THINK

Cognitive
Interventions
Program

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INTRODUCTION

Throughout Wisconsin, thousands of men and women work in the criminal justice system. We have diverse roles, responsibilities and perspectives. Yet, we strive to meet similar objectives and goals, including the protection of the community, just and consistent sanctions for criminal behaviors, safe and humane conditions for staff and offenders, and effective habilitation and education of offenders.

While we struggle toward similar ends, we often make our efforts, without focus, coordination, efficiency, or effectiveness. We become frustrated and demoralized when our objectives remain elusive and we return to the same place on the well-worn circle. We denounce the objectives as unattainable and look for an entity upon which to fix blame.

In an effort to focus our efforts toward the achievement of the goals listed above, staff in the Wisconsin Department of Corrections studied numerous correctional strategies. In the Spring of 1992 the Office of Drug Programs put together a team and submitted an application to NIC for training. In September of 1992, the Department sent a four-person team to the National Academy of Corrections to learn about cognitive approaches to changing offender behavior and to study specific cognitive programs which are being used across the United States and in Canada.

Subsequent to the MC training, this team developed an action plan to coordinate and enhance the Department's resources and programs which were aimed at changing the criminal behaviors of offenders. This plan specified that cognitive based programming be implemented statewide and identified the following steps which needed to be taken to carry out this plan:
a) Identify all Department of Corrections and DOC contracted programs that use cognitive interventions principles, b) Establish a network of facilitators and a forum to describe cognitive programs and their core components, c) Identify and organize potential trainers for a statewide program, d) Develop a multi-phase training plan which prioritizes the type and intensity of training needs, e) Create an orientation videotape to familiarize DOC staff with cognitive concepts and develop support for training in cognitive concepts, f) Develop a statewide training event for identified trainers, g) Develop a cognitive curriculum which embraces the principles of cognitive restructuring and skill building and a training for trainers program h) Establish training teams to teach the program at various institution and field sites statewide and i) Develop mechanisms for monitoring the training and implementation of cognitive based programs throughout the Department.

In October of 1992, the Department of Corrections was awarded a technical assistance grant from U.S. Department of Justice, National Institute of Corrections to develop cognitive programming in its institutions and in the field. Although the Department was already employing cognitive concepts in some of its programs, it was believed that technical assistance from NIC would enable the Department to expand the use of cognitive interventions and to develop uniformity in its approach.

A four day, NIC-sponsored workshop for the training of trainers in cognitive models was held May 3-6, 1993 at Oshkosh, Wisconsin. The intent of this workshop was to present an integrated curriculum which included the cognitive restructuring program developed by John Bush and Brian Bilodeau and the interpersonal skills and problem solving programs developed by Arnold Goldstein. The training was presented by John Bush, Ph.D., Consultant, Vermont Department of Corrections, Violent Offenders Program and Linda Albrecht, Director, Lansing Residential Center, Lansing, New York.

Twenty employees of the Department who had previous experience working in cognitive based programs and/or who had previously served as trainers and group facilitators were selected to participate in this event. They represented a number of professions including psychologists, teachers, Probation/Parole and Intensive Sanctions agents and supervisors. The workshop was preceded by the selection of six sites where subsequent workshops and training would be offered to Department of Corrections staff   The six sites were chosen based on their interest in developing cognitive programming as well as the feasibility of implementing such programming at the particular site. Training teams were organized at the workshop and assigned to provide training at one of the six sites.   A cognitive interventions curriculum committee was also established.

At the conclusion of the workshop, a Technical Assistance report was submitted by John Bush and Linda Albrecht to NIC. In that report, they noted that the delivery of this training represented "an example of the highest potential of academy impact the field, in a very real and very direct manner." In their further comments, they specifically recommended that the Department of Corrections 1) Extend the necessary time and resources to allow completion of the plan as outlined in the grant request 2) Consider a research evaluation project related to the impact of this intervention and 3) Assuming acceptance and completion of the first two recommendations, collaborate with the National Academy of Corrections in the development of manuals and a training seminar describing the Wisconsin experience and facilitating similar projects in other states.

In June of 1993, the Cognitive Curriculum Committee began the task of developing scripted lessons and a training manual for the Department's four-phased Cognitive Interventions Program. The committee adapted its program from the following texts: Options: A Cognitive Change Program by John M. Bush and Brian Bilodeau, The Prepare Curriculum by Arnold P. Goldstein, Aggression Replacement Training by Arnold P. Goldstein and Barry Glick and The Feeling Good Handbook by David Bums. The committee completed its work on Phase I and Phase II of the program and the training manual in January of 1994. Phase III Modules and the outline of the Phase IV Support Group activities are currently being developed by the Cognitive Curriculum Committee in conjunction with the Office of Education in the Division of Program Services.

Beginning in February of 1994, the training teams which were previously organized will receive further training in regard to the Department's program model. These teams will, in turn, be responsible for providing training to other staff at twelve institution and twelve field sites over the next two years. By January of 1996, the Cognitive Interventions Program curriculum will be incorporated into the training courses offered at the Corrections Training Centers in Oshkosh and Milwaukee.

The Staff Development and Training Section of the Bureau of Personnel and Human Resources in the Division of Management Services will provide assistance and expertise in the further development of training materials and the program manual. The Staff Development and Training Section will also maintain updated lists of staff who have received training in Cognitive Interventions Program. The Office of Education will assume responsibility for maintaining records. and distributing information concerning the institution and field sites which offer the Cognitive Interventions Program.

As Department of Corrections staff, regardless of our job or position, we have important work ahead of us if we are to achieve our most important goal of providing long term protection for the public. Long term protection can only come about from change. This change must occur in the thinking of offenders before they will be able to change their behaviors. Although we can exercise control over the behavior of offenders while they are incarcerated or on field supervision, this control often results to compliance and not to change. Therefore, the Department of Corrections must assume responsibility for creating an environment that is conducive to change. No program, no matter how good, can hope to effect change in an environment that is not supportive of change. Every communication we have with offenders impacts the individual offender's motivation to change and we, as staff, will either support change or reinforce an offender's criminal thinking, attitudes and beliefs. The Cognitive Interventions Program is more than a program. It is a strategy that needs to be embraced by every employee in the Department of Corrections if it is going to be effective.

COGNITIVE INTERVENTIONS PROGRAM

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THE COGNITIVE INTERVENTIONS PROGRAM: AN OVERVIEW

COGNITIVE CHANGE

« **Cognitive change is based on the assumption that how people think has a controlling effect on how they act**

What we do ix-our minds controls what we do in our lives. Therefore, by controlling our thinking we can exercise control over our lives.

« **Cognitive change programs have many applications**

Using cognitive methods we can control aspects of our lives that might seem beyond our ability to control. Our most automatic reactions and responses--hose things we do "without thinking"-are usually connected with attitudes, beliefs, mind sets, and habits of thinking that we perform automatically. We can identify these cognitive acts, and can eventually learn to control them.

Cognitive methods of personal control have been applied to nearly all aspects of life. Addictions, depression, personality disorders and a variety of other conditions can be addressed by cognitive methods of intervention.

« **The Cognitive Interventions Program takes a narrow focus. Our target population is criminal offenders, and the specific behavioral goal is to change their criminal behavior.**

Our approach is not "therapy." Instead, offenders are taught a set of welldefined and specific skills:

We teach them to identify their habits of thinking that directly connect with their criminal behavior.

We help them to see and appreciate the scope and consequences of their present ways of thinking.

We teach them techniques for controlling and changing these habits of thinking. We help them to see that they can, in fact, change.

And finally, we leave the choice to change or not to change up to them.

« **Cognitive change is self-change. The techniques of cognitive self-direction taught in this program can only be applied by an Individual to their own thinking.**

ANTISOCIAL BEHAVIOR AND THE UNDERLYING THINKING

« Antisocial thinking is a subtle network of thinking patterns, attitudes, beliefs that have become self validating and which prove - in the offender's mind and at the moment he or she commits a crime - that his or her behavior is right.

Antisocial thinking is very seldom a simple matter of imagining crimes or plotting assaults.

Case Example #1.

Tom is 28 years old. He was recently released on parole after his third incarcerations. His offenses included numerous burglaries and batteries. He had one conviction for assault on a police officer.

As part of the release plan, Tom was placed on electronic monitoring. The conditions of parole supervision were especially strict. Tom experienced a lot of difficulty with these conditions. He incurred numerous technical violations such as having contact with unauthorized persons and going to restricted places.

In a treatment group Tom reported the thoughts and feelings he he had before he committed these violations.

> I know that if I do these things I will be going back to jail.

> It's really starting to get to me.

> I feel locked up in my own apartment.

> I really resent this.

> I shouldn't have to follow these rules.

> Maybe it would be better to just go back to jail and get my sentence over with.

> I feel like I'm not in charge of my life anymore.

> I can't stand it.

Tom's thinking processes made it practically certain that he would violate the conditions of his supervision. For a short time he could fight his impulses, but he was clearly fighting a losing battle against himself. As he pictured it, his integrity as a person was at stake. The only way he left himself to feel in charge of his own life was to break the rules and conditions which were being imposed on him. Given his way of thinking about it, he had no good choices.

Case Example #2.

Bill is 30 years old. He was incarcerated for a vicious assault on a drug dealer who had been supplying Bill with marijuana. In prison, Bill had a reputation for being tough. His own image of himself was that of a kind and generous person who never hurt others, unless (as he put it) they asked for it. In treatment group Bill described a situation in which someone had stolen money from him and his cell partner. He reported the following thoughts:

I was feeling good until I discovered the money was missing.

I thought, I'm going to kill the S.O.B.

I'll get even.

I'll find out who did it. Somebody will let it out.

I'm going to break his fingers.

I feel betrayed. Why pick on me?

I always give, if anyone asks for anything.

Bill was very comfortable with himself. His image of himself as kind and generous was unaffected by his frequent acts of violence because these instances were always, in his mind, righteous acts. In fact, it was just because he was (in his own mind) such a good and generous person that transgressions against him were particularly horrible and unforgivable. Bill used his good person "self-image" as a good person as part of his justification for the cruel acts of assault he perpetrated on others.

When he was asked in group how often he felt the need to take revenge against people who have harmed him, he smiled and said, "Lots of times."

Bill had learned to enjoy the feeling of hurting others. He had learned a way of thinking which gave him license to hurt others while bolstering his own sense of himself as a good person.

MOTIVATING SELF-CHANGE IN OFFENDERS

« Offenders are tough challenges to any program of change.

They have convinced themselves, deeply and emotionally, that they are right. So why should they change? Punishment, by itself, just adds fuel to the fire of their resentment. And they are not likely to take traditional therapy seriously. They will either exploit therapy to support their feelings of being victimized, or resent it as a disguised attempt to control them.

« The goal of the Cognitive Interventions Program is not to make offenders change, but to <u>motivate them to change themselves</u>.

We do not assume that offenders in the program start with motivation to change. On the contrary, the program is designed for offenders who are deeply and perhaps aggressively antisocial. These are people who have made themselves comfortable with their antisocial lifestyles.

« Motivation to change is based on self understanding.

The offender is made to be fully conscious of what he is doing, and he or she is made to choose. The self understanding that is essential to cognitive change consists of two major elements:

1) Understanding how one's personal attitudes, beliefs, and thinking patterns make acts of criminal behavior practically inevitable.

2) Understanding how to control and change these thinking patterns, attitudes and beliefs.

Offenders are made to realize that the thoughts, beliefs and attitudes that determine their criminal behavior arc within their own control.

They are taught to see that other ways of thinking are available to them.

Finally, they are made to choose.

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« Creating conscious choice is the heart of motivating antisocial offenders to change.

A lot of effort has been wasted trying to force, coerce, intimidate, cajole or entice unwilling offenders to change. In contrast, the strategy of self-change depends on the offender's own selfdirected effort. Implementation of that strategy consists in bringing offenders face to face with their choices.

If we succeed in displaying the reality of offenders' lives and present practical opportunities for changing their lives, we will have created a powerful leverage toward positive motivation and hopefully, made the antisocial choice much less attractive for them. But offenders must hear the message that the choice is theirs. They won't hear this message if they feel they are being forced to change, or if they perceive us as manipulating them or trying to do something <u>to</u> them.

« The choice is theirs but society will exercise its right to protect itself.

Correctional supervision and incarceration are by definition forced compliance. **A** vast portion of an offender's life is defined and **controlled** by authority. As paradoxical as it seems, it is essential that within this environment of forced compliance, we convey a message of free choice - to change or remain the same.

Offering this choice means that we must be prepared to allow offenders to make the wrong choice. When this happens, we must protect ourselves and others with whatever measures of security are appropriate while we continue to allow the offender to make his or her choice. Arrest and incarceration are legitimate interventions by society toward behavior society judges to be intolerable.

The Cognitive Intervention Program challenges offenders to make a conscious choice but also <u>to accent full responsibility for that choice</u>.

« The option to change is based on both l<u>earning</u> and a<u>ccepting</u> techniques of cognitive intervention and new cognitive behaviors.

If offenders are convinced in their hearts that they cannot survive in life except as they have learned to do, the option to change their thinking will not be real to them. Most offenders have an emotional stake in remaining as they are. They know how to feel OK by relying on their old attitudes and ways of thinking. They don't know how to feel OK using new attitudes and new ways of thinking.

The full project of cognitive change requires that we make change appear as a real and genuine possibility. We need to combine personal support and encouragement for change along with the challenge of selfchange.

PROGRAM DESIGN AND STRUCTURE

« The Cognitive Interventions Program is divided into <u>four</u> phases.

Phase L Phase I is "Orientation". It is designed to teach the basic concepts and techniques of cognitive change. The processes of self-observation and cognitive intervention that form the foundation. of cognitive change are introduced. Each participant in Phase I is expected to achieve the following:

1. Learn the basic principles of Cognitive Self Change.
2. Learn how to do Thinking Reports and how to keep a personal journal of his or her thoughts and attitudes.
3. Identify one key pattern of thinking that has lead the individual to criminal behavior in the past.

Phase IL Phase II is called, "The Change Process". In Phase II, offenders continue to use techniques of cognitive self observation (Thinking reports and Journals) to identify their key patterns of thinking that support the antisocial behavior. They are provided with additional tools (problem and Hassle Logs) which illustrate for them their specific cycle of thinking and behaving. Offenders also learn and practice how to intervene in this cycle using alternative thinking techniques, social skills and problem solving methods. Finally, they put together a plan for self-change based on their identified thinking patterns and need for intervention. Modeling of social skills is emphasized.

Phase III. Phase III consists of a <u>series of modules</u> which focus on the behaviors targeted for change in Phase II and the underlying thinking which supports these behaviors. Offenders are eligible for participation in these modules upon successful completion of both Phase I and Phase II and a designated need for further intervention in a particular problem area. Modules will be available in the areas of victim empathy, domestic relationships, anger management/ assertiveness, parenting, employability skills, sexual issues, drug abuse and health issues.

In this phase, participants will continue to use thinking reports, journal entries, problem and hassle logs to focus on thinking patterns and skill deficits in the identified problem area. They will also continue to learn and practice specific cognitive interventions to interrupt thinking patterns. Development of a Relapse Prevention Plan is the final activity of Phase III. In this activity, offenders will utilize the self-knowledge, social and problem skills acquired in the first three phases to construct a plan for breaking old patterns of thinking and behaving and reinforcing new ones.

Phase IV. Phase IV is called, "Putting Change Into Practice." Phase IV is a follow-up or support group phase which is ideally offered in the community setting. If necessary, it can be practiced within an institution. Phase IV is devoted to "self-risk management" which is organized around the Plan for change and Relapse Plan developed in the previous phases.

The Phase IV group monitors and supports each offender's efforts at practicing cognitive interventions, new thinking patterns and specific prosocial skills. New skills training is introduced and practiced based on needs of the group members.

« The Cognitive. Interventions Program is presented in a group format.

Group sessions are a major process in all phases of the program; group meetings should be engaging and interesting, with every member actively involved.

Groups are designed for up to 8 members, ideally facilitated by 2 staff. It may be necessary to facilitate groups with 1 staff person, but this should be avoided if possible. Groups may include up to 15 members without seriously weakening the process if facilitated by 2 staff. Phase IV Groups may vary in size with the maximum number of participants being determined by the facilitator(s).

Ideally, groups should meet a minimum of 2 times per week, if possible. Three or 4 meetings per week are desirable, since less frequent meetings fail to develop the intensity and momentum required for cognitive change.

Groups sessions are designed to last 1½ to 2 hours in length.

Phases I, II and III are "closed-end", meaning that all participants should begin and end the phase together. Phase IV involves open-ended groups which participants can enter and leave without disrupting the group process.

Participants must successfully complete Phase I before entering Phase Il. Phase II completion is required prior to entering a Phase III module or a Phase IV support group. However, participation in a Phase III module is not a prerequisite for participation in Phase IV.

The amount of time spent in Phase I, II and Phase III is determined by the participant's completion of set defined tasks within a specified period of time. Minimum standards of performance require professional staff judgement, but such judgments are neither subjective nor arbitrary. Standards must be operationally defined, clear to the participant, and realistically achievable within the specified time frame.

The content of material presented in Phases I, II and III is contained in a series of 15 scripted lessons for each phase which include dialogue, trainer's notes, handouts, homework assignments and other training aids. The content of Phase IV is developed by the individual facilitator(s) but' must incorporate the cognitive intervention principles and techniques presented in Phase I, II and III.

The basic activity of group sessions will involve presentation and discussion of homework assignments, thinking reports, journal entries and problem/hassle logs which are the primary tools for focusing on the thinking patterns of individual members. Members will also learn and practice specific alternative behavior skills through modeling and role playing. Extensive time will be allocated to practice in the specific skills and cognitive self-interventions introduced in Phase I., continued and enhanced in Phase II and Phase III and reinforced in Phase IV. Such practice is essential preparation for Phase IV.

« Participant reviews are conducted on a regular basis.

Group members are transitioned through program phases with input and recommendations by institution staff, social workers, agents and community based providers. Each participant in the program should be reviewed on a regular schedule by the group facilitator(s).

A staff team review consists of a systematic review by staff of the performance of the individual participant, including a personal meeting between the participant and the group facilitator. The frequency of staff team reviews will be a function of the overall program time frames, with condensed program delivery necessitating more frequent review.

Mandatory reviews are to be completed whenever a participant transitions between program phases or transfers to a new institution or agent

The objectives of staff team reviews are:

1. To evaluate individual participants on their progress and performance.

2. To redefine the participant's goals in light of program performance and accomplishments.

3. To identity specific areas of thinking and behavior for special attention.

4. To identify specific shills lessons which may enhance the individual's change process.

5. To redefine and reinforce program standards and expectations.

6. To convey staffs personal support for the responsible efforts of the participant.

7. To promote the participant's motivation for cognitive change and prosocial shill development.

« Participation in the Cognitive Interventions Program is documented.

The purpose of documentation is to insure continuity, consistency and quality of treatment for each participant in the program

Group records are maintained and made available to Department of Corrections staff to indicate the nature and quality of group sessions.

Team review documentation should include a description of specific tasks accomplished by the individual participant and a statement of new short term goals and performance expectations. Individual progress reports are written after each team review and placed in the Social Service and/or Probation and Parole / Intensive Sanctions file.

Graduation and termination from the program or from any program phase is documented in a Discharge Summary Report Discharge Summary Reports should be placed in the Social Services file an&or the Probation and Parole / Intensive Sanctions file.

Participation in the Cognitive Interventions Program is considered a part-time institutional program assignment and will be coded in Corrections Integrated Program Information System (CIPIS).

« The Cognitive Interventions Program will be integrated in the Department's "earned release" process.

Offender participation in the Cognitive Interventions Program will be encouraged by the Parole Board. Successful completion of the Cognitive Intervention Program Phases and continued involvement in the program upon release will be considered by the Parole Board in its review of an offender's program participation and the decision to grant release on parole to offenders.

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PROMOTING CHANGE IN A GROUP SETTING

I. Selecting Group Facilitators

A wide variety of individuals have served successfully as facilitators in cognitive change programs. Their educational backgrounds have been especially varied, ranging from high school degree only through various graduate degrees. Although formal training as an educator or in one of the helping professions is both useful and relevant to becoming a competent cognitive restructuring and cognitive skills facilitator, we have found characteristics such as sensitivity, flexibility, and instructional talent to be considerably more important than formal education. Facilitators 'best described as paraprofessionals, have been frequently and successfully used as facilitators, particularly with group members from lower socioeconomic levels.

Two types of facilitator skills appear crucial for successfully conducting cognitive restructuring and skills groups. The first might be described as general training facilitator skills-that is, those skills requisite for success in almost any training or teaching effort These include:

1. Oral communication and teaching ability,
2. Flexibility and resourcefulness,
3. Enthusiasm,
4. Ability to work under pressure,
5. Interpersonal sensitivity,
6. Listening skills,
7. Knowledge of the subject.

The second type of skills necessary includes specific trainer skills-that is, those skills relevant to cognitive intervention programs. These include:

1. Knowledge of the principles of cognitive intervention;
2. Ability to orient both offenders and staff to the principles of cognitive intervention;
3. Ability to plan and present live modeling displays;
4. Ability to initiate and sustain role playing;
5. Ability to present material in concrete, behavioral form;
6. Ability to deal with group management' problems effectively;
7. Accuracy and sensitivity in providing corrective feedback.

How can we tell if potential facilitators are skilled enough to become effective group leaders? We use behavioral observation, actually seeing how competently potential facilitators lead mock and then actual cognitive restructuring and skill groups during our trainer preparation phase.

We strongly believe in learning by doing. Our chief means of preparing correctional staff for leadership is, first, to have them participate in an intensive workshop

designed to provide the knowledge and experience needed for beginning competence. In the workshop, we use the principles of cognitive intervention to teach trainer competency. Initially, we assign relevant reading materials for background information. Next, trainees observe skilled and experienced group leaders model the cognitive restructuring tools and problem solving/social skills. They also observe role play and performance feedback, and transfer training procedures that constitute the other core elements of the Cognitive Interventions Program. Then workshop participants role play demonstrating these group leadership behaviors and receive detailed feedback from the workshop leaders and others in the training group regarding the degree to which their group leadership behaviors match or depart from those modeled by the workshop leaders. To assist workshop learning in transferring smoothly and fully to the actual training setting, continuing supervisory sessions may be held after the workshop with the new group leaders.

We should explicitly present this choice many times in the course of the program Change is not knuckling under. It is self empowerment. Change is not submitting to the crowd, it is setting interpersonal cooperation as your personal goal.

In Phase I offenders need to know that we will not attempt to coerce them to change. Throughout Phases II and III they need to recognize that the unpleasant truths they are learning about themselves can be avoided in the future by choosing to change. In Phase IV offenders must train themselves, without help, to see each high risk situation as a challenge for them to define the future course of their life by the response they choose here and now.

In the end, we accept the fact that an offender may choose to remain criminal. But now they are challenged to make that choice deliberately, with their eyes open, with conscious responsibility for their choice.

In fact, few if any offenders will choose to be criminal on these terms. When they seem to do so, it is almost always due to their ability to obscure some aspect of their responsibility. It is our job to expose and display all these hidden corners of avoidance.

We know that not everyone will change, Our response should be, "OK, we said it was your choice and we meant that. Nevertheless, we will continue to do what we need to do to control your criminal behavior. We have choices, too, and that will be our choice. That's why we have police and jails."

Realistically, we can't do any more. If we do this well, it is quite a lot.

II. Enhancing Communication and Intervention

The Cognitive Interventions Program combines a series of discrete lessons with the more open progress of group interaction. The following guidelines are designed to enhance communication and intervention with offenders.

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<u>Five Principles of Effective Group Process</u>

1) Depersonalize authority while maintaining control of the process and upholding the rules.

Although conflict in a group setting is inevitable, an "Us vs. Them" attitude is personalized conflict.   In self change programs, staff are as susceptible to personal conflict as offenders.   Hopefully, conflict is not so central to our way of life as it tends to be with offenders. As group facilitators, we must depersonalize conflict before we can open a channel of communication for personal cooperation.

However, we will still need to use our authority to control the group process and to enforce rules.

a. <u>Controlling the group process.</u> We need to keep the process on track. It must be absolutely clear to participants that the group process will proceed as we define it - not as a demonstration of our power, but because this is the process that works. It is how the program is defined. And it is what we, as facilitators are being paid to do. We need to convey that our insistence in the following the prescribed process is not a personal struggle over "who's in charge", but an unconditional requirement of making the group work.

b. <u>Rules.</u> Rules are the formal conditions for making the program work. Rules cover attendance, punctuality, homework, confidentiality, respectful manners, etc. Rules are not tools for asserting our personal domination. They are conditions for working effectively together.   Hence the rules apply to all of us. In this respect, there is no difference between "rulers" and "rules." This theory of rules applies to society generally.   If offenders can grasp this concept of rules within the program, they are well on their way to coming to terms with society as a whole. Offenders need to learn to think of rules as vehicles and mechanisms for cooperation, not as external controls.

At the same time, it is our responsibility as group leader(s) to communicate a n d enforce these conditions. Again we need to do this "impersonally."   We need to communicate that, on a personal level, our interest is not in forcing them to comply but in helping them to succeed. Our message should be something like this:
> "Failing to keep the rules may end up excluding you from the group. I'll help you prevent that from happening if I can, but I won't change the rules. The rules are the conditions that apply to everybody and without them, no one would succeed."

2) Place authority with group members.

Group members are the ultimate authority on how they think and how they should think. Whether we like it or not, the power to think what they like is ultimately beyond anyone's control except themselves. At the same time, we cannot turn them loose in group to imagine they see patterns of thinking that aren't there, or to waste their time

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group to imagine they see patterns of thinking that aren't there, or to waste their time chasing dead ends. As with the issues of control discussed above, our role demands art, skill, and judgment.

Presenting yourself as the authority about how members think or about how they should think, is one of the most common pitfalls in teaching cognitive change. It invites resistance and resentment

It does no good to preach. It does no good to present your "expert interpretation." It does no good to tell offenders about their mistakes.

Our goal is to teach them to see. A condition of seeing is that they use their own eyes,

At times, we can describe the patterns we think we see, but this must be done without asking offenders to verify our perceptions. We must ask them to use their own words to describe the pattern they see and make note of the words they use. Their choice of words is often an important key to their personal way of thinking. Always, we must convey that they are the ultimate authority. We need to encourage their own recognition of their *thinking* patterns and not impose our own.

Offenders are also the authority on the question of whether or not they are going to change. As previously noted choice, above all others, is theirs alone. We may provide realistic opportunities for change but the decision remains theirs to make. This message is critical to establishing credibility and cooperation with antisocial offenders. Beyond that, it is the heart of the process itself. Cognitive self change only works when the individual takes deliberate and conscious control of his or her inner thoughts and attitudes.

Cognitive self change is a process of learning to control your own life, not a process of letting others do it for you.

3) **Focus on the basis of cognitive self change.**

We can't change the thinking of offenders; they have to do it themselves. Cognitive self change is, in its most basic terms, a very simple process: to find and change criminogenic patterns of thinking.

Once thinking reports are introduced in Phase I, every group should be focused in one way or another on underlying cognitive patterns (e.g., finding patterns in a thinking report, describing them, recognizing different forms of them exploring their scope and consequences, finding other examples, intervening in them, learning alternatives to then, etc). It is easy to lose track of these basics. We may get caught up in the complications of interpersonal communication that inevitably occur in change. Or we may set up so many intermediate steps in the process that we effectively lose sight of the basic, simple steps.

Cognitive change is a transparent and intuitive process. It should always be clear, even obvious, what we are trying to do. Both the effectiveness and the credibility of the process depends on keeping a clear focus. When groups seem unfocused, we have probably wandered away from the basic steps of the process. Vaguely understood tools won't work. Offenders will believe in the process only to the extent that they are understanding what they are learning and see it working.

There are two basic steps in the Cognitive Interventions Program

1. <u>Find your criminogenic patterns of thinking</u>.

2. <u>Find ways to change them</u>.

The details of these two basic steps can get pretty complicated, but the basics remain simple. Step 1 may take weeks of skill building in thinking reports before an offender discovers key patterns. Step 2 may involve learning both immediate interventions ("thought stoppers") and more complex problem solving and social skills. At the same time, offenders must be developing the motivation and determination to apply these interventions and skills. This may take months but all along the way the offender is engaged in these two basic steps. There is never any stage of the process where offenders should be doing "something else." This is what it means to keep the group focused on the basics.

A good rule of thumb is that group members, themselves, should always be clear in their own minds that this is what they are doing. They should be able to recognize that each task, each assignment and each discovery learned in group has a clear place in this process.

4) Foster cooperation between staff and group members and among group members and themselves.

The goal of mutual cooperation between correctional staff and offenders represents a fundamental change from the typical antisocial posture: "'Us vs. Them" Achieving this goal is no small task. In a sense, it is the ultimate goal of all correctional change, that is to replace patterns of hostility and social conflict with patterns of social participation based on cooperation. In this simple but important sense, the process of the Cognitive Interventions Program (cooperation between staff and group members) represents the goal of the program (social cooperation). All of the principles and guidelines outlined in this training manual are aimed at achieving cooperation. When cooperation breaks down, we must revisit these principles and determine if there has been a breakdown in the application of them.

For example:

- Are hostile offender attitudes blocking the channels of communication? Perhaps we should expose these attitudes as disruptive and challenge the members to meet the conditions of participation.

- Do group members resent our authority? Perhaps we are being too controlling and need to let group members speak more for themselves. Perhaps not. We may need to place responsibility for their resentment on them. Or we may need to do both.

- Are group members feeling bored? Are they doubting that it is worth their trouble to take part? Perhaps we need to re-focus on the basic tasks and steps of cognitive self change. Or perhaps we have let the process degenerate into one-on-one therapy with a **group** of passive spectators.

5) Encourage participation by all group member&

Lack of participation in the group process is one of the mote serious impediments in a progressive self change program It is easy to concentrate attention on one individual at the expense of the group. Even though we typically work with one thinking report or problem log at a time, every group member should be actively engaged in working with that report. It is our responsibility to help make that happen.

An important key to encouraging participation is paying attention to everyone in the group. We should strive to develop the habit of being constantly aware of the entire group. This takes a conscious effort

It means making sure everyone is following what is being done in group and that they understand it. Ask group members to help you. If the goal is to identify one group member's pattern of thinking, then each member should be helping to do just that. Make the group's task, not your own. Teach everyone to be a facilitator.

III. Group Climate

TABLE I
Characteristics of Defensive and Supportive Group Climates

Characteristic	Defensive Climate	Supportive Climate
1. Evaluation versus description	1. People in the group seem to be judging your actions.	1. People in the group are seen as trying to describe outcomes and information.
2. Control versus problem oriented	2. others are seen as manipulative, attempting influence.	2. Others seem to be focused on the problems at hand.
3. Strategy versus spontaneity	3. Members seem to plan out their "moves," interactions and comments.	3. Interaction seems to flow smoothly with little strategic control.
4. Neutrality versus empathy	4. People in the group seem to react to you with aloofness and disinterest	4. People in the group seem to identify with your ideas and interests.
5. Superiority versus treat quality	5. Others seem condescending, acting as if they are better are.	5. Croup members treat one another as equals.
6. Certainty versus provisionalism	6. Some people in the group seem to feel that their own ideas are undoubtedly **correct.**	6. People in the group are not committed to one viewpoint, for they are keeping an open mind

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IV. The Stages of Group Development

In order to understand the dynamics of group interaction, it is helpful to have an understanding of how groups develop. Groups generally develop in a series of stages, with each stage having its own processes and characteristics. The sequence of these stages is summarized in Table II.

T A B L E   I I

Five Stages of Group Development

Stage	Major processes	Characteristics
Forming	Development of attraction bonds, exchange of information; orientation towards others and situation	Tentative interactions; polite discourse; concern over ambiguity; silences
Storming	Dissatisfaction with others; competition among members; disagreement over procedures; conflict	Ideas are criticized, speakers are interrupted; attendance is poor, hostility
Norming	Development of group structure; increased cohesiveness and harmony; establishment of roles and relationships	Agreement on rules; consensus-seeking; increased supportiveness; we-felling
Performing	Focusing on achievement; high task orientation; emphasis on performance and productivity	Decision making; problem solving; increased cooperation; decreased emotionality
Adjourning	Termination of duties; reduction of dependency; task completion	Regret; increased emotionality; disintegration

Source: An Introduction to Group Dynamics by D.R. Forseth, 1983, Monterey, CA: Brooks/Co.

Forming. The first stage of group development is forming. Why do groups form? Why do people seek and appear to derive benefit from the company of others?   Some theories of group formation suggest that groups develop as the result of the members' needs to express inclusion (associate, belong, join), control (power, dominance, authority) and affection (cohesiveness, love, friendship). The social comparisons theory of group development takes more of a cognitive direction.   This theory is based on the premise that people affiliate into groups when doing so provides useful information from comparing one's self, one's attitudes, or one's beliefs with those of others. When attitudes or beliefs are shaken in the act of communicating with and comparing one's self to others, there is potential for restoring clarity or composure or at least for providing a sense of safety in numbers. The social exchange view of group formations proposes that individuals make group affiliation decisions based on their estimate of the interpersonal value of such participation. Value is defined in terms of both estimated rewards and potential costs. Rewards may include social support, the group's process or group's activities themselves, the benefit of experiencing certain member characteristics, the likely success at achieving goals, authenticity, competence, socialbility, and especially the group goals themselves. Costs may be discomfort with the unfamiliar, investment that may be made in time, energy or disclosure; possible social rejection; or inefficiency or lack of progress toward the group's goal.

Starting early in its formation and continuing throughout its life, a group develops a sense of cohesiveness. The development of cohesiveness is a primary process because it has a powerful influence on the character and quality of group interaction.   It is also a major determinant of the group's longevity and success at reaching its goals. The more cohesive the group, the more likely its members will: 1) be more open to influence by other group members, 2) place greater value on the group's goals, 3) be active participants at group discussion, 4) be more equal participants at group discussion, 5) be less susceptible to disruption as a group when a member terminates membership,   6) be absent less often, and 7) remain in the group longer. The way a group forms and develops will be dependent upon the degree of cohesiveness in the group. Cohesiveness will tend to diminish as disagreement within the group increases, the group makes unreasonable or excessive demands on its members, the leader or other members are overly dominating, a higher the degree of self-oriented behaviors exist, group membership limits the satisfactions the members can receive outside the group, membership is viewed negatively by outsiders, and conflict that exists within the group increases.

Storming.   The next stage is storming. Although groups may experience conflict at any stage in their development, in this stage the focus is on the growth and resolution of such conflict.   It is essential that this significant group dynamic be understood and that inter-member difficulties be resolved or reduced so that the group can make satisfactory progress toward the achievement of group's goals.

Group conflict generally moves through five stages: 1) disagreement, 2) confrontation, 3) escalation, 4) deescalation, and 5) resolution. During the first phase of disagreement, members discover that two or more group members are in conflict regarding a group task, an interpersonal matter or other group relevant concerns. The second phase, confrontation,

is where the opposing members openly debate the issues. Escalation may ensue to the point where group unity is shattered as members become increasingly hostile, persuasive influence is dropped in favor of cohesion, promises are replaced by threats, and in extreme cases, verbal attacks become physically violent assaults. If the group holds together and weathers the storm of disagreement, confrontation and escalation, then the fourth phase, deescalation may occur. When group members tire of fighting and feel their efforts and energy are being wasted, they may become more rational, begin to accept debate of the other side's perspective, and decide to reinvest their efforts in movement towards the group's original purposes and goals. Finally, the last phase of resolution occurs when conflict is terminated

Norming. Group norms are stated *or* assumed rules of action specifying which behaviors are appropriate or not appropriate for group members. Norms are the organizers and shapers of groups. They are the broad guidelines determining how much of what does or does not occur in any given group, what the group expects and aspires to achieve, how it allocates its resources, how it will be led, and much more.

As group members deal with conflict, and inter-member attraction and groupwide cohesiveness build, the way becomes clearer for the group to establish leaders and leadership styles. In the norming stage, the group carves out and begins enacting individual codes for its members. It also settles on particular patterns of communication that members feel to be comfortable and effective.

The characteristics of effective leaders and leadership has been studied by numerous group dynamics researchers. Leaders tend to be somewhat more achievement-oriented, adaptable, alert, ascendant, energetic, responsible, self-confident, and sociable than other group members. However, the correlations between these traits and effective leadership behavior are modest. It is now generally accepted that there are no inherent traits or dispositions within an individual which contribute to good leadership. Instead, it is believed that the specific requirements of different situations dictate the particular leadership qualities which will be most effective.

Although categories of leadership behavior vary somewhat, there appear to be two broad classes of effective leadership behavior: 1) those that are task-oriented and focus on performance and, 2) those that are relationship-oriented and more concerned with enhancing group cohesiveness and reducing group conflict. With some groups under some circumstances and with working towards certain goals, a task focus on work production, performance, and solutions is appropriate. For other situations: support, conflict reduction, and similar emphases are appropriate. However, many group situations exist in which effective leadership behaviors reflect a combination of both the task and relationship orientations.

In addition to the group leader(s), many other roles are assumed by group members. The way in which an individual in a group behaves at any given point in time is partly a matter of that individual's disposition, but it is even more a result of the situational demands and

opportunities operating within the group. Situational determinants of the members' roles may include the leader's behavior, the behavior of other members, the group cohesiveness. level, group task, group goals and group communication patterns.

The final aspect of the norm-setting process occurring in groups is the establishment and maintenance of viable communication patterns or networks by means of which the group will conduct its task and relationship oriented business. The communication network established in any given group reflect many qualities of the group but most especially its preferred leadership style and the nature of its goals.

Performing. As groups develop, deal with conflict, and establish norms and roles, they seek to perform the tasks that motivated the group's formation in the first place. The specific tasks a group performs depend on the group's ultimate goals. Tasks to be performed are also determined by: (1) the difficulty of the group's overall problem, (2) the number of acceptable solutions, (3) the intrinsic interest level of the task, (4) the amount of cooperation required of group members for successful task performance, (5) the intellectual and related demands presented, and (6) member familiarity with task components.

Whenever members of a group feel threatened, they begin to behave defensively and effort is shifted from the group tasks to defensive tactics. Individual efficiency drops as concern over evaluations, worry about others' intentions, counterattack planning, and defensive listening escalate. The ways in which groups foster such defensive, task impeding communication and the features of a more supportive, communication-encouraging climate are outlined in Table I.

Adjourning. In this last phase, the group has established itself, dealt with areas of conflict, developed its norms of leadership and member roles and performed its task. Consequently, it is time for the group to adjourn.

V. Strategies for Managing Problem Behavior

When working with offenders in a group many problems may arise. It is a real challenge to manage and control these problems but it is especially difficult when you are attempting to develop a cooperative relationship between staff and offenders at the same time. Use of authoritarian control is one of the pitfalls staff should avoid in managing offender groups. Permissiveness is another.

Problems that might seem minor with an individual become major in a group. Groups of offenders experience a "contagion effect" in which the behavior of one individual can

quickly make a group dysfunctional. The group may "gang up" on the staff and our impulse may be to use our authority as part of the power struggle. When this happens, we lose, even if we win the struggle to regain power in the group.

This program is based on "self change" and "choice." This means we must follow certain guidelines in our management of group behavior. We must not use our authority in a threatening, punitive, or controlling way to "crush" the problem   This is not to say that one cannot use authority. In fact, the use of authority is essential. But the way we use authority is critical. We depersonalize our authority.

Awareness of "choice" and "individual responsibility" must always be present If we control or dictate, we promote compliance, not acceptance of responsibility.   And we most certainly don't promote internal change.

The following strategies are recommended for controlling disruptive behavior, should it occur.

1. <u>Communicate with courtesy and respect</u>. Do not convey the intention to dominate the offender's will with your power.

2. <u>Recognize the behavior for what it is.</u>   Disruptive behavior is a learned response to authority/limits that many offenders perform automatically at every opportunity. Do not take personal offense at this behavior.

3. <u>Communicate to the individual that the behavior disrupts the task at hand</u>. Point out that his or her behavior affects the process, and therefore, the progress of the group.

4. <u>Communicate that your duty is to maintain the program process and the conditions of communication that pertain to everyone</u>. You are responsible for making certain that group rules are followed.

5. <u>Communicate that he or she has the choice whether or not to participate.</u>   Let them make it. Respect their choice. Follow through with consequences. Be clear about the meaning of these consequences. For instance, removing a person from the group is not done to punish or personally dominate, it is done to preserve the conditions of cooperation and communication within the group.

6. <u>Be as patient as YOU can afford to be - no more and no less.</u>   Disruptive behavior is to be expected. It is intrinsic to offenders' antisocial orientation, and it won't disappear overnight. At the same time, the basic conditions of group communication cannot wait for change to be made. You will need to make clear and deliberate judgments.

Focus on behavior of actual actions that you and the disruptive group member have taken or might take to resolve the conflict. Focus on behaviors and "what, where, when, how often, and how much." Do not focus on more difficult to change qualities such as motivations,

beliefs, personality or other nonobservable characteristics. Show willingness to acknowledge your own role in the conflict and your openness to changing your behaviors if needed to resolve the problem. Be empathetic. Try to accurately perceive and overtly communicate your awareness of the other disputant's feelings relevant to the conflict in progress. Pay attention to nonverbal behavior. It is central to understanding the nature and intensity of the other individual's views, his or her feelings, and perhaps even his or her willingness to continue engaging in the communication process.

Table III outlines the do's and don'ts for managing group behavior. This list of do's and don% for group facilitators amounts to a real challenge. One of the hardest parts of the group process is the establishment of the right environment for self discovery and change in a setting that has a tradition of mistrust, hostility, and resentment. If the facilitator can operate with some of the same characteristics of a "good coach" who challenges his players to pursue a goal, but at the same time understands their personal limitations because of lack of knowledge and skill, he or she may come close to the approach necessary to be a competent and skilled facilitator.

TABLE III

Guidelines for Managing Group Behavior

Do	DON'T
- set limits clearly	-threaten
- give objective feedback	- make moral judgments
- direct/redirect as necessary in order to stay on track	- control
- convey respect	- belittle
- respond by modeling your prosocial skills	- react emotionally
- stay neutral and objective	- align
- insure all offenders are participating	- monopolize
- support independent thinking	- support cliques
- create a process that encourages creative thinking	- give the answers

In the next, few pages we will look at potential problem situations, and suggested solutions. Strategies that have been effective in the past, in some situations and some groups will be described. An underlying theme in these descriptions is the use of imagination. Staff should train themselves to be as creative as possible in their ways of coping with problem situations while remaining always within the general guidelines aimed at respectful communication and self-directed change.

As previously noted it is as important to establish a "cooperative" group setting as it is to control group behavior. In this program we ask offenders to let us inside their heads, and this will not happen if there exists a rift because they are hostile and defiant in their thinking due to a perceived abuse of authority. As we go through these exercises, we will see that often, though not always, group behavior problems can be solved by setting clear limits. Setting clear limits does not mean we achieve compliance through control.

When an offender is told what the problem is, what the consequences are and stops the behavior out of fear of those consequences, then we have compliance through control, not change through conscious choice.

Our strategy is to supervise for success, not to wait to respond to failure.

The sample situations described on the following pages are not intended as rigid. formulas of how to respond to problem behavior. In fact, the intention is just the opposite. Within the principles of accountability, choice, and self-awareness which are basic to the program staff should train themselves to use as much imagination as possible in responding to offender behavior.

SITUATION #l - Robert is not attending group

While incarcerated Robert was assigned to a Phase I group and missed two groups out of the first five. You were told that he was sleeping during both of the groups that he missed.

POSSIBLE SOLUTION - Go to see Robert in his cell and begin the conversation by asking Robert how he's doing. Robert knows why you are there and is already defensive, waiting for the hammer to fall. Ask Robert why he has not been in group, making a point to convey concern rather than demanding an excuse. Regardless of Robert's response, ask Robert if he is coming to the next group (to get a commitment), and state objectively the group standards for attendance. You should not leave after making this last statement, but shake hands with Robert and encourage him to come to the next group. This gesture conveys your personal support for Robert's success, while at the same time upholding the standards and expectations of the group.

SITUATION #2: John is being disruptive or defiant in group.

A group has been going on for thirty minutes and several times during the group John has been disruptive by talking in group while you and others were talking. He has interrupted people, disagreed with everything that was being said, and tried to get other offenders to be on his side.

POSSIBLE SOLUTION - This is a frustrating and complex situation. You need to stand back and look at what is going on and why, rather than reacting with emotions of frustration and anger.

It is quite possible that John is "grandstanding" to boost his ego, using the group as his forum to create conflict with staff to obtain status. If this is true and you follow your instincts to challenge his behavior with your authority, you feed into the game. It's a game you cannot win. You succeed only in creating a conflict that requires all of the group members to choose sides (usually you get left standing alone). Remember, you don't want to ostracize but to get John to align with your purpose.

One of the ways to combat this defiance is to defuse John by inviting him to explain or define the subject being discussed Allow him to state his view in detail. In fact, request more detail. And then thank him for his input. Don't worry about his statements being in conflict with the material that you are presenting. You most certainly are not the only one in the group that can see through his behavior.

Often when you give an offender in this situation what he wants, in this case attention, it works in your favor because the attention he wanted was from his peers for being negative and disruptive. You turned the tables by allowing him the floor without creating conflict His audience will soon get tired of it, because the original interest was in the conflict that he was creating with the **Staff.**

If this does not reduce the problem, you may need to remove this offender from the energy of the group and talk to him about the problem one-to-one.

SITUATION #3 - Tony challenges everything you present, often questioning everything that comes up in the group.

POSSIBLE SOLUTION - This is a problem that may or may not be important, depending on the effect that Tony's skeptical behavior has on his ability to internalize or absorb the information being covered. If Tony's skeptical stance also causes him to screen out important information, ask him to suspend judgment on the information. Tony needs to be able to see the destructiveness of what he is doing and the potential benefit of being more open to information. Given that Tony is very defensive (being skeptical is a defensive stance), talk to Tony and ask him to reflect on why he is so skeptical. Ask Tony to do a special project listing all the benefits of being open minded. Once he does this, review it with him, supporting his list and making further suggestions about the potential benefits of being open minded. Form an alliance with Tony on this project.

SITUATION #4 - Jim is agreeing with everything.

Jim is being overly or falsely agreeable in order to avoid confrontation or to appear as if he is making progress. This is a special problem because this program requires truly honest self examination. Jim may appear to be doing that, but in reality he owns very little, if any, of his cognitive distortions. In this situation the facilitator needs to be direct without being disrespectful. When Jim so willingly agrees with something, ask him why he agrees. Have him provide examples from his own life.- But be careful not to embarrass him as a means of quieting him. Challenge him without embarrassing him <u>Don't help him by filling in the blanks for him</u>. This situation may become one of the most common problems within the program, and needs continued attention., In cases like this, don't take yes for an answer.

SITUATION #5 - Gene is being disrespectful to other group members.

POSSIBLE SOLUTION - This situation is one that requires immediate confrontation because Gene's behavior clearly violates a group rule and threatens the group process. However, it is still necessary to have Gene see and become responsible for this behavior without being threatening or controlling, and without arguing the issue. Stop the group and restate the standard for respectful communications. Then have each offender in the group evaluate his or her individual communications skills in relation to the established standard. Also have participants evaluate their degree of respect for each of the other group members.

If the behavior continues, confront it directly in the group setting being as objective and respectful as possible. If necessary, remove the offending member from the group,. being careful to convey respect when you do it.

SITUATION #6 - Carol and Kris are forming a private alliance.

This alliance is hindering their individual progress and disrupting the effectiveness of the group.

POSSIBLE SOLUTION - Our normal response to this situation is to separate Carol and Kris in any and all ways possible. This may work, but there is another solution that may work better. The key is to get the two of them into a situation where they must conflict or they at least cannot support each other. This can be done in many different ways as long as it requires the two to take opposing stances. Sometimes it may be as simple as having one

talk about the other in the normal group process but you may need to go further.   Split into two groups to spend the session debating an issue, while making sure that Carol and Kris are on opposing teams and directly respond to each other in opposition.   Or meet with them privately, and express your concerns about their progress being hindered because of their inability to participate in the group as individuals. At the same time express your confidence that if they choose, they could "stand on their own two feet."

SITUATION #7 - Ed is not participating and is not paying attention.

POSSIBLE SOLUTION - For the majority of offenders who do not participate or pay attention, the key to solving the problem is in the way that we run the groups.   If the group is set up so that none of the participants know when they are going to be required to participate in the process, the majority of offenders will pay attention for fear of looking stupid or foolish when they get called upon. This seems quite simple but it isn't.   Many facilitators become engaged in the group process and even within a small group, a group member can hide for the entire length of the group. It is too easy to call only on those group members who like to participate, or those who respond or participate without being called upon. Personal conflicts, external events or particular emotional states may cause a group member not to participate.

The situations previously outlined are not designed to provide universal answers, but as suggestions and guidelines to problem solving. These approaches support and promote offender choice and at the same time help develop a cooperative relationship between facilitators and group members. This type of problem solving takes extra time, thought, and effort, but it leads to long term resolution versus short term compliance. The nature of the relationship with the group and its member is often much more important than an individual problem   Being a group facilitator is especially challenging when you realize you are modeling effective conflict resolution to several sets of critical eyes.

Most group problems, such as those described above, are caused by deliberately disruptive behavior, but others are not. Many group problems are the result of the facilitator's style of program delivery. It is very hard for any facilitator to keep up the energy level of a group. Offenders often get bored because they are not fully engaged mentally and emotionally in the process, through no particular fault of the group members or the facilitator. Consequently anything that can increase the energy level of the participants or engage them or make the process exciting for them is welcomed by all. The following group activities have this effect on the group process.

Role Flaying - Role playing is one of the most effective ways to get offenders involved and thinking in a group. Offenders and staff tend to resist role plays at first because they are self-consciousness about their acting abilities.   But after a short time they can enjoy and support the process.

Role plays involve play acting any situation that you want to demonstrate, clarify, or study objectively.   You must participate in the process yourself to help offenders get over their fear of role playing. Role plays can be used at any time or anywhere. The only limit is imagination.   Any situation that is reviewed in a thinking report or problem log can be the subject of a role play, with group members and staff playing any combination of rules.

Role Reversals - One of the best ways to help develop empathy is to have the offenders play roles that are not normally their own. This is a form of role play in which you specify a role for the offender that is distinctly different from the one he or she would assume in real life.

Video Use - One of the best treatment tools available today is the video camera. 'The power and effect that is possible by having the offenders review themselves on tape is very powerful. You cannot hide from the camera For this very reason, offenders as a whole are very fearful of being on camera.   But as with role playing, after a while they understand its usefulness and support the process.

Images and Metaphors - Diagrams and images that illustrate an idea or an experience are useful communication tools. Images, whether presented verbally as metaphors or visually as pictures can focus offenders' attention more sharply than the use of literal language alone. Use of images encourages imagination.

The key to combating boredom in your groups is energy. Energy is only limited by imagination, and the fear of using it. If you think it might work, try it.

VI. The Self Change Process

Self change is a gradual process with definite elements and its own internal logic. It uses a strategy.   Each of the elements of this strategy is a specific objective *or* principle of the Program.

Step 1: Make offenders see their thinking for what it is, in all its details
            and consequences.

Step 2: Show them alternatives that they perceive as meaningful and
            possible.

Step 3: Hold them accountable for their behavior and offer personal support
            for change.

Step 4: Challenge them to choose.

Step 1. <u>Make offenders see their thinking for what it is, in all its details and consequences</u>.

Offenders need to see their criminal behavior as an inevitable consequence, vicious circle, a trap, with inevitable harm to others, trouble with the law, and never ending cycles of resentment, defiance, retribution, and pain. They need to see this picture with their own eyes. And they need to see their own thinking as a centerpiece of the picture.

This involves a refocus of attention away from the world that they see as persecuting them (perhaps with some justification), and on to their own internal attitudes, beliefs, and thinking patterns. This shift of attention is the fundamental step of cognitive self change, and a key step in developing the motivation to pursue it.

Offenders must see for themselves that how they think is something they themselves do. And they must also see the inevitable consequences of their thinking.

We do not try to prove to them that their thinking is wrong. Only that they do it, and that it has definite consequences.

Step 2. <u>Guide them to discover alternative thinking that they recognize as meaningful and possible</u>.

We want the offenders to understand that they are responsible for how they think. Recognition that they can think differently than they do is a key part of that understanding. For many offenders, this recognition is a revelation. It has never occurred to them to think differently than they do.

Many offenders believe that any way of responding to situations other than their habitual response involves selling out their pride and integrity as a person. Offenders may say things like, "What should I do, lie down and let them run over me?" Our objective is to make such offenders realize, first of all, that this response is itself part of their habit of thinking. Our second objective is to have them understand that there are other cognitive responses and that they don't entail letting people run over you.

We do not try to prove that these other ways are better, or that the offender should do them. We only demonstrate that alternatives exist, and that these alternatives do not entail loss of integrity or self pride.

We need to present these alternatives as realistic and achievable.

We need to present new cognitive skills as part of a complete image of life that includes prosocial goals and values. We do not try to prove that they should pursue these goals and values, but only demonstrate that they can.

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We are not trying to force their change. We are laying a foundation for them to choose to change.

Our message is that they can change.

Step 3. <u>Hold them accountable for their behavior and offer personal support for change.</u>

It is not particularly hard to hold offenders accountable. Nor is it particularly hard to support them in change. The difficulty lies in doing both at the same time. This ability defines the fundamental art of correctional intervention.

Accountability implies punishment. But the meaning of punishment depends in part on the attitudes of those who impose it. Punishment does not require an attitude of personal condemnation. The self change group process requires that we "depersonalize" our use of authority. This means that we must convey the attitude that "it's nothing personal" when we impose punitive consequences. If we are able to do this, we can, at the same time, be personally supportive of the offender.

Providing personal support for offenders does not mean that we mitigate their accountability. Our support should not imply that we forgive or offer "amnesty" for misbehavior. There is no trade-off between treatment and accountability. They go together. Because they go together, we can help offenders find their way out of the vicious circle of defiance and control.

Step 4. <u>Challenge them to choose.</u>

On the one hand, offenders must recognize that whatever they choose, they are responsible for their choice. Making them face that choice, consciously and deliberately, is critical.

PHASE I - ORIENTATION

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Lesson 1 - Introduction

Objectives:

> 1. Inform participants of the basic structure, goals and expectations of the program.
>
> 2. Define a concept of rules that is based on cooperation, not on power and domination.
>
> 3. Lay a foundation of cooperation between staff and participants.

Group Activity:

Introduce yourselves. Explain the concepts of "self change" and "open channel of communication".

In this program, we are going to present some important ideas that may help you to understand yourself. We are also going to teach skills that you can use to control the direction of your life.

You will be a major part of the class. What you think and what you have to say is as important as what we (the instructors) have to say.

You may or may not agree with all of the ideas we present in class. What is important is that you understand them.

It is not the aim of this program to make you change. We respect the fact that you have control over how you think and how you act. What we will do is teach a set of skills that you can use to change things about your life, if you choose to apply them. Whether or not you want to use the skills you learn in order to control your life is something you alone have to decide.

This program will focus on our thoughts. Thoughts are the statements we say to ourselves inside our heads.

Right now in this class, people are having thoughts. Someone in the class may be thinking, "I wonder when this class will be over." Another person may be thinking, "I didn't have much to eat today, I'm getting hungry." We will need to know what these thoughts are. And the only way we can know your thoughtsis if you tell us.

The success of this program requires an "open channel of communication." This means that each of you must be willing to share your thoughts about specific situations in an open and uncensored way. To censor something means to delete or eliminate something that is considered inappropriate, unacceptable or harmful. What might be an example of censorship? What do you think it means to share thoughts in an open and uncensored way?

Continue to discuss the meaning of terms "censorship" and "open channel of communication" using examples of each.

As your instructors, our role will be to help you identify what parts of your thinking you can control in order to effectively control your life. We won't judge or condemn or punish you for the way you think. You won't be held back in the program because we don't approve of the thoughts you report in group.

What we do expect is that you report your thoughts openly and honestly, and make an honest effort to look at how your thoughts affect what you say and do in your life.

Although we ask that you report your thoughts openly and honestly, we cannot promise to keep secrets about anything the agency legitimately needs to know. An example of this would be if you disclose any criminal or assaultive behaviors. If you reveal activities that might have a harmful effect on yourself or others, this would also have to be reported.

Information obtained from you in group will not be used inappropriately or out of context. Nevertheless, we will write

summaries of your participation in group and the progress you make. These summaries and progress reports will be part of your permanent record.

Today, you are starting Phase I of this program. Phase I is a series of 15 lessons. You will be asked to participate in class and to complete homework assignments. In Phase I, you will learn how to report your thoughts and feelings. You will also learn to identify patterns of thoughts.

In Phase II, you will be asked to take a long and careful look at the ways that you think and at how your thinking has led you to do things that have gotten you into trouble in the past. You will also begin to learn some skills for controlling these ways of thinking and target the areas of thinking that you want to change.

In Phase III, you will continue to learn new skills in the areas you have targeted for change. You will practice these skills and develop a long term plan for controlling the thinking that is most likely to get you into trouble in the future.

In Phase IV, you will be asked to put this plan into practice in real life.

At the end of the program you will have a good understanding of your own attitudes, beliefs and thinking patterns. You will also have a new set of skills for controlling your life by controlling these attitudes, beliefs and thinking patterns.

The choice of whether or not 'you continue to use these skills will be up to you. The goal of the program is to <u>GIVE YOU A CHOICE</u>, not to <u>MARE THE CHOICE FOR YOU</u>.

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┌─────────────────────────────────┐
│  PROGRAM GOAL:                  │
│                                 │
│  GIVE YOU A CHOICE              │
│                                 │
│  MAKE C⨉⨉⨉ FOR YOU              │
│                                 │
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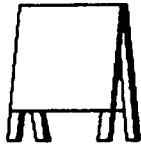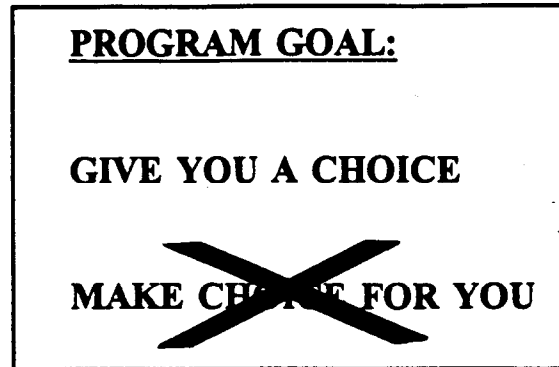
Emphasize that the participants can choose to use these skills or choose not to use them. The choice is theirs.

Pass out Lesson 1 - Handout #1 - Phase I Requirements. Read aloud and explain the criteria and standards for completion of the program.

Completion must be based on clear, achievable criteria. Do not give the impression that 'progress" and 'program completion" are subjective judgments totally in the control of staff Instead, the tasks and criteria of completion are objective and achievable.

Pass out Lesson 1 - Handout #2 - Confidentiality Agreement and Waiver of Rights. Read aloud and explain the Agreement. Have clients sign Agreement.

Hand out homework assignment. Read aloud to group and discuss.

It will be important for you to complete all homework assignments. Participants will not receive credit for the group session if homework assignments are not completed. All assignments will be handed in and reviewed by the instructors. If you have trouble completing any assignment, your instructors will be available for help and counseling.

LESSON 1 - HANDOUT #1

PHASE I REQUIREMENTS

Tasks:

1. Learn the basic principles of Cognitive Self Change:

    a. What we do in our minds controls what we do in our life.

    b. We can control the course of our life by controlling what we do in our minds.

2. Learn how to report your thoughts and how to keep a personal journal of your thoughts and attitudes.

3. Identify one key pattern of thinking that has lead you to violent or criminal behavior in the past.

Participation:

1. Attend and be punctual for groups.

2. Demonstrate respect for staff and others in the group.

3. Keep an open channel of communication. This means:

    a. Help yourself and others to complete the tasks of Phase I by maintaining a businesslike approach to group work.

    b. Present real, honest, and meaningful thinking reports.

4. Participate in role plays and other group activities.

5. Complete homework assignments according to standards set by staff.

6. Maintain a folder of handouts and homework assignments.

Time Requirements:

1. Phase I consists of 15 sessions over a period of weeks. Each session will be 1½ - 2 hours in length.

2. **Completion of Phase I is not automatic by attending all group sessions. The task and participation requirement must also be met.**

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CONFIDENTIALITY AGREEMENT AND WAIVER OF RIGHTS

1. I understand that my participation in the Cognitive Interventions Program depends upon cooperation and open communication between myself, program service providers, my caseworker and/or Probation and Parole Agent and Correctional Officers who are assigned a role in the Cognitive Interventions Program and the administration of my caseplan.

2. I also understand that my successful participation in the Cognitive Interventions Program depends upon my disclosure of my thoughts and feelings before, during and after past criminal offenses, as well as my thoughts and feelings in everyday situations.

3. I further understand that information acquired in this correctional program may not be disclosed to third parties unless I consent or unless the information is any of the following:

    a. Information regarding planned or ongoing offenses will not be confidential. Disclosure will occur to third parties as necessary to protect others; or

    b. Information regarding abuse or neglect of children is controlled by Wisconsin law and is not confidential and will be disclosed to third parties as necessary to protect children.

4. Understanding the above and desiring to further my progress in the Cognitive Interventions Program, I hereby consent to a waiver of confidentiality. This waiver will permit open communication between Caseworker and/or Probation and Parole Agent and Correctional Officers who are assigned to a role in this program and the administration of my caseplan of any information acquired from me by staff participation during the course of my in the Interventions Program. I knowingly and freely consent to such a waiver with the further understanding that:

    a. All information of personal (non-criminal) nature gathered in the process of this program will be confidential. Disclosure will be for program purposes only and will be limited to persons legitimately involved in the program.

    b. I may revoke this waiver at any time but I understand that revocation may result in termination of my participation in the Interventions Program.

Name: _____   Date: _____

Witness: _____   Date: _____

HOMEWORK ASSIGNMENT - Lesson 1

Name _____

1. Describe two or more of the reasons that cooperation with staff is difficult in the correctional environment.

   Identify two or more steps that can be taken to improve and support cooperation between offenders and staff.

2. Define <u>cooperation</u> in your own words.

   List the benefits to having a cooperative relationship with someone.

Lesson 2 - Self Change

Objectives:

> 1. Define attitudes, beliefs and thinking patterns.
>
> 2. Explain and illustrate how attitudes, beliefs, and thinking patterns control our actions, responses, and relationships with other people.

Group Activity:

Summarize and review concepts presented in Lesson 1.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the importance of cooperative relationships.

Hand in homework assignment.

The basic idea behind this program is that by controlling the thoughts 'in our minds, we can exercise control over our behaviors.
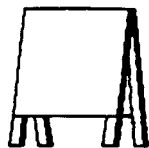
Display on flip chart.

> What we do in our minds
> controls the course of
> our lives.

Let me give some examples:

When I am ordered by my boss to do something I don't want to do, I am likely to feel angry and to think angry thoughts.

These thoughts and feelings are what I am doing in my mind in this particular situation.

If my thoughts and feelings are very angry I may get so carried away that I explode, tell the boss off and quit my job.

This is one way that "what goes on in my mind" might affect the way I behave.

Even though I don't want to do what the boss tells me to do, and even if I feel angry about it, I might think, "Well, he's the boss. I can't afford to lose this job, so I better do what he says." If I have thoughts like these I am more likely to control my anger, and at least not quit my job without first finding another one.

This is another way in which "what goes on in my mind" controls what I do and what happens in my life.

The idea is that by controlling what I think I can have some control (not absolute control) over how I feel and how I act. And this gives me control over what happens in my life-like keeping my job-and over my relationships with other people-like my boss.

There are lots of examples of how our thinking affects what we do, what happens to us and our relationships with people. For instance:

* Consider sports stars who train themselves to have positive mental images of their successful performance.

* Consider attitudes toward co-workers on a job.

* Consider thoughts and feelings toward someone you love (like a child or parent or lover) as opposed to thoughts and feelings toward someone you don't like or don't trust.

Can you provide an example of how you think affects what *you* do?

Discuss the examples until the general point is clear.

In this program we will concentrate on the attitudes, beliefs and thinking patterns that go on inside our minds.

Our goal will be to identify those attitudes, beliefs and thinking patterns that are most responsible for the trouble we get into.

Then we will learn and practice ways of controlling these attitudes, beliefs and. thinking. patterns as -a -way- of staying out of trouble.

Display on flip chart.

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┌─────────────────────┐
│      Attitudes      │
│       Beliefs       │
│  Thinking Patterns  │
└─────────────────────┘
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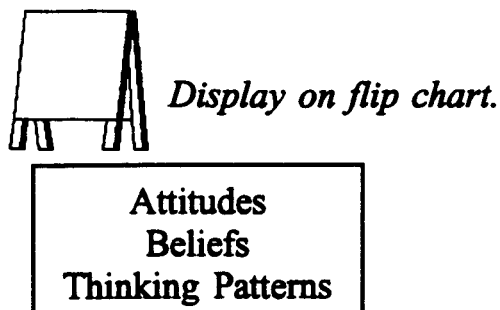
Give a brief explanation and an example of each term.

__ATTITUDES__ are our basic thoughts and feelings toward something or someone in our life.

We develop our attitudes from the things we experience in our lives and from observing the experience of other persons. Many of our attitudes are shaped by the things that happened in our family settings. Our attitudes may have also been shaped by other circumstances and people we encountered as we were growing up. Even today, our attitudes may change as we encounter new and different situations.

For example, if I like my teachers and do my assignments well, I will probably have a positive attitude toward school. I have good thoughts and feelings toward school.

Let's look at another example. If I can't stand to have anyone tell me what to do, I will probably have negative thoughts and feelings toward people in authority or anyone who is trying to give me instructions. I will have "a bad attitude" toward authority.

What are some of the attitudes that you have seen in other people?

What attitudes do you recognize in yourself?

<u>BELIEFS</u> are ideas or principles or values that we use to evaluate ourselves and other people. Beliefs are often closely related to morals which are the mental guidelines we use to determine if something is "right" or "wrong".

For example, I might believe that people should be tolerant and respectful of each other. This is an example of a moral belief.

I might believe that some kinds of people are bad and don't deserve to be shown tolerance and respect. This is another kind of moral belief.

What kinds of people or groups are sometimes believed by some not to deserve tolerance and respect?

Remember to practice objectivity. Our purpose is not to enter into moral debate or right and wrong.

What other examples and explanations of beliefs about people can you give me?

The way I act toward other people is controlled in part by the beliefs I hold.

For example, I might believe that in order to keep people from taking advantage of me, I have to be threatening and intimidating toward other people. How would believing this cause me to act?

I also might believe that all people are basically selfish and dishonest and only obey the law because they are afraid of getting caught.

On the other hand, I might believe that some people (even most people) are basically honest and naturally want to cooperate with others and obey the laws. How would these beliefs cause me to act?

A staff person might believe that all offenders are untrustworthy. How might this staff person treat offenders?

Can anyone give me an example of how different beliefs result in different kinds of behaviors?

Remember to practice objectivity. We are laying a foundation for objective examination of attitudes, beliefs and thinking patterns.

<u>**THINKING PATTERNS**</u> **are the thoughts that I think when similar situations occur.**

For instance, whenever I am insulted by someone I may think insulting thoughts toward that person even if I don't express them.

Give other examples of automatic thinking patterns.

Can you give me other examples of thinking patterns?

Do you see how our attitudes, beliefs and thinking patterns can control how we act in different situations?

Be sure the basic idea is clear to everyone. Ask specific group members for examples if more discussion of this point is needed.

Most offenders are emotionally invested in justifying and "proving the truth" of their attitudes, beliefs and thinking patterns. The idea that they can change them (worse yet, that they should) threatens their major life posture. These are ideas to be introduced gradually.

Stay open minded and suspend judgment for now. What is important to understand is: If we can control what goes on in our minds, then we will have taken a big step toward controlling what goes on in our life.

In future lessons, we will learn some systematic and straightforward ways of controlling our attitudes, beliefs and thinking patterns.

Part of this will be fairly easy, but part of it will be not easy at all.

We will discover that some of the attitudes, beliefs and thinking patterns that we need to control in order to stay out of trouble are ones that we are not comfortable changing.

Our sense of pride may be tied to these attitudes, beliefs and thinking patterns.

This makes self change more of a struggle, but it is not impossible.

If we proceed slowly and carefully, we will see that we can change our basic attitudes, beliefs and thinking patterns and still feel self pride and satisfaction with our life. Only our pride and satisfaction will need to be based- on new attitudes, new beliefs and new thinking patterns.

This is a long and difficult process. It would not be worth doing if the consequences were not so important.

These are questions each of you will need to decide for yourself:

    « Is it worth doing?

    « What will be the consequences of not doing it?

Hand out homework assignment. Read aloud and discuss. Remind participants that all homework assignments will be checked, handed in and reviewed.

EXPLANATION OF TERMS:
ATTITUDES, BELIEFS AND THINKING PATTERNS

We develop our attitudes, beliefs and thinking patterns from the things we experience in our lives and from observing the experience of other persons.

ATTITUDES are our basic thoughts and feelings toward something or someone in our 'life.

Examples:

If I do my assignments well and get good grades, I will probably have good thoughts and feelings toward school. I have a positive attitude toward school

If I have had a bad experience with someone in authority or I know someone who had a bad experience, I may have negative thoughts and feelings toward people in authority. I have "a bad attitude" toward authority.

BELIEFS are ideas, principles or values that we use to evaluate ourselves and other people.

Examples:

I might believe that all people are basically selfish and dishonest and only obey the law because they are afraid of getting caught.

Or I might believe that most people are basically honest and naturally want to cooperate with others and obey the laws.

THINKING PATTERNS are the thoughts that I think in similar kinds of situations.

Example:

When I am insulted by someone I may automatically think insulting thoughts toward that person.

HOMEWORK ASSIGNMENT - Lesson 2

Name _____

1. Give an example of <u>one</u> of your own:

    a. Attitudes

    b. Beliefs

    c. Thinking patterns

2. In this lesson, we learned that our attitudes, beliefs and thinking patterns control how we act in different situations. Describe a situation in your own life that is important to you. Identify some of the attitudes, beliefs, and thinking patterns that are present in your mind in this situation.

Lesson 3 - Different Points of View

Objectives:

1. Have participants recognize that everyone experiences the world differently, and that differences of point of view do not always mean that someone is wrong.

2. Have participants recognize that sometimes people feel absolutely certain they are right about something when we are not.

3. Have participants recognize that sometimes two different points of view or opinions about something can both be partly right.

4. Present the idea that it is sometimes important to be able to be open minded about things we feel sure about.

Group Activity:

Summarize and review concepts presented in Lesson 2.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the relationship between attitudes, beliefs and thinking patterns and our actions.

Hand in homework assignment.

People often have different perceptions of the same situation or event. How we view a situation is often influenced by attitudes we learned from our families. Can you give me examples?

Our perceptions are also influenced by other people we come into contact with. We are also influenced by things that happen to us. For example, if

you were bitten by a dog when you were young this may cause you to fear dogs. Are there other examples?

Sometimes the way we view a situation changes with the way we are feeling on a particular day. For example, if I am very hungry, I may view a steak cooking on the grill differently than I would if I had just eaten a large meal.

Select a picture of a reasonably complex situation or event that. includes several people. Show the picture to the class or put on overhead projector.

Here is a picture. What do you see? What is going on here? Take out a piece of paper and write down what you think is happening.

Ask each participant in turn to describe what they think is happening. Encourage different perceptions.

People who are observing situations or events often see things differently.

Sometimes people with different perceptions or opinions can both be partly right about what is happening.

Give examples of people disagreeing when they both are partly right. First give an example involving yourself:

Can you give me other examples of when people with different perceptions or opinions might both be partly right?

Sometimes people can feel absolutely certain they are right but turn out to be wrong.

We are doing to do an exercise that helps us understand this point. We are going to look at three situations and try to determine what the people in each situation are thinking.

The first situation involves a person who is awakened by his neighbor's stereo. The second situation concerns a driver who is being stopped by the police. The last situation involves a person who receives a telephone call from his/her wife/husband and is asked to come home.

Divide participants into two groups. Provide one group with Handout IA and the other with Handout 1B.   These handouts refer to the same situation from two different perspectives.   Keep groups separate so they do not share the information contained in their particular handout.

In your groups,' read the three situations described on your handout. As a group, discuss and write down your answers to the two questions listed below each of the three situations.

Specify the amount of time the groups have to work on each question.   This will ensure that all groups complete the assignment at the same time.

Allow participants to remain in their workgroups for the following large group discussion.

Here is the first situation described on your handout: A stereo is being played in an apartment building at 3:00 a.m. Let's look at the way-each of the groups viewed the situation. As you hear the answers the groups give, do not criticize the responses.   There is no right or wrong response.

Be open minded and non-judgmental. The purpose of this exercise is to listen and determine if it is possible to see a situation in more than one way.

Ask the group who received Handout 1A:

In the first situation, how did the person who was awakened by the music see the situation? What were his thoughts. What was the neighbor thinking? How did he see the situation.

Be sure to elicit responses to both questions from the first group before moving onto the group who received Handout B and eliciting their responses.

Record the answers of the both groups on a flip chart or blackboard.   Discuss the similarities and differences in the way that they saw the situation.

Complete the same process for Situations 2 and 3.

Discuss the similarities and differences in the way that they saw the situation.

In this exercise, we observed how people can see the same situation differently.   We tried to not make judgements about who was right or wrong.

In this program, we will continue to examine our own attitudes, beliefs, and thing patterns. We will not make judgements about these attitudes, beliefs and thinking patterns. We will not decide whether they are right or wrong. This ability, to not judge whether something is right or wrong, is one of the most important skills to practice in the program. It is important not to judge whether our attitudes, beliefs, and thinking patterns are right or wrong because if we insist on holding to the belief we are always right, we may prevent ourselves from even considering change.

In this program we don't want to tell you that you have to change. What we want is for you to be open to the possibility of making changes if you choose to do so.

Encourage discussion of these ideas and examples for the remainder of the session.

Hand out and review homework assignment.   Give examples for Question 3.

LESSON 3 - HANDOUT 1A

SEEING SITUATIONS DIFFERENTLY (1A)

1. **You are awakened at 3:00 a.m. because your neighbor is playing music very loudly. You have to get up at 5:30 for work.**

   How do you see the situation? (What are you thinking?)

   What is your neighbor thinking?

2. You **are driving on the Interstate highway. You see a police car with the light flashing. If you lose anymore points your license will be taken away. Your last imprisonment was for engaging in a high speed car chase when police tried to stop you for running a stop sign.**

How do you see the situation? (What are you thinking?)

What is the police officer thinking?

3. Your wife/husband calls you at work and tells you to come home right after work. You had planned to go out with friends after work.

How do you see the situation? (What are you thinking?)

What is your wife/husband thinking?

LESSON 3 - HANDOUT 1B

SEEING SITUATIONS DIFFERENTLY (1B)

1. **It is 3:00 a.m., and you have just returned from the hospital Your wife/sister has just had a baby. You are celebrating by playing your stereo.**

    How do you see the situation? (What are you thinking?)

    What is your neighbor thinking?

2.   You are a highway patrol. This is the end of your shift. You are anxious to get home.   You are stopping a car that was going 10 miles over the speed limit.

How do you see the situation? (What are you thinking?)

What is the driver thinking?

3. You have planned a surprise party for your husband/wife. You want him/her to come home right after work.

How do you see the situation?   (What are you thinking?)

What is your wife/husband thinking?

HOMEWORK ASSIGNMENT - Lesson 3

Name _____

1. Describe one situation in which you were sure you were right but turned out to be wrong.

2. Describe one situation in which someone you know was sure he or she was right but turned out to be wrong.

3. Identify a topic you have a strong opinion about. Then state an opposite or opposing opinion as clearly and objectively as you can.

Lesson 4 - Thinking That Gets Us In Trouble

Objectives:

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1. Introduce the idea that specific attitudes, beliefs and thinking patterns lie behind our behaviors that get us in trouble.

2. Get participants to begin to identify 'these attitudes, beliefs, and thinking patterns in themselves.

3. Establish an objective, non-judgmental atmosphere of discussion of these personal cognitive patterns.

Group Activity:

Summarize and review concepts presented in Lesson 3.

Assure that all participants have completed homework assignments.

Discuss homework assignments emphasizing the idea that people can see things differently and the importance of being open minded.
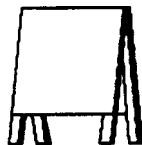
Hand in homework assignment.

Sometimes our attitudes, beliefs and thinking patterns get us in trouble.

For example:

When I was younger, I was convinced that a certain person hated me and would do anything to hurt me.

This was my belief.   *Display on flip chart:*

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┌──────────────────┐
│      Belief       │
└──────────────────┘
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I had the attitude that this person was disgusting and not worthy of respect.

Add the word "attitude" to the flip chart.

> Attitude
> Belief

Whenever I saw this person I would think thoughts like, "Look at that SOB. Who does he think he is anyway?" This was my thinking pattern.

Add the word "'thinking pattern" to the flip chart.

> Attitude
> Belief
> Thinking Pattern

One day this person bumped up against me in the hallway at school. I lost my temper and hit him. I was called into the principal's office and suspended from school for starting a fight.

The person I hit claimed he bumped me by accident.

Did my attitudes, beliefs, and thinking patterns contribute to me getting into trouble?

Encourage discussion and participation from everyone in the class.

Were my attitudes, beliefs, and thinking patterns true? Do we have enough information to tell?

Encourage different answers and opinions. Encourage the conclusion that the class doesn't have all the information to be able to tell.

Can you see how my attitudes, beliefs, and thinking patterns contributed to my fighting (and getting in trouble) ~~whether or not~~ they were true?

This is a major point.   Take time explaining it and discussing examples.

When the way we think gets us into trouble, it seldom makes any real difference whether we are right or wrong-as far as getting into trouble is concerned. Holding to certain thoughts, beliefs, and attitudes is what causes the trouble. Sometimes we are so devoted to proving that our thinking is right that we dig ourselves deeper and deeper into ways of acting that get us in trouble.

What are some ways of thinking that get people into trouble?

Do people locked up in jail learn ways of thinking that get them into trouble?

Most offenders are able to recognize that hostility and contempt for authority figures puts them at risk of doing things that get them even more deeply into trouble.   This understanding can form a good foundation for this program.

What are the attitudes, beliefs, and thinking patterns that staff have toward offenders?

Treat whatever descriptions are offered objectively.

Don't debate right and wrong.   It is not important to agree whether staff do or don't all think alike about offenders.   The point is to get some examples of staff thinking, as perceived by the group members.

What are some of the attitudes, beliefs, and thinking patterns that offenders have toward staff?

How are these ways of thinking likely to affect the behavior of these two groups toward each other?
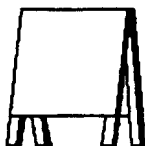
What are the particular ways of thinking that offenders have that are likely to get them into trouble while they are incarcerated?

Are these ways of thinking likely to get them into trouble after they are released from jail or prison?

Make an effort to keep this discussion objective. Offer the opinion that some of the ways of thinking learned in jail or prison contribute to getting into more trouble. <u>But don't push your beliefs and conclusions on the group.</u> If they don't see it the way you do, let it go.

The important point is to get the group thinking about these questions, and to establish a non-judgmental, objective atmosphere of discussion.

Sometimes the attitudes between staff and offenders get to be a vicious circle.

Display on flip chart.

Staff attitudes, beliefs, thinking patterns
Offender behavior   S t a f f behavior
Offender attitudes, beliefs, thinking patterns
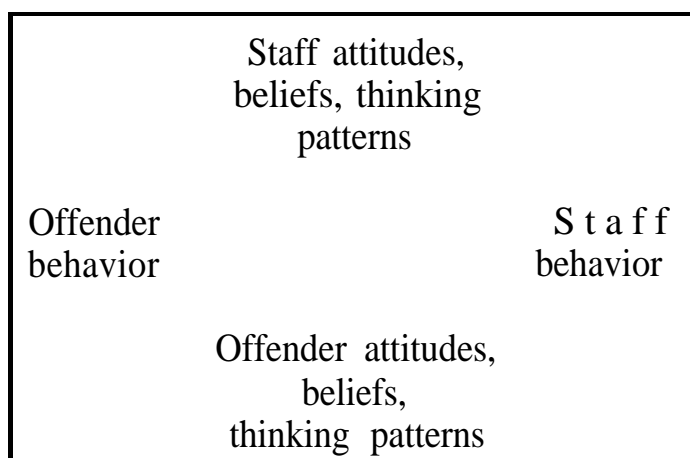
A goal of this program is to break out of that vicious circle.

This can be accomplished by learning to control our attitudes, beliefs and thinking patterns.

The point is to show the participants how to break out of the vicious circle by controlling their attitudes and thinking. You are not offering a "deal" in which staff promise to change if offenders do. (This would quickly turn into a license for offenders to revert to old attitudes, as soon as staff were perceived as reneging on the deal.) Program staff must work to create cooperation and must themselves be open to that cooperation, but we do not promise that the conditions of incarceration/supervision are going to change.

Hand out and review homework assignment.

HOMEWORK ASSIGNMENT - Lesson 4

Name _____

1. Identify one belief that you have about life or people. How would you act
    differently if you didn't hold to that belief?

Lesson 5 - Cognitive Distortion

Objectives:

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1. Explain the concept of cognitive distortion.

2. Engage the group in a non-defensive discussion of cognitive distortion.

3. Lead group members to begin to identify cognitive distortions in their own thinking.

Group Activity:

Summarize and review concepts presented in Lesson 4.

Assure that all participants have completed homework assignments.

Discuss homework assignment emphasizing the idea that holding to certain thoughts, beliefs, and attitudes is what gets us into trouble.

Have you ever gazed at your reflection in the water or a carnival mirror and found that it looked different. What you see was not an accurate representation of what you really looked like. Your face or body was distorted - it looked shorter or fatter or different in some way than it did in real life.

Our thoughts can also be distorted and not accurately represent reality. Everyone in the world has distorted thinking-to some degree, some of the time.

Our ability to understand and interpret the meaning of situations helps us get through life. We use our minds to cope with situations in life.

These same mental abilities can be misused to create misunder-standing and misinterpretations of situations.
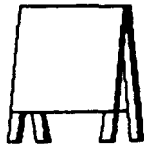
> Misunderstanding
>
> Misinterpretation

Has anyone here ever misunderstood or misinterpreted a situation?

Let me tell you about one of my examples.

Describe a situation in which you misinterpreted a situation by thinking someone was attacking or criticizing you when they really weren't.

Give more examples if necessary until some of the group is able to identify with this kind of experience.

It doesn't matter what kind of misinterpretation is involved. The goal is for the group to see this kind of "cognitive mistake" as something familiar, normal, and non-threatening to admit to and talk about, while they also recognize that they can have serious consequences.

Ask for examples from the class. Be supportive of their disclosures.

Distortions are misinterpretations or misunderstandings. Many are done so routinely that they are done as a matter of habit.

A distortion is a way of thinking or a way of seeing situations that is not supported by the facts.
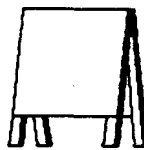
> Distortions
>
> Ways of: ◄THINKING
>   and: ◄SEEING
>
> That are: ◄NOT SUPPORTED BY
>   THE FACTS

Explain each part of this definition.

Ways of thinking are the thoughts and attitudes we have about situations. Ways of seeing are the meanings and interpretations we give to situations. We do this so routinely that sometimes we don't even realize we are doing any thinking at all. For example, if we see a man and woman entering a doorway together, we may automatically assume they are a couple when they are not.

There are some distortions that are particularly likely to get us into trouble. We call these "thinking distortions." These particular distortions were identified by offenders themselves, several years ago in a program similar to this one. Some people refer to these distortions as "thinking errors" or "criminal thinking", but not only those who commit crimes have distortions in their thinking.

Everyone, at one time or another, has ways of thinking and seeing that are habitual and routine that are not supported by the facts. Some of us have the distortions in our thinking more frequently. Some of these distortions may have had important consequences in our lives.

Let's review one of the thinking distortions from the list.

Select a thinking distortion from the list. Read the definition or check to see that it is understood.

Can you think of examples of this distortion in your own thinking?

Consider giving an example of your own. Give examples from other offenders.

How could practicing this "thinking distortion" get a person into trouble with the law?

Discuss a series of thinking errors until the idea is clear and until they are able to approach the subject without too much defensiveness.

Pass out the 'Thinking Distortions" Handout.

I want to ask you to read this list of thinking distortions and decide for yourself whether or not they pertain to you. Some of them may fit you a lot and others may not fit at all. You decide.

Hand out and review homework assignment.

THINKING DISTORTIONS

(Adapted from Yochelson & Samenow, <u>The Criminal Personality</u>)

1) **Victim Stance -** This refers to portraying yourself as a victim when you are held accountable for your actions. You blame others for situations you create yourself.

2) **Closed Channel** - This refers to closing your mind to new ways of thinking about things. You believe that your way of thinking about things is the right way. When someone tries to tell you there is another way to think about something, you do not listen. You are suspicious of other people and also do not want to disclose information about yourself.

3) **Power Thrust -** This is the need for power, control and dominance over others. Power thrust may involve verbal putdowns or intimidation tactics. Power thrust is often used when you feel threatened verbally or physically.

4) **Anger** - This refers to anger that is felt so often and so strongly that it has serious consequences for you and for others. This anger can begin with an isolated episode but spreads and spreads until you have lost all perspective and cannot think logically. You may use anger as a major way of controlling people and situations. You respond angrily when anything does not go well for you and/or you do not get what you want. This anger may be open and obvious or be hidden beneath a pleasant or quiet surface but it is a basic part of your life.

5) **Loner** - This refers to feeling apart from others even if you are involved in a number of social activities or appear outgoing. You believe that you have a private, secret life that makes you different from others and makes you feel isolated even when you are around other people. You feel alone against the world.

6) **Pride** - This refers to having an extremely high evaluation of yourself. It is the idea that you are better than others even when this is clearly not the case. You do not like to think of yourself as average or like others. You boast, brag and will not admit you do not know something. These things are done to control others and make you feel important.

7) **I Can't** - Saying "I can't" may reflect a refusal to act responsibly. You say "I can't" when you mean "I won't". Often "I can't" is said because you do not want to do something that is boring or disagreeable.

8) **Failure to Put Yourself In Another's Position - Although you may** demand every consideration and break for yourself, you do not stop to think about how your actions affect the feelings of others. You do not try to understand how another person feels or how difficult a person's life may be unless you are planning to take advantage of someone and want to know what to expect from that person.

9) **Failure to Consider Injury to Others -** Even though you engage in activities that injure or hurt others you do not view yourself as being harmful to others. You do not think about the emotional or physical pain you cause other people.

10) **Viewing Yourself as a Good Person - You view** yourself as a good and decent person even though you have committed harmful or destructive acts. If you engage in acts of kindness toward another person, you do it to convince yourself and others that you are a good person.

11) **Superoptimism -** To be optimistic is to think that things will probably turn out well. There is nothing wrong with being hopeful. You are "super" optimistic if you believe that things will turn out well or go your way just because you want them to do so. You expect to succeed even in risky situations or when you haven't put forth any effort

12) **Lack of The Perspective** - Having time perspective means you are able to see how much time it will take to do something and that you realize it may take a long time to accomplish something positive. If you lack time perspective, you may underestimate the time it will take to get something done. You also may not want to wait for anything. Instead, you demand instant success or wish to have certain possessions immediately. You want the best and you want it right now.

13) **Uniqueness** - This refers to the belief that you are totally different from everyone else. You feel you are "one of a kind" or "number one". You do not want people to know what you are really like. You purposely do not say much about yourself or tell lies about yourself in order to maintain the image you have created for others. You keep secrets about yourself even when there is no reason to do so because it sets you apart from others and makes you feel more special than other people. When you are depressed, you think that only you feel such pain and that no one else is as unfortunate as you. You think that you can be irresponsible and disrespectful of others and break laws because you believe that rules apply only to others but not to you.

14) **Sentimentality** - You may feel sentimental or loving towards certain people but victimize many people too, sometimes those about whom you feel sentimental. You want to feel good about yourself so you think about the kindnesses you do and forget about your harmful behavior. For example, you may do yard work and home repairs for your grandmother, then take the money she needs for food to buy drugs for yourself.

15) **Lack of Effort** - "Effort" refers to doing work to achieve a particular goal. When you lack effort, you refuse to put forth the energy needed to accomplish something. You are only willing to do those things that come easy for you and will not work at something you find difficult or time consuming.

16) **Lack of Trust** - This refers to not trusting others but demanding that others trust you even when you have not proven trustworthy in the past.

17) **Failure to Make an Effort to Endure Adversity** - Adversity is the misfortune or suffering that occurs at one time or another in everyone's life. When you encounter adversity or problems, you feel wronged or cheated. Instead of working to overcome your problems, you look for a "quick fix" or immediate solution so you can feel better instantly. Often, the solutions you choose have harmful effects upon you and others.

18) **Lack of Interest in Responsible Performance** - This refers to not being interested in tasks that don't offer immediate excitement or adventure. Responsible activities are considered boring. You have trouble working toward a positive goal because you do not want to wait for rewards, you want them now.

19) **Failure to Assume Obligations** - This refers to not feeling a sense of obligation or duty to do certain things that most people would think they should do. You view obligations as irritating and if pressed to be responsible, your attitude is one of anger and resentment. For example, you may have enough money to pay the rent or get drunk and choose to get drunk leaving the rent unpaid. Additional ways you may fail to assume obligations include breaking appointments, not providing for the support of children or being inconsiderate of others.

20) **Fear** - This refers to having widespread, persistent and intense fears. The fears may be of death, physical illness or pain. You may also fear the dark. You may also worry constantly about being put down by others. Most often, you do not admit these fears. However, you constantly try to avoid the things that frighten you.

21) **Suggestibility** - This refers to being very open to suggestions from others about engaging in activities that you find exciting. Although you view yourself as "nobody's sucker", you are likely to use poor judgement and be extremely gullible when offered exciting opportunities. You can be easily influenced if what is suggested is something you already want. You are not as easily influenced if the opportunity does not appear exciting to you.

22) **Zero State** - This involves viewing yourself as worthless or hopeless. You may believe you are a "zero" or a "nothing" if you are not the best or first. You think in "all or nothing" terms. If you are not the most important person, you think you are nothing at all. If you make a mistake, you think you are worthless. What is looked at as progress by others is viewed by you as failure. Zero State often is accompanied by feelings of anger and the desire to retaliate by finding a victim.

23) **Concrete Thinking** - Concrete thoughts are those that you will not change. These thoughts are generally based on the way you think something should be and not on the facts.

24) **Fragmentation** - This refers to being inconsistent or constantly changing your mind. What you want today, you may not want tomorrow. Your view of yourself or others may also constantly change. You make commitments and promises with sincerity and great feeling and break them soon afterward.

25) Sexual Power - This involves engaging in sexual activities for the purpose of feeling superior to another person. You view sexual activity as a way to build up your self-image and show no concern for the feelings of your sexual partner. The important part of sex for you is the conquest and sex is the means by which you gain control. Often your partner is viewed as a possession who has no rights and belongs totally to you.

26) Poor Decision-Making For Responsible Living - When you are faced with an important decision, you do not use sound reasoning or fact finding. You base your decisions on assumptions (things you think are true) and not on facts. You also do not consider the possible consequences of your behavior. You think if you ask questions, you will look. ignorant or stupid.

27) Failure to Assume Responsible Initiatives - To initiate means to start something new. You do not want to begin working toward anything that will take a long time to accomplish. You want what you want now and will spend as little effort as possible to get it. You may talk about starting something responsible such as going to school or working toward a diploma just to look good but you have no intention of following through. This may be because you do not really want to accomplish this or you may be afraid that you will not succeed so you do not try.

28) **Ownership and Possessiveness** - This refers to believing that you can own anything you want. You look at all things and people as objects to own or possess and do with as you please. You do not believe that other people have the right to own anything and you feel free to take what you want from others. However, you demand that other people leave your property and possessions alone.

29) **Pretentiousness** - To be pretentious is to pretend to be something you are not. You think of yourself as better than or superior to those around you. You believe that you are too good to put up with the disappointments, frustrations and boredom in life and think that the world owes you more. You believe you are capable of accomplishing almost anything but in reality, you do very little because you quit at the first sign of a problem or when things do not go your way.

30) **Perfectionism** - This refers to having extreme standards of perfection. You want what you do to be perfect and do not want others to see you make a mistake. Often when you try something and it does not work out, you will drop it rather than work at it. If you fail after working at something, you think you are no good and worry that others will think that also.

31) **Energy -** This refers to feeling restless and devoting an extreme amount of mental activity to thinking about activities that are forbidden or you believe would make life more interesting and exciting. Frequently, you fantasize about behaviors that are criminal and are busy plotting schemes which are unlawful.

32) Using Religion to Justify Harm - This refers to taking religious teachings out of context or using them in a way that supports your way of thinking and your harmful or destructive behaviors.

33) Lying - Lying can become a way of life. You may lie so often that it becomes almost automatic and you may have difficulty telling the truth. Often you lie to cover up other lies. You tell yourself that your lies are necessary and justified.   You use lies to get what you want in life and to build yourself up. You lie by remaining silent, withholding information or by telling only a small part of the truth. When pressed to tell the truth, you say just enough to satisfy others. You may also outwardly agree with something you disagree with inwardly.

34) Refusal to be Dependent - Everyone, at one time or another, is dependent upon others for some things in life.   You do not see yourself this way. You do not ask others for help because you view this as a sign of weakness or opening yourself up to be 'hurt

35) Deferment - This refers to deferring or putting off things. This may include the idea that "one day" you will quit your harmful or destructive behaviors. It may also involve delaying minor or routine responsibilities such as paying bills or doing chores or other work.

Name _____

Review the "Thinking Distortions" handout Give each item a score from 1 to 5.
1 means the thinking distortion does not fit you at all, 5 means it fits you a lot.
Take time to think about each item.

THINKING DISTORTION

_____ Victim Stance

_____ Closed Channel Thinking

_____ Power Thrust

_____ Anger

_____ I Can't

_____ Failure to Put Ourselves in Another's Position

_____ Failure to Consider Injury to Others

_____ Viewing Ourselves as Good People

_____ Superoptimism

_____ Lack of Perspective

_____ Uniqueness

_____ Sentimentality

_____ Lack of Effort

_____ Failure to Make an Effort to Endure Adversity

_____ Lack of Interest in Responsible Performance

_____ Failure to Assume Obligations

_____ Fear

_____ Suggestibility

_____ Lack of Trust

_____ Zero State

_____ Pride

_____ Concrete Thinking

_____ Fragmentation

_____ Sexuality

_____ Poor Decision-making

_____ Failure to Assume Responsible Initiatives

_____ Ownership and Possessiveness

_____ Pretentiousness

_____ Perfectionism

_____ Loner

_____ Energy

_____ Religion

_____ Lying

_____ Refusal to be Dependent

_____ Deferment

Lesson 6: Self-Assessment

Objectives:

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1. Teach a process of objective self-assessment based on the designated "thinking distortions."

2. Develop clear understanding of the content and meaning of the distortions.

3. Have each participant identify the distortions that most apply to them, and understand some of the destructive consequences for himself and others.

Group Activity:

Summarize and review concepts presented in Lesson 5.

Assure that all participants have completed homework assignment.

Discuss homework assignment as outlined below:

Can anyone describe a thinking distortion on the hand out that was given a high rating? Can you explain why it fit you?

Select a volunteer. Ask for brief explanations of their reasoning. Your objective here is to develop critical reflection, but not to be judgmental or intimidating. Give lots of positive feedback It doesn't matter much at this point that they are missing important points about their own thinking. They are starting the process of self examination. Make non-threatening suggestions about how they could be even more critical in their self assessment, but keep a positive supportive tone.

Let's rate the five most common thinking distortions.

Now let's discuss these thinking distortions.

What are some example situations in which we've used these distortions? Let's try to think of as many as we can.

The objective of this discussion is I) to understand the meaning of these key distortions 2) to establish a non-threatening atmosphere of self-criticism.

Now let's take a closer look at some of these distortions and how they control the lives of some people.

First of all, let's, look at anger. Anger can be a big part of a person's mental attitude. Many people who get into trouble get angry more easily than other people. And when they get angry, they get <u>more</u> angry than other people.

Anger is directly connected with thinking. There are several ways that a person's thinking can create anger. Let me give an example.

One person in a correctional program was angry practically all the time. His name was Don. Don was angry so much of the time that he didn't even notice it except when he got so angry that he went into a rage.

Don developed the habit of seeing only the bad side of situations. In group meetings, he noticed all the things that interrupted the meeting: the drinking fountain made noise, staff were sometimes called out of meetings, people talked too quietly, some group members weren't taking the group seriously. During recreation, he saw some people being too aggressive, staff didn't enforce the rules, the recreation period was often 5 or 10 minutes late getting started. During meals, he noticed that part of the meal was not as hot as it should be, the bread was dry and he wasn't given as much time to eat as he wanted.

All the things Don noticed were true. He didn't make up any of them. The point is that these things were all he ever noticed. He fueled his anger by dwelling on bad, wrong and unfair things around him. He didn't do this intentionally. It was automatic. Usually he didn't even realize he was doing it. Don felt justified in his anger because all of the things he was angry about really happened. He didn't realize he was distorting his perception of the world by ignoring everything that was good and positive.

The result was that Don was constantly angry. Sometimes just a little, sometimes a lot. Sometimes he didn't even realize he was angry, but would react in a rage to some little thing a person said or did. He was like a powder keg ready to go off and very often he did. He argued with his co-

workers and boss at work causing him to lose a number of jobs. He was jailed for battering his wife and eventually sent to prison for seriously injuring a man he felt had insulted him at a party.

The thoughts we have about ourselves have a big effect on the way we act and the kind of life we lead. The thinking distortions that we have discussed apply to a great number of offenders, but not only offenders exhibit these distortions. Many people who have never been arrested also display these attitudes and these -attitudes directly influence the way they act.

Let's look some examples and try to discover the thinking distortions that are involved.

Pass out excerpts from the Reader's Digest article, - <u>Why Smart People Do Dumb Things.</u> Read aloud and discuss thinking distortions. Refer to definitions of thinking distortions listed on Handout from previous lesson. Encourage group discussion of how these distortions affected the behavior of the persons described in the handout.

Pass out and review homework assignment.

"WHY SMART PEOPLE DO DUMB THINGS"
Adapted from <u>Reader's Digest</u>, June 1993

Why do smart people do dumb things?   Mortimer Feinberg studied many stupid decisions and weird actions taken by people who-seemed intelligent.   He observed that most of us make such decisions in our lives. -He-believes. that understanding why people make these bloopers can help us all from doing the same.

Even brilliant people can develop into risk junkies. Former Colorado Senator Gary Hart was running for President of the United States in 1987 when rumors surfaced that he had been unfaithful in his marriage.   Hart denied these rumors and challenged newspaper reporters, "Follow me around".   The reporters did just what he challenged them to do. They followed him around and found Hart with Donna Rice, a 29-year-old model. A newspaper ran a photo of Hart posing with Rice on his lap. The American public began to question Hart's reckless actions.   Within months, his popularity decreased and he eventually dropped out of the presidential race.

Some people think that whatever they do is OK just because they do it.   In 1990, it was discovered that a college, Stanford University, had received money to do research but was spending the money for items that had nothing to do with research. The Stanford University president, Donald Kennedy, admitted that his school bought a 72 foot yacht with the money and that a portion of the money was spent for a party given in honor of his new wife.   When outraged citizens criticized Donald Kennedy about how the money was spent, he was not embarrassed by how the money was spent and indicated buying even flowers ought to be bought with this government money. Within months, Donald Kennedy was resigned from his job.

Another danger is unwillingness to admit the need to change. When smart people all agree with each other about a plan, they tend to stay with the plan too long, even after others have seen that the direction is wrong. IBM was the leading maker of computers when customers began to demand smaller, less expensive computer systems. IBM did not respond to the requests of its customers but other computer companies did by developing personal computers that were more affordable.   The result was that IBM lost billions of dollars in sales and had to layoff massive numbers of employees.

Many people do not grasp the simple fact that brilliance in one area is no guarantee of success in another. Victor Kiam earned millions of dollars selling his Remmington products in television commercials.   In 1988, Victor Kiam bought the New England Patriots. But owning a struggling football franchise proved to be quite different from marketing electric razors.   By the time he sold the team, he lost millions of dollars.

HOMEWORK ASSIGNMENT - Lesson 6

Name _____

1. Pick the 3 thinking distortions that you use most often. Describe one situation in which you have used each distortions and describe how you used it.

2. Keep track of all the thinking distortions you see in other people between now and the next group. Make a short note for each example (a few words.)

Lesson 7 - Observing Our Own Thinking

Objectives:

> 1. Teach the basic technique of thinking reports.
>
> 2. Teach the rationale of doing thinking reports.

Group Activity:

Summarize and review concepts presented in Lesson 6.

Assure that all participants have completed homework assignments.

Hand in homework assignment.

Discuss homework assignment emphasizing the importance of identifying their own thinking distortion and the consequences associated with these distortions.

Staff should review the section on thinking reports in Section 3-A of this Manual prior to teaching this lesson.

The first step in cognitive change is learning to observe our own thinking.

We need to practice paying attention to our thoughts. Thoughts are the statements we make to ourselves. For instance, at this very second everyone in this room has a head full of thoughts and feelings. You may have thoughts about what I am saying to you. Your mind may wander to things outside of the room, to other people, other places, to things you have done or plan to do.

Our thoughts might sound like this:

"I sure am feeling sleepy. I can hardly wait for this class to be over. My girlfriend/boyfriend has been acting strangely lately. I wonder what's going on with her/him."

Let's watch a video where we are able to hear the thoughts that a man is thinking.

Have participants watch the diner scene from the movie, "Duel". (Rent video. If unavailable, use another example.) Explain that the character has just been forced off the road by a semi-truck He is looking around the diner trying to decide which of the customers was the driver of the semi.

Thinking reports are a tool that helps us pay attention to our thoughts.

Thinking reports are just what they sound-like: a report of the thoughts that go on inside our mind.

They are like a tape recording of what we are saying to ourselves.

These reports do not include any explanations or justifications of what we are thinking. They do not include any judgement about whether our thoughts are right or wrong.

Thinking reports include the following:
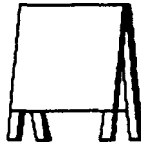
 Display on flip chart:

THINKING REPORTS

1. A brief, objective description of the situation.

   « where it happened
   « when it happened
   « who was present
   « what was said
   « what was done

2. A list of all the thoughts you can remember having at the time.

   LIKE A TAPE RECORDING:

   « without explanation
   « without justification
   « without censorship
   « without criticism

3. A list of the feelings you had at the time.

It takes practice to learn to do thinking reports. It's not as easy as it may sound. Sometimes we can't remember our thoughts. Sometimes we don't want to tell anyone our thoughts. The first point in learning thinking reports is that it doesn't matter what our thoughts are, it only matters that we report the thoughts exactly as they happen in our heads. We practice doing thinking reports in this session. At the end of this session, we will have a homework assignment that asks us to practice observing our own thinking.

It is not easy to be completely objective. about observing and reporting what goes on inside our minds. It takes effort and practice.

Let me give an example.

First describe a situation along with your thoughts and feelings, without writing anything down. Then go back and write it all down in the form of a thinking report.

When I was driving to work one day, I was stopped for speeding. I saw the flashing lights and thought, how can I get out of this? I decided to be as nice as I could and try to get by with a warning. I tried to think of an excuse that he would accept. I was real polite when the officer came to the car. So was he. But he gave me a ticket anyway. Then I felt kind of dumb for trying so hard to get away with it.

Let's put this down as a thinking report.

Go through the steps of the thinking report, pointing out that you are following the outline on the flip chart.

<u>Situation</u>: I was stopped on the way to work for speeding.

 This part of the report is short. When describing a situation, we must be objective. We will just report the facts. The description of the situation should not include our personal feelings or prejudices. Any thoughts or feelings we might have about the situation should go below.

 The ability to objectively describe situations that we have strong feelings about is an important part of a thinking report. We will need to practice this skill and constantly remind ourselves that feelings are not included in this section of the thinking report.

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This is an effective way of learning to distinguish fact from opinion-a basic cognitive skill required for prosocial problem solving.

Thoughts:

1. **How can I get out of this?**

2. **Maybe he'll just give me a warning.**

3. **If he sees that I'm a responsible person he won't want to give me a ticket.**

4. **I'll tell him I was in a special hurry to get to work. It was pretty important.**

5. **It didn't work**

6. **I feel pretty stupid.**

Feelings: Scared, then kind of embarrassed.

Attitudes and Beliefs: I don't like getting into trouble. I'm a responsible person who doesn't deserve to be in trouble.

Then we wrote down the thoughts and feelings just as they happened. We did not judge or criticize them.

This is critical for getting offenders to feel comfortable doing their own reports.

Is the idea clear to everyone. Should we do another report?

Give another example if you think it is necessary.

Reporting thoughts is exactly what we're after. We're not interested at all in whether they are right or wrong, or whether we should or shouldn't be thinking them.

Can you give a brief description of a situation about which you were extremely unhappy or worried?

What thoughts do you remember having at the time? List as many as you can.

Can you describe how you felt at the time?

Describing feelings is sometimes more difficult than listing thoughts. We will talk more about the difference between thoughts and feelings in our next session.

Can someone else describe a situation that made him or her unhappy or worried?

Record brief descriptions of the situations and reports of thoughts on a flip chart or blackboard. Then ask for any feelings they remember. After that stage of the report seems clear in their minds, ask for any attitudes or beliefs involved. Review definitions of attitudes and beliefs from Lesson 2 - Handout 1 - Attitudes, Beliefs and Thinking Patterns.

The very first reports don't need to be written down. Have everyone in the room practice reporting their thoughts. Use non-threatening situations.

Get the whole group involved in helping each participant separate their thoughts and feelings from the objective description of the situation.

Encourage everyone to report their thoughts and feelings in an objective way- no matter how strong (angry, etc.) these thoughts and feelings may be. The point is to report them, not to relive them.

Use your imagination. Make it interesting and fun. Praise their successes.

Practice until everyone understands and is able to give a thinking report.

Hand out and review sample Thinking Report. Handout homework assignment. Advise participants that they should concentrate on describing the situation and reporting their thoughts.

HOMEWORK ASSIGNMENT - LESSON 7

Name _____

1. Think of a situation that caused you trouble or problems. Complete the situation, thought and feeling sections of the attached thinking report.

THINKING REPORT
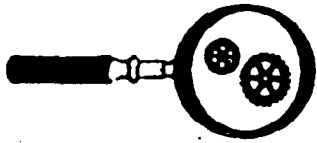
Name:_____

Date: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

_____
_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
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_____
_____
_____

C. Describe your feelings before, during, and after this event:

_____
_____
_____
_____
_____
_____
_____

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

_____
_____
_____
_____
_____
_____

Lesson 8 - Thinking Reports - Review and Practice

Objectives:

1. Review the definition of thinking reports for participants.

2. Give participants practice in doing thinking reports and role playing these reports.

3. Have participants develop confidence and trust in giving thinking reports.

Group Activity:

Review concepts presented in Lesson 7.

Assure that participants have completed homework assignment.

Discuss any difficulties participants may have had in completing this assignment.

We are going to spend most of this session reviewing and practicing thinking reports. We are going to concentrate on completing the first two sections of the thinking report. We will learn to describe and role play a situation objectively. We will also learn to report our thoughts exactly as they occurred.

In a normal situation, if you say exactly what is in your head you might get in trouble. In a thinking report that is exactly what you're supposed to do.

Be clear in drawing this distinction. A thinking report should be detached, without emotion.   When a person is angry, he or she may have a lot of feelings. But when they give a thinking report, he or she should simply recite their thoughts at the time.

At this point in the process, thinking reports should be fun. It is often an exciting discovery for participants to begin to notice their thoughts and to have it be OK to report them.

Let's look at the thinking reports we did as a homework assignment. Remember that this process takes practice. Therefore, we will try to give everyone a chance to do a thinking report in class. Are there any volunteers?

Have volunteer come to front of class and sit on chair opposite trainer. Pick a participant who is prepared and willing to perform.

Review the flip chart from Lesson 7 which outlined the elements of a thinking report.

First of all, we are asked to describe a situation. Can you describe the setting?

> **« Where did it happen?**
> **« When did it happen?**
> **« Who was present?**
> **« What was said?**
> **« What was done?**

Now let's role play this situation. Guide participants back to the concrete experience of the situation they were in. Ask them to describe the setting, who was present, what was happening and what they were doing. These details will trigger memories of the experience, including their thoughts at the time.

Now try to remember the thoughts you had. Put into words what was in your head. Your thoughts should be like a playback of a tape recording.

Begin with the words, "I thought...".

> **« Can you remember your first thought?**

> **« Do you remember any thoughts you had after that?**

Continue with examples of reports from the class until:

> *1) Every participant has given at least one report. It is not necessary to role play additional think reports.*
> *2) The basic concept of thinking reports has been grasped by every student.*
> *3) Every student can give at least rudimentary thinking reports.*

There is no set format for leading this discussion of examples of thinking reports.   Keep in mind the goals of establishing trust and confidence and the principle that any report is good if accurately reports a person's thinking.

Be careful to discourage descriptions and interpretations of thinking rather than "tape recordings"', as well as excuses, justifications or moral judgements.   These are not part of a thinking report.

Handout and explain homework assignment.

Sometimes it is easier to remember our thoughts when we're angry than when we're not angry. In this homework assignment, we are going to ask you to try to remember when you were angry at somebody or about something and tell us the thoughts you had.

HOMEWORK ASSIGNMENT - Lesson 8

Name _____

1. Pick a recent situation that made you angry. Complete a Thinking Report about this incident.

THINKING REPORT
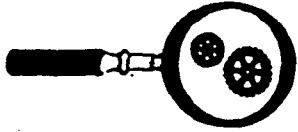
Name:_____

Date: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

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B. Report your thoughts as they occurred:

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C. Describe your feelings before, during, and after this event:

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D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

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LESSON 9 - HOW Thoughts Influence Feelings

Objectives:

> 1. Have participants differentiate between thoughts and feelings.
>
> 2. Introduce the idea that our thoughts create feelings.
>
> 3. Have participants begin to identify the feelings that accompany their thoughts.

Group Activity:

Review concepts presented in Lesson 8.

Assure that participants have completed homework assignment.

The thought reports will be used later in the session to illustrate how thoughts generate feelings.

Hand in homework at end of session.

In the last lesson, we began to identify and record situations that cause us trouble and the thoughts we had in these situations. We also role played one of these situations. In this lesson, we are going to look at how our thoughts affect our feelings.

Sometimes it is difficult to determine what is a thought and what is a feeling. In our earlier lessons, we learned that thoughts are the things we say to ourselves in our mind. Feelings are our emotional states or moods.

Many people believe that they have no control over what/how they feel. They think that their bad moods result from things that are beyond their control.

Someone may say, "My girlfriend/boyfriend left me; of course I am unhappy" or "How am I supposed to feel good about myself; I just lost my job."

Some people believe that their childhood experiences were so awful that they can do nothing to change the sadness and anger they feel. Others believe that an illness or a disappointing experience is responsible for their unpleasant feelings. Others believe that the weather is responsible for their bad mood.

You may ask, "How can I be anything but unhappy? I'm in prison or on probation?"

Our moods are to some extent affected by what happens to us or by situations that we encounter. Many times in our pasts, we did not have control over what happened to us or the situations we encountered.   For example, we had no control over the family we were born into. As children, we did not choose the neighborhoods where we lived, the schools we attended or the teachers who taught us. Today, I cannot control the weather.

Can you think of other examples of things that happened to us or situations we encountered in the past where we had no control? Can you think of situations over which you have no control today?

Encourage discussion.   Focus on situations where participants had no control versus partial or even limited control. List examples on the blackboard.

As we have just seen, how we feel is often affected by things that happen to us and the situations we encounter.

Even more importantly, our feelings and moods are influenced by what we think. Most often, it is our thoughts and attitudes that create our moods and feelings. The things we say in our minds have an enormous impact on our emotions. Even when we are confronted by situations over which we have little control, the way we think about these situations may have more influence on our mood than the situations themselves.

Let's see how this happens. If your boss says, "I really like the way you do your job," consider how you might think and feel. You might think to yourself, "I'm glad someone noticed how hard I've been working" and be happy that your boss complimented you. Someone else may respond differently. They may think, "He's telling me that for a reason. Maybe he wants me to do more work or stay late." If these are your thoughts, you

may be resentful or angry. Although the same comment was made, the way you feel depends on the way you think about it.

That's what is meant when we say that our thoughts create feelings. Most often, positive thoughts create positive feelings and negative thoughts result in negative feelings or what we call our "bad moods".

Let's look again at the situations we talked about in Lesson 3. Do you remember the man/woman whose wife/husband was planning a. surprise party and wanted him/her to come right home after work? How did his/her thoughts about the situation influence his/her feelings?

Can you provide examples of how your own negative thoughts result in negative feelings as well as how your positive thoughts create positive feelings?

Encourage participants to discuss examples of both positive and negative thoughts and the accompanying feelings.

In the first part of this lesson, we talked about how easy it is to confuse thoughts and feelings. To help us do this, we are going to look at a list of common feelings.

Pass out Lesson 9 - Handout 1 - FEELINGS. Discuss examples of the feelings listed.

Now let's take another look at the thinking reports we did in our homework assignment and try to fill in the feelings that were created by our thoughts. Is there someone who would like to share his/her report and r-e-enact the situation in role play?

Review several thinking reports, role playing as many as time permits. Outline the situation, thoughts and feelings generated by the thoughts. Refer participants to the Handout to help them identify their feelings.

Are you beginning to see any connection between your thoughts and your feelings?

Very often positive feelings stem from positive thoughts. Negative feelings stem from negative thoughts.

Let's take some time to review the feelings section on our thinking reports before we hand, them in today. We will have further practice in identifying feelings in our next homework assignment.

Can anyone identify the feelings that were associated with the thoughts they recorded in their thinking report? Let's look at some-examples of the feelings we experienced.

Discuss several thinking reports. Help participants identify the feelings that were connected to their thoughts.

Allow in-class time for participants to revise <u>feelings</u> section of their Thinking Reports.   Refer them to Lesson 9 - Handout 1 - FEELNGS. Hand in homework assignment.

In this program' we do not believe that you should be happy all the time. That would be unrealistic. There are many times when negative feelings are healthy and appropriate. Learning how to accept these feelings and how to cope with a negative situation is important. For example, if someone we love is seriously ill, we will feel concerned. These sad feelings are a sign of caring.

But on other occasions, it is our distorted thoughts that make us feel badly. We discussed some of these thinking distortions in an earlier lesson. For example, if we lack time perspective or cannot see how much time it takes to do something and think' "I have to be the best and have the best <u>right</u> now", we are likely to feel disappointed since no one is ever the best or has the best all of the time.

Our homework assignments will help us discover which of our feelings are based on situations over which we have little or no control and those which are the product of our own thinking or distortions in our thinking. If we find that many of our feelings are caused by our thinking or thinking distortions, we may be able to control that thinking and thereby change our feelings.

In our homework assignment, we will try to identify our thoughts and feelings in situations where we are angry. Some of our most important thoughts happen when we are angry. They are important because they affect how we feel and behave.

In a normal situation, if we say exactly what is in our heads when we are angry we might get in trouble. In a thinking report, that is exactly what we are supposed to do. The point is not to relive the anger. Instead, we want to examine what exactly we were- thinking that caused -our anger.

Some people may use thinking reports as an excuse to ventilate feelings or be insulting but this is not the purpose of a thinking report. The report is a tool for you to discover how you think and feel.

In our next homework assignment, we will look at situations and thoughts that make us feel unhappy or worried.

Lastly, we will look at the situations and thoughts that make us happy.

LESSON 9 - HANDOUT 1 - FEELINGS

Positive Feelings	Negative Feelings
Happy	Sad
Cheerful	Depressed
Glad	Hurt
Joyful	Abused
Delighted	
	Guilty
Amused	Ashamed
Entertained	Remorseful
Pleased	
	Angry
Calm	Irritable
Relaxed	Argumentative
Composed	Annoyed
Cool	Resentful
Loose	Frustrated
Mellow	Bitter
Agreeable	
	Afraid
Loved	Anxious
Favored	Worried
Cared For	Fearful
Accepted	Nervous
Adored	Panicked
Honored	Pressured
	Tense
Hopeful	Stressed
Encouraged	
Optimistic	Lonely
Uplifted	Unloved
Inspired	Alone
	Hopeless
Pleased	Discouraged
Proud	Pessimistic
Admired	
Content	Embarrassed
Satisfied	Inadequate
	Inferior
Adequate	Foolish
Smart	Exhausted
Respected	Tired
Flattered	Drained
Energetic	Overwhelmed
Enthusiastic	
	Bored
Challenged	Unmotivated
Ambitious	Uninterested
Motivated	
Interested	

Name _____

1. Think of a time during the last month when you were angry or irritable.   With this incident in mind, complete a thinking report.

2. Think about a time when you were happy. Write a thinking report about this situation.

THINKING REPORT
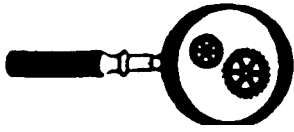
Name:_____

Date: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

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B. Report your thoughts as they occurred:

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C. Describe your feelings before, during, and after this event:

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D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

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Lesson 10 - Identifying Automatic Thoughts

Objectives:

> 1. Teach the use of thinking reports to identify automatic thoughts.

Group Activity:

Summarize and review concepts presented in Lesson 9.

Assure that participants have completed homework assignments.

Discuss homework assignment. Emphasize the difference between thoughts and feelings and the idea that thoughts create feelings. Have participants reflect on which thinking report was easier to do and why.

Hand in homework assignment.

Now that we have experience in reporting our thoughts and feelings in thinking reports' we need to learn how to use these reports in our lives. One of the main ways we can use thinking reports is to help us find some of our "automatic thoughts". These are thoughts that come to our minds immediately without any effort on our part.
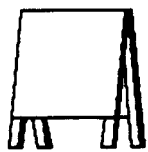
Display on flip chart.

> Automatic Thoughts
> Thoughts that come to our minds
> immediately without any effort on our part.

These thoughts occur frequently in situations that upset us. Many of us are completely unaware of them' These thoughts are very closely related to how we view ourselves and the world. When they cross our minds' we almost always believe they are true.

Let me give you an example. When someone upsets me' I automatically think to myself, "What a jerk!" In most cases, the person who upset me was not "a jerk'" but behaved in a way I did like. Let me give you another example. When I have a lot of work to do, the first thought that comes into my mind is' "I will never be able to get through all of this." In almost every case, I do get the work done but I still doubt my abilities when I'm approached with a new task'

Can you give me situations in which -your thoughts are -automatic? Let's role play one of these situations. Which automatic thoughts did you see? Let's list them on the blackboard.

What other automatic thoughts did you see in your thinking reports. Let's add them to our list.

Encourage discussion about this subject. To help participants identify their automatic thoughts, refer them to their thinking reports and previous homework assignments. To help participants identify these thoughts, remind them that they frequently occur in situations where we are angry or upset.

Our automatic thoughts may or may not be true. In my case, everyone who upsets me is not a jerk and if I put enough effort into my work' I usually can get it done. These automatic thoughts were not completely true.

Let's look back at the automatic thoughts we listed on the board. Do you think your automatic thoughts are true or are they distortions of reality? In our earlier lessons' we learned that thinking distortions are ways of thinking and seeing that are not supported by the facts. It will be up to you to decide whether or not your automatic thoughts are true or if they are distorted in some way.

Before taking a look at these automatic thoughts, let's look at a checklist which will help us decide whether our thoughts are true or distorted. If you find yourself thinking the thoughts on the handout' you may be distorting reality and telling yourself things that are not true.

Read aloud and discuss Handout #1 - Lesson 10 - CHECKLIST FOR AUTOMATIC THOUGHTS: ARE THEY DISTORTED? Have participants verbally give their own examples of the thoughts included on the Checklist.

Now let's review the automatic thoughts we previously listed on the blackboard. Let's try to decide whether or not the thoughts contain distortions.

Have those participants who listed the thoughts examine the thoughts for distortions. Refer participants to the Checklist for help in determining whether or not there may be distortions in their thoughts.

When we think automatic thoughts, we often do not check to see whether or not they are true. We do not even have time to discover whether or not they have lies and distortions in them. We believe what we are telling ourselves. Even if we are not losers' when we tell ourselves we are, we tend to believe it. In the same way, when we tell ourselves we're OK no matter who we hurt' we tend to believe it.

In our homework for this lesson' we will look at our thought logs and other assignments to try to determine which of our thoughts come to us automatically. We will also use today's handout to try to discover for ourselves whether or not things we tell ourselves in these automatic thoughts are true or distorted. This is something you will have to decide for yourself.

Lesson 10 - Handout #1

CHECKLIST FOR AUTOMATIC **THOUGHTS: ARE THEY DISTORTED?**

(Adapted from "The Feeling Good Handbook" by David D. Burns, M.D.)

1. Do they contain <u>all or nothing thinking</u>?

    You are seeing things in black-or-white categories. If a situation falls short of perfect you see it as a total failure.

    Examples:

    "I've totally blown it."
    "I give up. I can't do anymore."
    "What's the use in trying?"

2. Do they o<u>vergeneralize</u>?

    You see a single negative event, such a romantic rejection or not being hired for a job as a never-ending pattern of defeat. The words "always" and "never" are frequently found in these thoughts.

    Examples:

    "I'll never be happy again."
    "I can never do anything right."
    "I'm always wrong."
    "Things will never get better."

3. Do they create a <u>mental filter</u>?

    You pick out a single negative detail and dwell on it so your vision becomes darkened, like a drop of ink that discolors a dish of water. You obsess about the negatives while filtering out and failing to even consider the positives.

    Examples:

    "They won't hire me. Look at my record."
    "I won't be able to get my diploma; I can't even read."

4. Do they <u>discount the positive?</u>

You consider positive experiences but reject them and insist that they don't count. Discounting the positive takes the joy out of life and makes you feel inadequate or unrewarded or treated unfairly.

Examples:

"So what if I'm on the streets, I've got too many rules to follow."
"Yeah, I got the job but it only pays minimum wage."

5. Do they <u>jump to conclusions</u>?

You interpret things in a way that is not supported by the facts.

<u>Mind Reading:</u> Without checking it out, you conclude that someone is reacting negatively to you.

Examples:

"He's out to get me."
"She hates me."
"They're trying to mess me up."

<u>Fortune-telling:</u> You guess that things will happen in a certain way despite past evidence to the contrary or without enough knowledge of a situation or person to predict the outcome in the future.

Examples:

"I'm really going to blow it."
"It won't work."
"So I got caught before that doesn't mean Ill get caught again."

6. Do they <u>magnify problems?</u>

You exaggerate the importance of your problems or shortcomings or minimize the importance of your desirable qualities. This is also called the binocular trick because if you look through one end of the binocular, your problems look larger than they are in real life. If you look through the other end, everything you do well looks smaller than in real life.

Examples:

"It's too late for me to change even if I want to."
"There's no hope for me. No one even cares if I make it or not."
"I'll never finish this program. I don't have what it takes."

7. **Do they reflect <u>emotional reasoning</u>?**

You assume that your negative emotions reflect the way things really are.

Examples:

"I feel angry that proves that I'm being treated unfairly."
"I feel hopeless so I must really be hopeless."

8. **Do they contain <u>SHOULD, MUST, OUGHT, HAVE TO statements</u>?**

You tell yourself that things <u>should be, must be, ought to be or have to be</u> the way you hoped or expected them to be. If these statements are directed toward yourself, you feel guilt and frustration.   Many people try to motivate themselves with shoulds and shouldn'ts. This doesn't work because all these shoulds and musts make you feel rebellious and you get the urge to do just the opposite.

Examples:

"I shouldn't have made so many mistakes."
"I have to be the best."
"I ought to know better."

If they are directed against other people or the world in general, they lead to anger and frustration.

Examples:

"She ought to know better than to do that."
"He should keep his mouth shut."

9. **Do they <u>label YOU or others</u>?**

Labeling is an extreme form of all-or-nothing thinking. Instead of describing a situation accurately, you attach a negative label or yourself or others. You see yourself or others as being totally bad. This makes you feel hostile and hopeless about improving things.

Examples:

"I'm a chump."
"She's crazy."
"He's an S.O.B."

10. Do they <u>personalize or blame</u>?

Personalization occurs when you hold yourself personally responsible for an event that wasn't entirely under your control. Without even trying to pinpoint the cause of the problem, you blame yourself for the problem.

Examples:

"If I had only been there, no one would have gotten hurt."
"It's my fault that he's. drinking."

Blame occurs when you blame other people or their circumstances for their problems and overlook the ways that you might be contributing to the problem.

Examples:

"With the way she acted, I had no other choice."
"If I had a better family life, I wouldn't be in this situation today."

HOMEWORK ASSIGNMENT - LESSON 10

Name _____

 1. Review your previous thought logs and homework assignments. List three *or more* automatic thoughts that you found. Using the Lesson 10 Handout, try to determine if these thoughts are true or if they contain some distortions.   If they were not true, explain why.

<u>AUTOMATIC THOUGHT</u>   <u>TRUE OR DISTORTION</u>

A.

B.

C.

Lesson 11 - Identifying Patterns in Our Thinking

Objectives:

> 1. Teach the use of thinking reports to identify key thinking patterns.

Group Activity:

Review concepts presented in Lesson 10.

Assure that participants have completed homework assignment.

Discuss homework assignment emphasizing the distortions present in automatic thoughts.

Hand in homework assignment.

In the last session, we used Thought Reports to identify thoughts that occur automatically. Another use of thinking reports is to discover our patterns in our thinking.
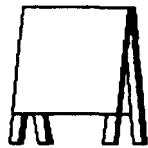
Display on flip chart.

> **Thinking Patterns**
> Thoughts I think in similar kinds
> of situations.

In order to find repeated patterns in our thinking we need to do lots of thinking reports. When we see the same kind of thoughts coming up in our minds over and over again, we have found a pattern. Thought patterns are the basis for our attitudes and beliefs. Many of these thoughts justify our actions and give us permission to behave the way we do. They control the way we live.

In this lesson, we are going to try to discover key patterns of thinking that have the greatest influence on how we live our lives.

We want to be able not only to see the pattern but also the extent that this thinking pattern has controlled our lives.

Let's start by looking at some examples. In each of these examples, let's pay attention to the extent these thinking patterns control each person's b e h a v i o r s .

Now we are going to try to discover some of our -own thinking patterns. What we are looking for is any thought or -feeling -that you have almost everyday and that you are willing to use in this practice exercise.

Is there a mood or attitude that you experience nearly every day? Something that happens when you first wake up, or possibly later in the day? What thoughts do you have about yourself or other people on a daily basis?

Ask for volunteers who are willing to share thoughts that occur on a frequent basis. Do not interpret these thoughts or make judgements about them.

Be careful not to point out a pattern for the participants. Let them discover their own thinking patterns and tell you about them.

Any conclusions you draw about their thinking patterns should be verified by the participants. Your job is not to impose your ideas on the participants. Your job is to encourage participants to provide more thoughts, feelings and situations until the picture becomes clearer to them. Doing this will enable participants to see some common themes for themselves.

In which situations do these thoughts occur? Can you remember the specific incidents when these thoughts occurred? Let's role play one of these situations and try to discover some patterns and see how these patterns have influenced our behaviors.

Ask participants if there are other examples of situations in which they had the same or similar thoughts or feelings. Ask them if they remember having these thoughts or feelings earlier in their lives. Have them describe the situations in which they occurred.

In our homework assignment, we will continue to identify key thought patterns and their influence in our lives.

HOMEWORK ASSIGNMENT - Lesson 11

Name _____

1. Pick a situation that occurs frequently that causes you difficulty. Do a thinking report about this situation. Describe two times in your past when a similar situation occurred. Complete two additional thinking reports about these situations.

2. What similar thoughts do you find in each of these thinking reports? Write them down.

THINKING REPORT

Name:_____

Data: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

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B. Report your thoughts as they occurred:

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C. Describe your feelings before, during, and after this event:

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D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

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Lesson 12 - Identifying Thinking That Supports Criminal Behavior

Objectives:

> 1. Have participants identify some of the thoughts and feelings that lie behind their antisocial or criminal behavior.

Group Activity:

Summarize and review concepts presented in Lesson II.

Assure that participants have completed homework

Discuss homework assignment, focusing on identifying thoughts that come up in our minds over and over again.

Today we are going to learn to use thinking reports to identify our thoughts, feelings, attitudes and beliefs that are most directly connected to our illegal behavior.

Everyone will need to do this for him or herself, because not everyone has exactly the same thinking or engages in the same kind of illegal behavior.

Our point is not to condemn people. Plenty of that has gone on already. That is how you got here. Our point is to discover how our thinking contributed to the behavior that got us in trouble.

As a way of starting, try to remember when you first did something that was against the law, whether you got caught or not. For example, stealing from your parents or hitting someone and hurting them.

« Can you remember what you did?

« Can you remember how you were feeling about what you did?

« Can you remember what you were thinking?

Some members may respond to these questions with some clear recollections. Others may not.

Is there a volunteer who can report his or her memories and is willing to role play the situation. Encourage participant to present a narrative of their memories, without putting them into the strict form of a thinking report. Praise their ability to remember and report their thoughts and feelings.

« Can you remember when you first got in trouble with the law?

« What were you thinking at the time?

« How did you feel?

Let's do a thinking report together and role play the situation.

Describe situations, thoughts and feelings. Record information on flip chart or blackboard. Demonstrate to the group your own determination to be objective about how you receive their reports. Teach them that same objective perspective. Again, this is the foundation of the cognitive change process.

« Do you see any patterns in your thinking?

« Are others of you beginning to see any patterns in the person's thinking?

Validate the observations of the group with the person providing.

If you see such patterns but the group doesn't, point out what you see. Frame your suggestions in the form of questions... 'Do you see _____?" Don't push the point if participants do not see a pattern or deny seeing it. At this point it is more important to be suggestive and to get them to raise the question in their own mind rather than identifying the exact thinking pattern behind their criminal behavior. Be patient. Allow participants to discover their own thinking patterns. If they discover these patterns themselves, they are more likely to accept responsibility for self-change.

Repeat the above process. Elicit thinking reports form other participants as time allows.

Handout and review homework assignment.

HOMEWORK ASSIGNMENT - Lesson 12

Name _____

1. Try to remember the first offense you committed. You may or may not have been caught committing this offense. Write a thinking report about this offense.

2. Pick a behavior that has gotten you into trouble several times in your life. Write thinking reports on 2 separate situations in which you did this behavior.

THINKING REPORT
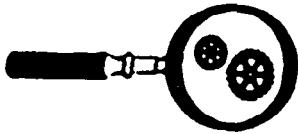
Name:_____

Date: _____   Time: _____

A. Please describe the situation you am reporting on in OBJECTIVE terms:

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B. Report your thoughts as they occurred:

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C. Describe your feelings before, during, and after this event

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D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

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Lesson 13 - Journals: Recording Thinking Patterns

Objectives:

1. Convey the idea of journals as a practical tool for "tuning up" one's thinking.

2. Introduce individual journal projects for each participant.

Group Activity:

Summarize and review concepts presented in Lesson 12.

Assure that participants have completed homework

Discuss homework assignment emphasizing the identification of one or more thinking patterns associated with their criminal behavior.

Hand in homework assignment.

This whole program is based on paying attention to our thinking, and learning to direct and control it. Thinking reports are a major tool for doing that.

We also need a tool that helps us keep track and record all the individual details of our own personal habits of thinking. Journals are like diaries; they are tools for focusing our attention to the specific areas of our lives that we most need to pay attention to.

If our thinking is like the engine of a car, then journals are like the "engine computer" the mechanic uses to detect the smallest patterns and distortions that throw the engine out of whack.

We use journals to look under the hood. Journals help us examine the problem parts and evaluate their performance. We use journals to assess possible solutions and try them out.

If we never open the hood, we just stand back and scratch our head and feel frustrated.

Pass out journal notebooks/worksheets.

Journals are written notes that you record. Journals are not just diaries of "what happened today". They are a focused and organized process of studying some specific part of your thinking.

Display on flip chart:

Journals

« focused, organized

« specific area of **your thinking**
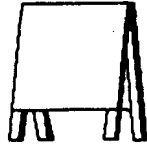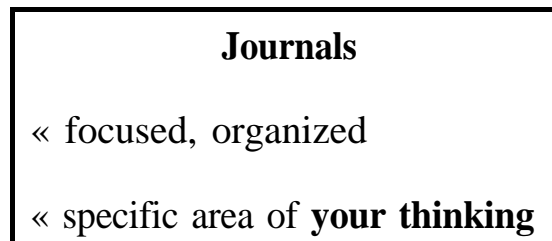
We use journals to answer questions about our thinking. For example, one question might be' how often do I have "victim stance" or blame others? I may think I have a pretty good idea about the answer to start with, but I could use a journal to keep track of each and every example of feeling victimized by someone else.

I could also use a journal to review examples of my behavior and my thinking from times in the past. I might need to take a close look at how I have reacted to authority in the past. I could also use a journal to describe examples from my childhood of being made to do things I did not want to do by my parents.

Journals are always used with a specific target and a specific goal.

They are focused and organized examinations of our thinking.

They are also directed toward a specific area of my thinking.

These are the qualities that keep journals from being mere diaries. It is these qualities that make journals effective tools for "getting under the hood" of the ways we think.

Give other examples of journal projects, until the group grasps the essential idea and sees how journals can be useful.

> **Journal Projects**
>
> 1. Keep track of situations and behaviors.
>
> 2. Record thoughts and feelings.
>
> 3. Find patterns in my thinking.
>
> 4. Find cycles of thinking and behavior.
>
> 5. Practice changing and controlling 'these cycles.

In a way, these 5 things define the whole program. For now we are just going to practice the first stages of using journals. Our goal for now is to get familiar with the process. Later in Phase II and III we will use journals to begin serious self change.

What are some of the ways you could use a journal right now?

Refer back to the previous lessons. You want each participant to begin a modest journal assignment. You will follow through the steps of the journal process over the next few weeks of Phase I.

From this point on, and continuing to the end of Phase III, each participant will keep a journal.

A staff person will be assigned responsibility for reviewing each participant's journal regularly and for guiding the participant in using their journal to focus down on key areas of thinking.

For now, we will work on becoming familiar with the process and practice the first two or three steps of Journal Projects.

Your homework assignment for this lesson asks you to begin working on a journal project.

Before you begin the assignment, try to think of a behavior that you would like to change or that has caused you problems.

Examples could be smoking, scratching your head, drinking coffee, eating snacks, using profanity, or any other behavior that you do fairly often.

Let's role play a situation that involves that behavior.

During the next week, you will be asked to record each time that behavior occurs and you will also be asked to record every time you think about the behavior.

Discuss and review homework assignment. Each participant should receive homework assignment and several Journal forms.

HOMEWORK ASSIGNMENT - Lesson 13

Name _____

1. Select a target behavior that you would like to change or that causes you problems. Record in your journal every time you: a) do the behavior, b) think about doing the behavior between now and the next group meeting.

HOMEWORK ASSIGNMENT - LESSON 13
JOURNAL

Target/Topic: _____

DATE	SITUATION	THOUGHTS	FEELINGS	YOUR RESPONSE

Lesson 14 - Focusing on Behaviors and Underlying Thinking Patterns

Objectives:

> 1. Help each participant design a journal project focusing on one of their own antisocial (illegal) behaviors and the thinking that supports it.
>
> 2. Help each participant recognize journal projects as helpful and supportive tools for their management of their own lives (not as threatening or as an external control).

Group Activity:

Summarize and review concepts presented in Lesson 13.

Assure that participants have completed homework assignment.

Discuss homework assignment. <u>Note: This will take most of this group session.</u>

Focus on the mechanics of journal work: methodically recording the targeted events.

The objective here is to engage the participants in the process of self-examination that journals accomplish.

It should be fun. It is about themselves.

Give lots of positive feedback

Now we are going to use journal projects to focus down on some of the behaviors and thinking patterns that get us into trouble. We will be using journals as "personal microscopes" to examine the key patterns behind these behaviors.

We have started the process of identifying thinking patterns. that support our target behaviors. Now we are going to use journal projects to fine tune that process.

Refer to the flip chart of 5 steps of Journal Projects from Lesson 13.

We are going to start at Step 1.

Let's look at our target behaviors. Now try to remember the most recent time you did that behavior.

Let's discuss these behaviors. Do you have anexample we can role play?

Have participant define in his or her own words what his or her target behavior (or behaviors) is.

If they say just one word, like "stealing" ask them to define what that means.

After the roleplay, ask the following questions:

« Can you give other examples of this behavior?

« Are there other behaviors that are like your target behavior?

For every illegal behavior there are versions of that behavior that are not technically violations of the law. For instance, you may borrow money from a friend and not pay it back. You may not be charged with theft, but this could be considered another example of stealing.

The objective here is to get participants to begin thinking critically about what counts as an example of their target behavior.

The first step of a journal project is to identify examples and situations of a target behavior. We have begun that part of the process. Now you need to continue it.

We will do this in our homework assignment.

Discuss and review homework assignment. Each participant should receive homework questions and three Thinking Report Forms.
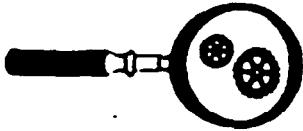
HOMEWORK ASSIGNMENT - Lesson 14

Name _____

1. Identify as many examples of your target behavior as you can remember. Include
    situations from as far in the past as you can remember and are willing to report.
    Also include examples that no one but themselves ever knew about. Include examples
    in which nothing much serious happened.

2. a. Do Thinking Reports concerning the thoughts and feelings you had during the three
    most serious examples.

    b. What thoughts and feelings occurred in each example?

THINKING REPORT

Name:_____

Date: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
_____
_____
_____
_____
_____

C. Describe your feelings before, during, and after this event

_____
_____
_____
_____
_____
_____
_____

D. What kind of pattern do you see in your thoughts & feelings about this event?
Can you think of any other times that you've had similar thoughts and feelings?

_____
_____
_____
_____
_____
_____
_____

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Lesson 15 - Reviewing the Tools for Change

Objectives:

> 1. Review the connection between thoughts and behavior.
>
> 2. Review the definitions of attitudes, thoughts, feelings and beliefs.
>
> 3. Review the tools for self-change introduced in Phase I: thinking reports, journals and role plays.

Group Activity:

Summarize and review concepts presented in Lesson 14.

Assure that participants have completed homework assignment.

Discuss homework assignment focusing on recurrence of thinking patterns.

Hand in homework assignment.

Now it's time to review Phase I. Let's take a look at some of the things we've learned so far.

First, we've learned that what we do in our minds controls what we do in our lives.

Display flip chart from Lesson 2.

Present several examples of how our thoughts can affect what we do, what happens to us, and our relationships with other people.

We also learned that we can change what we do in our lives by changing our thoughts, what we do in our minds. For example, if I stop thinking that people are out to get me, I may act more open around them, and they may respond better toward me.

Present several examples; elicit other examples from the participants until the point is clear.

Next, we learned what attitudes and beliefs are, and where they come from. Who can tell me what each one is?

Display flip chart from Lesson 2. Refer to Handout #1 from Lesson 2.

We also learned that. there can be different points of view, about a situation, that different points of view can be partly right, and that we need to keep an open mind.

Refer to Handouts 1A and 1B from Lesson 3. Role play these situations from different points of view. Emphasize the importance point of view has in determining how a situation is perceived.

We also learned that some thoughts can automatically occur over and over again whenever similar situations happen. What are these kinds of thoughts called? Can anyone give me an example.

Refer to flip chart. Elicit several examples of thinking patterns.

Some thinking patterns, though, are distortions; there are ways of seeing things that aren't accurate or true, and that can get us into trouble. What are some of these distortions?

Ask for volunteers to give examples of thinking distortions and their negative effects until major distortions are covered. It is not necessary to discuss all the possible thinking distortions. Refer class to Handout #1 from Lesson 5, which lists thinking distortions.

Now let's look at some of the tools we can use to change our thinking patterns if they are causing us to get in trouble. The first kind of tool we need is one that can help us pay attention to our thoughts. This tool is called a Thinking Report. What are the major parts of a Thinking Report?

List on flip chart or blackboard as volunteers offer answers; then compare with flip chart from Lesson 7.

Just for review, let's do a Thinking Report together:

Present a situation, role play it, if possible. Ask for volunteers to provide possible thoughts, feelings, attitudes and beliefs. List these on flip chart. Don't get sidetracked with too much discussion; the important thing is to review the structure of a thinking report with the group. Refer to Handout #I from Lesson 9, which lists feelings.

We also need a tool that will help us focus in on our own thinking patterns and identify those that get us into trouble, the way a mechanic uses a computer to find out what's wrong with the engine of a car that isn't running right. This tool is a journal. Journals are sort of like diaries, only different; they're focused and organized around a specific area of our thinking.

Refer to first flip chart from Lesson 13.

What are some of the uses of journals?

List answers on flip chart or blackboard as they are given by volunteers. Compare with second flip chart from Lesson 13.

In the last Lesson (14), we used our journals to identify a target behavior that we would like to change, and focus on the thinking patterns that support that behavior. Now let's see how this process looks if we put it on paper:

Distribute Handout 1A and discuss with class. Distribute Handout 1B. Ask group members to fill in the blank boxes. Have them write the behavior they would like to change in the bottom box; the thinking pattern, attitudes and beliefs that supports this behavior in the top box; the feelings that accompany their thoughts in the box on the right; and the consequences of the behavior they have targeted for change in the left box.

Refer to handouts.

This is what is called a vicious circle. It just keeps going around, and we never get out of trouble. It doesn't have to be that way, though. We can break the circle, if we want to. In this part of the program, Phase I, we've learned about some of the tools we can use to identify the behaviors we would like to change and the thinking that lies behind these behaviors. In the next part, Phase II, we will decide how we want to be, set goals for ourselves, learn about additional tools and interventions that may help us reach these goals and make a plan for change.
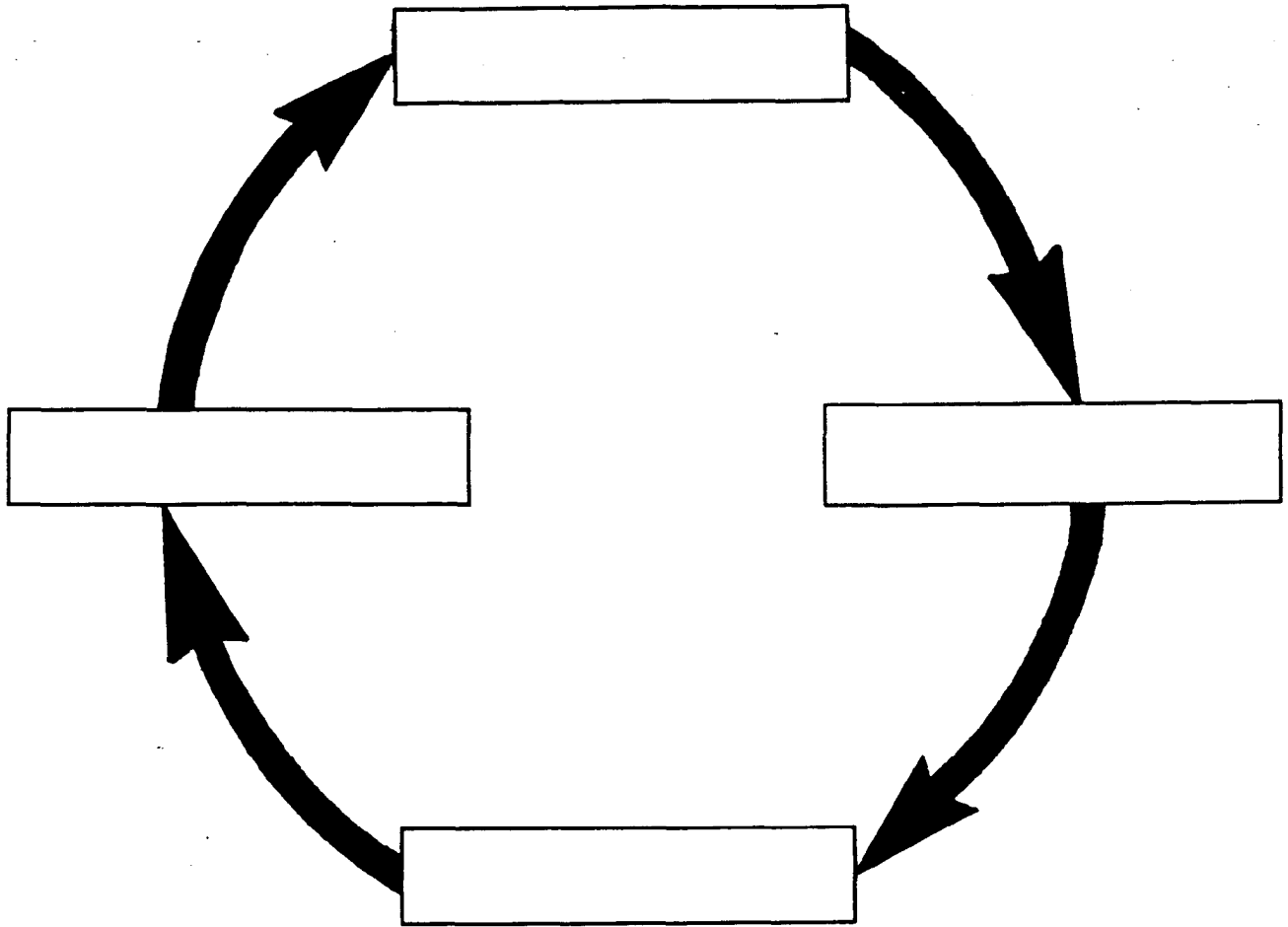
THINKING REPORT

LESSON 15

Name:_____

Date: _____   Time: _____

A. Please describe the situation you are reporting on in OBJECTIVE terms:

_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
_____
_____
_____
_____
_____

C. Describe your feelings before, during, and after this event:

_____
_____
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_____
_____
_____
_____

D. What kind of pattern do you see in your thoughts & feelings about this event? Can you think of any other times that you've had similar thoughts and feelings?

_____
_____
_____
_____
_____
_____
_____

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Our thoughts, attitudes and beliefs.

Results or consequences, how others respond.

Our feelings

Our behavior, what we say and do.

PHASE II - THE CHANGE PROCESS
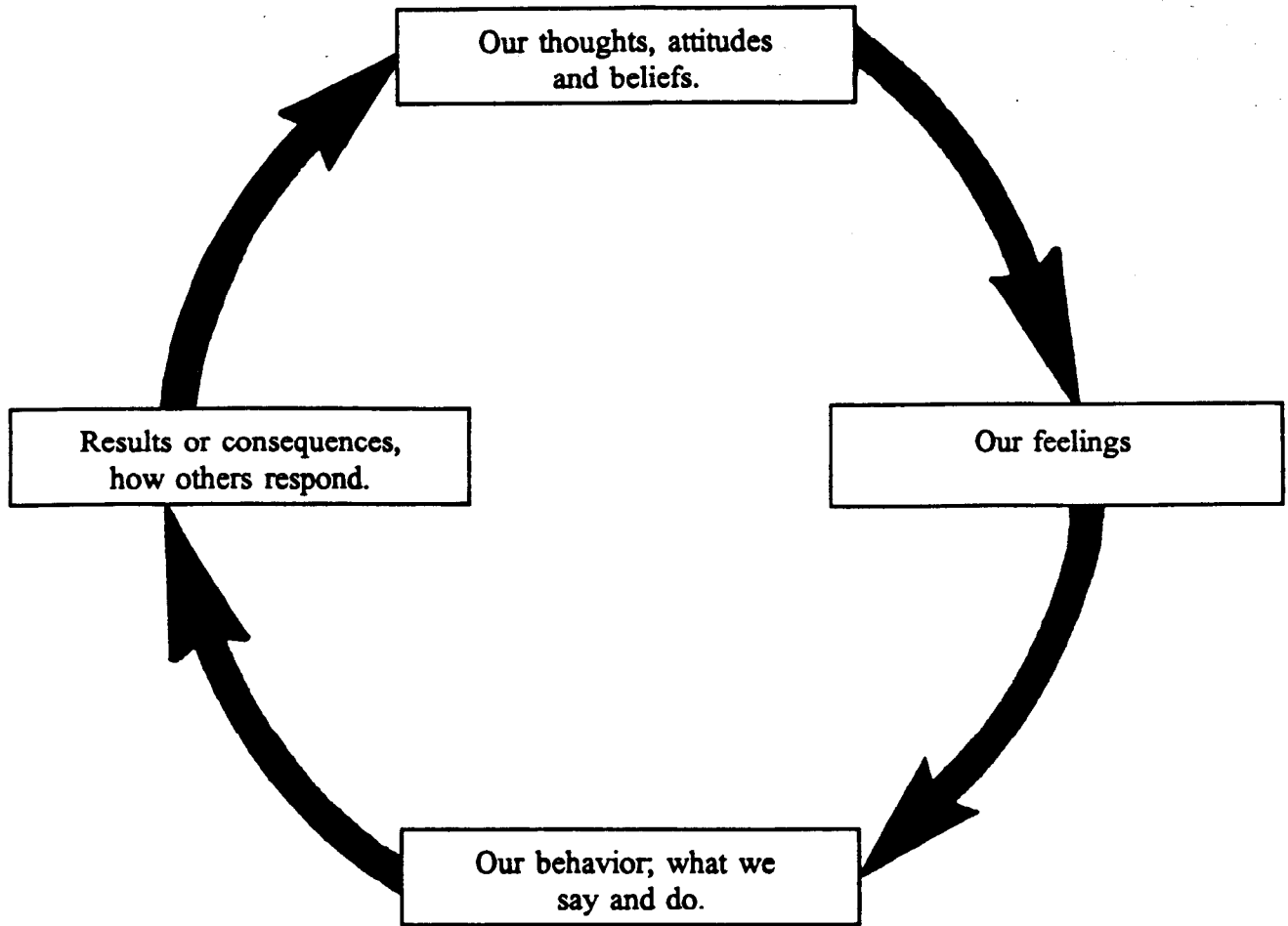
PHASE II - THE CHANGE PROCESS

Lesson 1 - Steps of Cognitive Change

Objectives:

> 1. Present the change process as a set of connected steps. Have participants understand the logic of that process.
>
> 2. Have participants understand and appreciate the significance and role of individual determination and deliberate choice in the process of cognitive change.

Group Activity:

Let's review the basic principles of cognitive change we learned in Phase I of this program.

1. Our thoughts (beliefs, attitudes) control the way we live.

This is a review. Ask for discussion, agreement, disagreement.

2. We can control and change the way we live by controlling our thinking.

This is the other side of the same coin. It is essential that this be understood at this point.

These are the basic principles of cognitive change. Now I want to present the details of how we can make it happen.
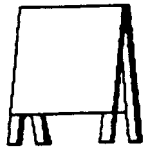
COGNITIVE CHANGE

A. Identify target behaviors.

B.   Identify the thinking behind these behaviors.

C.   Set new goals: How do you want to be? (acting and thinking)

D.   Identify barriers to change.

E. Identify interventions and controls.

F.   Make a plan for change: to stop old thinking, practice new thinking.

G.   Carry out your plan

Review each of the steps in turn. Note that some of the steps have already been learned. Others are new.

A. Identify target behaviors. **Do you know exactly what behaviors that you have done in the past you want to target for change? Remember, this is a process of self change. The only behaviors you actually will change in the long run are the ones you target for yourself. In all likelihood you will not change the behaviors that authorities or the law target for you.**

Ask participants to identify their own targets for behaviors in the long run, but for now it is important that they learn how to change them.

B. Identify the thinking behind the behavior. We have done a lot of this work already. Each of you has some understanding of the kind of thinking that is behind some of your target behaviors.

Remind the class that this has come from the projects of learning and thinking reports and personal journals.

Ask participants to describe what they have learned about the thinking that is behind their own target behaviors.

C. Set new goals. This is a new- step. We need to spend some time considering what change means to us. If we are going to be different from the way we were, how are we going to be?

This is a crucial step in the process of change. We need to aim for goals that we really want to achieve. We need to be as clear as we can get about what these goals are.

Pass out Handout #1 - Lesson 1 - SETTING GOALS (Cartoon). Discuss the need to be specific about our goals.

Think about your old ways of reacting to situations and your old ways of thinking. Think of the ways that you have gotten into trouble. Now think about how you could be different. Maybe you can't think of being different in any way you are comfortable with. That's OK at this point. Setting new goals is a gradual process. It can't be done all at once.

Setting conscious goals in thinking, attitudes, beliefs and behaviors will be a theme throughout the program. It is a continuous process. Staff should practice using their judgment to pick times and circumstances to remind participants to consciously formulate new goals for themselves. This is part of the leverage of motivating for self change.

D. Identify the barriers to change. What thoughts keep you from changing? Who or what in your life also discourages you from changing or attempting to reach new goals?

E. Identify interventions and controls. In Phase II, we will begin to teach skills for intervening in our thinking. Can you already think about how you might change some of your thinking?

F. Carry out that plan.

This is the project of Phase III. In Phase III you will practice your plan for change. That means actually intervening and controlling your old ways of thinking that you have identified as targets.

At the end of Phase III you will have the skills to continue your process of change and reach the goals you have set for yourself about your attitudes, beliefs, thinking patterns and behaviors. If your goals are to change, you will be able to change. If your goals are to not change, you will stay as you are.

Review the above steps. Encourage feedback and discussion. The objective here is for each participant to grasp the overall process of change as a single, logical process.

Cognitive change will work if you make it work. The key to it is making conscious, deliberate decisions to control and change your thinking in the day by day situations that happen in your life.

No one can prove to you that you should change. You will need to motivate yourself to do it. You can do that by making yourself make a conscious and deliberate decision every time you are faced with the risk of falling back into old ways of thinking.

The skills of this program will make you aware of when this is happening.

If you, yourself make a conscious choice-will it be the old way or the new way. You keep the old automatic habit of thinking from taking over. Even if you choose not to change, at least this is something you choose and accept responsibility for. By making yourself choose consciously and deliberately, you are giving yourself the maximum motivation and opportunity to make change.

If you try to go through your future on "automatic pilot", there is guaranteed to be no change.

Pass out Handout #2 - Lesson 1 - COGNITIVE CHANGE

Read and explain homework assignment.

FRANK AND ERNEST
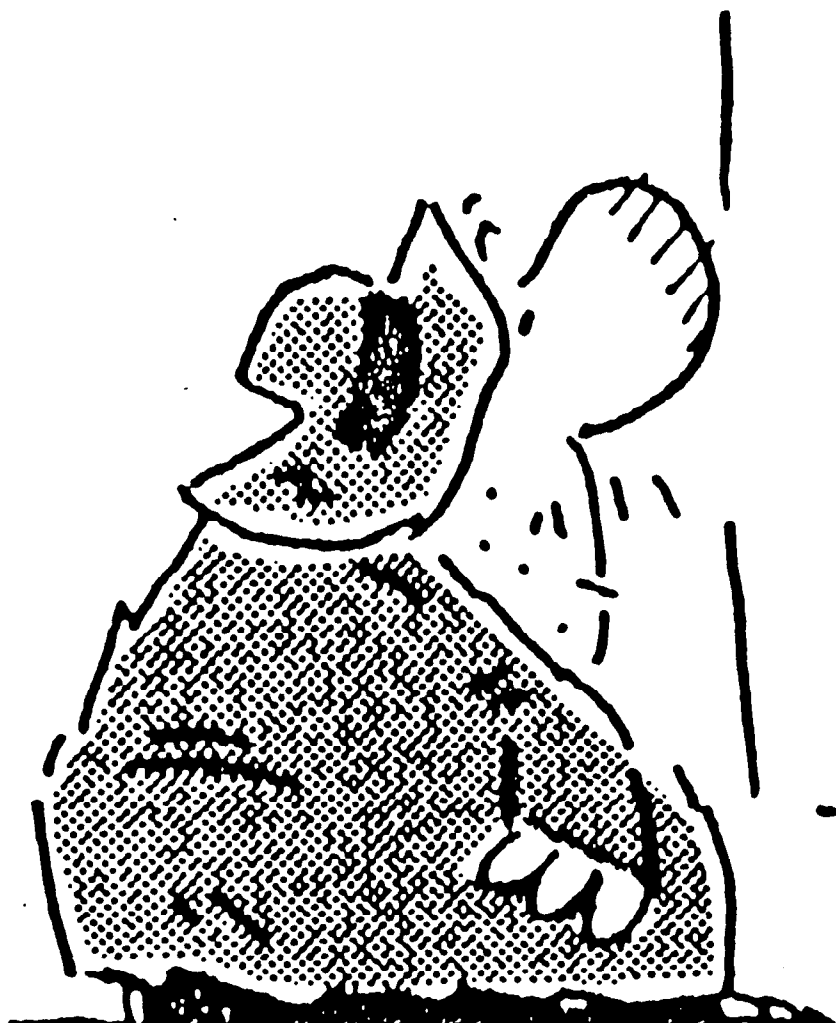
COGNITIVE CHANGE

<u>COGNITIVE CHANGE</u>

A. Identify target behaviors.

B.   Identify the thinking behind these
behaviors.

C.   Set new goals: How do you want to
be? (acting and thinking)

D. Identify barriers to change.

E. Identify interventions and controls.

F.   Make a plan for change: to stop old
thinking, practice new thinking.

G.   Carry out your plan.

HOMEWORK ASSIGNMENT - Lesson 1

Name _____

1. Write down how you would like to become, that is different from the way you
    have been in the past.

2. Write down all the reasons you have for changing some of your basic thinking.
    What will be hardest about changing this thinking?

3. What goals did you have for yourself when you were a child?
    How did these goals change over time?

Lesson 2 - Barriers to Change

Objectives:

1. Prepare group members to anticipate their own barriers to change.

2. Lay the groundwork for overcoming these barriers.

Group Activity:'

Summarize and review concepts presented in Lesson 1.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the importance of self-determination and deliberate choice in the process of cognitive change.

Hand in homework assignment.

The biggest reason people don't want or try to change is that they are convinced they are right just the way they are. The things we most need to change about ourselves are often the parts of ourselves that are most dear to our hearts. We have learned to be "at home" with our basic thinking patterns, attitudes and beliefs.

The fact that we are at home with and most comfortable with our ways of thinking and habitual attitudes constitutes the toughest of all barriers to change.

If we change the things about us that make us comfortable in dealing with the world, what's going to happen?

The answer is that we are going to be uncomfortable for a while. But we won't be terribly uncomfortable, and we won't be uncomfortable for long-if we are really serious and whole hearted about change.

We will learn new ways of thinking and attitudes and whole new ways of feeling good about ourselves.

In fact, for most of us, new ways of thinking that keep us out of trouble with the law point the way to ways of feeling good about ourselves that are much more satisfying, real reliable and honest, than anything we have experienced in the past.

Our goal is not just to change our thinking and our behavior but to learn to feel satisfaction and gratification from our new ways of thinking and acting. If we don't feel that gratification, the change won't last. Learning how to experience satisfaction and gratification from our new ways of thinking is itself something we need to teach ourselves-by practicing new ways of thinking. It's like a circle-only a constructive circle, not a vicious one.

The key is teaching ourselves to change by making ourselves practice change. This is the part you have to do inside of yourself.

One of the biggest barriers to change is avoiding making the effort to change.

The answer to this barrier is to be totally honest with yourself about your efforts to change. If you are not trying, don't pretend that you are. If you don't try, don't expect change to happen.

Everyone has his or her own personal barriers to change. It is like running up against a wall

Even if we start with an honest intention to change, we will run into barriers, and these barriers will challenge your good intention to change. This is not just a possibility. It is a certainty. Literally hundreds of people have started out on the process of change only to be beaten by these barriers and go back to their old ways.

Here are some of the most common thoughts that are barriers to change:
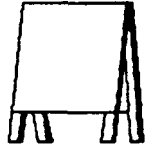
> "Everyone thinks this way."
>
> "This is how I really feel. I've got to be honest."
>
> "I have no choice."
>
> "In this situation, I'm right and my thoughts don't need changing."
>
> "When I try to change, I never get what I want."

"Everyone thinks this way."

This is an attitude and a belief that can come up again and again and wreck our determination to change. We might believe, for example, that people are only out for themselves, or that nobody is really honest unless they are afraid of getting caught. If everyone is that way, why should I try to be different?

The answer is that not everybody thinks alike (about anything). The more important answer is that we can control how we think.

"This is how I really feel. I've got to be honest."

The answer is that it depends. If you change your thoughts and beliefs then it would be dishonest to stick with the old ones. That is up to you. What this attitude really means is, "I am not changing."

"I have no choice."

Many of us are used to thinking in terms of black and white choices. For example, "If I. don't attack this person he or she will run over me." Or, "What am I supposed to do, lie down and be a doormat?" When it feels like we have only one possible or acceptable choice, we are facing this barrier to change.

The answer is to escape the trap of thinking we have only one choice. There are always other choices. We can make ourselves think of them. Change does not mean accepting alternatives we don't like. It means finding alternatives that are responsible and honest and committing ourselves to these goals.

"<u>In this situation, I'm right and my thoughts don't need changing</u>."

People may identify the patterns of thinking they need to change and even practice changing them in some situations. But in situations when it matters most, they revert back to old ways of thinking. For example, "This time I really am being victimized. That SOB really is being unfair."

The answer is to remind yourself about what is fair and unfair or right and wrong is not the point. For every situation in the world there are hundreds of ways of thinking about that situation. We may feel entitled to our way of thinking, but if sticking rigidly to one way of thinking leads to trouble, we may have to change that thinking it is a trap. One good way of telling that we are falling into this trap is realizing that we believe we are absolutely entitled to think and feel just one way.

What kinds of barriers to change have you already discovered? Can you identify any barriers in yourself? Can you identify any barriers in other members of the group?

Any resistance to changing thinking is, at this point in the program, probably a good example of a barrier to change. Encourage group members to identify their own examples. Review and discuss them. Be supportive. Don't be accusatory

Encourage group members to identify their own examples.

Think of a thinking pattern you have targeted as a problem but which still occurs in your mind. Remember when that thinking last happened. Did you try to intervene? What habits of thinking are you stuck on?

What barriers to change have you identified in yourself so far?

Are there barriers to change besides your own thoughts? Do your friends or family pose barriers? Does your job, neighborhood or your life pose barriers? Additional barriers might be your agent, program staff members or other authority figures.

Encourage discussion and participation. Have every group member attempt to answer this question. List barriers on a flip chart or blackboard. If participants have difficulty identifying a thought pattern, refer them back to Phase I, Lesson IO, -Handout: CHECKLIST FOR AUTOMATIC THOUGHTS.

One objective of this lesson is to make group members so conscious of "traps" of thinking that they cannot fall into them without being conscious that they are doing it. If they see these patterns as traps, i.e., as inviting distortions, they are not so likely to work The self deception necessary for them to be effective is harder to come by.

A second objective is to have group members identify barriers other than their own thoughts.

HOMEWORK ASSIGNMENT - Lesson 2

Name _____

1. a. What thoughts are your own most important barriers to change?

   b. List those things outside of yourself that pose barriers to change.

2. a. What thoughts encourage you to change?

   b. List those things outside of yourself that encourage you to change.

3. Do your family, friends and associates pose barriers to change or encourage you to change?

   a. What do they say or do that influences you not to change?

   b. What do they say or do that influences you to change?

Lesson 3 - Introduction to Problem Solving

Objectives:

> 1: Define "problems", characteristics of problems and the concept that problems can be solved.
>
> 2. Outline the steps of problem solving.
>
> 3. Introduce problem logs and their purpose.

Group Activity:

Summarize and review concepts presented in Lesson 2.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the need to recognize one's own barriers to change.

Hand in homework assignment.

During the next six sessions, we are going to learn and practice some simple techniques for changing our thinking.

We are also going to learn to identify and begin to solve problems that have caused us trouble.

In Phase 1, we started to identify thinking patterns that have caused us problems. In this part of the program we will learn ways of thinking that will help us solve problems. This part of the program is intended to teach problem solving steps and to give us practice in mastering each of the steps.

We make decisions every day, for example, getting up or deciding what to eat. Many of these decisions are simple and can be made with little thought.

Decisions are harder to make in more complicated problem situations. Problems are situations, circumstances or behaviors that cause difficulty.
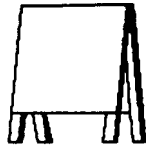
Display on flip chart:

> P R O B L E M S :
> Situations, circumstances
> or behaviors that cause
> difficulty.

Most problems can be solved. Training teaches us a way to solve them. We don't have to choose between doing the first thing that comes to mind or giving up and doing nothing. There may be other better choices that can be found through problem-solving. Examples might be struggling to solve a problem or letting others make our decisions for us.

Problems have two characteristics in common: goals and obstacles. Problems are difficult situations because we have a goal or something we want and there is an obstacle or something that gets in the way. For example, we want to go down a particular road and a tree has fallen in the path.

What are some examples of problems have you encountered in the last week? What was your goal or what did you want? What obstacle was in the way?

List responses of several/all members on flip chart or blackboard under headings: GOAL and OBSTACLE.

Common types of problems include:
* **Control problems (getting someone to do what we want)**
* **Differences between people's personal goals**
* **A search for something or someone**
* **Problems caused by uncertainty or unclear expectations.**

List or display types of problems on blackboard or second flip chart.

Which of the problems you listed were: (a) control problems, (b) differences between people's personal goals, (c) a search for something, someone or (d) problems caused by uncertainty or unclear expectations?

Refer to visual display of problems.

Over the next few sessions, a way of thinking about problems and making decisions will be described and demonstrated. By learning how to approach more slowly and carefully, we have more control over what happens to us.

Discuss this point with the group. Display on poster.   This poster should be displayed throughout the problem solving sessions.

The following is a method that will help us slow down and consider our options more carefully.

Refer to poster.

> 1. Stop and think.
> 2. Problem identification.
> 3. Gathering information/own and others' perspectives.
> 4. Alternatives
> 5. Evaluating consequences and outcomes.

1. We will learn to stop and think.

2. We will be able to ask ourselves the following questions:
   « What is my problem?
   « What are the facts? What do I need to know?
   « What can I do or say? What are my choices?
   « What will happen if I do this or if I do that?
   « How can I make a choice and check out what happens?

Give an example of a problem and demonstrate each of the steps, in detail, modeling the questions and the inner thoughts. For example: (Instructor will select example problem to model)

In Phase 1, we used Thinking Reports to record our thoughts and feelings. We are going to use a similar tool to help us give an accurate report of problems or things we don't know exactly what to do about. This tool is a Problem Log.

Problem Logs are a tool to increase our control over our lives. They point to the problem situations that cause us the most difficulty. They also help us think about how we can handle problems.

We will use the information in our Problem Logs to role play problem-solving techniques.

Pass out a sample of a completed Problem Log. Review the log. Pass out blank Problem Logs. Instruct participants to fill them out as soon as possible after a problem situation occurs.

HOMEWORK ASSIGNMENT - Lesson 3

Name _____

1. Using the Problem Log describe one or more problems or situations that caused you difficulty or what you did not know exactly what to do about.

PROBLEM LOG

Name:_____

Date: _____   Time: _____

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):

_____

_____

_____

_____

_____

_____

_____

B. Report your thoughts as they occurred:

_____

_____

_____

_____

_____

_____

_____

_____

C. Describe your feelings before and during this event:

_____

_____

_____

D. What did you want to happen?

_____

_____

_____

_____

_____

E. What did you do or say to solve the problem?

_____
_____
_____
_____
_____

F. What was the outcome? Did your choice solve the problem?

_____
_____
_____
_____
_____

G. How well did your choice work? (Circle One):

     Poorly   Not so well   OK   Good   Great

H. What were your thoughts after the event?

_____
_____
_____
_____
_____

I. What were your feelings after the event?

_____
_____
_____

J. How would you handle this situation if it occurred again?

_____
_____
_____
_____
_____

Lesson 4 - Stop and Think

Objectives:

1: Have participants learn to recognize problems by how they think and feel.

2. Explain the importance of stopping and thinking before acting.

3. Present the idea that a problem is often defined by the details that one observes about a situation.

Group Activity:

Summarize and review concepts presented in Lesson 3.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the purpose of problem logs: 1) to point to the problems that cause us the most difficulty in our lives and 2) to help us think about how these problems can be handled.

Hand in homework assignment.

Successful problem solving depends on (1) thinking before we act and (2) knowing we have a problem.

Problems are part of life. With practice we can learn to make decisions about them rather than acting too quickly or letting someone else decide for us.

Refer to Problem Solving Poster in Lesson 3. Briefly review the problem example used in previous lesson and model all steps in the problem-solving chain.

Today, we are going to talk about the importance of the first step in problem-solving - that is, to stop and think. If we have a problem,

we have to stop and think or we may decide too quickly. We want to be able to think of alternate ways to handle the problem.

Different people can have many different reactions to problems, but we need to learn to recognize that <u>we</u> have a problem by how <u>we</u> think and feel.

Describe a problem and the different thoughts people have in reaction to it.

Most of the time we just won't know what to do. We'll have questions, doubts, and we're not sure what is best. We may know what you want, but we can't figure out how to get it.

Describe different feelings:

Many times we'll have uncomfortable feelings that let us know we have a problem. We may feel frustrated, tense, restless, or confused about our choices.

Here is a list of common reactions to problems. Pass out Handout #1-Lesson 4.

What is your most common reaction to problems?

Elicit feedback from the group.

Are there any reactions you may have that are not included in this list?

Let's look at the homework assignment we completed during the past week. What feelings did you record in your Problem Log?

Encourage group discussion.

Now that we've looked at some of our common reactions to problems, let's discuss the first step in finding a solution to our problems.

Taking several slow deep breaths and saying to ourselves, "stop and think" will give us time to decide what we want to do when we encounter problem situations.

Let's look at a problem that was encountered during the week. Does anyone have an example of a problem situation he or she would like to share?

Let me share how "stop and think" could be used in this situation.

Model the sequence by using a problem situation offered by a group member.

* *Model what thoughts and feelings you yourself would use to tell that you have a problem.*

* *Model how to take several deep breaths and say: "stop and think"*

* *Model how this gives you time to think of ways to handle the situation.   (<u>Make sure you model only stop and think</u>)*

Is there anyone who would be willing to share a problem, his or her thoughts and feelings about the problem and how the "stop and think" technique could be used?

If necessary, use a situation recorded in a problem log. Have two group members role play a problem with the group through stop and think being sure to give every group member a chance to participate. Elicit the thoughts and feelings of group members after they experience the role-played problem.

Now let's look at a second step in problem solving: knowing we have a problem.

A good problem solver has to be a good detective and notice all the clues in a situation.

To know what your problem is, you must first observe exactly what is happening. Let's do another role play. In this situation you are driving home from a service station after just having your brakes fixed. You discover they are not working properly. What do you do about this problem?

Select two participants. Role play the customer and the mechanic. Using the example from "stop and think" above, what happened in

the role play? What was the problem? Try to remember as many details as possible. Point out how different group members notice different things and therefore, may define the problem differently. How would you define the problem?

In Phase I, we looked at pictures and talked about what we saw in t h e m .

Show the same pictures as a reminder of the exercise.

Let's look at another picture. Now write down what you see. Also record a description of the problem that is occurring.

Discuss what individual group members see. Discuss how group members define the problem.

There are two important things to note from our discussion.
  1. Not everyone sees the same thing.
  2. The problem in the picture is defined differently when different observations are made. Because group members saw different details, they did not describe the problem in the same way.

Pass out homework assignment. Instruct participants to try to "stop and think" when they are confronted with a problem and to notice as many details as they can about the problem/situation.

Stop and Think Common Reactions to Problems

Discouraged
Feel like you can't make the best decision anyway
C o n f u s e d
Uncertain
Uptight
Tense
Doubtful
Feel like giving up
worried
Inadequate
Angry
Annoyed
Unhappy
Uncomfortable
Put down
Questioning
Restless
Want to escape
Avoid by doing something else
Frustrated
Sad
Do anything just to get it done
Sleep

HOMEWORK ASSIGNMENT - Lesson 4

Name _____

1. Describe a problem you encounter between now and the next group session. Using the Problem Log, try to record as many details about the problem as possible. Also describe your reaction to the problem (list your thoughts and feelings).

2. Did you use "stop and think" before you reacted? If not, could you have used "stop and think" to help you solve the problem?

PROBLEM LOG

.

Name:_____

Date: _____   Time: _____

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):

_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
_____
_____
_____
_____
_____

C. Describe your feelings before and during this event:

_____
_____
_____

D. What did you <u>want</u> to happen?

_____
_____
_____
_____
_____

E. What did you do or say to solve the problem?

_____

_____

_____

_____

_____

F. What was the outcome? Did your choice solve the problem?

_____

_____

_____

_____

_____

G. How well did your choice work? (Circle One):

Poorly   Not so well   'OK   Good   Great

H. What were your thoughts after the event?

_____

_____

_____

_____

_____

I. what were your feelings after the event?

_____

_____

_____

J. How would you handle this situation if it occurred again?

_____

_____

_____

_____

_____

Lesson 5 - Problem Identification

Objectives:

> 1. Have participants learn to state a problem clearly and specifically.
>
> 2. Provide participants with a series of questions which will help them identify responses/details related to problem situations.

Group Activity:

Summarize and review concepts presented in Lesson 4.

Assure that all participants have completed homework assignment.

Discuss homework assignment.
  * Ask each group member to use a completed Problem Log and tell others in the group what he thought and/or felt when he had a problem.

  * Ask whether the group tried stop and think and, using the Problem Logs, discuss their answers. Provide reinforcement for successful use.

  * Review the entire decision making process, using the problem solving steps displayed on the poster.   (See Lesson 3)

Hand in homework assignment.

During the last session, we learned how to tell that we have a problem and how to use "stop and think." In this session, we will learn how to say what the problem is as clearly and as specifically as we can.

If a problem isn't described clearly and completely, we may find it difficult to solve.

For example, you can say that getting along with guards or your probation/parole officer is your problem, but this really tells very little about what it is that they do that bothers you.

Let's look at another example. You can say that your problem is Mr. Jones' yelling, but this gives too little information about the type of problem as a whole.

During the last session, we looked at several magazine pictures that illustrated a problem situation. Let's look at some others.

Show several magazine pictures that illustrate a problem situation. (These should show people that participants can identify with or funny, unexpected situations that create interest.)

How would each of you define the problem?

Ask different group members to state the problem.

Ask questions to elicit more detailed information and reinforce statements that note details related to specific behavior.

In order to make good decisions, you have to ask yourself questions to get at exactly what your problem is. If you experience bad feelings, these can be a signal that you have a problem.
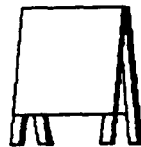
Display on flip chart:

> Questions to ask yourself about problems:
>
> « What do you really want?
> « What don't you like?
> « What is your goal?
> « What is getting in the way of what you
>   want? What is the obstacle?
> « What change is needed?

Let's ask these questions in a specific situation. For example, you are being paroled/evicted from your apartment, and your brother told you that you could live with him. When you last saw him, he told you that his girlfriend moved into his apartment over the weekend. He doesn't have room for both of you and has asked you to find somewhere else to live.

Ask the group for responses to each question. Remind them that the goals must be theirs and that the only behavior they can change for certain is their own.

Let's role play the situation by reenacting the conversation that occurred between you and your brother. During the role play, let's try using the first two steps of problem solving. Those steps are 1) "stop and think" and 2) identify the problem.

Refer back to Problem Solving Poster.

Trainers should model these steps before doing the role play. During the role play, say aloud "stop and think". What do I really want? What don't I like?

Let's look at your Problem Logs again and role play some of the situations you describe. During the role play, remember "stop and think" and to ask yourself questions about the problem. (Refer to Flip Chart)

Engage group in role plays. Trainer may continue model role plays if group members are unable to incorporate first two problem solving steps into their role plays.

In our homework assignment, we are going to practice writing problems in our logs clearly and notice exactly what was happening in the situation.

HOMEWORK ASSIGNMENT - Lesson 5

Name _____

1. Describe a problem you have had with another person. Practice writing the problem in the logs clearly and notice exactly what was happening in the situation.

PROBLEM LOG

Name:_____
_____

Date: _____   Time: _____

A. what is the problem? (Describe the situation including who is involved, where it happened and what happened):

_____
_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
_____
_____
_____
_____
_____

C. Describe your feelings before and during this event:

_____
_____
_____

D. What did you <u>want</u> to happen?

_____
_____
_____
_____
_____

E. What did you do or say to solve the problem?

_____

_____

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_____

F. What was the outcome? Did your choice solve the problem?

_____

_____

_____

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_____

G. How well did your choice work? (Circle One):

        Poorly   Not so well   'OK   Good   Great

H. What were your thoughts after the event?

_____

_____

_____

_____

_____

I. What were your feelings after the event?

_____

_____

_____

J. How would you handle this situation if it occurred again?

_____

_____

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_____

_____

Lesson 6 - Gathering Information/Own Perspective

Objectives:

> 1. Teach participants the difference between a fact and opinion.
>
> 2. Have participants look at situations carefully and, if needed, to gather more information before acting.

Group Activity:

Summarize and review concepts presented in Lesson 5.

Assure that all participants have completed homework assignment.

Discuss homework assignment emphasizing the need to state a problem clearly and specifically. Model the whole decision-making sequence by going over the questions for each step as listed on the decision-making poster.

Hand in homework assignment.

In order to figure out what to do or say when we have a problem, we have to have information about how we see the situation and how others see the problem. In this session we will look at what we see and in the next session we will concentrate on how others see the problem.

We have already learned to be good detectives and notice all the clues. We must also learn the difference between fact and opinion. Acting quickly on the wrong information can make the situation much worse. For example: You think your girlfriend wants to break up, so you break up first. Later, you find you were wrong about her feelings. Can you think of other examples?

To be a good problem solver, you have to know the difference between what is true and what you think may be true. In Phase I, we did an exercise where we tried to imagine what a variety of people

were thinking: a police officer; a neighbor playing his stereo loudly and a person who was asked to come immediately after work. In each of these problem situations, we only had pieces of information, not the total picture. We made assumptions about what we believed to be true.
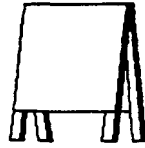
 Display on flip chart.

> FACT: A thing that has actually happened or is really true.
>
> OPINION: **A** belief not based on absolute certainty or positive knowledge but on what seems true, valid or probable to one's own mind.

Today we are going to try to sort out fact from opinion. We are going to ask ourselves "What are the facts?" and "What do I see?"

Using pictures that are ambiguous or that have been cut in half so not all the information is available, have the group practice finding evidence. Help them understand the difference between finding evidence (the facts) and making judgments or drawing conclusions without enough information.

Let's look at a magazine photograph. What are the facts? What is going on here? What judgments or opinions do you have about what is going on?

On flip chart or blackboard, write the headings: FACTS and OPINIONS

List responses of participants and ask the group whether to place responses under fact or opinion.

Let's look at several problem situations that you recorded in your Problem Log during the past week and role play them. Is there a volunteer who is willing to describe a problem situation? During the role play, group members should try to decide: what are the <u>facts</u>; what <u>opinions</u> could be formed about the situation?

Remember to ask yourself: What do I see? What do I know?

If we can't figure out what is happening or we don't have enough information, we have to ask. The actors in the role plays will present a problem situation. As a group, we will need to stop and think, identify the problem, and gather facts about the situation.

Role play a situation from a group member's Problem Log. Assist in role play, if needed.

We have just been presented with a problem situation. Let's STOP AND THINK. Let's ask WHAT IS THE PROBLEM?

Elicit responses. Have participants then briefly define the problem.

Now let's determine what information we have about the problem? What do we see? What do we know? What other information do we need before we decide what to do?

Role play other situations from Problem Logs as time allows.

Thinking about a situation before acting can increase our sense of control and make things turn out better for us. If we define our problem clearly and specifically, we can get at what is causing us difficulty. After we gather information about the problem, we need to screen that information to see if it is fact or opinion. These three steps help us to get ready to consider our alternatives and eventually choose one to solve the problem.

Handout and discuss homework assignment.

HOMEWORK ASSIGNMENT - Lesson 6

Name _____

1.   Describe (below) a problem you are facing for which more information is needed.

2.   Make a list (below) of questions that need to be answered before you act

Lesson 7 - Gathering Information/Others' Perspectives

Objectives:

> 1. Inform participants that people have different perspectives and can think differently about a problem.
>
> 2. Have participants learn that if we understand how others think and feel in a problem situation, we can anticipate they may act and have more control over that situation.

Group Activity:

Review concepts presented in Lesson 6.

Assure that participants have completed homework assignment.

Discuss homework assignment emphasizing the need to look at situations carefully and gather information before acting. Encourage groups members to offer additional questions that may be asked in the process of gathering information.

Hand in homework assignment.

In our last lesson' we learned to look at situations more carefully. In this lesson, we are going to practice looking at situations from other people's points of view.

In many problem situations' we fail to consider another person's point of view or we automatically think we know what another person is thinking. In Phase I, we learned that many of our automatic thoughts occur in problem situations. We often do not check to see whether or not these thoughts are true. Many of them contain distortions. One of these distortions involves jumping to conclusions. This means we interpret things in a way that is not supported by the facts. Other times' the distortions involve mind reading or concluding that someone is reacting negatively to us without checking it out.

In today's lesson, we are going to practice gathering information about how others think or feel in a problem situation. Rather than jumping to conclusions or mind reading, we will watch, listen and try to understand the feelings of others. By doing this, we will be able to better anticipate how they may act.

Let's look at these pictures of faces and try to describe the different facial expressions and body language we see. Is it possible to identify emotions the people are experiencing?

Show the participants the pictures and ask them to describe the various facial expressions and body language.

Paying attention to the facial expressions and body language of a person is one way we can gather information about him or her.

Listening to what a person is saying is a second and important way of learning more about what he or she may think and feel about a problem situation. Many times we believe we are listening to someone when we are not. In some cases, our minds wander off and we are thinking about other things. On other occasions, we are planning how we will respond to another person rather than listening to what he or she is saying. Other times, we cannot listen to another person because we are talking at the same time he or she is talking.

Let's look at some steps we can take to become better listeners.

Pass out Lesson 7 - Handout #1 - LISTENING

Read aloud and explain each step.

Let's role play the situation of being late for an appointment with your social worker or probation/parole officer. Try to follow the steps listed on the handout.

Role play situation. Discuss role play and encourage feedback on the skill steps.

We have been watching and listening to others in order to gather information about them. Trying to understand the feelings of others is a third way we can gather information about other people.

Here are some steps we can follow in order to better understand the feelings of others.

Pass out Lesson 7 - Handout #2 - UNDERSTANDING THE FEELINGS OF OTHERS.

Read handout aloud and explain each step.

Let's do another role play of the situation of being late for an appointment with your social worker or probation/parole officer. This time we will attempt to go beyond just watching and listening. We will try to understand the feelings of each of the actors in the role play.

Role play the situation. Discuss role play and encourage feedback from group members on skill steps.

In many situations we do not know how the other person is feeling. In other situations' we know how a person is feeling but do not completely understand why he or she is feeling that way. Watching a person's facial expressions and body language, listening to what he or she is saying and trying to understand the feelings of that person are skills we can use in both situations to gather information.

Now let's use a situation from our Problem Logs to practice the Problem Solving Steps we've learned so far.

Review steps from Problem Solving Poster with participants before starting role play.

Remember, the main actor in the role play should keep in mind each of the steps we have learned so far.

Role play the situation. Provide reinforcement and feedback on role play.

Today, we learned that people have different perspectives and can think and feel differently about a problem. Being able to understand others' thoughts and feelings helps us solve problems and get more of what we want.

Review and hand out homework assignment.

LESSON 7 - HANDOUT #l

SOCIALSKILLS: LISTENING

STEPS

1. Look at the person who is taking.

Face the person; establish eye contact.

2.   Think about what is being said.

Show this by nodding your head, saying, "mm-hmm."

3. Wait your turn to talk.

Don't fidget; don't shuffle your feet.

4. Say what you want to say.

Ask questions; express feelings; express your ideas.

SOCIAL SKILLS: UNDERSTANDING THE FEELINGS OF OTHERS

STEPS

1. Watch the other person.	Notice tone of voice, posture, and facial expression.
2. Listen to what the person is saying.	Try to understand the meaning of what is being said.
3. Figure out what the person might be feeling.	He/she may be angry, sad, anxious, *etc*.
4. Think about ways to show you understand what he/she is feeling.	You might tell him/her or leave the person alone.
5. Decide on the best way and do it.	

HOMEWORK ASSIGNMENT - Lesson 7

Name _____

1. Review your Thinking Reports and Problem Logs. Select two situations and briefly describe them. Then write down what the other person in that situation <u>may</u> have been thinking and feeling. What did you see or hear that helped you understand the feelings of the other person?

   SITUATION #1:

   <u>Thoughts of the other person</u>:

   <u>Feelings of the other person</u>:

   <u>What did you see or hear that helped you understand the feelings of the other person?</u>

   SITUATION #2:

   <u>Thoughts of the other person</u>:

   <u>Feelings of other person</u>:

   <u>What did you see or hear that helped you understand the feelings of the other person?</u>

Lesson 8 - Alternatives: Using Self-Control

Objectives:

1. To have participants recognize that every problem has a variety of solutions.

2. To introduce the idea that the more choices we have the better chance we have. of getting 'what we want.

3. To explain the concept of self-control and the consequences of failing to exert self-control.

4. To have participants begin to recognize the situations and thoughts that trigger anger.

Group Activity:

Review Problem Solving Steps and concepts presented in Lesson 7.

Assure that participants have completed homework assignment.

Discuss homework assignment emphasizing the importance of considering different points of view before acting in a problem situation.

Hand in homework assignment.

To make a good choice in any situation, we have to think of more than one way to act. Every problem has a number of solutions. The more solutions you can think of, the better your chance of getting what you want and getting around things that are in the way. Having choices makes us feel in control of our lives.

Let's look at an example. Suppose that you have been denied certain privileges by an officer or your probation/parole officer. How will you respond? How many choices do you have for resolving the problem? What are these choices?

Discuss questions. List choices mentioned by participants on flip chart or blackboard.

It is easier to think of choices and choose one of them when we are calm or not under stress. Choices are much harder to make when we are angry or upset with others. When we are angry, it is often difficult to express our thoughts in an effective manner. Can you think of a recent situation when it was difficult for you to express yourself because you were angry?.

Encourage discussion.

On the other hand, when others are angry or upset with us, convincing them to consider our point of view may be difficult. Very often, angry people do not listen to what is being said.

Self-control is a skill that will be necessary for us to learn if we are to become good problem solvers. Self-control does not mean that we will never get angry. Everyone feels angry at times but it is important to express anger in a way that allows us to be in control of a situation and that leads to a positive outcome.

We already talked a little bit about one of the problems that occurs when we cannot control our anger. Let's look at some of the others.
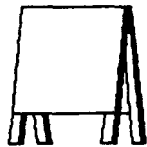
Display on flip chart:

Anger That Is Out Of Control:

1. Disrupts our thoughts and actions.

2. Causes us to defend ourselves when it is not necessary.

3. Leads to aggression.

4. Can be a way to avoid dealing with situations that we are afraid of or which make us uncomfortable.

Auger that is out of control disrupts our thoughts and actions by getting us so worked up that we can't act or think straight and we become irrational.

It also causes us to defend ourselves when it is not necessary. For some people it is safer or more comfortable to get angry than to be anxious or embarrassed.

Anger that is not controlled often leads to aggression. When anger does lead to aggression, we often end up not getting what we wanted anyway.

Lastly, anger can be a way to avoid dealing with situations that we are afraid of or which make us uncomfortable. It can make us feel better about ourselves but for the wrong reasons, because we are not dealing constructively with the situation.

Can anyone provide examples of:

1. Becoming too worked up you can't think straight?

2. Defending yourself when you were anxious or embarrassed?

3. Being aggressive and still not getting your way?

4. Using anger to avoid situations you are afraid of?

Encourage discussion of each of these questions.

Our anger can be produced by internal triggers (our thoughts or what we say to ourselves) as well as by external triggers (things done by a person that lead to another person having angry feelings).
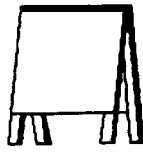
TRIGGERS

Internal: What you say to yourself when faced with an external trigger.

External: Things done by a person that lead to another person having angry feelings.

Some examples of internal triggers or thoughts that produce anger include:

"He's ordering me around.""

"I have to protect myself."

"He doesn't have respect for me."

"I'll let him know who is in charge."

"I have the right to get even."

Let's list other examples of other thoughts that produce anger.

Engage participants in discussion. List responses on flip chart or blackboard.

What are some of our external triggers? Let's list some of the things other people do that lead to us having angry feelings?

Continue discussion. List responses on flip chart or blackboard.

During the next week, we will review Thinking Reports and Problem Logs we completed in our previous lessons. We will use these to determine the situations and thoughts which produce anger in us.

HOMEWORK ASSIGNMENT - Lesson 8

Name _____

1. Review the Thinking Reports and Problem Logs you completed in Phase I and Phase II. List the thoughts that accompanied your angry feelings and/or produced anger in you.

2. Refer to these same Thinking Reports and Problem Logs and briefly describe the things done by another person and situations which lead you to have angry feelings.

Lesson 9 - Alternatives: Identifying Anger Patterns and Cues

Objectives:

> 1. Have participants begin to discover patterns in the situations and thoughts that lead to angry feelings.
>
> 2. Have participants identify their own physical cues that signal anger.

Group Activity:

Review concepts presented in Lesson 8.

Assure that participants have completed homework assignment.

Discuss homework assignment having participants focus on uncovering patterns in the situations and thoughts which lead to their angry feelings.

Hand in homework assignment.

In our last lesson, we discussed the idea that every problem has a solution and that the more choices we have, the better the chance we have of getting what we want.

We learned that sometimes our choices are limited when we do not use self-control. When we fail to use self-control, we often can't think straight. We become defensive when it is not necessary and even aggressive.

Our homework assignment helped us discover patterns in the situations and thoughts that lead to our angry feelings.

Identifying the situations and thoughts that trigger our anger is the first step toward developing self-control. The second step involves recognizing what happens to us when we are feeling angry. We all have physical signs which let us know that we are becoming angry. These physical signs of anger are called "cues".

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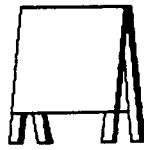
> **CUES**
> The physical signs which let us
> know that we are becoming angry.

If we are aware of our anger cues, we will be more likely to control our anger. With practice, we will be able to, disrupt the anger process. early enough to prevent our anger from becoming heightened to the point that we are very excited, agitated and impulsive.

Let's look at a handout which lists some of the physical signs of anger.

Pass out Lesson 9 - Handout #1 - Physical Signs of Anger (Cues).

Discuss examples listed on the handout. Encourage participants to talk about the particular cues that let them know they are becoming angry.

In this lesson, we have begun to identify patterns in our anger and the cues that let us know we are becoming angry. Our goal is not how to learn to never get angry. Feeling angry is normal and expressing it relieves tension. What we want to learn is how to express anger in a helpful, constructive way so it leads to a positive outcome for us. When we express our anger in a destructive manner, the outcome is often negative for us and others. If we can recognize our anger in its earliest stages' we can learn to manage it better and be in control of the situation.

In our homework assignment' we will use a new tool to help us identify our internal and external triggers and anger cues. This tool is a Hassle Log. Hassle Logs help us record information about our pattern of anger but take less time to complete than a Thinking Report or a Problem Log.

Pass out and review the content of a Hassle Log. Point out that the class will learn more about anger control methods in upcoming lessons. Note that participants have learned two social skills, Listening and Understanding the Feelings of Others, that they may choose to use in response to their anger.

Practice completing a Hassle Log in class using examples from the previous homework assignment.

Pass out and review homework assignment.

LESSON 9 - HANDOUT #l

PHYSICAL SIGNS OF ANGER (CUES)

1. Change of arms and body position

2. Muscle tension

3. Rapid breathing

4. Clenched fists

5. Glaring

6. Sweaty palms

7. Eye twitch

8. Reddened face

9. Flushed ear lobes

10. Wrinkled forehead

11. Feeling hot

12. Stem, taut face

13. Grinding teeth

14. Becoming pale

15. Goose bumps

16. Shaking

HOMEWORK ASSIGNMENT - Lesson 9

Name _____

1. For each time you become angry this week, complete a Hassle Log.

HASSLE LOG

Name: _____

DATE OF INCIDENT: _____ TIME: _____ LOCATION: _____

1. What Happened? (EXTERNAL TRIGGERS)

___ **Someone insulted me. What did they say?** _____
___ **Someone took something of mine.**
___ **Someone told me to do something.**
___ **I did something wrong/made a mistake.**
___ **Someone was doing something I didn't like.**
___ **Someone started fighting with me.**
___ **I wasn't being listened to.**
___ **Other. Explain:** _____

2. Who was that someone, and what is that person's relationship to you?

_____

3. What did you say to yourself? (INTERNAL TRIGGERS)

_____
_____
_____
_____
_____

4. What 'were your physical signs of anger? (CUES)

_____
_____

5. What did you do?

___ **Hit someone**	___ **Was restrained by another**
___ **Walked away upset**	___ **Ignored situation**
___ **Yelled**	___ **Talked it out**
___ **Argued**	___ **Walked away calmly**
___ **Cried**	___ **Isolated myself**
___ **Threatened**	___ **Told someone else about it**
___ **Planned revenge**	___ **Talked it out**
___ **Raised my voice**	___ **Used anger control**
___ **Hit/broke something**	**What method?** _____
___ **Isolated myself**	___ **Used social skill**
	What skill? _____

Lesson 10 - Alternatives: Reducing Anger

Objectives:

> 1. Present the concept that having self-control in stressful situations will result in greater personal power.
>
> 2. Have participants understand anger can interfere with our ability to communicate effectively as well as hear and be heard.
>
> 3. Teach three techniques for reducing anger in stressful situations.

Group Activity:

Review Problem Solving Steps and concepts presented in Lesson 9.

Assure that participants have completed homework assignment.

Discuss homework emphasizing the importance of identifying situations which lead to anger, internal and external triggers and the physical cues that signal anger.

Hand in homework assignments.
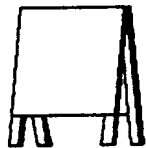
 Display on flip chart:

> Greater self-control means greater personal power.

If we have control over ourselves in conflict situations, we will be able to do two things: communicate our message and hear and be heard.

Write "communicate the message" and "hear and be heard" on the blackboard.

Discuss these concepts.

Let's see if we can come up with some examples of when our anger kept us from getting our message across to another person. Can anyone provide an example?

Encourage group discussion.

Can you think of a time when others did not understand what you were trying to say? When someone refused to listen to you because of, your anger? When you were so angry that you refused to talk to. another person?

If necessary, give personal examples.

What about the situations where someone else was angry. Did you understand what he or she was angry about? How well did that person explain what he or she was unhappy about? Can you think of times when you "tuned out" or misunderstood someone that was angry?

Continue group discussion.

Getting into a heated argument with someone who is upset rarely accomplishes anything. This is true because people do not communicate well when they are angry.

It has been said that when people are upset their brains are not connected to their mouths or ears. When someone is angry, they often make statements that do not make sense or that they do not mean or that are untrue. For example, have you ever heard anyone say, "I don't care if they send me back to prison, I can do time standing on my head." It is hard to believe that someone would not mind being in prison or that he or she could do prison easily since people in prison encounter hassles almost on a daily basis.

What are some other statements we've heard people make when they are angry?

Write examples on a blackboard or flip chart.   Discuss each of them.

Angry people are also poor listeners. When we are angry, we often don't pay attention to what others are saying. Many times we don't even listen to what is coming out of our own mouths when we are talking.

When we are out of control and try to explain why we are angry, the tone and volume of our voice' or speed at which we are talking as well as our body language is often so powerful that the message is hardly heard.

Let me show you.

Act out a scene in which you are upset using a loud voice and aggressive body language. Ask the group if they can tell what you were upset about or what was said.

Some people intentionally allow their anger to escalate to the point where they become enraged. They use intimidating body language because it makes them feel more powerful. In most cases' this feeling of power does not last long as others seek to resist this show of power or retaliate in some way.

Other people respond to angry feelings by refusing to talk or listen to another person. Although these people appear to be in control when they "stonewall", often their angry thoughts are increasing and their anger is expressed outwardly toward someone or something else at a later time.

When communicating in an ineffective manner or refusing to communicate the reason for our anger, the problem which prompted our anger remains unresolved in most cases.

We have talked about some of the disadvantages of losing control. Now let's look at the advantages of maintaining self-control. Let's list some of them.

List advantages of maintaining self-control on blackboard or flip chart.

Many people are admired and successful because they have or had excellent self-control. Let's look at the example of Martin Luther King. What was he able to accomplish because of his self-control?

Let's talk about some other people who benefit from their ability to maintain control of their thoughts, feelings and actions?

Elicit examples from group members.

How did being in self-control make these people powerful? What would/could have happened to these people if they were not in control? Are there. any people you know personally that you respect for their self-control?

Encourage discussion.

These people became successful because their self-control gave them power over others. You can be more powerful when you control your thoughts and your actions toward others, despite the attempts of others to control you. When you are not in control of your thoughts, you cannot easily control your actions. It is in these situations that others most likely to be able to control you.

In the remainder of this lesson, we will begin to look at ways we can reduce our anger and maintain self-control. Some of these techniques you may find helpful, others may not be helpful You will have to decide which of the six techniques will work best for you.

We call these techniques "anger reducers". Anger reducers are the first 'steps in the process of gaining greater self-control. They also give us time to decide how to we can respond more effectively to problem situations.

Pass out Handout #I, Lesson 10 - ANGER REDUCERS.

We are going to talk about four anger reducers in this session. Let's see what are handout says about them.

Discuss and practice deep breathing, backward counting, time out and pleasant imagery.

Now let's role play a situation from our hassle logs and try using one or more of these anger reducers to maintain self-control.

Choose volunteers to role play a situation from a hassle log. Provide feedback on the use of anger reducers.

Choose volunteers to role play a situation from a hassle log. Provide feedback on the use of anger reducers.

During the next week, we will again complete Hassle Logs. As you are confronted with situations that cause you stress, try to use these anger reducers to calm yourself and gain control. Report in your Hassle Log which, if any, anger reducers you were able to use and the results.

.

ANGER REDUCERS

Reducer #l - DEEP BREATHING

Slow, deep breaths help you make a controlled response in pressure situations. For example, in basketball a free throw shooter will take deep breaths before shooting the free throw. A weight lifter will do deep breathing before lifting.

TAKE FIVE DEEP BREATHS HOLDING EACH ONE TO A COUNT OF FIVE BEFORE RELEASING IT. (INHALE - ONE, TWO, THREE, FOUR, FIVE - EXHALE). CLEAR YOUR THOUGHTS COMPLETELY AND REPEAT TO YOURSELF, "I AM RELAXED," WHENEVER A THOUGHT ATTEMPTS TO INTRUDE.

Reducer #2 - BACKWARD COUNTING

Counting backward is a way of gaining time to think about how to respond more effectively.

SILENTLY AND SLOWLY COUNTING BACKWARD AT AN EVEN PACE, FROM 20 TO 1, WHEN FACED WITH A PRESSURE SITUATION.

Reducer #3 - TIME OUT

A physical time out is the act of leaving the environment that you are in. You actually go away in order to stop your increasingly angry thoughts and aggressive behavior <u>before</u> they happen. When you begin to recognize the physical signs of your anger and you start to feel frustrated or out of control, take a time-out.

If appropriate, state that you are feeling angry, need a time-out and make an agreement with the other person to come back within a designated amount of time. Leave the situation and give yourself enough time to deal with the problem and get into clear thinking before you return. In most cases, you will need 30-60 minutes to calm down. During the time-out try to sort out exactly what is was that caused you to feel angry. Think about what you want to happen. Try to think about what the other person may feel or want.

Plan a special place to go or special activities to do during the time-out. Go for a walk or jog. It helps to get rid of energy build-up. Take a shower or call a friend. Do not drink or use other drugs. Use of any mind-altering chemicals clouds your mind and makes matters worse. Do not drive. Driving safely is difficult when you are concentrating on other matters.

If appropriate, check back with the person you left during the time-out. In a calm and clear way, explain what happened to you. Tell how you were thinking and feeling. If you start to feel yourself becoming angry again, you may take another time-out or stop the discussion and resume it at another time when you can remain calm.

Reducer. #4 - PLEASANT IMAGERY

Imagining a pleasant or peaceful scene has a calming effect. (For example, you are on the beach, the sun is warm, there is a slight breeze or you are going to visit relatives or friends you have not seen for many years. They tell you they hear that you've been working a great job for three years and that you just bought a new car.

IMAGINE THAT YOU ARE AT A PARTICULAR PLACE OR ENGAGING IN AN ACTIVITY THAT MAKES YOU FEEL CALM AND CONTENTED.   SPEND TIME THINKING ABOUT THE DETAILS OF THIS PLACE OR ACTIVITY.

HOMEWORK ASSIGNMENT - Lesson 10

1. Continue to complete Hassle Logs for each time you become angry, upset or frustrated this week.

2. Try to use one or more anger reducers in the situations which anger, upset or frustrate you. Choose one of these situations and complete a Problem Log that provides more information about the situation and how you responded.

HASSLE LOG

Name: _____

DATE OF INCIDENT: _____ TIME: _____ LOCATION: _____

1. What Happened? (EXTERNAL TRIGGERS)

     ___ **Someone insulted me. What did they say?** _____
     ___ **Someone took something of mine.**
     ___ **Someone told me to do something.**
     ___ **I did something wrong/made a mistake.**
     ___ **Someone was doing something I didn't like.**
     ___ **Someone started fighting with me.**
     ___ **I wasn't being listened to.**
     ___ **Other. Explain:** _____

2. Who was that someone, and what is that person's relationship to you?

_____

3. What did you say to yourself? (INTERNAL TRIGGERS)

_____
_____
_____
_____
_____

4. What were your physical signs of anger? (CUES)

_____
_____

5. What did you do?

___ **Hit someone**	___ **Was restrained by another**
___ **Walked away upset**	___ **Ignored situation**
___ **Yelled**	___ **Talked it out**
___ **Argued**	___ **Walked away calmly**
___ **Cried**	___ **Isolated myself**
___ **Threatened**	___ **Told someone else about it**
___ **Planned revenge**	___ **Talked it out**
___ **Raised my voice**	___ **Used anger control**
___ **Hit/broke something**	**What method?** _____
___ **Isolated myself**	___ **Used social skill**
	What skill? _____

PROBLEM LOG

Name:_____

Date: _____   Time: _____

A. What is the problem? (Describe the situation including who is
    involved, where it happened and what happened):

_____

_____

_____

_____

_____

_____

_____

B. Report your thoughts as they occurred:

_____

_____

_____

_____

_____

_____

_____

_____

C. Describe your feelings before and during this event:

_____

_____

_____

D. What did you <u>want</u> to happen?

_____

_____

_____

_____

E. What did you do or say to solve the problem?

_____
_____
_____
_____
_____

F. What was the outcome? Did your choice solve the problem?

_____
_____
_____
_____
_____

G. How well did your choice work? (Circle One):

     Poorly   Not so well   'OK   Good   Great

H. What were your thoughts after the event?

_____
_____
_____
_____
_____

I. What were your feelings after the event?

_____
_____
_____

J. How would you handle this situation if it occurred again?

_____
_____
_____
_____
_____

Lesson 11 - Alternatives: Reducing Anger (Reminders)

Objectives:

1. Teach participants thoughts which will calm them in pressure situations.

2. Have participants learn to evaluation -how they handle conflicts and thoughts they can use to reward/coach themselves.

Group Activity:

Review Problem Solving Steps and concepts presented in Lesson 10.

Assure that participants have completed the homework assignment.

Discuss homework assignment emphasizing the identification of anger patterns use of anger reducers to maintain self-control in pressure situations.

Hand in homework assignment.

In this lesson, we are going to continue to learn ways to reduce anger in stressful situations.

Let's look at another tool that will increase our chances of success in a pressure situation. This tool is called "Reminders". Reminders are statements that can be used when we want to remain calm in pressure situations. Reminders can be, used to replace thoughts which increase our anger.
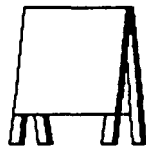
```
┌─────────────────────────────────────────┐
│              REMINDERS                   │
│                                          │
│  « Statements that can be used to        │
│    replace thoughts which increase       │
│    our anger in pressure situations.     │
│                                          │
│  « Calm thoughts that are more           │
│    convincing than our aggressive        │
│    thoughts.                             │
└─────────────────────────────────────────┘
```

Looking back through our problem and hassle logs, let's list the thoughts which most frequently result in angry feelings.

List on blackboard or flip chart.

If we are to calm down in pressure or conflict situations, our calm thoughts have to be more convincing that our aggressive thoughts. We will have to talk ourselves into being calm.

When we are in conflict, our trigger is tripped and we experience the same physical cues we have had in the past. We then "flash back" to a similar experience and react. Then the trouble begins. At this point, we generally think or do one of three things: 1) put others down; 2) read minds; 3) do shoulds.
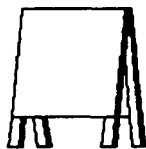
Display on flip chart:

```
┌─────────────────────────────────────────┐
│         AGGRESSIVE  THOUGHTS             │
│                                          │
│         « Put  downs                     │
│                                          │
│         « Read  minds                    │
│                                          │
│         « Shoulds                        │
└─────────────────────────────────────────┘
```

Put downs are when we curse someone, call them names or talk about family members. When doing this we basically challenge someone to argue or fight with us. What are some common put downs we hear?

We've discussed mind reading in our earlier lessons. Mind reading means that we guess what another person is thinking and presume that he or she is thinking negatively about us or intentionally trying to hurt us. "He's got it in for me" or "he wants to see me in jail". are examples of mind reading. What are some other examples?

Should statements occur most often when we think a situation is unfair or when we think we are owed something. "This shouldn't happen to me" or "he should show more respect" are examples of this type of aggressive thought. What are some others that we have thought, said or heard?

Put downs, mind reading, and shoulds make it easier for us to be out-of-control. We have to recognize this type of thinking in ourselves.

Once we recognize these thoughts, we have to control them and replace them with calm thoughts. This will help us delay our automatic response long enough to consider alternatives and to try something different than what we have usually done in the past.

Let's look at some of these reminders.

Pass out Lesson 11 - Handout #1 - REMINDERS

The first set of reminders prepare us for conflict.

Read aloud the first series of reminders, "Preparing for Conflict".

Which of these reminders do you think you could use to calm yourself if you were expecting trouble or a confrontation?

Discuss question with participants.

Now let's look at the reminders that might help to calm us in the middle of a confrontation.

Read aloud from list and discuss.

The next set of reminders help us calm down when we are already angry.

Read aloud from list and discuss.

Let's look through our logs and journals and try to find a situation where we felt out-of-control. Let's role play that situation. At certain points in the role play, we will stop the action and allow group members in the audience to read thoughts from the list which may help to calm the actors.

Choose role play. Encourage those persons in the audience to participate.   If necessary, model a sample role play and stop the role action to allow for suggestions from the audience before beginning the actual role play.

When role play has ended ask actors to tell the others which reminders were most helpful for them.

Now we will look at a set of reminders that we can use after a conflict situation to evaluate ourselves. These reminders will help us do three things:
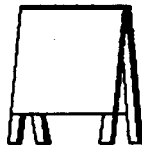
 Display on flip chart

SELF-EVALUATION

judge how well conflict has been handled.

REWARDS

Reward ourselves for handling a conflict situation successfully.

SELF-COACHING

Discover ways conflict could have been handled better.

There are two parts to self-evaluation:

1. REWARDS: Doing or saying something that will "reward" us for handling the conflict.

For example, saying to ourselves:

"I really kept cool."

"I was in control."

2. SELF-COACHING: Coaching ourselves when we have failed to remain in control of conflict situation. It's not getting down on ourselves; it's coaching ourselves to do better.

For example, saying to ourselves:

"I blew it' I need to pay more attention to my cues and triggers."

"I should have remembered what happened in the past and what worked before."

Let's do another role play of a situation from our Problem or Hassle Logs. Let's try to assist the actors by providing reminders that help them stay calm before' during and after the conflict.

Role play situation. Encourage participants to help actors with reminders. At the end of the role play, ask actors and other group participants to judge how well the conflict was handled and to reward or coach themselves.

As confrontations and conflicts arise during the week' we will try to replace the thoughts that increase our anger with reminders that will help us calm down and gain more control.

In Problem Logs, we will record whether or not we were able to use reminders and how successful these reminders were in keeping us calm in problem situations.

In our next session, we will review our Logs and begin to determine which reminders work for us and which don't. No two people are alike and what works for you may not work for the next person.

Remember, if we are going to remain calm in pressure or conflict situations, our calm thoughts will have to be more convincing than our aggressive thoughts.

Be sure to review the list of reminders several times during the week and try using those that you think will work for you. After each incident, try to evaluate how you handled the situation and reward or coach yourself as needed.

Pass out and review homework assignment.

ANGER REDUCER #5: REMINDERS

Reminders are self-statements that can be used when you want to remain calm in pressure situations.

1. <u>PREPARING FOR CONFLICT</u>

    -This is going to upset me, but I know how to deal with it.
    -What is it that I have to do?
    -1 can work out a plan to handle this.
    -Remember, stick to the issues and don't take it personally.
    -1 can manage the situation. I know how to regulate my anger.
    -If I find myself getting upset, I'll know what to do.
    -There won't be a need for an argument
    -Try not to take this too seriously.
    -This could be a tough situation, but I believe in myself.
    -Time for a few deep breaths of relaxation. Feel comfortable, relaxed and at-ease.
    -Easy does it Remember to keep my sense of humor.

2. <u>CONFRONTATION</u>

    -Stay calm. Just continue to relax.
    -As long as I keep my cool, I'm in control.
    -Just roll with the punches, don't get bent out of shape.
    -Think of what I want to get out of this.
    -1 don't need to prove myself.
    -There is no point in getting mad.
    -Don't make more out of this than I have to.
    -I'm not going to let him get to me.
    -Look for the positives. Don't assume the worst or jump to conclusions.
    -It's really a shame that she has to act like this.
    -For someone to be that irritable, he must be awfully unhappy.
    -If I start to get mad, I'll just be banging my head against the wall.
    -1 might as well just relax, because there is no need to doubt myself.

3. <u>COPING WITH ANGRY FEELINGS</u>

-My muscles are starting to feel tight. Time to relax.
-Getting upset won't help.
-It's just not worth it to get so angry.
-I'll let him make a fool of himself.
-1 have the right to be annoyed, but let's keep the lid on.
-Time to take a deep breath.
-Let's take the issue point-by-point.
-My anger is a signal of what I need to do. Time to instruct myself.
-I'm not going to get pushed around, but I'm not going haywire
 either.
-Try to reason it out. Treat each other with respect.
-Let's try a cooperative approach: maybe we are both right.
-Negatives lead to more negatives. Work constructively.
-He'd probably like me to get really angry. Well, I'm going to
 disappoint him.
-1 can't expect people to act the way I want them to.
-Take it easy, don't get pushy.

4. <u>REFLECTING ON THE CONFLICT WHEN IT IS UNRESOLVED</u>

-Forget about the aggravation. Thinking about it only makes me
 upset.
-These are difficult situations and they take time to straighten out.
-Try to shake it off. I won't let it interfere with my job.
-I'll get better at this as I get more practice.
-Remember relaxation. It's a lot better than anger.
-Can I laugh about it? It's probably not so serious.

5. <u>REFLECTING ON THE CONFLICT - WHEN IT IS RESOLVED</u>

-1 handled that one pretty well. It worked!
-That wasn't as hard as I thought.
-1 could have gotten more upset than it was worth.
-1 actually got through that without getting angry.
-My pride can sure get me into trouble; but when I don't take things
 too seriously, I'm better off.
-1 guess I've been getting upset for too long when it wasn't necessary.
-I'm doing better at this all the time.

HOMEWORK ASSIGNMENT - Lesson 11

Name _____

1. Review the list of Reminders. Check those that you feel may be more convincing than the thoughts that increase your anger.

2. Complete at least one Problem Log describing a situation that upset you- during the-week. If you were able to use reminders to calm yourself, note those on the Log.

PROBLEM LOG

Name:_____

_____ _____ ‑‑‑‑‑‑ ‑‑‑‑‑‑‑‑

Date: _____   Time: _____

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):

_____
_____
_____
_____
_____
_____
_____

B. Report your thoughts as they occurred:

_____
_____
_____
_____
_____
_____
_____
_____

C. Describe your feelings before and during this event:

_____
_____
_____

D. What did you <u>want</u> to happen?

_____
_____
_____
_____

E. What did you do or say to solve the problem?

_____

_____

_____

_____

_____

F. What was the outcome? Did your choice solve the problem?

_____

_____

_____

_____

_____

G. How well did your choice work? (Circle One):.

     Poorly   Not so well   OK   Good   Great

H. What were your thoughts after the event?

_____

_____

_____

_____

_____

I. What were your feelings after the event?

_____

_____

_____

J. How would you handle this situation if it occurred again?

_____

_____

_____

_____

_____

Lesson 12 - Anger Reducers: Think Ahead

Objectives:

> 1. Teach participants to judge the likely future consequences of their behaviors.
>
> 2. Have participants distinguish between short and long term consequences of what they say and do.
>
> 3. Have participants list the internal, external and social consequences of what they say and do.

Group Activity:

Review Problem Solving Steps and concepts presented in Lesson 11.

*Assure that participants have completed homework assignment.*

Discuss homework assignment emphasizing the importance of replacing the thoughts that produce anger in us with reminders that calm us.

Hand in homework assignment.

Now let's look at the last anger reducer. This technique is called "Thinking Ahead."

Thinking Ahead is a way of figuring out what will probably happen as a result of our behaviors.

To solve problems we need to learn to distinguish between short and long-term consequences and to consider the long-term results as well as short-term ones.
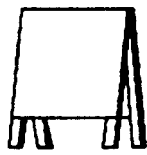

SHORT TERM CONSEQUENCES

The immediate result of what we say or do.

LONG TERM CONSEQUENCES

The effects of what we say or do over a longer period of time.

Short-term consequences are immediate results of what we say or do. They occur while or just after we engage in a particular behavior. Long-term consequences are the effects of what we say or do over a longer period of time.

Before we can do this, we must look at how we and others reacted in the past during problem situations. Our past experiences can teach us about what will probably happen in the future. When confronted with a problem situation, we need to: 1) think fast, and 2) ask ourselves, "what happened in the past? What worked before? What didn't work?"
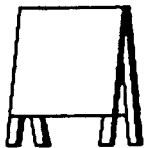
Display on flip chart

THINKING AHEAD

Judging the likely future consequences of our behaviors.

<u>Say to yourself</u>:

◄ "Think fast."

◄ "If I do this now, then this will probably happen later."

◄ "What worked before?"

There are often times when we say or do things that upset other people and the result is a conflict. Often name calling, making fun of someone or criticizing begins a conflict. If we recognize what it is that we do or say that upsets others, we can exercise self-control and thereby prevent conflicts and gain more control over our lives.

Can someone provide examples of things we typically <u>say</u> that get others upset?

List comments on blackboard under heading, "What We Say." Do not erase.

What is the usual response we receive when you say the things we listed? Include the things people may do or say to us.

List usual responses next to comments under heading "Response". Do not erase.

Now let's list some of the things we <u>do</u> that get others upset.

List behaviors under heading "What We Do" on blackboard. Do not erase.

Now let's list the typical responses we get from others when we do the things listed above. Be sure to list both the things people say and do.

List on blackboard under heading "Response."

Many of the responses we listed were the short-term consequences or the immediate result of what we said or did. Now let's go back and look at the long-term consequences or the effects of what we say or do over a longer period of time.

Review previous responses and decide with the participants which of the consequences were short-term and which were long-term.

Were there any long-term consequences that we forgot to note? What are some long-term consequences of our behaviors?

Provide examples if needed.

We have learned that failing to maintain self-control results in both long-term and short-term consequences. Like our anger triggers, these consequences may also be internal or external.

Internal consequences are the thoughts and feelings we have about ourselves as a result of what we say or do. If we are satisfied in our performance or actions, we may think we are winners and that we can accomplish what we set out to do. We may feel proud. If we are disappointed in our performance or actions, we may think that we- are losers and that we are unable to accomplish what we set out to do. In this situation, we may feel disappointed.
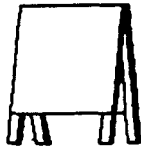
 Display on flip chart:

INTERNAL CONSEQUENCES

The thoughts and feelings we have about ourselves as a result of what we say or do.

EXTERNAL CONSEQUENCES

The things that happen to us or that people say and do to us as a result of what we say or do.

Internal consequences may be positive or negative. In the example we just discussed, thinking we are winners and feeling proud are positive consequences. Thinking that we are losers and feeling disappointed are negative consequences.

External consequences may also be positive or negative. For example, we can make money or lose money. We can gain privileges or have them taken away. We can gain a friend or lose a friend. We can have rules and restrictions placed on us or have the freedom to make our own decisions.

Going back to our list of examples of behaviors that upset others, let's list some of the internal consequences we experienced. How did what we say or do affect how we thought or felt about ourselves?

List the internal consequences offered by participants.

Were there other external consequences that we forgot to list?

Add additional external consequences to list.

Now let's look at our Problem and Hassle Logs. Can we find situations where our actions resulted in internal and external consequences that were positive? What did we do or say that helped? What was the response of the other persons involved? And what were the internal and external consequences? What were the short and long-term consequences?

Write the following headings on the blackboard and allow participants to provide the information under each category.

Do not impose your views about the responses or consequences that resulted from what the participant said or did. Allow participants to explain their perception of the situation, the responses of others and the consequences.

What we said/did	Response of other person(s)	Consequences

Now let's try to describe conflicts where our actions resulted in internal and external consequences that were negative. What did we say to do? What was the response of the other person. What were the consequences? Spend some time looking through your Logs.

Give participants time to look at their logs.

Let's write down some examples.

Discuss examples, listing on the blackboard what was done or said, the responses and various consequences.

During the next week, let's try to use "Thinking Ahead" when problems arise. Let's practice saying to ourselves, "Think fast. What happened in the past? What worked before? What didn't work?"

In our homework assignment, we will continue to look at what we say or do and the responses and consequences. We will try to discover patterns and determine what will likely happen in the future based upon what occurred in. the past. Hopefully, we will begin to develop a better idea of what works for us and what doesn't and be able to use this information to make decisions when we are confronted with problems.

Pass out, read aloud and explain homework assignment.

ANGER REDUCER #6: THINK AHEAD

Thinking Ahead means to judge the likely future consequences of our behaviors.

SAY TO YOURSELF:

◄ **"Think fast."**

« What happened in the past?"

« "What worked before?"

« "What didn't work?"

HOMEWORK ASSIGNMENT - Lesson 12

Name _____

1. Review your Problem and Hassle Logs. Choose two situations that resulted in **positive** consequences. Describe the situation and explain what you said or did., the response of others and the specific internal and external consequences.

SITUATION #1

Description of Problem:

What You Said/Did   Response of the Others   Consequences

SITUATION #2

Description of Problem:

What You Said/Did   Response of the Others   Consequences

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2. Choose two situations that resulted in <u>negative</u> consequences. Describe these situations and explain what you said or did, the response of the other person(s) and the specific internal and external consequences.

SITUATION #1

<u>Description of Problem:</u>

<u>What You Said/Did</u>   <u>Response of the Others</u>   <u>Consequences</u>

SITUATION #2

<u>Description of Problem</u>

<u>What You Said/Did</u>   <u>Response of the Others</u>   <u>Consequences</u>

Lesson 13 - Alternatives: Convincing, Negotiating, Making a Complaint and Asking for Help

Objectives:

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1. Teach participants the steps involved in learning the social skills of convincing, negotiating, making a complaint and asking for help.

2. Have participants practice the use of these skills.

Group Activity:

Review concepts presented in Lesson 12.

Assure that participants have completed homework assignment.

Discuss homework assignment emphasizing the importance of I) judging the likely future consequences of our behaviors and 2) choosing alternatives that have worked for us in the past.

Hand in homework

We have already learned that to make a good choice in any situation, we have to think of more than one way to act. We also learned that maintaining self-control increases the number of choices available to us. We do not have to respond automatically to any situation. We can calm ourselves and think about the best way to handle the problem.

In this lesson, we are going to discuss some of the alternatives we have for solving problems. These choices include: convincing, negotiating, making a complaint or asking for help. Having these additional choices for solving problems gives us a better chance of getting what we want and getting around things that. are in our way.

Let's look at what is involved in the process of convincing another person to do something our way.

Pass out Handout #1- Lesson 13 - CONVINCING OTHERS. Read and discuss. Stress the importance of not stopping at Step 2 but also including Steps 3, 4 and 5.

Review the Problem Solving Steps. Refer to flip chart. Model the use of the skill in the context of considering alternatives.

Can you provide an example -of a problem situation where you wanted to convince someone to do something? Let's role play that situation using the problem solving steps and the skills on the handout. Let's try to resolve the situation by convincing the other person to do something our way.

Role play situation. Give feedback on problem solving steps and convincing skills. Ask for other situations and repeat process.

Another way of handling problems is to negotiate. Let's take a look at how that is done.

Pass out Handout #2 - Lesson 13. Read and discuss NEGOTIATING STEPS. Explain the meaning of compromise and that most often people who choose to negotiate expect compromise. Compromise may be a necessary step in negotiating process.

Can anyone give me an example of a problem situation where you and another person had a difference of opinion?

Model, role play using problem solving steps and negotiating skill. Give feedback on skill steps.

Have other participants give examples of situations in which there was a difference of opinion. Role play and give feedback on steps.

Negotiating is not the same skill as Convincing. Negotiating is a skill that requires an ability to understand the feelings of others. As we already learned, negotiating also presumes we are willing to compromise - that there will be some give and take, that we will meet the other person half way or part way to find a solution.

There are times when problems cannot be resolved by either convincing or negotiating. We may decide that we want to make a complaint.

Making a complaint may sound like an easy thing to do, but if we want to get our way there are steps we should follow in making a complaint. These steps might increase our chances for success. Following these steps will also help- us maintain self-control so that we do not make our complaint when we are angry and not thinking straight.

Pass out Lesson 13 - Handout #3 - Making a Complaint.   Read aloud. Review each step and discuss the importance of spending time thinking about your complaint and what you want done about it, deciding the appropriate person to complain to, expressing the exact nature of the complaint and what you want done and asking the person to tell you how he or she feels about the complaint.

Review problem solving steps and model this skill.   Role play a problem situation that is resolved by making a complaint.

At times, we will encounter a problem that we are not sure how to handle. In these situations, our best choice may be to ask for help. If we are used to solving problems on our own, asking someone for advice or help may be difficult for us. We may have thoughts or beliefs that influence us to go it on our own or tough it out by ourselves, but doing this may not get us what we want.

Let's look at the steps involved in asking for help.

Review each step.   Emphasize the importance of identifying your problem, what is contributing to the problem and its effect on you.

Let's try to think of some problems we have that we cannot solve by ourselves.

Elicit examples from participants.   Discuss the need to seek out persons who are good problem solvers (i.e., those who get "good" results) and to explain your problem clearly and emphasize your need for their help.

Model the skill.

Role play a problem situation that participants did not know how to solve on their own.

Pass out, read aloud and discuss homework assignment.

LESSON 13 - HANDOUT #1

SOCIAL SKILLS: CONVINCING OTHERS

<u>**STEPS**</u>

1. **Decide if you want to convince someone about something.**

    It might be doing something your way, going someplace, interpreting events, or evaluating ideas.

2. **Tell the other person your ideas.**

    Focus on both content of ideas and **feelings about point** of view.

3. **Ask the other person what he/she thinks about it.**

    This requires use of listening skill.

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.**

    Check on the other person's decision at a later point in time.

LESSON 13 - HANDOUT #2

SOCIAL SKILLS: NEGOTIATING

<u>STEPS</u>

1. **Decide if you and the other person are having a difference of opinion.**   Arc you getting tense or arguing?

2. **Tell the other person what you think about the problem.**   State your own position and your perception of the other's position.

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 wry.**

6. **Suggest a compromise.**   Be sure the proposed compromise takes into account the opinions and feelings of both persons.

LESSON 13 - HANDOUT #3

SOCIAL SKILLS: MAKING A COMPLAINT

STEPS

1. **Decide what your complaint is.**   What is the problem?

2. **Decide whom to complain to.**   Who can resolve it?

3. **Choose the right time and place making a complaint**   It may be a private place, or a time when the other person is unoccupied.

4. **Tell that person what you would like done about the problem.**   Consider alternative ways to complain (e.g., politely, assertively, privately).

5. **Ask how he/she feels about what you've said**   Offer a helpful suggestion about resolving the problem

LESSON 13 - HANDOUT #4

SOCIAL SKILLS: ASKING FOR HELP

<u>STEPS</u>

1. **Decide what the problem is.**

   Be specific; who and what are contributing to the problem; what is its effect on you.

2. **Decide if you want help for the problem.**

   Figure out if you can solve the problem alone.

3. **Think about different people who might help you and pick one.**

   Consider all possible helpers and choose the best one.

4. **Tell the person about the problem and ask that person to help you.**

HOMEWORK ASSIGNMENT - Lesson 13

Name _____

1. Think about the problems you have that remain unsolved. Review the Social Skills you learned in this lesson. Decide whether or not the skills will help you solve these problems. Select a problem that may be solved by using these skills. Describe your problem and the Social Skill(s) you will chose to solve the problem   Write down your plan for solving the problem using the Social Skill steps as a guide.

   a. Describe your problem.

   b. What Social Skill(s) could you use to help you solve the problem?
      (Circle one or more.)

   CONVINCING NEGOTIATING MAKING A COMPLAINT ASKING FOR HELP

   c. What steps will you take to solve the problem?

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Lesson 14 - Handling Criticism and Provocation

Objectives:

> 1. Teach participants to receive, evaluate and respond to criticism and provocation.

Group Activity:

Review concepts presented in Lesson 13.

Assure that participants have completed homework

Discuss homework assignment emphasizing that as we acquire more social skills, we increase the number of choices have in problem situations.

Hand in homework

Criticism is finding fault in someone or something. Many times criticism involves judging another person in a harsh, unfair or an unfavorable way.

Criticism at times is good for us. It can help us understand some things about ourselves that we were not aware of., We may even learn to appreciate some forms of criticism. Let's try to think of some examples of criticism we might appreciate.

Elicit responses from participants.

At other times, we may feel that we are being criticized unfairly or disagree with what is being said to or about us.

Whether we believe the criticism is fair or not, most of us tend to respond to all criticism with anger. But if we become upset, it is unlikely that we will be able to handle the situation in a way that is helpful to us. If we remain calm when we are criticized, we will have many more choices in how we respond to the criticism.

Handling criticism is a skill that will help us cope with stressful situations and be more successful in solving our problems.

Let's look at the steps involved in handling criticism.

Pass out LESSON 14 - HANDOUT #1 - HOW TO RECEIVE CRITICISM.

Read aloud and explain the skill steps   Model the skill:

Now let's role play this skill. Can you think of a recent situation where you were criticized?

Have a volunteer describe a situation in which he or she was criticized.
Role play the situation using the skill steps outlined in the handout.

Criticism is not the same thing as provocation. However, many people use criticism to provoke another person. To provoke means to intentionally try to anger another person. Maintaining self-control in a situation where someone is trying to provoke you can be very difficult but it can be done.

Let's look at the steps involved in Handling Provocation.

Pass out LESSON 14 - HANDOUT #2 - HANDLING PROVOCATION.

Read aloud and explain the skill steps.   Model the skill.

Role play this skill using a situation from a participant problem log.

Pass out, read aloud and explain homework assignment.

LESSON 14- HANDOUT #1

SOCIAL SKILL: BOW TO RECEIVE CRITICISM

STEPS

1. Listen carefully

Face the 'person, establish eye contact, do not interrupt or discourage the person, listen to what is being said, try not to think about how you will defend yourself or respond.

2. Think about what is being said.

Ask yourself, "why do the persons feel the way they do?"

3. Ask for specific information if the statements being made are too general

Ask the person, "Can you tell me what I do or say that makes you feel that way?"

4. Let the other person know that you've heard and understand what was said

Repeat the criticism in your own words. "What I hear you saying is _____'

5. Think about what was said.

Ask yourself:
- Am I being asked to change something I am capable of changing?
- Am I willing to work at changing it?
- What is true in what the person is saying? What is not true?
- What are the consequences of changing and not changing?

**6. Decide how you will respond.**

Acknowledge the truth in the statement

"Certain things you say might be true."
"I can see how you might think that."

- If you disagree with the criticism, say so and explain the situation as you see it "I don't see things the same way as you do."

If you agree with the criticism:
- Apologize if appropriate.
- If you are willing to make changes, say so.
- Try to find a solution that meets both your needs.
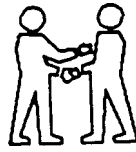
LESSON 14 - HANDOUT #2

SOCIAL SKILLS: HOW TO HANDLE PROVOCATION

STEPS

1: Listen to what the other person is saying.

What is being said? Is it accurate or inaccurate? What is the other person's tone of voice and body language?

2. Determine whether you are being provoked or criticized.

Was it said in a mean way or a constructive way.

Is the other person calling you names, teasing you or making threats to harm you?

3. Decide if you want to ignore/get out of the situation or respond.

Consider the risks versus the gains (short and long term consequences.

Think about what the other person might say to you.

Think about things that might happen during the conversation.

Determine whether or not you will be able to remain calm.

4. If you decide to respond, think about different ways you could say what you have to say.

5. Choose to respond in the way that worked best for you in the past.

HOMEWORK ASSIGNMENT - Lesson 14

Name _____

1. Try to remember a situation in which you were criticized or provoke by another person. Complete a Problem Log about the incident.

2. Using the Social Skill Handouts from this lesson as a guide, describe the specific steps you would take if this problem occurred again.

   a. What Social Skill would you use to help solve the problem?

   HOW TO RECEIVE CRITICISM   HOW TO HANDLE PROVOCATION

   b. What steps would you take to solve the problem?

PROBLEM LOG

Name:_____

- -

Date: _____   **Time:** _____

A. What is the problem? (Describe the situation including who is involved, where it happened and what happened):

_____

_____

_____

_____

_____

_____

_____

B. Report your thoughts as they occurred:

_____

_____

_____

_____

_____

_____

_____

_____

C. Describe your feelings before and during this event:

_____

_____

_____

D. What did you <u>want</u> to happen?

_____

_____

_____

_____

_____

E. What did you do or say to solve the problem?

_____

_____

_____

_____

_____

F. What was the outcome? Did your choice solve the problem?

_____

_____

_____

_____

_____

G. How well did your choice work? (Circle One):

      Poorly   Not so well   O K   Good   Great

H. What were your thoughts after the event?

_____

_____

_____

_____

_____

I. What were your feelings after the event?

_____

_____

_____

J. How would you handle this situation if it occurred again?

_____

_____

_____

_____

_____

Lesson 15 - Making Choices and Evaluating Consequences

Objectives:

> 1. Have participants make choices and learn to look at what happens.

Group Activity:

Review concepts presented in Lesson 14.

Assure that participants have completed homework assignment.

Discuss homework assignment emphasizing the steps involved in handling criticism and provocation.

In our last lesson, we continued to learn about the choices we have for solving problems. Now we will to learn to look at what happens when we choose one alternative over another. In this session, we will make a choice and observe what happens.

Choosing an alternative and evaluating the outcome of that choice is the final step in the problem solving process. Evaluating what happens after we make a particular decision and looking at the effects of our choice helps us make better decisions in the future.

When we do not evaluate consequences adequately, we often make decisions we later regret. We also may get into the habit of choosing the same alternative over and over again even though this alternative does not solve our problems. That is why it is important to consider other alternatives and evaluate whether they are more helpful in getting us what we want.

In one of our earlier lessons, we talked about the different types of consequences which are associated with our behaviors. We learned that there are short and long term consequences. Can someone explain the difference between short and long term consequences?

Encourage discussion of these terms.

Let's talk about some examples of the short and long term consequences of our choices.

Continue discussion and cite examples.

We also learned about internal and external consequences associated with our behaviors. Can you think of examples. of these also?

Now let's review the entire decision-making sequence on the flip chart/ poster.

Discuss problem solving steps.

Let's also take a look at the choices we have for solving problems. What type of distortions have we identified in our thinking? Have we replaced untrue thoughts with other thoughts? What social skills have we learned? What anger control techniques are available to us?

Encourage discussion of the alternatives participants have found to be most helpful thus far.

Let's brainstorm alternatives for one of the problem situations in our Problem Logs. Can someone describe a problem? What are some of the alternatives we may choose for solving the problem?

List alternatives offered by participants on blackboard leaving room for possible consequences to be listed next to each alternative.

Now let's evaluate the consequences of each alternative. What are the best and worst consequences or pros and cons of each alternative? Let's think to ourselves, "If I do this, what is the worst that can happen? What is likely to happen?" Let's also ask ourselves, "What will be the short term and long term consequences? Based on what has happened in the past, what will be the internal, external and social consequences of this choice?"

Now let's role play the situation using the entire problem solving process. The main actor should stop and think, identify the problem, get information from himself/herself and others, think of the alternatives, think of what will happen if he or she chooses a particular alternative, make a decision and evaluate the decision.

Ask the group for feedback on the role play. Emphasize the importance of looking at the consequences of their choices.

In order to apply this problem solving process to our lives, we must closely examine our own cycle of thinking and behaving. If we can understand this cycle, we will be able to prevent future problems and be in control of our lives. Unless we pinpoint the problem areas which lead us to reoffending and begin to choose alternatives that help us solve our problems, we will remain stuck in the same cycle of thinking and behaving and never reach the goals we have set for ourselves.

In the remainder of this lesson, we will prepare a plan for-change. In this plan, we will identify the cycle of thinking and behaving which causes us trouble. We will also identify the techniques and interventions we can use to interrupt or change this cycle.

Developing a plan for change is not an easy process. It involves answering many questions about ourselves. Let's look at these questions.

Pass out Lesson 15 - Handout #1 - PLAN FOR CHANGE.

Explain and discuss each question in detail.

In order to answer these questions, we need to review all of our previous thinking reports, journal entries, problem and hassle logs and other homework assignments or other projects we have worked on in Phase I and Phase II of this program. We will use the rest of this session to begin completing our plans for change.

During the next week, you will be responsible for completing these plans and meeting with your instructor(s) to review and discuss the plan. Once your plan is approved and signed, you will receive your certificate of completion for Phase II and be eligible to participate in Phase III Modules or the Phase IV Support Group.

Have participants begin to complete Plan For Change. Be available to answer questions.

Instructors may opt to schedule an additional group session to formally conclude this phase of the program. This time may be used to discuss what each participant learned in Phase II and to identify the lessons or activities were most helpful to them.

PLAN FOR CHANGE

TARGET BEHAVIORS

1. What are the behaviors that have gotten you in trouble with the law? Describe at least three
behaviors you have targeted for change.

    a.

    c .

HIGH RISK SITUATIONS

2. In **which situations do these behaviors** occur? Describe the places where these behaviors occur and
the people you are with when they occur.

"RED FLAG" THOUGHTS AND FEELINGS

3. What thoughts and feelings trigger these! behaviors? List **these** <u>automatic</u> **thoughts and the** feelings that accompany them.

THINKING PATTERNS THAT SUPPORT THE TARGET BEHAVIORS

4. What recurring thoughts support your target behaviors?

ATTITUDES AND BELIEFS THAT SUPPORT THESE PATTERNS OF THINKING

5. What attitudes and beliefs do you have that support these patterns of thinking and influence you not to change?

DEVELOPMENT OF INTERVENTION STRATEGIES

6a. What interventions are you currently using to decrease or eliminate your high risk behaviors
   and thinking?

6b. What are the problem areas (thoughts or behaviors) for which you need further treatment,
   counseling or intervention?

- Victim Empathy
- Assertiveness Training
- Sexual Issues
- Alcohol/Drug Abuse
- Employability Skills
- School/Vocational Training
- Domestic Relationships
- Parenting
- Health Issues
- Anger Control
- Other (Specify problem areas)

        _____

        _____

        _____

6c. In which programs are you willing to participate to address these problem areas?
   Specify the name(s) and address of program(s) below.

Signature: _____   Approved By: _____

Date: _____   Date: _____

GLOSSARY

COGNITIVE - Refers to thoughts or the process of thinking.

COGNITIVE CHANGE - Changing thoughts or patterns of thinking.

COGNITIVE RESTRUCTURING - Changing attitudes, beliefs and thinking patterns that are elements of an individual's cognitive structure.

COGNITIVE SKILLS - Ability to reason and problem solve; determine cause and effect relations; demonstrate objectivity; comprehend social interactions; interpret social environment, rules and regulations and take the perspective of others.

COGNITIVE STRUCTURE - Enduring and habitual cognitive patterns, including attitudes, beliefs and thinking patterns, which regulate the way an individual experiences events, other people and himself.

CRIMINOGENIC - A circumstance that produces crime or criminal behavior.

HASSLE LOG - A tool for identifying and reading internal and external anger triggers and anger cues.

INTERVENTION - A conscious and deliberate action designed to interrupt or redirect a behavior or thinking pattern that has been targeted for change.

JOURNAL - A daily record of experiences focused on a specific target in the process of cognitive change.

PROBLEM LOG - A tool for observing and reporting one's thinking about problem situations and evaluating one's choices and related outcomes.

RELAPSE - Returning to an old habit of behavior after having stopped or interrupted that behavior.

RELAPSE PREVENTION - A systematic strategy for anticipating risks of relapse, minimizing those risks, and practicing alternative coping behaviors.

RELAPSE PREVENTION CONTRACT - A contract composed by an offender in collaboration with his treatment team which outlines his risks and plans for controlling those risks.

RISK FACTOR - A circumstance (including ways of thinking) that increases the probability of an undesirable outcome or behavior.

RISK MANAGEMENT - A systematic strategy of reducing occurrence of relapse by controlling risk factors.

SELF RISK MANAGEMENT - Management of criminal relapse by the offender himself, as opposed to management of risk by external supervision.

THINKING DISTORTION - A way of thinking seeing a situation that is not supported by the facts.

THINKING REPORT - A tool for observing and reporting the content of one's thinking.

TREATMENT TEAM - A group of staff involved in the treatment of an offender, who meet to plan and review that treatment.   In this program, the treatment team includes the offender.

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OTHER COGNITIVE APPROACHES

Marlott and Gordon, <u>Relapse Prevention</u>, NY, Guilford Press, 1985.

COGNITIVE INTERVENTIONS PROGRAM
Program Implementation Documentation

TO BE COMPLETED BY FACILITATOR(S) UPON PROGRAM IMPLEMENTATION/DISCONTINUATION

Facility / Agency:
Address (Street and City):
Telephone: (   )
Facilitator Name(s):
Program Phase / Module (Check One): ☐ Phase I   ☐ Phase II   ☐ Phase III (Specify Module) _____   ☐ Phase IV
Target Population:
Intake Criteria:
Start Date:
Projected Number of Cycles:
Termination Date:

cc: DOC Office of Education, 149 E. Wilson Street, Madison, WI 53707
DAI only - Walt Thieszcn, Chief of Program Services
DPP only - Regional Chief
DIS only - Sector Chief

COGNITIVE INTERVENTIONS PROGRAM
Client Performance Evaluation

Client Name (Last, First, MI)	**Client Number**
Date of Birth (Month/Day/Year)	**Sex** ☐ (1) Male ☐ (2) Female

Marital Status ☐ (1) Single, never married ☐ (2) Married ☐ (3) Separated

☐ (4) Widow/Widower ☐ (5) Divorced

Race ☐ (1) White ☐ 2) Black ☐ (3) American Indian ☐ (4) Asian or Pacific Islander

☐ (5) Other   Is the client Hispanic ☐ (1) Yes ☐ (2) No

Client Status
☐ (1) Probation   ☐ (4) MR Reconsideration   ☐ (7) DIS Confinement
☐ (2) Parole   ☐ (5) Mandatory Release   ☐ (8) NGI Field Supervision
☐ (3) Special Parole   ☐ (6) DIS Community Supervision   ☐ (9) NGI Institution
     ☐ (10) DAI Institution

Agent Name	**Area Number**

PROGRAM PARTICIPATION INFORMATION

Institution / Agency	**Address** (Street and City)
Facilitator Name(s)	**Date of Report** (Month/Day/Year)

Program Phase/Module
☐ (1) Phase I   ☐ (2) Phase II   ☐ (3) Phase III (Specify Module) _____   ☐ (4) Phase IV

Entry Date (Month/Day/Year)   **Termination Date** (Month/Day/Year)   **Discharge Status/Code**

Number of Groups Attended _____   **Lessons Completed** (Specify Lesson Numbers) _____

Institution Only: A&E/PRC Recommendation   **Program Requirements Met**
☐ (1) Yes ☐ (2) No   ☐ (1) Yes ☐ (2) No

Overall Participation in Groups (Check One)

☐ Very Poor - Closed channel of communication, anti-social influence on group
☐ Poor
☐ Average
☐ Good
☐ Excellent - Contributes openly about own issues, helps others in group, active and productive input, participates in role plays

COMMMENTS:

Homework Assignment Completion (Check One)

☐ Very Poor - Does poor reports and journaling that reflect little effort, very limited disclosure, limited motivation, gives very little information about thinking patterns
☐ Poor
☐ Average
☐ Good
☐ Excellent - Thinking reports and problem / hassle logs reflect effort, willingness to disclose and provide extensive information about thinking patterns. Actively maintains journal.

COMMENTS:

Awareness of the Cycle of Thinking and Feeling That Support Criminal Behaviors (Check One)

☐ Very Poor - Fails to specify target behaviors for change and/or thinking that lies behind these criminal behaviors. Continues to be in denial about present offenses and past criminal behaviors.
☐ Poor
☐ Average
☐ Good
☐ Excellent- Demonstrates willingness to disclose and provide information about criminal behaviors and to examine attitudes, beliefs and thought patterns which support these behaviors. Uncovers similar, non-criminal behaviors which are supported by the same cycle of thinking and feeling.

COMMENTS:

Implementation of Intervention Strategies PHASES II, III and IV only (Check One)

☐ Very Poor-   Continues to fail to uncover thinking patterns which support criminal behavior. Unmotivated identify or replace distorted thoughts or to learn and practice problem solving steps and soci. skills. Information in relapse plan is limited or vague.

☐ Poor

☐ Average

☐ Good

☐ Excellent-   Continues to uncover new cyles of thinking, feeling and behaving. Replaces thinking which support criminal behavior with thinking that encourages law abiding behavior. Has learned and practices problem solving steps / new social skills in day-to-day situations. Relapse plan is specific and complete.

COMMENTS:

Conduct/Violation Reports Received During Period of Program Participation

DATE   DESCRIPTION OF INCIDENT   DISPOSITION

Discharge Information/Recommendations

cc: Social Service File
     Agent
     DOC Office of Education

EVALUATION

TRAINING TOPIC	LOCATION	DATE OF TRAINING
Cognitive Interventions Program - 2-DAY FACILITATORS TRNG.		

NAME OF TRAINER	NAME OF COORDINATOR

An Important part of any training activity is the participant's evaluation of the program.
Staff considers your input critical to the effort to improve the program.

CIRCLE THE NUMBER THAT BEST REPRESENTS YOUR RESPONSE TO EACH OF THE FOLLOWING:

KEY: 4 - Excellent   3 - Good   2 - Adequate   1 - Unsatisfactory

			E	G	A	U
I.	1.	The instructor was knowledgeable about the subject matter.	4	3	2	1
	2.	The instructor was responsive to questions and encouraged participation.	4	3	2	1
	3.	The instructor related the handout material to the presentation.	4	3	2	1
	4.	The instructor's presentation style was interesting and held my attention.	4	3	2	1
	5.	The presentation was well-paced and the material was adequately covered in the allotted time.	4	3	2	1
	6.	Group discussion, role playing or written exercise was useful and enhanced the learning process.	4	3	2	1
	7.	Instructions for exercises were easily understood.	4	3	2	1
II.	1.	The overall program was clearly addressed as outlined in the training objective.	4	3	2	1
	2.	The format and agenda were organized and easy to follow.	4	3	2	1
	3.	I learned to apply principles to work-related activities.	4	3	2	1

4. What parts of the program were most helpful? Be specific.

5. What was missing that you would have liked presented?

III.   What suggestions do you have for future training?