name), listen for my goal.

Then I will identify what I know about the situation. What kind of information will you listen for?

(Answer: Facts and the other person's thoughts and feelings.)

(Group member name), watch for the facts.

(Group member name), pay attention to my thoughts about the other person's thoughts and feelings.

Conduct the Model

Discuss Problem Solving Skill 3: Set a Goal and Gather Information



P-20-5

Problem Solving –
Skill 3: Set a Goal and Gather Information

■ **Step 1:** Identify a positive and realistic goal

■ **Step 2:** Gather information

- Facts
- The other person's thoughts and feelings



H-16-1 or H-20-

1

Refer group members to H-16-1 or H-20-1.

Model skill 3: **set a goal and gather information.**

What was my goal?

How would you rate this goal for being realistic and positive?

What facts did you observe? What facts did I think about?

What did I think the other person was thinking and feeling?

Activity 6: Group Members Prepare Role Plays

You have seen me model the first three problem solving skills. Now it is your turn. I want you to take your homework and the information we have written on the chart paper and plan a role play with a partner. You will plan your role play to show the problem and how you can use each of the three problem solving skills. We will stop and have a discussion after each skill. Use the information on the chart paper and on your homework sheet to prepare with your partner.

Activity 7: Group Members Role Play Problem Solving Skills 1, 2, and 3.

Group member answers should match your modeling display.

Circulate and help group members prepare.

Follow this procedure for each role play:

Clearly identify who

is the problem solver in the role play.

Display the chart that was filled out for the problem solver in Activity 1.

Make sure the problem solver has her/his homework to refer to.

Ask the problem solver to introduce the problem situation (i.e., who is involved, where is it occurring)



H-20-1-Problem Solving Skills 1, 2, and 3 – Observation Form

Structure observation and feedback using this form.

Assign stop and think steps for group

Individual Practice of Skill 1: Stop and Think

Individual Practice of Skill 2: State the Problem

members to observe just like you did in your modeling display.

Hold up a paper that says “Stop and think” to clearly indicate the beginning of the scene.

Monitor the role play and coach as necessary. Stop the role play and replay if steps are missed.

Discuss each **stop and think** step by having observers report what they observed.

Remind all observers to watch for all the parts of the problem statement.

Hold up a paper saying “State the

Individual Practice of Skill 3: Set a Goal and Gather Information

problem” to clearly indicate the beginning of the scene.

Monitor the role play and coach as necessary. Replay the scene if necessary to get a complete and correct problem statement.

Discuss the parts of the problem statement.

Assign **set a goal and gather information** steps for group members to observe.

Hold up a paper saying “Set a goal and gather information” to clearly indicate the beginning of the scene.

Monitor and coach

Individual Discussion After Completing the Three Skills

(Group member name), now that you have tried this out, which skill do you think you are most able to use?

(Group member name), now that you have tried this out, what insights do you have on how to make these three skills work for you?

Identify the Next Group Member to Role Play

Activity 8: Wrap-Up

During this session, you have made the first three problem solving skills come alive by role playing a problem situation when you could use them. I will collect your homework where you have identified the information for the **stop and think**,

as necessary. If necessary replay the scene.

Discuss each step by having assigned observers report what they observed.

Congratulate the role player and debrief with these questions.

Follow this procedure for all group members so that each group member has a chance to role play his/her problem situation.

Collect homework sheets (H-19-2). This gives you an opportunity to review group members' work. You

state the problem and **set a goal and gather information** skills. You will keep working on this same problem in our next few lessons.

In our next lesson we will learn about problem solving skill 4: **think of choices and consequences**.

You've worked very hard today. You'll get a break from official homework today, but I encourage you to keep using the skills you have learned when you encounter risky or problem situations. See you next time!

will return the homework at the end of the next lesson so group members can apply problem solving skill 4: **think of choices and consequences**, to his/her problem.

There is no homework assignment for this session.

Name:

Skill 1: Stop and Think

Step 1 – Stop

Physical reaction:

Risk thought:

Risk feeling:

Step 2 – Think

Be quiet:

Get space:

Calm down:

Skill 2: State the Problem

I (think/feel) _____ because _____, and my risk is to react by _____.

Skill 3: Set a Goal and Gather Information

Step 1 – Set a positive and realistic goal

I want _____.

- or -

I want _____, but I don't want _____.

Step 2 – Gather information

Facts:

Other person's thoughts:

Other Person's feelings:

Problem Solving Skills 1, 2, and 3 – Observation Form

Skill 1: Stop and Think

Step 1:

What were his/her physical reactions?

Stop – Pay
attention to
your warning
signs

Risk thoughts?

Risk feelings?

Step 2:

Be quiet

Think –
Reduce your
risk

Did he/she keep quiet before responding?

Get some space

What did he/she do with his/her body to get space?

What thoughts helped him/her get some space?

Calm down

What did he/she do to calm down?

Skill 2: State the Problem

Step 1: What did he/she do to identify his/her warning signs?

Identify a
warning sign

Step 2: How did he/she describe the situation objectively?

Describe the
situation
objectively

Step 3: How did he/she describe his/her risk reaction?

Identify a risk
reaction

What was the problem statement?

I (think/feel) _____
because _____,
and my risk is to react by _____.

Problem Solving Skill 3: Set a Goal and Gather Information

Step 1: What was his/her goal?

Identify a
positive and
realistic goal

I want _____.
-or-
I want _____,
but I don't want _____.

Step 2:

Gather
Information
(Facts and
The Other
Person's
Thoughts and
Feelings)

Facts

What were the facts of the situation?

The Other Person's Thoughts and Feelings

What do you think the other person in the problem situation was thinking?

How do you think the other person in the problem situation was feeling?

Father's Problem Situation

Prepare

2 – 3 actors: Father, daughter, friend (optional role)

Make signs: Three sheets of paper that have the titles of the first three problem solving skills on them in large letters. You will display each sign at the beginning of the appropriate scene, before you model that skill:

1. **Stop and think**
2. **State the problem**
3. **Set a goal and gather information**

Group member assignments:

Assign each group member one or more steps to watch for.

Provide background information

Introduce the actors and the roles they will be playing. Then say:

I am coming home in the evening. My daughter is in the living room (with her friend). She/they is/are using drugs. This is an “in your face” problem for me.

Initial scene

Walk in and smell marijuana. The daughter (and a friend) is sitting down, smoking, drinking and popping a pill. She doesn't see you right away.

Confront the daughter: *What is going on here? What do you think you're doing?*

Daughter is very surprised. She responds defensively and with a challenge.

Continue to confront her, angrily: *I can't believe I ever trusted you!*

Skill 1: Stop and think (Display “stop and think” sign)

Think the following statements aloud. Remember to point to your head.

I feel hot all over and my muscles are tight. She is not going to get away with this! She is disrespecting me by doing drugs in my home. I am angry and really surprised. I am also disappointed in her.

Be quiet for a few seconds. Don't react right away.

Well, I can't walk away, so I am going to get some space in my mind. I am going to think about my favorite place and take a second to look at it in my mind.

Take a couple of deep breaths. *Don't make a bad situation worse. I am counting one... two... three... before I do anything.*

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 2: State the problem (Display “state the problem” sign)

I feel hot all over because I caught my daughter using drugs. My risk... is to hit her.

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 3: Set a goal and gather information (Display “set a goal and gather information” sign)

What is my goal here? I want my daughter to not use drugs.

Let me think about the facts. She is with a new friend – someone I haven’t seen before. She has been staying out late the past few weeks.

As I look at her, I can see she is high and angry at getting caught. She is probably embarrassed at getting in trouble in front of this new friend. She is probably thinking, “You shouldn’t be home yet. Why are you ruining my party?”

Discuss modeling display using questions in the lesson plan

Student's Problem Situation

Prepare

2 actors: Student and friend

Rehearse!

Make signs: Three sheets of paper that have the titles of the first three problem solving skills on them in large letters. You will display each sign at the beginning of the appropriate scene, before you model that skill.

1. **Stop and think**
2. **State the problem**
3. **Set a goal and gather information**

Group member assignments:

Assign each of group member one or more steps to watch for.

Provide background information

Introduce the actors and the roles they will be playing. Then say:

I am a student that has just found out I didn't make the final roster on a school sports team. My friend is with me as I discover this information. This is a "time to think" problem for me.

Initial scene

You and your friend see the final roster posted on the wall. You walk up to it, read it, and do not find your name on it.

Show anger and frustration as you say: *Huh. I guess I don't see my name there, do you? That really doesn't make any sense. How stupid and unfair! What a bogus system!*

Skill 1: Stop and think (display "stop and think" sign)

Think the following statements aloud. Remember to point to your head.

My throat is dry and my head is throbbing. This is so unfair. The coach cut me because he doesn't like me. I am angry. I am also really disappointed.

Here come some other kids that tried out. I'm not going to say anything to them.

Walk away from the list.

I know I can handle this. Take a couple of deep breaths.

Your friend starts to talk to you about it, but you interrupt and say: *Hey man, I'm sorry, but I just don't want to talk about it right now. I just don't get it. If it's cool, I'll talk to you later.*

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 2: State the problem (display “state the problem” sign)

Explain to the group that it is now later that night, and you are talking to your friend on the phone:

Hey, (use name), I thought I would call you about what happened earlier. I feel angry and disappointed because I didn't make the team, and my risk reaction is to go off on the coach when I see him. I really want to get back at him for this.

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 3: Set a goal and gather information (display “set a goal and gather information” sign)

Friend: *So what do you know about this deal?*

Well, here are some facts... 30 people tried out for 11 spots, so it was a competitive process. I was late for one tryout, and the coach gave me a warning about that. But then I ended up being high scorer at that practice game. Once, the coach asked me, “What’s with the attitude?”

Friend: *So what do you think he meant by that?*

I guess he was thinking that I was disrespecting him or his authority. I actually think he cares more about attitude than ability.

Friend: *I would guess that’s pretty close to his point of view.*

Yeah, he was probably feeling pretty annoyed with me. It must be kind of hard to have to decide who gets cut and who makes the team. I'll bet he gets frustrated with kids with attitudes.

Discuss modeling display using questions in the lesson plan

Lesson 21 – Problem Solving:

Skill 4 – Think of Choices and Consequences



Summary and Rationale

This is the “brainstorm” skill of problem solving. Group members stretch their imagination to think of as many actions as they may be able to take in a problem situation. After generating a wide range of actions, group members consider the consequences of each of the possible choices. This step of the skill asks group members to use cause and effect thinking and to imagine the effect of their actions on both themselves and others. Facilitators should be prepared for group members to have different opinions on the consequences of the actions generated. It is important for them to describe reasons they think an outcome may be positive or negative. Sometimes, problem solving means choosing an action with a less negative outcome among a variety of negative outcomes. Facilitators should be prepared to help group members consider how positive or how negative a consequence may be for themselves and for others. The steps of this skill show group members how to look at problems from a broad, social point of view.

Linking to previous lessons – Group members have learned one or more social skills that may be relevant for them to consider.

Concepts and Definitions

Brainstorming is opening your mind to think of as many ideas as possible. The ideas do not have to be realistic or positive. Brainstorming possible actions is one of the most important thinking processes involved in problem solving. It helps group members expand their thinking beyond the actions they habitually take in problem situations.

Consequences are the result of one's actions. Predicting consequences can be difficult and that is okay. Consequences can be either positive or negative. It is possible to imagine both positive and negative consequences for actions. The focus should be on developing the cause and effect thinking associated with this problem solving skill.

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

1. Generate multiple actions possible in problem situations.
2. Identify possible consequences of the choices generated, both for themselves and other people.
3. Choose an action based on consequences and goals.
4. Identify thinking to support chosen actions.

Major Activities

Activity 1: Review of First 3 Problem Solving Skills

Activity 2: Overview of Lesson

Activity 3: Discuss Step 1: Brainstorm Choices

Activity 4: Discuss Step 2: Think about Consequences

Activity 5: Discuss Step 3: Pick a Choice to Get Your Goal

Activity 6: Apply Steps 1 and 2 to Ongoing Problem Situation

Activity 7: Apply Step 3 to Ongoing Problem Situation

Activity 8: Wrap-up

Activity 9: 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:



C-21-1–Choices and Consequences (Prepare 2 charts; one for Activity 3 and one for Activity 6)

Filled-in charts from lessons 18 and 19 with Shewan’s or Sherry’s first 3 problem solving skills

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

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps (Group members should bring this to class or you should keep a folder with these steps to use each lesson).

H-21-1-Pocket Skill Cards
H-21-2-Homework

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-21-1–Title Slide
P-21-2-Problem Solving Skills 1-3
P-21-3-Problem Solving Skill 4: Choices and Consequences
P-21-4-Risk Feelings and Thinking Skills Thermometers
P-21-5-Problem Solving Skill 4: Choices and Consequences–Skill Steps
P-21-6-Homework

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of participant handouts

Activity 1: Review of First 3 Problem Solving Skills

Let's review the 3 problem solving skills we have worked through so far.

What is the first skill?

(Answer: Stop and think.)

What is important about it?

(Answer: To help us begin to think rather than react emotionally.)

What is the second skill?

(Answer: State the problem.)

What is the purpose of this skill?

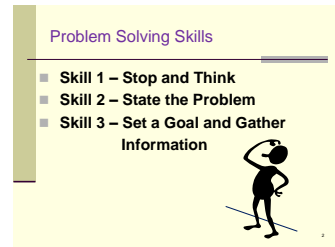
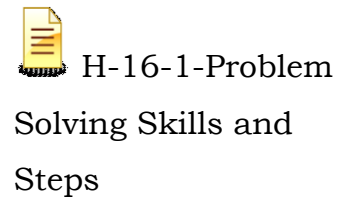
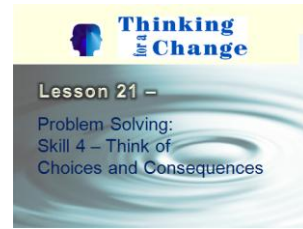
(Answer: To describe the problem objectively and to recognize our risk reaction.)

What is the third skill?

(Answer: Set a goal and gather information.)

What happens in this skill?

(Answer: This is where you set a positive and realistic goal and think about the facts and the other person involved.)



Activity 2: 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 you get information and know what your goal is, it is time to decide what to do. In any situation, there are many different choices a person can make. What limits us is that we often don't let ourselves think about actions that don't immediately come to mind.

What do you think the risk feeling and new thinking skills thermometers should look like for this skill?

(Answer: Risk feelings have cooled down and new thinking skills are heated up.)

Problem solving skill 4: **think of choices and consequences** focuses on some important thinking skills such as brainstorming and imagining the consequences of your actions.

There are three steps in problem solving skill 4: **think of choices and consequences**.

Step 1: Brainstorm choices

Step 2: Think about the consequences

Step 3: Pick a choice to get to your goal



Problem Solving – Skill 4: Choices and Consequences

- Uses important thinking skills such as brainstorming and imagining the consequences of your actions



Problem Solving – Skill 4: Choices and Consequences

- Feelings are cooling down
- Thinking heats up

(Reveal after getting response to question.)



Problem Solving – Skill 4: Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about the consequences
- Step 3: Pick a choice to get to your goal

Ask a volunteer to read the steps.

Here is a skill card with the **think of choices and consequences** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 3: Discuss Step 1: Brainstorm Choices

Step 1: Brainstorm choices – means just that. We think of lots and lots of things we can do to respond to the situation. People who do research on problem solving say that this is the most important step because it helps us open our minds to new options for taking action.

Let's try an example of brainstorming. A man takes a woman out for dinner. The check comes and he realizes that he has forgotten his wallet. What are some of his choices for what he could do? Let's come up with at least 10 things he could do in this situation.

(Example answers: Call a friend, ask the date for money, skip out on the bill, or ask the date to wait while he goes to get some money.)

Great, see how easy it is to come up with a lot of ideas. As you do step 1, it can be helpful to talk to others as a way to get ideas that you may not



H-21-1-Think
of Choices and
Consequences
Pocket Skill
Cards

You may offer an example that is more relevant to your group.



C-21-1-
Choices and
Consequences

Lead a brainstorming session. Ideas do not have to be realistic or positive. After the brainstorming is over, write down at

think of.

least 3 – 4 ideas that seem to have a range of positive and negative consequences in the “Choices” column (do not discuss “Consequences” until the next activity.)

Activity 4: Discuss Step 2: Think About Consequences

Consequence is another word for outcome. A consequence can be good or a consequence can be bad. In step 2 of this skill we imagine what could happen as a result of each choice we are considering.

We want to consider what might happen for ourselves and what might happen for the others involved. As we have already discussed, thinking about the effect of our actions on others is important in problem solving. Making things bad for others often makes problems worse.

In this situation there are at least two others. One is the man’s date and the other is the person running the restaurant or the food server.

Content

Considering each of the choices we wrote on the chart in the previous activity – What might be the consequence for:

- The problem solver?
- His date?
- The person running the restaurant and the food server?

Activity 5: Discuss Step 3: Pick a Choice to

Notes

Encourage group members to share their ideas.

The goal is to have group members do cause and effect thinking as well as consider the impact of actions on others. Disagreement about consequences is okay.

After group members describe possible consequences, code consequences as:

+ (positive)

- (negative)

+/- (could be positive or negative)

It is okay to have either one or two columns under the “Others” column.

Get to Your Goal

Once we have brainstormed choices and thought about the consequences, it is time to connect this to our goal. That is why having positive and realistic goals are important. Our goals should help guide our actions. We want to pick a choice that will get us to our goal.

For example, if the man on the date had set as his goal that he wants to impress the woman he is with, which of these choices has the best chance of getting him to his goal?

Activity 6: Apply Steps 1 and 2 to the Ongoing Problem Situation

Discuss the question. It is okay if the group does not agree. The purpose of the discussion is for them to provide a reason for the choice they think is best. Only write a final choice on the chart if the group agrees on one.

Continue using the ongoing problem situation introduced in lesson 18 (either Shewan and Ms. Shells or Sherry and Ms. Porter). Post the charts where you have identified the

Now let's do step 1 of problem solving skill 4: **think of choices and consequences** for Shewan/Sherry. We are going to brainstorm possible actions she could take.

Step 1: Brainstorm Choices

As a group, let's brainstorm actions the problem solver, (Shewan or Sherry), can take.

Let's come up with at least 8 different choices.

information from problem solving skills 1, 2, and 3 for the ongoing problem situation and review the information on the charts. Replay (or re-model) the scene if you think it would be helpful.



Post on the wall Shewan's/Sherry's charts from lessons 18 and 19 .



C-21-1-Choices and Consequences (clean sheet)

Be alert to the group getting "stuck" in a narrow track of choices. (For instance, they might only consider destructive choices

Review Social Skills for Possible Choices

Think about the social skills you have learned.
Are there some that we could include in our list of choices?

(Example answers: Active listening, asking questions, responding to anger)

or choices that express anger.) If this kind of narrowing happens, remind the group that the point of the step is to consider as wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track. On the other hand, remember that this is brainstorming, so not all choices need to be realistic or pro-social.

Once brainstorming is completed review the social skills that group members have learned in the program and let the group decide if they want to include any of the social skills as

Step 2: Think About Consequences

Now that you have thought of lots of choices, we can consider the possible consequences of these choices. Remember consequences can be positive or negative. Consider two kinds of consequences: consequences for self and consequences for others.

possible choices.

Follow the procedure used in Activity 5 to consider the consequences for each choice.

Group members first imagine a consequence and then identify it as +, -, or +/- . Do this for both the problem solver and for other involved parties (Shewan/Sherry and Ms. Shells/Ms. Porter).

If your group has generated many choices, consider the first 4 to 5 with the total group and then assign pairs to

Activity 7: Apply Step 3 to the Ongoing Problem Situation

In step 3 we want to pick a choice to get to our goal and to use the information we identified when we did problem solving skill 3: **set a goal and gather information.**

Let's look at the information on the chart that shows Shewan's/Sherry's goal and the information she may want to consider when she decides what action to take.

Choices That Will Not Lead to the Goal

consider consequences for specific actions that are left. After a few minutes of pair discussion time, ask pairs to report out their ideas about possible consequences. Encourage discussion, but also keep a lively pace.



Display the chart that was developed in lesson 19 with Shewan's or Sherry's goal and the information identified for skill 3.

Content

We will go through a process of elimination. This means we will start by identifying any choice that will not lead to her goal.

We now are left with choices that we think can lead Shewan/Sherry to her goal. Think about what we know about Shewan/Sherry as well as Ms. Shells/Ms. Porter. Let's look at the choices that are left.

Examine Remaining Choices

Let's get some recommendations from group members. Who wants to suggest a choice from our remaining list that you think Shewan/Sherry should take?

Step 3: Pick a Choice to Get to Your Goal

It is now time for the group to decide on what the best choice might be to help Shewan/Sherry to her goal.

First, I am going to read through our list so you

Notes

Using the information on the chart from activity 7, lead the group in identifying actions that will not lead to the goal and cross them off. If there is disagreement, do not cross off the choice.

Encourage group members to share ideas and give reasons for the choice they have identified.

Read through the

have one more chance to consider these options.

Now I will read them a second time and ask you to vote by raising your hand for one (and only one) of these choices.

Okay, most group members think (insert the choice with the most votes) will get Shewan/Sherry closer to her goal. We will work with this choice in our next session.

Activity 8: Wrap-up

Problem solving skill 4: **Think of choices and consequences**, has three steps. Which of these steps do you think will be easiest to remember?

Why do you think brainstorming is important?

(Example answers: We are learning to consider new ways of thinking and acting in problem situations.)

What do you like about considering consequences for others as well as yourself?

list as a final review of the options.

Read through the list a second time and ask group members to raise their hands for the choice they think is best. Write down the number of votes next to each choice.

Write the choice with the most votes in the appropriate place at the bottom of the chart.

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

(Example answers: If you do something that has significant negative consequences for others it can lead to more problems.)

Activity 9: Assign Homework

For homework, I am handing back the homework you role played in the previous lesson. I want you to apply skill 4: **Think of choices and consequences** to that problem.

Be sure you list at least eight different things you can do.

If you can, find someone you trust to help you with this assignment. Brainstorming and considering consequences is easier when we have the benefit of another person’s perspective, even if we disagree with it. Why? Because it can help us think of things we would not think of on our own. Be sure to brainstorm choices first and then consider consequences. Consider consequences for both you and others.

of this problem solving step.

Hand back the homework you collected at the end of the lesson 20.



Homework

- Practice skill 4 with the problem you worked on in lesson 20
- Be sure you list at least 8 different things you can do
- Find someone you trust to help you brainstorm your choices and consider consequences



Homework Handout

<u>Step 1: Choices</u>	<u>Step 2: Consequences (+/-)</u>	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u>		

**Problem Solving Skill 4:
Think of Choices and Consequences**

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

**Problem Solving Skill 4:
Think of Choices and Consequences**

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

**Problem Solving Skill 4:
Think of Choices and Consequences**

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

**Problem Solving Skill 4:
Think of Choices and Consequences**

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

Homework Sheet: Lesson 21

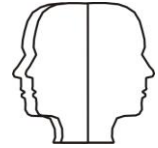
Name: _____ Date: _____



Apply problem solving skill 4: **Think of choices and consequences** to the problem situation you worked on in lesson 20. Be sure to list at least eight choices for what you can do. Brainstorm choices and consequences with someone you trust, to get another perspective.

<u>Step 1: Choices</u>	<u>Step 2: Consequences (+/-)</u>	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u>		

Lesson 22 – Problem Solving: Skill 5 – Make a Plan



Summary and Rationale

In this lesson group members learn and practice the steps of problem solving skill 5: **make a plan**. Creating and following a plan reinforces a principle that runs throughout **Thinking for a Change**: think before you act.

Linking: Step 5 of this skill incorporates processes group members have practiced in cognitive self-change, social skills, and even earlier in problem solving. It involves using a thought to help you maintain control as you implement your plan.

Concepts and Definitions

Make a plan consists of 5 steps:

Step 1: Identify with whom, where and when you should take your chosen action.

Step 2: Choose key social skills that can help you.

Step 3: Identify what you will do or say.

Step 4: Identify how you will do or say it.

Step 5: Decide on a thought that will help you get started.

Objectives – As a result of this lesson group members will apply problem solving skill 5: **make a plan** to a real life situation.

Major Activities

Activity 1: Review Problem Solving Skills 1- 4

Activity 2: Homework Review

Activity 3: Overview of Lesson

Activity 4: Review Problem Solving Skills 1 – 4 with the Ongoing Problem Situation

Activity 5: Apply Skill 5: Make a Plan to the Ongoing Problem Situation

Activity 6: Wrap-up

Activity 7: 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:



C- 22-1-Choices and Consequences
C-22-2- Skill 5: Make a Plan

Filled-in charts for skills 1-4 for Shewan or Sherry from previous lessons.

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

Denoted in lesson plan with this symbol:



H-16-1 Problem Solving Skills and Steps (Group members should bring this to class or you should keep a folder with these steps to use each lesson).
H-22-1-Pocket Skill Cards
H-22-2-Homework

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-22-1-Title slide
P-22-2-Problem Solving Skills 1-4
P-22-3-Problem Solving Skill 5
P-22-4-Feelings and Thinking Thermometer
P-22-5-Homework

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of participant handouts

Activity 1: Review Problem Solving Skills 1-4

We have practiced 4 of the 6 problem solving skills. Let's briefly review them. What is the first skill?

(Answer: Stop and think.)

What is important about it?

(Answer: It helps you think rather than react emotionally.)

What is the second skill?

(Answer: State the problem.)

What is the purpose of this skill?

(Answer: To describe the problem objectively and to recognize our risk reaction.)

What is the third skill?

(Answer: Set a goal and gather information.)

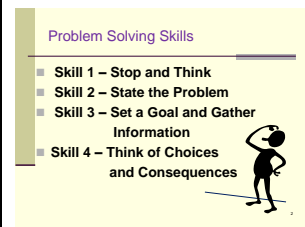
What happens when we use this skill?

(Answer: We set a positive and realistic goal. We think about the problem, by determining the facts and the other person's thoughts and feelings.)

And the fourth skill?



Refer group members to H-16-2 Problem Solving Skills and Steps.



(Answer: Think of choices and consequences.)

This skill has 3 steps to help us make the best choice to get us to our goal. Who can tell us those steps?

(Answer: Brainstorm choices; Think about consequences; Pick a choice to get to your goal.)

Activity 2: Homework Review

Last time you were asked to work on your same problem situation and do the steps in problem solving skill 4: **think of choices and consequences**.

Working with someone you trust, you were asked to list at least eight different things you could do (step 1: Brainstorm choices). Then go on to step 2 for each choice (Think about consequences). Finally, step 3 was to Pick a choice to get to your goal.

We are going to begin by having each of you put your choices and consequences on chart paper so we can discuss them. You don't have to write down step 3: Pick a choice to get to your goal yet, because we are going to discuss that first.



C-22-1

Hand out chart paper and markers for group members to write what they did for homework on chart paper.

Prepare an example to show the group

members the format you want them to use.

The primary goal of this homework review is to get the choices and consequences listed on chart paper.

These charts will be used in upcoming problem solving skills lessons.

Another goal is to use the group process to expand members' ideas about possible choices.

Group members can work in pairs and share the task of writing on the charts. The idea is to have charts that can be read by the group. And, for the end product, each group member will have

Now, each of you will have a chance to present your “Choices and Consequences” chart.

Who would like to begin?

Please remind us of your problem statement then explain your chart.

Now that, (*group member*), has described his/her goal, and choices and consequences, let’s see if we as a group can brainstorm some other possible actions he/she could take in this situation.

his/her own chart.

Pair those with better reading/writing skills with those who may have reading/writing issues.

Be prepared to assist group members who may be slow writers, have poor handwriting or may be embarrassed with their spelling.

Have first volunteer present his/her chart.

Have the group member briefly review his/her problem situation, then read through the chart.

Invite the group to add suggestions and provide reasons for their suggestions based on the possible consequences.

Keep track of the number of suggestions

(Group member), the group has helped you think about *(insert number)* additional actions you could take in this situation. Are there choices that the group has suggested that you would want to consider?

What might be the consequences of those choices?

Group, which choices do you think will get *(group member)* to his/her goal?

(Group member), now which action do you think you can do to get you closer to your goal?

made by group members.

If the group member indicates agreement either you or the group member writes it on the chart paper and also on homework sheet.

After group members give suggestions, the focus group member should pick an action from the chart. It may be the one identified for homework or it may be one suggested by the group. Write it on chart and homework sheet.

Repeat the homework review process with each group member.

Make sure to actively involve the

Activity 3: Overview of Lesson

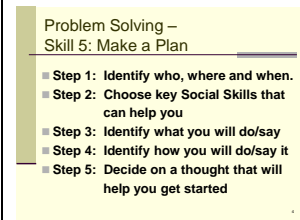
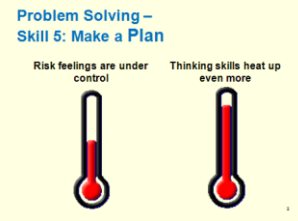
If you look at the risk feelings and thinking skills thermometers you can see that during this skill you are keeping your risk feelings in control. In contrast, your thinking skills have heated up even more.

In problem solving skill 5: **make a plan** you will use many of the thinking skills you have developed throughout this program. Here are the steps:

- Step 1:** Identify who, where and when
- Step 2:** Choose key social skills that can help you
- Step 3:** Identify what you will do or say
- Step 4:** Identify how you will do or say it
- Step 5:** Decide on a thought to get you started

Let's take a look at each of these steps, one at a

group in each member's homework presentation.



Refer group members to this handout as you go through the **make a plan** steps.

time.

Step 1: Identify Who, Where and When

In step 1 we identify who we will communicate with. We also decide where and when we will be taking the action we chose in skill 4. Timing can be very important in problem solving. If we act too soon our risk feelings may still be heated up, making it difficult for us to use our thinking skills; if we wait too long we may have lost our chance to take action.

Step 2: Choose Key Social Skills That Can Help You

In step 2 we want to identify one or two social skills that can help us reach our goal. We have learned nine social skills in this program and some of these skills can help us in most problem situations.

What social skills can you remember?

(Example answers: Any of the social skills from the curriculum is acceptable.)

Step 3: Identify What You Will Do or Say

In step 3, we figure out what to do or say. This means that we are going to think about the words we are going to use and the specific actions we are going to take.

It might be helpful to have copies of the table of contents available, or to list the social skills on a piece of chart paper.

Step 4: Identify How You Will Do or Say It

In step 4, we identify how we will do or say it.

What do you think this means?

(Example answer: This means thinking about your body language, your tone of voice, facial expression and eye contact.)

Step 5: Decide on a Thought to Get You Started

In step 5 we identify a thought that will help us get started when we do our plan. This is something we did in cognitive self-change when we tried out new thinking. It is also something we have done in social skills when we use thinking steps. This is even similar to the first skill of problem solving, when we use thoughts to calm us down during **stop and think**.

It is important to identify one or two thoughts we can use that will help us take the action we have chosen. This is one way to reduce risk thinking. Remember one of the fundamental principles of **Thinking for a Change**: *Thinking controls behavior!*

Here is a skill card with the **make a plan** steps. You can use this card while you practice the skill here in class, as well as when doing your

Encourage answers.



H-22-1-Make a Plan
Pocket Skill Cards

homework.

Activity 4: Review Problem Solving Skills 1 – 4 with the Ongoing Problem Situation

In a minute we will try out problem solving skill 5: **make a plan** using Shewan's/Sherry's problem situation.

First let's review how we applied the first four problem solving skills to her situation.

What do you know about what Shewan/Sherry did for the **stop and think** skill?

(Example answer: Group members should read the answer from the skill 1 chart for the ongoing problem situation.)

How did she **state the problem**?

(Example answer: Group members should read the answer from the skill 2 chart for the ongoing problem situation.)

What is her goal?

(Example answer: Read information on skill 3 chart.)

What information did Shewan/Sherry consider?

(Example answer: Group members should read and describe the information provided on the skill



Display charts for skills 1-4 for Shewan or Sherry from previous lessons. Review information for each step by asking the questions in the left column.

3 chart.)

What are some of the choices she brainstormed?

(Example answer: read some of the choices from the skill 4 chart.)

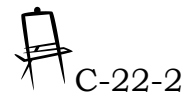
Which choice did Shewan/Sherry pick to get her to her goal?

(Example answer: read choice from skill 4 chart.)

Activity 5: Apply Skill 5: Make a Plan to the Ongoing Problem Situation

Step 1: Identify Who, Where, and When

Based on the action she chose, who will Shewan/Sherry communicate with? Where and when should she do it?



C-22-2

Restate the problem solver's goal and choice.

Either lead a large group discussion or ask pairs to discuss their ideas and then call on pairs to share their ideas. If there seems to be consensus, put that information on the chart. If not, call on one individual and let that person make the final decision and note that

Step 2: Identify Key Social Skills That Can Help You

You have learned nine social skills in this program. Let's identify two social skills you think would be most helpful to Shewan/Sherry with her choice.

Step 3: Identify What You Will Do or Say

What words do you think Shewan/Sherry should use (*if the action chosen involves saying something*)?

Should she start by saying something directly or by asking a question?

How important will it be for her to listen?

What might she expect Ms. Shells/Ms. Porter to say to her?

Step 4: Identify How You Will Do or Say It

on the chart.

Write two social skills on the chart.

Lead a discussion by asking the questions, one at a time, giving group members time to think about and discuss each question before you move on to the next question.

The group does not need to come to a consensus on answers.

Note key ideas presented by the group on the chart.

Either lead a large group discussion or ask pairs to discuss their ideas and then call on

What tone of voice can help Shewan/Sherry communicate effectively? Consider how loud or how soft, how respectful or how insistent.

What should she do with her body? Stand? Sit?

How close or far away should she stand? Be straight, lean forward or back?

What should she do with her hands and arms?

What should she do with her face? Look pleasant, frown, neutral?

And what should she do with her eyes, eye contact? Look away? A combination?

Step 5: Decide on a Thought to Get You Started

What can Shewan/Sherry think as she starts

pairs to share their ideas based on the questions.

Note ideas to use for the plan on chart paper after discussing each question.

Once discussed, ask for a volunteer to say something in the tone of voice which was decided upon.

After discussion, ask a volunteer to demonstrate.

Once discussed ask for a volunteer to show the facial expression which was decided upon.

Write the thought/s on

taking her action that will help her keep her risk feelings in control?

(Example answer: "I can handle this.")

Activity 6: Wrap-up

You have done a lot of work today. We have explored problem solving skill 5: **make a plan**.

Congratulations on all the work you did in our session today.

Activity 7: Assign Homework

For your homework, I want you to work on skill 5 by making a plan for the choice you identified today. Keep your goal in mind. Use this homework handout to guide you. In our next session, we will put your plans into action.

the chart paper.


Keep filled-in Chart 22-2 for next session.



P-22-5

Homework

- Write a plan for the problem situation you have been using for homework
- Use the choice from skill 4, step 3 that you finalized today during homework review





H-22-1

Homework

Name: _____

My goal is: _____

<u>Step 1: Choices</u>	<u>Step 2: Consequences (+/-)</u>	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u>		

Problem Solver: _____

Goal: _____

Choice: _____

Skill 5: Make a Plan

Step 1: Identify who, where and when –

Step 2: Choose key social skills that can help you –

Step 3: Identify what you will do or say –

Step 4: Identify how you will do and say it –

Step 5: Decide on a thought to get you started –

**Problem Solving Skill 5:
Make a Plan**

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

**Problem Solving Skill 5:
Make a Plan**

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

**Problem Solving Skill 5:
Make a Plan**

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

**Problem Solving Skill 5:
Make a Plan**

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Homework Sheet: Lesson 22



Name: _____ Date: _____

Apply problem solving skill 5: **Make a plan** to the problem situation you've been working on. Use the choice you decided on in lesson 21. Remember your goal.

My problem statement: I think/feel _____
because _____ and
my risk reaction is _____.

My goal is:

My choice is:

Problem Solving Skill 5: Make a Plan

Step 1:

Identify who,
where and
when

Who?

Where?

When?

(Continued on Next Page)

Step 2:

Choose key
social skills
that can help
you

Step 3:

Identify what
you will do or
say

Step 4:

Identify how
you will do or
say it

Step 5:

Decide on a
thought to get
you started

Lesson 23 – Problem Solving: Skill 6 – Do and Evaluate



Summary and Rationale

In this lesson group members learn and practice the last problem solving skill: **do and evaluate**. There are three steps:

Step 1: Do it

Follow the plan developed in skill 5: **make a plan**

Step 2: Ask questions:

- Am I closer to my goal?
- What parts of my plan worked best?

Step 3: Decide what to do next

Based on how we answered questions about what happened, we decide what to do next

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

1. Demonstrate the steps for “do it” and then use questions to evaluate what happened after they “did it.”
2. Using the answers to their evaluation questions, they will decide what they need to do next.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Apply Skill 6: Do and Evaluate to Ongoing Problem

Activity 4: Group Members Prepare to Try out Problem Solving Skill 6: Do and Evaluate

Activity 5: Group Members Role

Play Skill 6: Do and Evaluate

Activity 6: Repeat Activities 4 and 5 for Partner

Activity 7: Repeat Activities 4 and 5 for All Remaining Group Members/Pairs

Activity 8: Wrap-up

Activity 9: 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:



C- 22-1-filled in from previous lesson

Filled-in charts for skills 1-5 for Shewan or Sherry from previous lessons.

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

Denoted in lesson plan with this symbol:



H-16-1-Problem Solving Skills and Steps (Group members should bring this to class or you should keep a folder with these steps to use each lesson).

H-23-1-Pocket Skill Cards
H-23-2-Homework

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-23-1-Title slide
P-23-2-Problem Solving Skill 5 – Make a Plan
P-23-3-Problem Solving Skill 6 – Do and Evaluate
P-23-4-Step 1: Do it
P-23-5-Step 2: Ask questions
P-23-6-Am I Closer to My Goal
P-23-7-Step 3: Decide what to do next
P-23-8-Homework

Equipment

- Easel (chart stand)
- Projector to show Power Point Slides
- Projection Screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

Activity 1: Homework Review

For homework you were asked to apply problem solving skill 5: **Make a plan**.

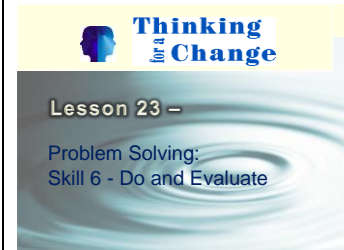
I would like each of you to tell us your problem statement, your goal, and your choice, and then read the steps of your plan. After you read your plan you can ask us for our input on any part of your plan. We will listen and may also ask questions about things we don't understand. Feel free to make changes to your plan based on our input.

Activity 2: Overview of the Lesson

When we use problem solving skill 6: **Do and evaluate**, we put our plan into action and then



P-23-1



P-23-2

Problem Solving – Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key Social Skills that can help you
- Step 3: Identify what you will do/say
- Step 4: Identify how you will do/say it
- Step 5: Decide on a thought that will help you get started

Have each group member provide his/her problem statement, goal, and choice, and then give the information for each step of the plan.

Invite questions from the group.

think about how well we liked what happened based on the action we took. In this skill, we also decide what to do next. The steps are:

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next

Step 1: Do it

In step 1 we put the plan we made in problem solving skill 5 into action. We do it.

Step 2: Ask questions

In step 2 we ask two key questions to help us figure out, or evaluate, what happened after we Do it:

1. Am I closer to my goal?
2. What parts of my plan worked best?
 - For me?
 - For others?



Problem Solving – Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next



Step 1 – Do it

- Use your plan to take action



Step 2 – Ask Questions

Am I closer to my goal?

What parts of my plan worked best?
For me?
For others?



Key Question 1: Am I Closer to My Goal?

Sometimes our actions get us exactly what we want, as stated in our goal. Like the picture on this slide, we get what we want. It is like a mountain climber reaching the top of the mountain: We reach our goal.

Sometimes our actions get us *closer* to our goal, but we still have more actions to take before reaching our goal.

For example, the mountain climber may run into bad weather or a blocked path that he or she did not count on. The climber keeps moving up the mountain, but it may take longer than planned.

And sometimes things don't go as we expect and we still have a problem. For example, the climber may have to turn around and find another way up the mountain, or may have to find another mountain to climb. We don't give up, but we have to make changes to our goal or to our actions.

So, there is one evaluation question we always ask ourselves: Am I closer to my goal?

There is also a second question that can help us evaluate what happened.



P-23-6



Key Question 2: Which Parts of the Plan Worked Best?

No matter the outcome, we can help ourselves by asking a second evaluation question: “Which parts of the plan worked best?”

After we take action, we can think back over what happened.

We first think about what happened for us. This includes how well we managed our risk thoughts, feelings and physical reactions in the situation.

We also need to consider what happened for the other person. Was it the outcome we expected? Did I hurt anyone?

This means thinking about how the other person or persons responded. Is this what we thought they would do?

Step 3: Decide what to do next

Based on how we evaluate what happened, we decide what to do next. We use the answers to our evaluation questions from step 2 to decide what we want to/should do next.



P-23-7

Step 3 – Decide what to do next

- Use answers from evaluation questions in Step 2 to decide what to do next



Here is a skill card with the **do and evaluate** steps. You can use this card while you practice the skill here in class, as well as when doing your homework.

Activity 3: Apply Problem Solving Skill 6: Do and Evaluate to Ongoing Problem Situation

In our last session, we made a plan for Shewan/Sherry.

Now let's apply skill 6: **Do and evaluate**. To apply this step we need to back up and use the plan we made in problem solving skill 5: **Make a plan**.

Step 1: Do it

Let me show you how this works.

I am going to pretend that I am the problem solver, Shewan/Sherry, and I am going to follow the plan



H-23-1-Do and Evaluate Pocket Skill Cards



Review information from skills 1 - 4 (Display the filled in charts from each skill or just remind the group of the main information for each skill).



C-22-2- Filled in from lesson 22. Review the plan that the group developed in the last lesson.

we made.

For step 1 of this skill, do it, I am going to ask each of you to observe one of the steps of the plan.

(Group member), watch for step 1 of the plan. Is the plan clear about with whom, where and when I am doing this?

(Group member), watch for step 2. Can you observe me using the social skill/s we have identified?

(Group member), you watch for step 3: Identify what you will do or say. Watch for what I do and say.

(Group member), watch for step 4. Watch how I am acting toward the other person. Listen for tone of voice and watch for my body language.

(Group member), watch for step 5. See if I use the thought/s we identified to get me started when I take action. Remember, this is the thought that will get me started, so it will actually be the first thing I do as I put my plan into action.

So, now it is time for me to Do it.

Assign each group member a step from the Chart 22-2 to watch for.

Model the plan with the co-facilitator to demonstrate step 1: Do it. End model after you have gone through all of the steps and you and Ms. Shells/Ms.

Porter mutually agree on an appropriate next step.

Once you have finished modeling Shewan's/Sherry's plan, ask group members for feedback on each step. Then move on to step 2.

Step 2: Ask Questions

If Shewan/Sherry asked herself, "Am I closer to my goal?" What might she answer?

Encourage discussion.

Emphasize that she did something to be closer to her goal.

Let's think about the second question, "What parts of the plan worked best?"

Encourage discussion.

How would she answer that?

If the group seems stuck, here are some examples of additional evaluation questions that can be asked to stimulate thinking

Step 3: Decide what to do next

Let's apply step 3: Decide what to do next. Turn to your partner and come up with one or two ideas of what Shewan/Sherry could do next.

Activity 4: Group Members Prepare to Try out Problem Solving Skill 6: Do and Evaluate

and discussion:

Am I okay with what happened?

How do others feel about what happened?

Now that I have done it, how would I change my plan?

What do I like best about what happened? What do I like least?

Do I need more information?

What are other choices to consider?

Call on different pairs and encourage discussion of their ideas.

Meet with a partner and discuss the plan you developed for your homework. You will take turns role playing the plans here in class. Decide who will play the role of problem solver first. Practice with your partner so that your role play uses all the information from your plan.

Have your co-actor practice what he/she will do or say.

Work on the role play so that the outcome is something that you want to happen.

Have group members work in pairs to plan their role play.

Have them choose who will be the problem solver for the first round of role plays. (Or you can make a designation such as: the person whose first name is closest to "A" will be the role player for the first round.)

Tell them to use the homework from lesson 22 to prepare the role play.

They will need to show all the steps of the plan.

Circulate to help pairs as needed.

Activity 5: Group Members Role Play

Problem Solving Skill 6: Do and Evaluate

Step 1: Do it

Let's now look at what step 1: do it, looks like.

(Group member), please remind us of your problem statement, goal and choice.

Group, as you watch the role play, watch the problem solver to see how he/she does his/her plan.

Specifically we will discuss how the role player does the plan he/she made. We will watch for each part of the plan in step 1: do it –

- 1) Identify who, where, and when
- 2) Choose key social skills that can help you
- 3) Identify what you will do or say
- 4) Identify how you will do or say it
- 5) Decide on a thought to get you started

Begin Role Play

Be sure to show us the thought or thoughts you are using to help you do your plan, including step 5 from the plan: decide on a thought to get you started. This may be the first thing you do as you put your plan into action.

Discuss and Evaluate Role Play

Ask for volunteers to begin the role plays.



Refer group members to H-16-1 or put the **make a plan** steps on a chart/project slide P-23-2 for easy reference.

Monitor role plays.

Ask these questions

What did you see the problem solver say/do?

How did he/she say and do it?

What thinking did the problem solver use to help her/him get started?

(Problem solver), did your role play go as planned?

Step 2: Ask Questions

(Problem solver), based on what happened, do you think you are closer to your goal?

Group members, do you think he/she is closer to her/his goal?

(Co-actor), what parts of the plan worked best?

Group members, what parts of the plan do you think worked best?

(Problem solver) what parts of the plan do you think worked best?

Step 3: Decide what to do next

(Problem solver), let's move to step 3: Decide what to do next. What do you think you should do next?

after the role play.

Allow for a broad-based discussion regarding changing one of more steps of the plan, or additional actions that will need to be taken.

(To group), what ideas do you have for what to do next?

Activity 6: Repeat Activities 4 and 5 for Partner

Activity 7: Repeat Activities 4 and 5 for All Remaining Group Members/Pairs

Okay, who would like to go next?

Activity 8: Wrap-up

Congratulations, we have worked through the entire problem solving skill process!

Activity 9: Homework

For homework, identify two problem situations that you and other members of this group face.

Once you identify the problem situations, identify the risk thoughts, feelings, and attitudes and beliefs for each situation. For example

*(See facilitator note). You can use our old friend, the thinking report, to complete your homework.

Next time we will use these problems to role play

Repeat activity 4 so the other half of the pairs can plan and practice. Then repeat activity 5.

Repeat activities 4 and 5 for all pairs.



P-23-8

Homework

- Identify 2 problem situations
- Then identify risk thoughts, risk feelings, and risk attitudes and beliefs for each problem situation
- Use thinking report forms



H-23-2-Homework

all six skills of problem solving.

***Facilitator note:**

Provide examples of problem situations for your group such as:

Youth in the community:
Conflicts with parents/guardians.

Adults in the community:
problems with transportation.

Those in facilities:
problems with waiting lists for programs.

**Problem Solving Skill 6:
Do and Evaluate**

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

**Problem Solving Skill 6:
Do and Evaluate**

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

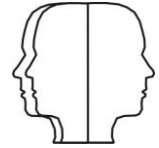
**Problem Solving Skill 6:
Do and Evaluate**

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

**Problem Solving Skill 6:
Do and Evaluate**

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

Homework Sheet: Lesson 23



- Between now and the next session, identify 2 problem situations that you (and your fellow group members) often face or are facing.
- Complete a thinking report on each of the problem situations.
 1. Write a brief, factual description of the problem situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation.
- Then circle the thoughts, feelings, and attitudes or beliefs that contain risk for you.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation: _____ _____ _____
Thoughts: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ 7. _____ 8. _____ 9. _____ 10. _____
Feelings: _____ _____
Attitudes and Beliefs: _____ _____

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Lesson 24 – Problem Solving: Application



Summary and Rationale

This lesson provides group members the opportunity for collaborative practice of all 6 problem solving skills.

Objectives – As a result of this lesson the group members will be able to apply all 6 problem solving skills to real life situations.

Major Activities

Activity 1: Homework Review

Activity 2: Overview of Lesson

Activity 3: Give Directions for Role Play

Activity 4: Small Groups Plan Role Play

Activity 5: Small Groups Present Role Play

Activity 6: Repeat Activity 5 with Each Small Group

Activity 7: Assign Homework

Activity 8: Wrap-up

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:



H-16-1-Problem Solving Skills and Steps (Group members should bring this to class or you should keep a folder with these steps to use each lesson).
 H-24-1-Problem Solving Role Play Directions
 H-24-2-Problem Solving Role Play Plan
 H-24-3-Homework
 H-24-4-Program Organizer Activity

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-24-1-Title Slide
 P-24-2-Homework Review
 P-24-3-The 6 Problem Solving Skills
 P-24-4-Skill 1: Stop and Think
 P-24-5-Skill 2: State the Problem
 P-24-6-Skill 3: Set a Goal and Gather Information
 P-24-7-Skill 4: Think of Choices and Consequences
 P-24-8-Skill 5: Make a Plan
 P-24-9-Skill 6: Do and Evaluate
 P-24-10-Homework
 P-24-11-Program Organizer

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

Activity 1: Homework Review

For your homework, I asked you to identify two problem situations. Let's start with (*name a group member*) and find out what problems each of you have identified. Also tell us the risk thoughts, feelings, and attitudes and beliefs you identified.

Activity 2: Overview of the Lesson

Great work on that homework review! In this lesson we will have an opportunity to put into action everything we have learned in problem solving.

Each of you will work with a small group.

You will pick two or three problem situations your group would like to work with, then we will work together to choose one for the role play.

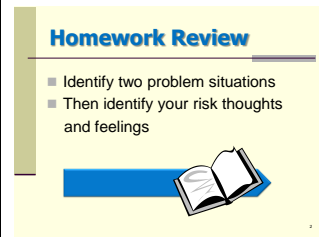
Using the agreed upon situation, each small group will work together to plan a role play that shows how to deal with the problem.



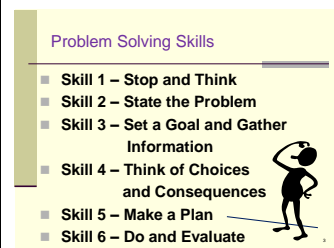
P-24-1



P-24-2



P-24-3



Place group members in small groups of 3 to 5 individuals.

Each group needs to have members who are adequate readers/writers.

You will coach the groups

The role play needs to show what each of the six problem solving skills could look like for your situation.

Finally, you will do your role play for the whole group.

Activity 3: Give Directions for the Problem Solving Role Plays

For planning, identify someone who will write down the information for each of the skills and steps. You will decide what information goes into each step as a group.

Then choose a role for each group member to take on in the role play. Here are the roles:

1. **Narrator:** This person introduces each skill.

about which problem to use so that you have a variety of problem situations presented to the large group.

Your coaching in problem selection will also help ensure that group members have successful experiences. For example, a role play that is complicated or overly emotionally charged may not be suited to having the group members successfully practice the problem solving skills.



H-24-1-Problem Solving Role Play Directions

After the skill has been demonstrated, the narrator asks the group to identify the different steps of the skill.

2. **Problem solver:** This is the person who will be showing each of the problem solving skills. For example, for skill 1: **stop and think**, this person will identify his/her warning signs and show how to be quiet, get space and calm down.

3. **Co-actors:** The others in your group will take the role of others who are involved in the problem or the problem solving process.

After you finish planning each skill, let me know. I want to go over each step as you plan it.

Activity 4: Small Groups Plan Role Play

Help each small group pick a problem situation that lends itself well to a role play.



H-24-2-Problem

Solving Role Play Plan

Monitor and assist as needed with small group planning.

Check each skill as they plan it and provide feedback to help make

Activity 5: Small Group Presents Role Play

Let's begin by having the narrator give us some background information:

- What is the problem situation you are going to show us?
- Is this an “in your face” or “time to think” problem?
- What role is each group member playing?

each step clear and not too detailed.

Help each small group do a brief practice of the role play before they actually perform it.

Find out who the narrator is going to be and tell the narrator to use his/her lesson 16-1 handout to introduce and debrief each problem solving skill.

Identify the first group to present.



H-16-1 Problem Solving Skills and Steps.

Group members can refer to this sheet as they observe role plays.

Problem Solving Skill 1: Stop and Think

We will now watch how this problem begins with the **stop and think** skill.

Problem Solving Skill 2: State the Problem




P-24-4

Problem Solving –
Skill 1: Stop and Think

Step 1: Stop!
Pay attention to your warning signs

Step 2: Think!
Reduce your risk



If necessary prompt the narrator to introduce this skill.


When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.



P-24-5

Problem Solving –
Skill 2: State the Problem

Step 1: Identify a warning sign
Step 2: Describe what happened objectively
Step 3: Identify a risk reaction



If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if


Problem Solving Skill 3: Set a Goal and Gather Information

necessary prompt the narrator to ask other group members what they observed.



Problem Solving – Skill 3: Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Identify what you know about the situation



If necessary prompt the narrator to introduce this skill.


When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.

Problem Solving Skill 4: Think of Choices and Consequences



Problem Solving – Skill 4: Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about the consequences
- Step 3: Pick a choice to get to your goal



If necessary prompt the narrator to introduce this

Problem Solving Skill 5: Make a Plan

skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.



Problem Solving – Skill 5: Make a Plan

- Step 1: Identify who, where and when
- Step 2: Choose key Social Skills that can help you
- Step 3: Identify what you will do/say
- Step 4: Identify how you will do/say it
- Step 5: Decide on a thought that will help you get started

If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.

Problem Solving Skill 6: Do and Evaluate



Activity 6: Repeat Activity 5 with each Small Group

Which small group would like to go next?

Activity 7: Assign Homework

Congratulations, you have worked together to

Problem Solving – Skill 6: Do and Evaluate

- Step 1: Do it
- Step 2: Ask questions
- Step 3: Decide what to do next



If necessary prompt the narrator to introduce this skill.

When the role play for this skill is finished, if necessary prompt the narrator to ask other group members what they observed.

Repeat activity 5 with each small group. Every small group must role play a situation that demonstrates all six of the problem solving skills.



P-25-10

show how the six problem solving skills can apply to different situations.

- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
- Identify what you did in that situation that helped you not make the problem worse.

Activity 8: Wrap-up with Program Organizer

Now that we have finished learning the six skills of problem solving, and using all your knowledge and experience from both cognitive self-change and social skills, let's take one final look at our program organizer.

Here are some of the statements that you have identified during your previous encounters with the program organizer.

Homework

- Between now and next session identify a situation that caused you some type of problem
- Identify what you did in that situation that helped you to not make the problem worse



H-24-3-Homework

Display the program organizer and give the group a few moments to study it.



P-25-11



Either display the chart papers with the comments from earlier

Small Group Discussion

We are going to break into work groups and I will give you a worksheet with some questions.

After we break up into the work groups, you will have ten minutes to study the program organizer and respond to the questions.

Have one of your group members prepare to report to all of us what the product of your work is.

Here is a group activity sheet that has several questions for you to consider as you revisit and study the program organizer. Answer each question as a group and prepare to share your ideas with the rest of us.

Discussion

program organizer discussions (lesson 1, activity 6; lesson 9, activity 8; and lesson 16, activity 2) or read some of the comments that were saved.

Break the group into three or four subgroups for a small group activity.

You can have the group members count off by three's or four's and then combine like numbers together to form groups, or use any other appropriate method.



H-24-3-Program Organizer Summary

Distribute the Group Activity Sheet. Allow 10 minutes for the groups to work.

Ask the spokesperson

Content

Notes

Let's hear from the spokesperson of each group.
Who would like to go first?

We have now wrapped up all three components of
Thinking for a Change. Congratulations on all
your good work.

for each group to
report out their ideas.

All 6 Problem Solving Skills – Role Play Directions

Here is a chance to use everything you have learned in problem solving. Using the problem situation selected by your group:

Planning

One group member will need to write down the information for each of the skill steps. Use Handout 24-2: Problem Solving Role Play Plan. As a group, decide what information goes into each step.

1. **Review** each problem solving skill. You will present your role play in 6 acts; one skill at a time. The large group will provide feedback to you after you role play each skill.
2. **Plan** how you will role play each step of the skills for your problem.
3. **Choose** a role for each group member to take on in the role play. If you have only one or two people in your group, it is okay for someone to play more than one role. Here are jobs for each role:

- **Narrator Role:**

- Describe the problem to the large group
- Identify if it is a “time to think” or “in your face” problem
- Introduce the skill and each step. After the role play of the skill, ask the large group to identify the information from each step of the skill

- **Problem Solver Role:**

- Demonstrate the steps of each of the problem solving skills. For example, for skill 1: **stop and think**, identify warning signs and show how to be quiet, get space and calm down

- **Co-actors**

- One or more co-actors will play the role of the person(s) with whom the problem solver is working with to resolve the problem. This is the person(s) with whom the problem solver has the problem
- Other co-actors will help the problem solver with the problem solving skills
 - Different co-actors can discuss different skills with the problem solver
 - One co-actor should help the problem solver evaluate how he/she has done by doing steps 2 and 3 of problem solving skill 6 with the problem solver

All 6 Problem Solving Skills – Role Play Plan

Go through the steps for each skill to plan your role play. When you do the role play follow the directions in italics under each skill step.

Problem Solving Skill 1: Stop and Think

Remember to point to your head and “think aloud” where appropriate.

Circle the type of problem :

*“Time to think”
“In your face”*

Step 1: Stop!
Pay attention to my warning signs

What physical reactions will you show?

What risk thoughts will you think aloud?

What risk feelings will you express?

Step 2: Think -
Reduce your risk

1. Be quiet

Keep quiet before responding.

2. Get some space

What will you think or visualize to get some space?

(Continued on Next Page)

What will you do with your body to get some space?

3. Calm down

What new thinking will you use to calm down?

What actions will you take to calm down?

Problem Solving Skill 2: State the Problem

Discuss steps 1, 2, and 3 (below) with a co-actor. Then put everything together into clear problem statement, following the formula.

Step 1: Identify a warning sign.

What warning sign will you identify?

Step 2: Describe what happened, objectively.

How will you describe the situation objectively?

Step 3: Describe your risk reaction

What is your risk reaction?

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

(Continued on Next Page)

Problem Solving Skill 3: Set a Goal and Gather Information

A co-actor should ask the problem solver questions to find out about the goal, the facts, and the other person's thoughts and feelings.

Step 1: Identify a positive and realistic goal?

What is your goal?

I want _____

-or-

I want _____,
but I don't want _____

Step 2: Gather Information

What are the facts in this situation?

What do you think the other person is/was thinking?

What do you think the other person is/was feeling?

(Continued on Next Page)

Problem Solving Skill 4: Think of Choices and Consequences

Step 1: A co-actor should ask the problem solver questions about choices. One or more co-actors should help the problem solver think of additional choices. **Step 2:** The problem solver and co-actors should then weigh the consequences (for both the problem solver and others) of 4 or 5 likely choices. **Step 3:** Finally, the problem solver needs to pick a choice that will help him/her get closer to his/her goal. Co-actors can ask questions about whether or not the choice helps the problem solver get closer to his/her goal.

<u>Step 1: Choices</u>	<u>Step 2: Consequences (+/-)</u>	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u>		

(Continued on Next Page)

Problem Solving Skill 5: Make a Plan

The problem solver should make a plan with the help of one or more co-actors.

Step 1: Identify who, where and when –

Step 2: Choose key social skills that can help you –

Step 3: Identify what you will do or say –

Step 4: Identify how you will do and say it –

Step 5: Decide on a thought to get you started –

(Continued on Next Page)

Problem Solving Skill 6: Do and Evaluate

The problem solver does the plan, with as many co-actors as needed. Remember to point to your head and do thinking steps aloud. After doing the plan, a co-actor should help the problem solver do steps 2 and 3 of this skill by asking questions and helping the problem solver decide what to do next.

Step 1: Do it

Step 2: Ask Questions

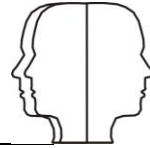
Are you closer to your goal?

What parts of the plan worked best?

Step 3: Decide What
to Do Next

What do you think you should do next?

Homework Sheet: Lesson 24



-
- Between now and next session identify a situation that caused you some type of problem.
 - It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
 - Identify what you did in that situation that helped you not make the problem worse.

1. What warning signs let you know you were having a problem? _____

2. What is your problem statement? _____

3. What thinking, actions, and social skills did you use to keep the problem from getting worse? _____

Program Organizer – Group Activity Worksheet



-
- Review the program organizer and the list of comments the group has made about what they have learned so far from the program organizer
 - Then take ten minutes to talk about the following questions
 - Have one of your group members prepared share your ideas and learning with the rest of us
-

1. What are three important ideas that you see in the program organizer?

2. How does each of the components complement and interact with each other?

3. What do you see as the most important message conveyed in the program organizer?

4. What thoughts do you have about **Thinking for A Change** as you view the program organizer?

5. What feelings can you identify as a result of your experiences with **Thinking for A Change**?

6. What beliefs and attitudes arise as you study the program organizer?

Lesson 25 – Next Steps



Summary and Rationale

This program has emphasized the importance of skill practice. The goal of this lesson is to help group members cross the bridge from practicing the skills to making them a part of their everyday way of living.

This lesson will provide closure and give feedback to the group members. It will celebrate their efforts towards new thinking and subsequent behavioral changes.

Concepts and Definitions

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

1. Celebrate their successful completion of the **Thinking for a Change** program. (Aftercare is an option for group members/agencies).
2. Develop a personal plan for making the skills they have learned part of their life.

Major Activities

Activity 1: Homework Review

Activity 2: Reflection

Activity 3: Celebration

Activity 4: Homework

Activity 5: Wrap-up

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:



Equipment

- Easel (chart stand)

Supplies

- Chart paper
- Markers
- Masking tape
- Certificates of completion (to be designed by host agency)

Activity 1: Homework Review

For your homework, I asked you to identify a situation that caused you some type of problem. You were to focus on what you did in that situation that helped you to not make the problem worse. Who would like to start out by sharing how you tried out something we've learned in **Thinking for a Change** to solve a problem or at least not make it worse?

Activity 2: Reflection

We have spent many weeks learning and practicing skills to take charge of our lives by taking control over the thoughts and feelings that go on inside of us.

Do you remember when we talked about how these skills give us all sorts of tools to put in our pockets?

Which of the tools that you have learned do you think will be most helpful as you leave this program?

Keep this homework review positive. Ensure that group members include the situation, thinking check in, and then emphasize an example of trying something they've learned in T4C.

Remind group members of the "pocket" analogy from lesson 1.

Conduct a "round robin," having each group member report on his or her favorite tool or tools.

It will be helpful to have

Activity 3: Celebration

Today is a very big deal! You have completed the **Thinking for a Change** program! We've had a long journey together.

Let's recognize and honor each and every one of you for your hard work and dedication throughout the program. I have learned from you, just as I hope you have learned from me and each other.

copies of the table of contents available for group members to review.

Even if group members plan to continue straight into an aftercare program, it is important to celebrate the completion of this portion of the program.

Keep this lesson upbeat and celebratory!

Convey respect for the graduates – some of them may have never completed a program before.

This is an ideal role for a leader in the agency.

If feasible, consider photo opportunities for the graduate, family/friends, facilitators, and agency

And now, I would like each of you to come up in turn to receive your certificate.

Let's give each graduate a hand when I call their name.

Activity 4: Homework

As a reward for having completed the main curriculum of **Thinking for a Change**, you will not have a written homework assignment for this lesson. However, I want you to continue to practice the tools you have learned so far, and to remember that your thinking controls your behavior.

leader(s) together.

Each agency should design certificates of completion.

If the group is going to continue working together you will assign the homework.

If not, skip this activity and proceed to Activity 5: Wrap-up.

The group facilitators should decide in advance how many sessions of aftercare there will be.

Group facilitators can decide together, or in collaboration with the group, which type of lesson they will work on next: cognitive self-change, a social skill, or

a problem solving lesson. (This same decision must be made at the end of each aftercare lesson).

Facilitate a discussion about what type of lesson the group would most benefit from. Do not make it overly complicated. Empower the group to create their own direction. If the group wants to work on a social skill, the next decision must be whether to review a skill from a previous lesson or to work on a new one. Appendix C features a complete list of social skills from which to choose.

Option 1 (facilitators have decided what the next lesson will be):

When we meet next time, we are going to focus our attention on *[cognitive self-change; social*

The outline for aftercare lessons in cognitive self-change can be found in appendix A.

skills; or problem solving].

Option 2 (Facilitators decide to let group help decide what lesson comes next):

We now have to decide what type of lesson we will work on next time: Cognitive self-change, a social skill, or problem solving.

Activity 5: Wrap-up

Remember to *practice* the tools you have learned in **Thinking for A Change**. Remember to pay attention to your thoughts and feelings, and to use new thinking when you recognize risk. Remember to stop and think when you encounter a problem, and to carefully approach each problem and solution in a thoughtful and deliberate manner. Remember that when you are dealing with other people,

Run social skills aftercare lessons using appendix B. Social skills lessons can be either a review of social skills already completed (if the group facilitator(s) and/or the group members feel there are some skills that need additional work), or a new social skill, choosing from the list in appendix C.

Problem solving lessons will follow the format outlined in appendix D.

This will be the wrap-up for your very last session, whether it is lesson 25 or after you have completed aftercare.

your social skills are made up of steps that include both thoughts and actions. And finally, remember that THINKING CONTROLS BEHAVIOR.

As you continue to take control of your lives by taking control of your thinking, I will not wish you good luck. Instead, I will wish you good decisions.

Appendices

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



Homework Sheet: Cognitive Self-Change



- Watch for situation where between now and the next lesson where you feel some degree of tension or stress or conflict.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward.
- Then **circle** at least 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.
- Consider new thinking that could reduce your risk

(Continued on Next Page)

Name: _____ Date: _____

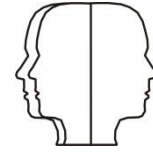


Thinking Report

Situation:
Thoughts:
1. _____
2. _____
3. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
Feelings:
Attitudes and Beliefs:

Social Skill: * _____

Aftercare



Summary and Rationale

Social skills provide a pro-social alternative to a stressful or problem situation, one in which the group member is empowered to take control of his/her circumstances.

Concepts and Definitions

1. Social skills are tools we use when we interact with other people to get what we want, maximizing the positive and minimizing the negative responses from others.
2. This week's social skill is _____. The operational definition for *(insert skill name)* is: _____
(Note to group facilitator: provide a concrete and simple definition of the social skill you choose.)

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

1. Describe the importance of *(insert skill name)*.
2. Perform the steps of *(insert skill name)* during the lesson.
3. Perform the steps of *(insert skill name)* in real life situations.

Major Activities

Activity 1: Overview of Social Skill

Activity 2: Model the Skill

Activity 3: Discuss Modeling Display

Activity 4: Group Members Role
Play Skill

Activity 5: Discuss Role Play

Activity 6: Repeat Activities 4 and 5 with
all group members

Activity 7: 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:



H-Pocket Skill Cards*
(Facilitators will have to
make skill cards for
appropriate social skill).
H-B-1-Homework

Presentation Slides* –
Facilitators will need to make
presentation slides or
transparencies for the social
skills aftercare lessons.

Denoted in lesson plan
template with this symbol:



P-Lesson Title
P-Skill Definition
P-Skill Steps

**Refer to Appendix C for a list of 50 social skills to choose from when deciding what social skill lesson to run. Appendix C contains the steps for each of those skills. Create presentation slides and pocket cards based on these skills and steps.*

Equipment

- Easel (chart stand)
- Projector to show presentation slides
- Projection screen or suitable surface

Supplies

- Chart paper
- Markers
- Masking tape
- Copies of handouts

References

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. Third Edition: Revised and Expanded. Glick, B. and JC Gibbs. 2011. Champaign, IL: Research Press.

Skillstreaming the Adolescent (Revised Edition): Goldstein, AP and McGinnis, E.1997. Champaign IL: Research Press

Activity 1: Homework Review (If Applicable) and Overview of Social Skill

Homework Review (Use if Group Members Practiced a Specific Skill Before This Session)

Hello again! Before you learn a new skill, let's briefly review the last skill you learned.

There were several steps to effectively using this skill. Will someone tell us what they are?

Your homework was to practice using (*name the skill*). Take out your homework and let's quickly review.

- Tell us about practicing the skill – when

The homework review is a quick check-in that you will facilitate if the group members were assigned homework in a previous session.

If applicable, provide a brief summary of the last skill practiced (social skill, the skill of cognitive self-change or a problem solving skill). Say a sentence of two that captures the essence of the skill.

If applicable, have the group read the steps of the skill learned in the previous session.

If applicable, choose a group member and take a minute to review the homework.

Repeat with all group

you did the skill, where and with whom.

- Describe specifically what you did to follow each step of the skill.
- Tell us another situation where you will use the skill.

Who would like to begin?

Today, you will learn the social skill _____. What do you think this skill is about?

Why do you think it might be an important skill for you to have “in your pocket?”

Define the Skill

Based on t definition, start to think about how this skill might apply to you.

You will have an opportunity to talk about what this skill means to you and how you might use it in a little bit.

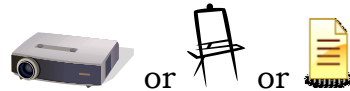
Mr./Ms. ____ and I will do a brief vignette that shows you the steps of the skill. After you have had a chance to watch us model this for you, you will talk about times when you may have to or want to use the skill in the near future. Then you will have a chance to try it out here in class.

members.

This is a quick report of their practice with the skill – don’t spend too much time on any one’s homework.

Facilitate a short group discussion.

Facilitate a short group discussion.

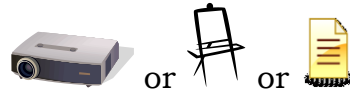


Definition of Today’s Social Skill

Create appropriate definition of the skill.

Skill Step Identification

Would (*group member name*) read step 1 of the skill and tell us if that is a thinking step or an action step? (*Repeat process for each skill step*).



Skill Steps

List the steps of the skill on a presentation slide, chart, and/or handout.

Be sure to take every opportunity to read the steps of the skill, not just say the number when either assigning the steps or referring to them.

Ask a different group member to read a step of the skill (in sequential order).

As they read the skill step, have the individual (or the group) identify whether the step is a thinking step or an action step.

Thank each individual and provide positive feedback for reading.

Hand Out Pocket Skill Cards

Here is a card that lists the steps of the skill. You will use it later to help when you try-out the skill here in class or practicing the skill in real life situations.

Activity 2: Model the Skill

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

Modeling Display *(Short summary of the situation inserted here)*



Note to Group

Facilitators: You will have to make a pocket card that lists the skill of the lesson and its skill steps.

The purpose of a modeling display is to demonstrate the steps of the skill.

You will need to create a modeling display for a situation that applies to your group setting: Youth, adult, community, or incarceration.

It is essential that you have written and practiced the modeling display before the session. When preparing the steps of the skill, be certain that you and your co-facilitator understand what the steps say and imply so you can model each step

Activity 3: Discuss Modeling Display

accurately and precisely.

Tell group members which facilitator is modeling the skill.

Tell group members to observe the steps of the skill in general. They will be assigned specific steps to observe during the role play.

Model the steps of the skill exactly. Be sure to point to your head and talk aloud when performing thinking steps.

After the modeling display, ask group members to discuss the skill steps they observed.

The modeling display must be a picture perfect representation of the steps of the skill.

Therefore, the only answer to these questions

In step 1, (*say the words of the step*), did _____ do that? What evidence did you see or hear?

In step 2, (*say the words of the step*), did _____ do that? What evidence did you see or hear?

In step 2, (*say the words of the step*), did _____ do that? What evidence did you see or hear?

Group Members Identify a Specific Situation

Now that you have seen a model of the skill, what is a current or immediate future situation in which you might use this skill?

Think of something that is likely to occur

about performing the steps is always, “yes.”

When a group member answers “yes,” prompt them by asking; “What evidence did you see or hear?”

(Answer: He/she pointed to his/her head and said ...)

Group facilitators should solicit answers from group members that are specific to the modeling display.

Be sure to read the steps of the skill, not only say their number

Repeat for process for any remaining skill steps.

Be sure that all group members identify a specific current or immediate future real life situation, identifying specific information such

before the next session.

This is important because what you identify and role play here, you will practice in your homework for the next session.

Be as specific as possible. Include:

- The current or immediate future situation.
- With whom will you practice the skill?
- When will you practice it? (Specific time and day.)
- Where will you practice it? (Specific location.)

Transition

Great, everyone has had the opportunity to describe the situation where they would use the skill.

Identify Role Player

I would like one group member to volunteer to do a role play.

Remember, everyone in the group will have an opportunity to try out the skill during this lesson.

as: Who, when, and where.

It is critical that you get the group member to be as specific as possible.

Once everyone has had the opportunity to describe the situation where they would use the skill, have one group member volunteer to do a role play.

Remind the group that everyone will have an opportunity to try-out the skill during the session with the situation he/she

Activity 4: Group Member Role Play of the Skill

To the Main Actor

With whom will you be using this skill?

Set the Scene

Where will you be when you are using this skill?

How is the room furnished?

Are you standing or sitting?

Try to follow the steps of the skill as best you can. Remember to point to your head for each thinking step, saying aloud what you would be the thinking for that step.

To the co-actor

has described.

Designate the volunteer as the main actor, and ask the group member 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. Prepare the main actor to follow each of the steps of the skill. For example, you might say to the main actor, "Be sure to point to your head for each thinking step."

Ensure that main actor has a pocket skill card and is facing either a chart or a screen that has the skill steps on it.

Have the main actor brief the co-actor by giving

Try to play the part of ____ as best you can. Say and do what you think ____ would do as (*main actor*) follows the steps of the skill.

Assign Each Group Member a Skill Step

To Group Members

Watch carefully how well (*main actor*) performs the skill, because afterwards, you will discuss it.

In fact, (*group member name*), you watch step 1, (*say the words of the step*) to see how well (*main actor*) role plays it.

(*Assign a skill step to each observing group member*)

Begin Role Play

Let's start. Remember, this should take just 1 or 2 minutes.

him/her information about what to say or do (background information to do the role play.)

Be sure that the role play emphasizes the steps of the skill and does not become a dramatization of the situation that leads up to the use of the skill.

Each group member will have a step in the skill to observe. You may need to ask more than one group member to observe the same skill step. The important thing is to have all of the group members observing a step.

Begin the role play, ensuring that they follow the steps of the skill exactly.

If he/she doesn't, **stop**

Activity 5: Discuss Role Play

To the Co-actor

How did you feel about playing the role?

Do you have any other things you would like to say about your part as the co-actor?

To the Selected Group Members

Who was looking for step 1, (*say the words of the step*)? Did (*main actor*) do that? What evidence was there?

Who had step 2, (*say the words of the step*)?

the role play, provide coaching, and begin again.

The role play should last no more than 1 – 2 minutes.

After the role play is completed, invite feedback from the group. The purpose is for group members to state, objectively, whether the role player (main actor) followed the steps of the skill, and not how well he/she acted.

Be sure that each assigned group member describes in detail what they saw and heard to support the main actor's role play of the skill step.

Content

Notes

Did (*main actor*) do that? What evidence was there?

(Repeat for remaining steps)

For example, "yeah, he did step one, or he did the step" does not provide specific detail.

For action steps in the skill, have the group member identify specific behaviors that he/she observed the main actor do that confirms the main actor completed the step of the skill.

For thinking steps in the skill, have the group member identify specific thoughts he/she observed the main actor report as part of his/her self-talk (fingers pointing to his/her head) that confirms the main actor completed the steps of the skill.

To the Main Actor

How well do you think you followed the steps?

To the Co-Facilitator and Group Members

What additional feedback do you have for the role player (*main actor*)?

Facilitator Feedback

Sample Feedback Statement: Just as everyone has said, you DID follow the steps. If you can do it here you can do it for your homework, in a real life situation.

Activity 6: Repeat Activities 4 and 5 with All Group Members

Now, who would like to go next? Okay, (*group member name*) as I recall, your situation was...

At this point the main actor will have followed all the steps. Facilitator should ensure that the main actor has received positive reinforcing statements; “You have followed the steps in order, as modeled.”

Adjust the sample feedback statement in the lesson plan as needed according to the specific role play.

Repeat activities 4 and 5 with each group member, using the situation he or she identified in activity 3 (Discuss Modeling Display.)

Every group member must try out the steps of the skill as the main actor

Activity 7: Homework

Now that you have had an opportunity to try the skill, when, between now and the next lesson do you think you can practice it?

Here is a homework sheet.

- Complete the top part with your name, date, skill to practice and the anticipated situation. Do that now.
- Remember, the anticipated situation is the one you just role-played and where you tried out the steps of the skill.
- You do need to write down each of the steps of the skill in the appropriate space.
- Each of you will individually complete the second shaded part after you practice your skill, given the situation you have described and tried out.
- Remember, your homework must include a thinking check-in.

This session has been great. You all have worked very hard learning the steps of the skill _____. You will practice this skill sometime this week, and when we meet again,

in a role play situation.



Homework sheet

Remind the group members that they identified and role-played the situation and that these should be obvious for them to identify and write down.

Content**Notes**

we shall review your homework, just as we have in other social skills lessons.

Next time we meet, we will...

Identity for the group
what the next session will be (cognitive self-change, problem solving, or social skills).

Name: _____ Date: _____



Homework Sheet: Social Skill _____

Fill in first three sections before leaving the session.

Skill to practice: _____

Anticipated Situation:

With Whom? _____

When? _____

Where? _____

Steps to follow (Write down each step of the social skill):

1.

4.

2.

5.

3.

6.

Fill in after doing your homework.

Thinking Check-in:

Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____

What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

Describe Your Actions (What you specifically did to follow each step of the skill):

1.	4.
2.	5.
3.	6.

1. What happened when you did the homework?

2. How well did you do at following the steps of this skill? (*Circle one*)

Excellent

Good

Fair

Poor

3. *What is another situation in which you could use this skill?*

Fifty Social Skills that Can be Used in Aftercare Lessons

Group 1: Beginning Social Skills

Skill 1: Listening

SKILL STEPS

1. Look at the person who is talking.
2. Think about what is being said.
3. Wait your turn to talk.
4. Say what you want to say.

Skill 2: Starting a Conversation

SKILL STEPS

1. Greet the other person.
2. Make small talk.
3. Decide if the other person is listening.
4. Bring up the main topic.

Skill 3: Having a Conversation

SKILL STEPS

1. Say what you want to say.
2. Ask the other person what he/she thinks.
3. Listen to what the other person says.
4. Say what you think.
5. Make a closing remark.

Skill 4: Asking a Question

SKILL STEPS

1. Decide what you'd 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.

Skill 5: Saying Thank You

SKILL STEPS

1. Decide if the other person said or did something that you want to thank him/her for.
2. Choose a good time and place to thank the other person.
3. Thank the other person in a friendly way.
4. Tell the other person why you are thanking him/her.

Skill 6: Introducing Yourself

SKILL STEPS

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.

Skill 7: Introducing Other People

SKILL STEPS

1. Name the first person and tell him/her the name of the second person.
2. Name the second person and tell him/her the name of the first person.
3. Say something that helps the two people get to know each other.

Skill 8: Giving a Compliment

SKILL STEPS

1. Decide what you want to compliment about the other person.
2. Decide how to give the compliment.
3. Choose the right time and place to say it.
4. Give the compliment.

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Fifty Social Skills that Can be Used in Aftercare Lessons

Group 2: Advanced Social Skills

Skill 9: Asking for Help

SKILL STEPS

1. Decide what the problem is.
2. Decide if you want help for the problem.
3. Think about different people who might help you and pick one.
4. Tell the person about the problem and ask that person to help you.

Skill 10: Joining In

SKILL STEPS

1. Decide if you want to join in an activity others are doing.
2. Decide the best way to join in.
3. Choose the best time to join in.
4. Join in the activity.

Skill 11: Giving Instructions

SKILL STEPS

1. Decide what needs to be done.
2. Think about the different people who could do it and choose one.
3. Ask that person to do what you want done.
4. Ask the other person if he/she understands what to do.
5. Change or repeat your instructions if you need to.

Skill 12: Following Instructions

SKILL STEPS

1. Listen carefully while you are being told what to do.
2. Ask questions about anything you don't understand.
3. Decide if you want to follow the instructions and let the other person know your decision.
4. Repeat the instructions to yourself.
5. Do what you have been asked to do.

Skill 13: Apologizing

SKILL STEPS

1. Decide if it would be best for you to apologize for something you did.
2. Think of the different ways you could apologize.
3. Choose the best time and place to apologize.
4. Make your apology.

Skill 14: Convincing Others

SKILL STEPS

1. Decide if you want to convince someone about something.
2. Tell the other person your idea.
3. Ask the other person what he/she thinks about it.
4. Tell why you think your idea is a good one.
5. Ask the other person to think about what you said before making up his/her mind.

Group 3: Skills for Dealing with Feelings

Skill 15: Knowing Your Feelings

SKILL STEPS

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.

Skill 16: Expressing Your Feelings

SKILL STEPS

1. Tune in to what is going on in your body.
2. Decide what happened to make you feel that way.
3. Decide what you are feeling.
4. Think about the different ways to express your feeling and pick one.
5. Express your feelings.

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Fifty Social Skills that Can be Used in Aftercare Lessons

Skill 17: Understanding the Feelings of Others

SKILL STEPS

1. Watch the other person.
2. Listen to what the other 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 and do it.

Skill 18: Dealing with Someone Else's Anger

SKILL STEPS

1. Listen to the person who is angry.
2. Try to understand what the angry person is saying and feeling.
3. Decide if you can say or do something to deal with the situation.
4. If you can, deal with the other person's anger.

Skill 19: Expressing Affection

SKILL STEPS

1. Decide if you have good feelings about the other person.
2. Decide if the other person would like to know about your feelings.
3. Choose the best way to express your feelings.
4. Choose the best time and place to express your feelings.
5. Express your feelings in a friendly way.

Skill 20: Dealing with Fear

SKILL STEPS

1. Decide if you are feeling afraid.
2. Think about what you might be afraid of.
3. Figure out if the fear is realistic.
4. Take skill steps to reduce your fear.

Skill 21: Rewarding Yourself

SKILL STEPS

1. Decide if you have done something that deserves a reward.
2. Decide what you could say to reward yourself.
3. Decide what you could do to reward yourself.
4. Reward yourself.

Group 4: Skills Alternatives to Aggression

Skill 22: Asking Permission

SKILL STEPS

1. Decide what you would like to do for which you need permission.
2. Decide whom you have to ask for permission.
3. Decide how to ask for permission.
4. Pick the right time and place.
5. Ask for permission.

Skill 23: Sharing Something

SKILL STEPS

1. Decide if you might like to share some of what you have.
2. Think about how the other person might feel about your sharing.
3. Offer to share in a direct and friendly way.

Skill 24: Helping Others

SKILL STEPS

1. Decide if the other person might need and want your help.
2. Think of the ways you could be helpful.
3. Ask the other person if he/she needs and wants your help.
4. Help the other person.

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Fifty Social Skills that Can be Used in Aftercare Lessons

Skill 25: Negotiating

SKILL STEPS

1. Decide if you and the other person are having a difference of opinion.
2. Tell the other person what you think about the problem.
3. Ask the other person what he/she thinks about the problem.
4. Listen openly to his/her answer.
5. Think about why the other person might feel this way.
6. Suggest a compromise.

Skill 26: Using Self-Control

SKILL STEPS

1. Tune in to what is going on in your body that helps you know you are about to lose control of yourself.
2. Decide what happened to make you feel this way.
3. Think about ways in which you might control yourself.
4. Choose the best way to control yourself and do it.

Skill 27: Standing Up for Your Rights

SKILL STEPS

1. Pay attention to what is going on in your body that helps you know that you are dissatisfied and would like to stand up for yourself.
2. Decide what happened to make you feel dissatisfied.
3. Think about ways in which you might stand up for yourself and choose one.
4. Stand up for yourself in a direct and reasonable way.

Skill 28: Responding to Teasing

SKILL STEPS

1. Decide if you are being teased.
2. Think about ways to deal with the teasing.
3. Choose the best way and do it.

Skill 29: Avoiding Trouble with Others

SKILL STEPS

1. Decide if you are in a situation that might get you into trouble.
2. Decide if you want to get out of the situation.
3. Tell the other people what you decided and why.
4. Suggest other things you might do.
5. Do what you think is best for you.

Skill 30: Keeping Out of Fights

SKILL STEPS

1. Stop and think about why you want to fight.
2. Decide what you want to happen in the long run.
3. Think about other ways to handle the situation besides fighting.
4. Decide on the best way to handle the situation and do it.

Group 5: Skills for Dealing with Stress

Skill 31: Making a Complaint

SKILL STEPS

1. Decide what your complaint is.
2. Decide whom to complain to.
3. Tell that person your complaint.
4. Tell that person what you would like done about the problem.
5. Ask how he/she feels about what you've said.

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Fifty Social Skills that Can be Used in Aftercare Lessons

Skill 32: Answering a Complaint

SKILL STEPS

1. Listen to the complain
2. Ask the person to explain anything you don't understand.
3. Tell the person that you understand the complaint.
4. State your ideas about the complaint, accepting the blame if appropriate.
5. Suggest what each of you could do about the complaint.

Skill 33: Being a Good Sport

SKILL STEPS

1. Think about how you did and how the other person did in the game you played.
2. Think of a true compliment you could give the other person about his/her game.
3. Think about his/her reactions to what you might say.
4. Choose the compliment you think is best and say it.

Skill 34: Dealing with Embarrassment

SKILL STEPS

1. Decide if you are feeling embarrassed.
2. Decide what happened to make you feel embarrassed.
3. Decide on what will help you feel less embarrassed and do it.

Skill 35: Dealing with Being Left Out

SKILL STEPS

1. Decide if you are being left out.
2. Think about why the other people might be leaving you out of something.
3. Decide how you could deal with the problem.
4. Choose the best way and do it.

Skill 36: Standing up for a Friend

SKILL STEPS

1. Decide if your friend has not been treated fairly by others.
2. Decide if your friend wants you to stand up for him/her.
3. Decide how to stand up for your friend.
4. Stand up for your friend.

Skill 37: Responding to Persuasion

SKILL STEPS

1. Listen to the other person's ideas on the topic.
2. Decide what you think about the topic.
3. Compare what he/she said with what you think.
4. Decide which idea you like better and tell the other person about it.

Skill 38: Responding to Failure

SKILL STEPS

1. Decide if you have failed at something.
2. Think about why you failed.
3. Think about what you could do to keep from failing another time.
4. Decide if you want to try again.
5. Try again using your new idea.

Skill 39: Dealing with Contradictory Messages

SKILL STEPS

1. Decide if someone is telling you two opposite things at the same time.
2. Think of ways to tell the other person that you don't understand what he/she means.
3. Choose the best way to tell the person and do it.

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Fifty Social Skills that Can be Used in Aftercare Lessons

Skill 40: Dealing with an Accusation

SKILL STEPS

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 accusation.
4. Choose the best way and do it.

Skill 41: Getting Ready for a Difficult Conversation

SKILL STEPS

1. Think about how you will feel during the conversation.
2. Think about how the other person will feel.
3. Think about different ways you could say what you want to say.
4. Think about what the other person might say back to you.
5. Think about any other things that might happen during the conversation.
6. Choose the best approach you can think of and try it.

Skill 42: Dealing with Group Pressure

SKILL STEPS

1. Think about what the group wants you to do and why.
2. Decide what you want to do.
3. Decide how to tell the group what you want to do.
4. Tell the group what you have decided.

Group 6: Planning Skills

Skill 43: Deciding on Something to Do

SKILL STEPS

1. Decide whether you are feeling bored or dissatisfied with what you are doing.
2. Think of things you have enjoyed doing in the past.
3. Decide which one you might be able to do now.
4. Start the activity.

Skill 44: Deciding What Caused a Problem

SKILL STEPS

1. Define what the problem is.
2. Think about possible causes of the problem.
3. Decide which are the most likely causes of the problem.
4. Check out what really caused the problem.

Skill 45: Setting a Goal

SKILL STEPS

1. Figure out what goal you want to reach.
2. Find out all the information you can about how to reach your goal.
3. Think about the skill steps you will need to take to reach your goal.
4. Take the first step toward your goal.

Skill 46: Deciding on Your Abilities

SKILL STEPS

1. Decide which abilities you might want to use.
2. Think about how you have done in the past when you have tried to use these abilities.
3. Get other people's opinions about your abilities.
4. Think about what you found out and decide how well you use these abilities.

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Skill 47: Gathering Information

SKILL STEPS

1. Decide what information you need.
2. Decide how you can get the information.
3. Do things to get the information.

Skill 48: Arranging Problems by Importance

SKILL STEPS

1. Think about the problems that are bothering you.
2. List these problems from most to least important.
3. Do what you can to hold off on your less important problems.
4. Go to work on your most important problems.

Skill 49: Making a Decision

SKILL STEPS

1. Think about the problem that requires you to make a decision.
2. Think about possible decisions you could make.
3. Gather accurate information about these possible decisions.
4. Reconsider your possible decisions, using the information you have gathered.
5. Make the best decision.

Skill 50: Concentrating on a Task

SKILL STEPS

1. Decide what your task is.
2. Decide on a time to work on this task.
3. Gather the materials you need.
4. Decide on a place to work.
5. Decide if you are ready to concentrate.

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Problem Solving Aftercare



Summary and Rationale

This lesson provides group members the opportunity for intense practice of all 6 problem solving skills.

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

Be able to apply all 6 problem solving skills in real life situations.

Major Activities

Activity 1: Thinking Check-in and
Homework Review

Activity 2: Individual Focus #1

Activity 3: Try Out Plan

Activity 4: Individual Focus #2

Activity 5: Wrap-up and 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:



H-16-1-Problem Solving Skills and Steps

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-24-1-Title slide
P-24-2-Stop and Think
P-24-3-Problem Solving Skills

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

Activity 1: Thinking Check In and Homework Review

For your homework I asked you to identify a situation since our last meeting that caused you stress and posed some risk to you of breaking a rule or hurting another person.

Then you were to try using the six problem solving skills as well as the skill of cognitive self-change and any needed social skills.

I am going to ask each of you to briefly describe how you did skill 1: **stop and think**.

For now, tell us about step 1.

What were your warning signs? Remember to tell us about your

- physical reactions
- risk thoughts
- risk feelings

Who would like to begin?

Great. Now let's hear how you did step 2.

Remember that step 2 is: Think – reduce your risk. Be sure to tell us about what you did to:

- Be quiet
- Get space

This homework review is for either the homework group members did after lesson 24, or from the last problem solving skill aftercare lesson.

If appropriate, alter this review to a thinking check-in (if following a cognitive self-change lesson), or a social skill homework review.

Have each person briefly describe his or her situation and how they did skill 1: **stop and think**.

- Calm down

Activity 2: Individual Focus 1

Now, I want you to “check in” with us on how it went or on how you think it could go if you use the problem solving skills. Walk us through how you used or will use the problem solving skills.

Skill 2: State the Problem

Remind us of the steps for skill 2: **State the problem**. Then tell us how you did each step.

(Answer: Step 1: Identify a Warning Sign; Step



-H-16-1-Problem

Solving Skills and Steps

Based on the problem situation reported, the group facilitator invites the group member to go through the problem solving skills using the problem solving skills handout.

Alternatively, if the group didn't have problem solving homework, give them a few minutes to think about a recent or current problem situation.

It can be either an “in your face” or “time to think” problem.

Provide feedback as necessary to make sure that he/she “gets” how to

2: Describe the situation objectively; Step 3: Identify a risk reaction)

Skill 3: Set a Goal and Gather Information

Step 1: Identify a positive and realistic goal.

What do you want that is realistic?

Is that positive?

Step 2: What information do you have?

What information do you want to find out?

This should include facts and the other person's thoughts and feelings.

Skill 4: Think of Choices and Consequences

Step 1: Brainstorm Choices

Step 2: Think about Consequences

follow the steps.

The facilitator then leads a discussion with the reporting group member and the large group on skill 3: **set a goal and gather information.**

If the problem solver needs time to gather more information and the problem is not pressing, stop here and ask the person to gather more information and the group will continue to work with them on their problem for next week.

If the person has enough information to proceed then go on to skill 4.

Use brainstorming for the problem solver and the group to identify at least 8 choices that fit the

Step 3: Pick a choice to get to your goal

Brainstorm Choices

As a group, brainstorm actions the problem solver can take.

Come up with at least 8 different actions (all do not need to be realistic or pro-social).

situation.

Then, have the group work with the problem solver to identify possible consequences and finally pick a choice.

The problem solver should have the final say on the selected choice.



- Chart choices for reporting group member. Leave space for +/- consequences for self and others on the right side.

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 group that the point of the

Think of Consequences

Now that you have thought of lots of choices, we can consider the possible consequences of these choices. Remember consequences can be positive or negative. Consider two kinds of consequences: consequences for self and consequences for other people.

Step 3 is to pick a choice to get to our goal.

Let's look at the information on the chart that tells the problem solver's goal.

We will go through a process of elimination. This means we will start by identifying any choice that will not lead to the goal.

We now have actions that we think can lead the problem solver to the goal. Think about what we know about the problem solver and the other person in the situation. Let's look at the choices that are left.

Let's get some recommendations from group

step is to consider as wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track.

Using the information on the chart, lead the group in identifying actions that will not lead to the goal and cross them off. If there is disagreement, do not cross off the choice.

Encourage group

members. Who wants to suggest a choice from our remaining list that you think the problem solver should take?

Pick a Choice to Get to Your Goal

It is now time for the group to decide on what the best choice might be to help Shewan/Sherry to her goal.

First, I am going to read through our list so you have one more chance to consider these options.

Now I will read them a second time and ask you to vote by raising your hand for one (and only one) of these choices.

Okay, most group members think (insert the choice with the most votes) will get Shewan/Sherry closer to her goal. We will work with this choice in our next session.

Skill 5: Make a Plan

Let's walk through the steps of how you will make a plan.

members to share ideas and give reasons for the choice they have identified.

Read through the list as a final review of the options.

Read through the list a second time and ask group members to raise their hands for the choice they think is best. Write down the number of votes next to each choice.

Write the choice with the most votes in the appropriate place at the bottom of the chart.

Take the problem solver through the steps of this

Here are the steps:

Step 1: Identify who, where and when.

Step 2: Choose key social skills that can help you.

Step 3: Identify what you will do or say.

Step 4: Identify how you will do or say it.

Step 5: Decide on a thought that will help you get started.

Activity 3: Try out Plan

Problem Solving Skill 6: Do and Evaluate

Remember, when we use problem solving skill 6: **do and evaluate**, we put our plan into action and then think about how well we liked what happened based on the action we took.

In this skill we also decide what to do next.

The steps are

Step 1: Do it

Step 2: Ask questions

Step 3: Decide what to do next

So you are going to try out step 1: Do it by using your plan in a role play situation. Who would you like to help you out by being your

skill.



- Write responses on chart.

Plan a role play

Once all the information has been identified, help the problem solver set up a role play and try out using the plan.

co-actor?

Discussion of Role Play

Step 2 of Do and Evaluate is: Ask questions. This is a way to see how things went and to help answer step 3: Decide what to do next.

For the group members

How do you think the different parts of the plan worked?

For the main actor

How did you feel about the steps in the role play?

What are some changes you might make?

To complete step 3: Decide what to do next, you need to write down your plan for dealing with this or similar situations in your everyday life.

Activity 4: Individual Focus 2

Who would like to go next?

Solicit Feedback

Once the role play is completed solicit feedback from the group and problem solver about how they think the different parts of the plan worked.

Make sure the problem solver finishes this step with a written plan he/she can refer to.

If there is enough time, invite another group member to go through the problem solving steps as in activity 2.

The facilitator asks him/her to remind the group of what he/she did

Activity 5: Wrap Up and Homework

Congratulations, you have worked together to show how the six problem solving skills can apply to different situations.

- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.

Identify what you did in that situation that helped you not make the problem worse.

for skill 1: **Stop and think.**

Now, repeat the process as outlined in activities 2 and 3.

Congratulate the group on their work together.

Inform the individual focus group members of what they are to report on for next session (if the person stopped at skill 3: **Set a goal and gather**

information they should report on that skill and if they stopped after role playing their plan they should report on skill 6: **Do and evaluate**).

All group members should identify a problem situation for the next session. Either the progress they are making on the problem they reported in this session or a new problem faced.

The group facilitator should keep a record of the problems group members report so the facilitator can refer to the specific problem in the next session.



H-D-1-Homework

Homework Sheet: Problem Solving Aftercare



-
- Between now and next session identify a situation that caused you some type of problem.
 - It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
 - Identify what you did in that situation that helped you not make the problem worse.

1. What warning signs let you know you were having a problem? _____

2. What is your problem statement? _____

3. What thinking, actions, and social skills did you use to keep the problem from getting worse? _____
