

MRT Version 2.0 Curriculum Updates for MRTs

This document lists all of the changes made to the MRT materials between MRT Version 1.0 and MRT Version 2.0. Please use this list to locate the changes in the materials before training MRT Version 2.0.

General Notes

1. Changed language to "Character Strengths" instead of "strengths."
2. Deleted False Messages section from the trainer notes of all Key Principles slides.
3. Standardized names of Character Strengths to match VIA printouts by changing "Curiosity/Interest" to "Curiosity and interest in the world," etc.
4. Removed "Q&A" from closing slides at the end of each Module.
5. Removed all mentions of Energy Management as a specific skill. The former Energy Management slides on Mental Games were made into a separate skill, and slide on Rejuvenation have been moved to Detect Icebergs. All other slides were removed.
6. Added Mental Games as a skill to all places where MRT skills are listed (e.g., MRT Competency charts).
7. Added a trainer instruction to the skill debrief slides shown after activities telling participants to record important debrief points on the Applications worksheet, and added the Applications worksheet page number reference to the top of the slide. Changed the titles of the Applications worksheets to "[Skill name]: Debrief and Applications" to reflect the changes to the slides.
8. Added a page for Personal Stories and Examples to the end of each unit in the Trainer Manual. These pages were previously in the Closing Packet distributed during the MRT Level 1 Training.
9. Added a Practice Teaching page at the end of each skill in the Trainer Manual for MRTs to record questions they have about the material, to record important sustain/improve and debrief points, and to rate themselves on their understanding of the skill. These pages were previously in the MRT Trainer Practice packet distributed during the MRT Level 1 Training.
10. Added blank slides throughout the materials that correspond with the video slides shown during the MRT Training so that the MRTs know where the videos go if they decide to show them. These video slides either have the instructions specific to the video or are generic instructions that describe the type of video to show or the type of story to tell on that particular slide.
11. Changed photos on the unit intro slides to match the corresponding photos on the laminated guides.

Module One PowerPoint

- | | Trainer
Manual
Slide # |
|---|---------------------------------------|
| 12. Changed language of Key Points on Resilience and the MRT Competencies: B.L.U.F. slide to "professionally and personally" instead of "as a Soldier." | 18 |

	Trainer Manual Slide #
13. Added a photo to the Resilience from the Hudred Acre Wood slide of Pooh and Piglet that changes to a photo of Soldiers on click. Added a note about the picture change to the trainer instructions.	24
14. Changed language on Understanding Resilience slide Activity Instructions: "Participants share experiences in which they demonstrated resilience. Ask participants to discuss the specific strengths, skills, and abilities that they believe have contributed to their own resilience."	28
15. Added language to Resilience Overview Trainer Instructions: "sending the message that resilience is only for the lucky few."	33
16. Added "Only" to the "About the individual" myth on Resilience Myths and Facts slide.	34
17. Added language to Resilience Myths and Facts Trainer Instructions: "Ask participants to put a dot next to any myths they used to believe or still believe to some extent." "Resilience involves tolerating ambiguity and employing tactical patience." "Like a gas tank, you cannot fill up once and be done."	34
18. Added language to MRT Competencies (Optimism) trainer notes: "Point out that Soldiers need to hunt for what is good because the bad will find them. This is because of the Negativity Bias which causes us to spend more time processing negative information than we do positive information."	41
19. Added language to Optimism: Why It Matters trainer notes: "Point out that optimism is important for peak physical and mental strength. For example, it is hard to pass a PT test if you think you are going to fail from the start."	45
20. Changed language on Optimism Matters slide: "Optimistic Thinkers" and "Pessimistic Thinkers" instead of "Optimists" and "Pessimists."	46
21. Added language to Optimism Matters trainer notes: "Explain that optimism is not a personality trait, it is a thinking style that can be learned." "Review some of the research on the differences between optimistic thinkers and pessimistic thinkers below, as needed:" "Dr. Lyn Abramson and colleagues found that optimistic thinkers are significantly less likely to become depressed than pessimistic thinkers (Abramson et al., 2000)." "In a study on coronary heart disease, of the men who had suffered a first heart attack, optimistic thinkers were significantly less likely to die of a second heart attack than pessimistic thinkers (Buchanan, 1995)." "Optimistic thinkers live longer than pessimistic thinkers (Tindle et al., 2009)." "In a study involving the men's US Olympic swim team, swimmers were given false times and then asked to swim again. Optimistic thinkers did better than their original actual times, while pessimistic thinkers did worse (Seligman et al., 1990)." "In a study of college freshman, an optimistic thinking style predicted success better than an equation based on students' previous work (e.g., high school G.P.A., SAT scores, etc.) (Seligman et al., 1999)." "Emphasize how the thinking style of a coach influences the team to think in the same style (optimistic or pessimistic). This applies in all leadership settings and also in families."	46

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| 22. Changed language on How does Optimism do all that? slide: "Optimistic Thinkers" instead of "Optimists." | 47 |
| 23. Added language to How does Optimism do all that? trainer notes:
"Ask participants how an optimistic thinker versus a pessimistic thinker would respond to the news that he has heart disease."
"Describe how a pessimistic thinker is likely to think there is no hope, and will not take any action. Conversely, an optimistic thinker is likely to believe there is hope, look for where they have some control of the situation, and then take action. For example, the optimistic thinker is more likely to improve his diet and exercise regime."
"Explain how after experiencing failure, optimistic thinkers focus on what they can learn from the failure, while pessimistic thinkers are more likely to focus on the problem and fail to search for a solution."
"Thoughts drive behaviors."
"Optimistic thoughts drive behaviors that lead to more positive outcomes." | 47 |
| 24. Changed language on Hunt the Good Stuff: B.L.U.F. trainer notes to "...which have been shown to increase creative thinking, undo the physiological effects of negative emotion, and enhance resilience." | 63 |
| 25. Added language to Hunt the Good Stuff trainer notes: "The positive outcomes listed on slide result from Hunting the Good Stuff on a regular basis." | 64 |

Module Two PowerPoint

General Notes

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| 26. Changed tables on slides to be more consistent and to more closely match any corresponding handouts. | |
| 27. Removed language referring to thoughts as "negative" or "positive." | |
| 28. Changed language in Module Two so it says "emotions and reactions" everywhere instead of just one or the other. For example, the ATC Practice worksheets now say, "Are my emotions and reactions helping or harming?" instead of "Is my reaction helping or harming?" | |
| 29. Changed and added language to Our Model trainer notes:
"Explain that in MRT, the crawl phase means we will start out slowly, and learn a set of skills while we use case studies."
"During the walk phase, we will ask participants to use the skill on situations in their own lives."
"The run phase occurs after the training ends. Participants will use the skills in the heat of the moment, both professionally and personally."
"Each of these skills require practice to gain greater proficiency." | 81 |
| 30. Added language to Skill mastery requires that you know... trainer notes:
"Not every MRT skill is appropriate for every situation."
"Knowing when to use each skill will maximize the effectiveness of MRT skills." | 82 |

ATC

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| 31. Added language to ATC: B.L.U.F. trainer notes: "Our Thoughts are the area over which we have the most control." | 85 |
| 32. Animated ATC Model slide. | 86 |

33. Added language to ATC Model trainer notes (most of the notes come from the now removed slides describing each part of the model): 86
 "Review the ATC model (note that the slide builds). After reviewing each part, ask for examples to check that participants understand the concept."
 "Describe how an Activating Event is the who, what, when, and where."
 "...ourselves immediately following an Activating Event. Emphasize that Thoughts drive immediate Reactions and can be productive or counterproductive. "
 "Cs are Emotions and Reactions, what we **feel** and **do** in reaction to our Thoughts about an Activating Event."
34. Deleted three individual ATC slides explaining Actions, Thoughts, and Consequences (content now on ATC Model slide).
35. Moved Thoughts drive Consequences slide to immediately after ATC Model slide. 87
36. Added language to Thoughts drive Consequences... trainer notes: 87
 "Underscore that the Cs are driven by what he said to himself in the heat of the moment (Thoughts)."
37. Added language to Activating Events slide referencing the new second part of the Activating Events worksheet: "Generate recent, meaningful, and specific examples of situations you did not handle as effectively as you needed to." 88
38. Added language to Activating Events trainer notes: "Participants then go through the types of situations they rated themselves low on, and write down a few recent, vivid, and meaningful Activating Event examples of the situations they rated themselves low on in the top section of the following page." 88
39. Added language to Activating Events: Debrief trainer notes: "Ask participants to share the Activating Event examples they came up with." 90
40. Added language to Identifying Emotions trainer notes: "Remind participants that different intensities of the same emotion is okay (e.g., rage, anger, annoyance)." 92
41. Deleted Emotional Effectiveness and Emotional Effectiveness: Debrief slides.
42. Created new Benefits of Positive Emotions (Based on the work of Barb Fredrickson) slide to emphasize the importance of positive emotions in building resilience. 94
43. Changed language on Thought-Consequence Connections slide to say "Thought Themes" instead of "Thoughts." Removed the parentheses around the descriptions under each Thought Theme and animated them so they build when the slide is advanced. Added a worksheet number to the title of the slide so that attendees can write in the meanings of the Thought Themes on the worksheet in their participant guides as the MRT reviews each one on the slide. 95
44. Added language to Thought-Consequences Connections trainer notes: 95
 "Describe the distinction between a Thought and a Thought Theme. Thoughts are what you say to yourself in the heat of the moment. Thought Themes are more general categories that summarize the meaning or category of the specific Thought."

"Tell participants to write in the meaning or definition of each Thought Theme in their participant guides (note that the slide builds). As you go through each Thought Theme, tell participants the other ways to describe each one:

Loss: Something that I value is gone.

Danger: There is something unknown or unclear.

Trespass: I have been slighted, or someone has violated my rights.

Inflicting Harm: I have hurt someone, I am at fault, or I have let someone down.

Negative Comparison: I'm not good enough or I'm unworthy.

Positive Contribution: I have added value.

Appreciating what you have received: I have been given something important.

Positive future: Things will improve or there is a light at the end of the tunnel."

"Highlight the uses of the chart as an empathy tool and for understanding one's own patterns."

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| 45. Added new Thought-Consequence Connections Example slide with an example of how one AE can lead to a variety of thoughts and corresponding Emotions and Reactions. | 96 |
| 46. Changed wording on second bullet of Thought-Consequence Connections to "...you react in a set way across a range of events." | 97 |
| 47. Moved a trainer note from another slide to Thought-Consequence Connections trainer notes: "Ask participants to think about whether they over-experience a certain Emotion or Reaction and to reflect on whether there is a pattern in their Thoughts that is driving that Emotion or Reaction." | 97 |
| 48. Changed title of Self-fulfilling Prophecy slide to ATC is Complex. Removed all language referring to the Self-fulfilling Prophecy. | 98 |
| 49. Changed language in ATC is Complex trainer notes to "...example to show how each part of the model influences all of the other parts of the model" instead of "...and identifying the Self-fulfilling Prophecy (SFP)." | 98 |
| 50. Added language to ATC is Complex trainer notes: "Underscore that Thoughts drive Consequences (ER), which can affect future Thoughts and create new Activating Events." | 98 |
| 51. Deleted second Self-fulfilling Prophecy Example slide. | |
| 52. Added revised version of the ATC Father/Son Practice activity. This activity was previously only used during the MRT Level 1 Training. | 100-101 |
| 53. Added ATC chart to ATC Practice Slide to describe the practice activity. | 103 |
| 54. Added Demo Instructions to ATC Practice trainer notes describing how to demonstrate the ATC Practice activity for participants. | 103 |
| 55. Created new ATC: Partner Check slide that goes between the two ATC Practice activities to ensure that participants know how to properly complete the ATC practice worksheets. | 106 |
| 56. Added language to ATC Practice 1 and 2 trainer notes:
"If appropriate, share some recent Activating Events from your life to help participants generate their own." | 105, 107 |

"Participants fill out their own worksheet and then complete a partner check to ensure that each step is correct."

57. Added language to ATC Debrief trainer notes: 108
- "Make sure that the AE is identified in a sentence or two that includes relevant details about the who, what, when and where."
 "Point out that ATC is a foundational skill and that there is more to come."
 "ATC is harder than it looks."
 "Self-Awareness about patterns in our thinking is foundational to resilience."
 "Capturing uncensored Thoughts is important when practicing the ATC model. This allows us to better understand our Emotions and Reactions."
 "Thoughts occur quickly and there is usually more than one Thought about an Activating Event."
 "We can experience more than one emotion for the same Activating Event (e.g. sadness and guilt)."
 "Sometimes our Thoughts include words related to feeling, for example, "I felt disrespected." Although the phrase "I felt" is used, it is a Thought and not a Feeling."
 "People react to the same AE very differently. The different reactions can be explained by the variety of different Thoughts people have."
 "People do not have to ATC every event. It is only used if a person is curious about or confused by his or her reaction."
58. Added language to ATC Applications trainer notes: 109
- "Some examples of applications are:
 - ATC helps people to slow down when their Thoughts generate counterproductive emotions or reactions.
 - ATC can be used when counseling a Soldier with the aim of helping the Soldier understand why he or she is feeling/reacting in a particular way."
 "Self-Awareness about patterns in thinking is important to your effectiveness as a Soldier and leader."
59. Added language to ATC: Check on Learning: "You don't want to be 'tuned in' to your internal radio station all the time. ATC can be useful when your reactions are counterproductive or you find yourself wearing one set of glasses." 111

Avoid Thinking Traps

60. New graphic for Avoid Thinking Traps slide. 116
61. Changed language on Avoid Thinking Traps: B.L.U.F. trainer notes: "Avoid Thinking Traps helps to build the MRT competency of Mental Agility and can enable optimal performance." 118
62. Added language to Thinking Traps trainer instructions: 119
- "Thinking Traps are common."
 "Thinking Traps are rigid patterns in our thinking."
 "Thinking Traps interfere with our ability to be accurate in assessing situations or individuals."
63. Changed language on ATC Model and Thinking Traps trainer notes to read: 120
- "Explain that Thinking Traps occur in the heat of the moment and are a part of our Thoughts in the ATC model."
64. Changed language on Common Thinking Traps (Jumping to Conclusions) trainer notes to read: 122

"Review the Thinking Trap and read the definition. Emphasize that Jumping to Conclusions is when you are CERTAIN about a situation despite having LITTLE OR NO EVIDENCE to support it."

"Jumping to Conclusions can lead to a variety of Consequences, including Emotions of sadness, anger, or guilt. The Soldier in this example may have an Emotion of anger and might have a Reaction of leaving a heated phone message for his wife."

"Point out that people who jump to conclusions are often impulsive in their emotions and reactions."

"Jumping to Conclusions is when you are certain about a situation despite having little or no evidence to support it. Point out that when you're certain of something, you stop fact finding and gathering data. Jumping to Conclusions is not a hunch, it's being certain."

"Jumping to Conclusions is the mother of all thinking traps. All thinking traps are some form of Jumping to Conclusions."

"Jumping to Conclusions undermines resilience."

65. Changed language on Common Thinking Traps (Mind Reading) trainer notes to read: 123

"Mind-reading can lead to Emotions of sadness, anger, or guilt. The individual in this example may be experiencing the Emotion of Sadness and the Reaction of withdrawing, as he or she may spend less time on the phone with his or her son during this call or future phone calls. Mind Reading can prevent effective communication."

"Emphasize that this Thinking Trap has two components: assuming you know what someone is thinking as well as expecting another person to know what you're thinking."

"The Thinking Trap of Mind Reading is common in close relationships."

66. Changed language on Common Thinking Traps (Me, Me, Me) trainer notes to read: 124

"Emphasize that Me, Me, Me is when you believe you are the SOLE CAUSE of EVERY problem you encounter."

"Me, Me, Me can lead to Emotions of guilt, sadness and embarrassment. The individual in this example may have the Emotion of guilt for his or her role in the loss and may have a Reaction of apologizing to his or her teammates."

"There are times when it's important to take full responsibility for a situation if warranted. However, it is also critical to look at all of the possible contributing factors to a problem. This allows an accurate root cause analysis and also allows the people around you to develop their own skills."

67. Changed language on Common Thinking Traps (Them, Them, Them) trainer notes to read: 125

"Emphasize that Them, Them, Them is when you believe that other people or circumstances are the SOLE CAUSE of EVERY problem you encounter."

"Them, Them, Them can lead to the Emotion of anger and the Reaction of Aggression. The leader in this example might have the Emotion of anger toward his or her Soldiers and neglect to do corrective training."

"It's critical to look at all of the possible contributing factors to a problem. This allows an accurate root cause analysis and also allows for the individual to take responsibility for his/her actions and identify areas that need growth and development."

68. Changed language on Common Thinking Traps (Always, Always, Always) trainer notes to read: 126

- "Emphasize that Always, Always, Always is when you believe negative events are UNCHANGEABLE and you have LITTLE or NO CONTROL over them."
 "Always, Always, Always can lead to the Emotion of sadness and the Reaction of withdrawing. This Thinking Trap can also lead to hopelessness, helplessness, and giving up. The person in this example may withdraw and avoid opportunities to build his or her career."
 "Point out that this Thinking Trap refers to time."
 "Identifying where you have control is critical to resilience."
69. Added language to Common Thinking Traps (Everything, Everything, Everything) slide: 127
 "You are a newly promoted SGT who is about to deploy. Your wife calls you at work to remind you that it was your day to pick up your 3 year old son at daycare and you are 15 minutes late. You think, 'I'm a terrible husband and father. I can't even pick up my child on time!' You also think, 'If I can't even do that, how can I be accountable for Soldiers downrange? There's no way I'll make it as an NCO!'"
 "Believing that you can judge one's worth/character based on a single event or believing that what caused the problem is going to negatively affect many areas of one's life"
70. Added language to Common Thinking Traps (Everything, Everything, Everything) trainer notes: 127
 "Everything, Everything, Everything can lead to hopelessness, helplessness, and giving up. The person in this example might feel depressed and avoid speaking with his wife and sons."
 "Everything, Everything, Everything is when you believe that you can judge one's worth or character based on a single event, or when you believe that the cause of problems is going to negatively affect many areas of one's life."
 "There are two parts to the Everything, Everything, Everything Thinking Trap."
 "Judging a person's worth based on a single event, or character assassination, limits one's ability to target behavior to effect change. Believing that the cause of problems will negatively affect most areas of one's life is the inability to quarantine problems or compartmentalize into one area of life."
71. Animated Common Thinking Traps list slide so that Always, Always, Always and Everything, Everything, Everything turn red on click. 128
72. Added language to Common Thinking Traps list trainer notes: 128
 "Point out that Always, Always, Always and Everything, Everything, Everything are the most toxic thinking traps (note that they turn red on click)."
 "The combination of the Always, Always, Always and Everything, Everything, Everything Thinking Traps leads to helplessness and hopelessness."
73. Changed language on A day in the life of... trainer notes to read: "influence the way daily events are interpreted and can be reinforced." 129
74. Added language to A day in the life of... trainer notes: "See the MRT Activity Instructions on the following slide for further instructions." 129
75. Reformatted table and language on A day in the life of... trainer notes to be gender neutral. 129

	Trainer Manual Slide #
76. Created new A day in the life of... (continued) slide with demo instructions for Sticky-note Story. The slide is hidden and will not appear in the student slides.	130
77. Created new Them, Them, Them Debrief slide emphasizing long-term effects of thinking traps and self-reinforcing thought patterns.	131
78. Added language to Don't fall into the trap trainer notes: "Critical questions are the way out of a Thinking Trap." "Critical questions retrain your brain to notice important information you missed in the heat-of-the-moment."	132
79. Changed the title of the slides to Avoid Thinking Traps: Mental Cues and Critical Questions.	133-134
80. Changed the language in Avoid Thinking Traps: Mental Cues and Critical Questions to read: "Review each of the mental cues (e.g., slow down) and Critical Questions for each thinking trap."	133-134
81. Changed language on Avoid Thinking Traps: Mental Cues and Critical Questions slide to read: "Get specific: What is the specific behavior that explains the situation? What specific area of my life will be affected?"	134
82. Added language to Avoid Thinking Traps Practice trainer notes: "Demo the activity using the demo instructions in the trainer instructions for Avoid Thinking Traps Practice 1 slide."	136
83. Added language to Avoid Thinking Traps Practice 1 trainer notes: "Demo the activity for Avoid Thinking Traps with the example on the slide. Elicit a Thinking Trap for each of the 6 Traps from the group." "The Trainer reads participants the AE: "Yesterday my significant other and I had a fight about money." "Participants think of a thought that illustrates each of the 6 Thinking Traps. For example: Jumping to Conclusions: "She must have overspent on clothes." Mind-reading: "She should have known this month was especially tight because I had to renew the renter's insurance." Me/Me/Me: "I'm not a good provider." Them/Them/Them: "She spent too much on shoes." Always/Always/Always: "We'll never get out of debt." Everything/Everything/Everything: "I can't trust her for anything." "For each Trap, review what the mental cue and Critical Question would be. Do not answer the question because the situation is theoretical."	138
84. Added language to Avoid Thinking Traps Practice 2 and 3 trainer notes: "Emphasize that participants should choose an Activating Event that was an interpersonal situation, a time when they were stressed out, when something didn't add up, or they discovered something new after the fact." "Remind participants that a thought can have more than one Thinking Trap." "Remind participants that not every thought is a Thinking Trap." "Individually, participants fill in the worksheet by choosing an Activating Event from their professional lives in Practice 2/personal lives in Practice 3, and identifying the Thoughts and Consequences generated by that Activating Event." "Working with a partner, the participants code the Thoughts for Thinking Traps and then ask and answer the Critical Questions."	139, 140

85. Added language to Avoid Thinking Traps Debrief trainer notes: 141
 "The Thinking Traps overlap quite a bit. Knowing every Thinking Trap for each thought is less important than the realization that one has fallen into a Thinking Trap and missed critical information."
 "Most people have specific Thinking Traps that they tend to fall into. Patterns of these Thinking Traps can undercut resilience."
 "The Critical Questions can be reworded to suit the person and the situation."
 "Intuition should not necessarily be ignored. Sometimes acting quickly is important."
 "Thoughts do not always contain Thinking Traps; our thinking is often correct."

86. Added language to Avoid Thinking Traps Applications trainer notes: "One example of an application for Avoid Thinking Traps is that being a good leader requires awareness of your own Thinking Traps. By knowing your Traps, you can make sure not to miss critical information that might cause you to make a bad decision (for example, prematurely writing someone off, or expecting subordinates to mind-read and thus not giving them clear guidance)." 142

Detect Icebergs

87. Deleted all references to Detect Icebergs as an internal skill.
88. Changed language from "Surface Thoughts" to "Heat-of-the-Moment Thoughts" throughout.
89. Changed language from "Deeply held beliefs" to "Core beliefs" throughout.
90. Added language to Detect Icebergs unit intro slide trainer notes: "Describe the metaphor of the iceberg picture as it applies to the skill of Detect Icebergs. The metaphor represents awareness – Heat-of-the-Moment Thoughts are in our awareness whereas Iceberg Beliefs are often outside our awareness." 150
91. Changed language on Detect Icebergs: B.L.U.F. slide to read: 152
 "Knowing that an Iceberg has been..."
 "Leaders need to know what pushes their buttons so they can stay in control."
92. Changed language on Detect Icebergs: B.L.U.F. trainer notes to read: "...if they are causing counterproductive emotions or reactions and to reinforce them if they are generating productive emotions and reactions." 152
93. Renamed Surface Thoughts vs. Iceberg Beliefs slide to Heat-of-the-Moment Thoughts vs. Iceberg Beliefs and moved to immediately after Detect Icebergs: B.L.U.F. slide. 153
94. Added language to Examples of Iceberg Beliefs slide: "Family comes first." 154
95. Added language to Examples of Iceberg Beliefs trainer notes: 154
 "Icebergs are often broad rules for how the world SHOULD operate."
 "People have many different Iceberg Beliefs, and in your role as an MRT it is important not to judge someone else's Icebergs."
96. Added language to What are your Iceberg Beliefs? trainer notes: 155

- "Encourage participants to think about their culture, the family in which they grew up, movies or books they enjoy, and the values they teach their children to help them come up with Iceberg Beliefs."
"Participants put a star next to any Icebergs that facilitate resilience and a check next to any that might undercut resilience."
97. Renamed Indicators that Detect Icebergs Would Be Helpful slide to When do you need to detect your Icebergs? and moved it to after What are your Iceberg Beliefs? slide. 157
98. Added language to When do you need to detect your Icebergs? trainer notes: "There are common indicators that suggest it would be helpful to detect an iceberg." 157
99. Added language to Sunday is football day trainer notes: 158
"Emphasize why the skill of Detecting Icebergs is needed. Indicate which of the criteria apply:
Your emotions or reactions are out of proportion to what you're thinking in the heat-of-the-moment.
Your reaction surprises or confuses you (there is a T-C disconnect).
You notice strong Thinking Trap patterns."
100. Added language to Private Smith calls his "bad friend." trainer notes: 160
""Why" questions tend to make the conversation "go lateral" versus going deeper. You might get more examples that are similar to the original AE."
""Why" questions will likely cause the person to get more emotional."
""Why" questions can cause the person to become defensive."
"We are often our own "bad" friend."
101. Added language to Private Smith calls his "good friend." (continued) trainer notes: 162
"With interpersonal situations, getting to the Iceberg can help you move from the wrong fight to the right conversation."
102. Reformatted To Detect Icebergs slide. 163
103. Added language to To Detect Icebergs trainer notes: 163
"Highlight that the "What" questions on the slide are only sample questions. Any "What" questions are fine if they help guide the person deeper toward his or her Iceberg and do not keep the person focused on Heat-of-the-Moment Thoughts."
"Repeat back exactly what the person said. Do not paraphrase."
"To determine when to stop asking the "What" questions, remind participants to ask themselves if the Iceberg explains the intense reaction."
"Remind participants that the person whose situation it is decides when to stop asking the "What" questions."
104. Added language to Once you've identified your Iceberg, ask yourself: trainer notes: 164
"Note that the accuracy question only applies to core beliefs like, "I'm stupid," or "People can't be trusted," and NOT to core values like "You SHOULD respect your elders," or "People SHOULD finish what they start." Core Beliefs can often be tested with evidence. Core Values can't be tested in the same way."
"Participants may find that an Iceberg is not serving them well in a particular situation, and is undercutting their resilience."

- "Participants may find that something they used to believe strongly has changed over time."
 "Participants may find that they still believe their Iceberg, but they could be less rigid about it."
 "Participants might find that their Iceberg is helping them to stay resilient or that they want to reinforce this Iceberg."
105. Changed language on Detect Icebergs Key Principles slide to read: 165
 "Choose the depth: Stop when your beliefs help to explain your Consequences (Emotions and Reactions)."
 "Icebergs can create Thinking Traps: Sometimes Iceberg Beliefs push us into one or more TTs."
106. Changed language on Detect Icebergs Key Principles trainer notes to read: 165
 "right conversation."
107. Added language to Detect Icebergs Key Principles trainer notes: 165
 "Identifying Icebergs helps us to have greater control."
 "Identifying Icebergs helps us move from the wrong fight to the right conversation."
108. Added language to When is Detect Icebergs needed? Bob example in trainer notes: "The skill of Detect Icebergs may be helpful here so that Bob can understand his intense reaction better, and evaluate the Iceberg." 166
109. Deleted When is Detect Icebergs needed? Slide about Marc's workout session.
110. Added language to When is Detect Icebergs needed? highway example trainer notes: "Not all strong emotions and reactions are driven by Icebergs. Sometimes our Heat-of-the-Moment Thoughts explain our strong emotions and reactions." 167
111. Added/changed language to Detect Icebergs Practice trainer notes: 168
 "If participants have trouble coming up with a good learning example, encourage participants to think about situations when..."
 "Individually, participants fill in the worksheet by selecting an Activating Event where Detect Icebergs would be useful."
 "Then, participants identify the Thoughts and Consequences."
 "When participants discover that they need to Detect Icebergs, they begin working with a partner. Partners ask "What" questions until they have identified the Iceberg and then reflect on the usefulness and/or accuracy of the Iceberg in the situation at hand."
112. Added language to Detect Icebergs Debrief trainer notes: 170
 "Remind participants that they are learning a new skill, and it may seem unnatural at first. Encourage them to practice during their daily lives when the situation calls for this skill."
 "Sometimes a person already has a feeling of what his/her Iceberg will be before he /she does the exercise. That is okay because the goal is to help him/her to learn the skill."
 "The goal of the skill is to bring the Iceberg into awareness so it can then be evaluated: Do I still believe it? Is it overly rigid? Is it useful? Is it accurate in this situation?"
 "Most Icebergs are useful. In certain situations, even useful Icebergs can cause people to react in ways that are out of proportion, or unhelpful in a given situation."
 "Icebergs can, at times, be overly rigid."

"Difficult interpersonal experiences are often times when two Icebergs clash."
"Sometimes when a person has difficulty making a decision, it is because two valued Icebergs are clashing within them."

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| 113. Added language to Detect Icebergs Applications trainer notes: | 171 |
| <p>"Some examples of applications are:</p> <ul style="list-style-type: none"> •Although this is meant as an internal skill, it can be helpful to use some of the "what" questions in a conversation, with the right person at the right time. •Often when parents disagree about how to handle a situation with their children, it is because their Icebergs are colliding. Knowing what the Icebergs are can lead to more productive discussions. •When leaders know the Icebergs of the people they lead, they can decide if and how to tailor their statements, guidance, and behavior in order to most effectively motivate and lead each individual. •Leaders need to know what pushes their own buttons. This helps leaders stay in control. •Leaders can let their subordinates know their Icebergs/values up front so that the subordinates know what values the leader is striving for." <p>"Detect Icebergs has many applications both at home and in the Army."</p> | |
| 114. Added language to Icebergs and Rejuvenation trainer notes: "Remind participants of the myth they learned about resilience, "Resilience is a destination." Emphasize that resilience is a process, not a destination, and rejuvenation helps to keep your tank full so you can continue to build resilience." | 173 |
| 115. Combined How do you manage your energy and rejuvenate? Slide with Iceberg Beliefs and Rejuvenation (worksheet) slide. Reformatted bullets so they match worksheet. Combined trainer notes from both slides. | 174 |

Problem Solving

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| 116. Added language to Problem Solving: B.L.U.F. trainer notes: "Problem Solving allows you to engage in root-cause analysis of the problem." | 184 |
| 117. Created new Confirmation Bias slide introducing the idea. | 187 |
| 118. Deleted Gathering Evidence: Not as Easy as it Sounds slide. | |
| 119. Created new What is Confirmation Bias? slide explaining Velcro/Teflon effects. Added trainer notes from now the removed slide, Gathering Evidence: Not as Easy as it Sounds. | 188 |
| 120. Added language to What is Confirmation Bias? trainer notes: "Explain the metaphor. Emphasize that evidence that fits our beliefs is like Velcro: it sticks to us. Evidence that goes against our beliefs is like Teflon: it slides right off." | 188 |
| 121. Renamed Confirmation Bias slide to How the Confirmation Bias works. | 189 |
| 122. Added language to How the Confirmation Bias works trainer notes: | 189 |
| <p>"Review each of the ways the Confirmation Bias works and give an example of each. Use the situation below or one of your own."</p> <p>"Example: Student who doesn't think he is smart.</p> <ul style="list-style-type: none"> • Ambiguous information: When the teacher says the student's answer is partially correct, the student only hears "I'm wrong." | |

- Don't actively seek evidence: The student doesn't take the challenging class, and when he gets one answer wrong, he doesn't raise his hand again.
- Weight evidence differently: The student's Social Studies teacher praises him on his most recent assignment, but his English teacher tells him he needs to re-write his paper. He weights the English teacher's comments more heavily, telling himself, "that teacher knows me better and my Social Studies teacher says nice things to everyone."
- Stop gathering evidence: When the student is reviewing his day, he stops when he gets to second period where he didn't do well in class, and doesn't think about the good work he may have done later in the day."

"There are a variety of different ways that the Confirmation Bias works."

"All of these processes lead us to miss critical information and make it hard to see situations accurately."

"Give participants more information about what the Confirmation Bias leads us to do. The Confirmation Bias gets in the way of processing information accurately. It makes it hard to see situations from perspectives other than our own."

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| 123. | Created new It is important to remember slide emphasizing that the Confirmation Bias is unintentional, that it works for positive and negative thoughts, and that there is more Confirmation Bias for strongly held beliefs. | 190 |
| 124. | Changed language on Fight the Confirmation Bias or Velcro/Teflon Effect slide to read: "Ask fair questions to gather the evidence for and against your thought." | 193 |
| 125. | Changed language on Fight the Confirmation Bias or Velcro/Teflon Effect trainer notes:
"These strategies help you to see the situation accurately." | 193 |
| 126. | Reformatted Problem Solving Steps slide to include Key Words and animated steps. | 194 |
| 127. | Added language to Problem Solving Steps trainer notes:
"Ask participants to open their participant guides to the pages listed on the slide."
"Ask participants to write down the key word for each step in their participant guide:"
"Emphasize that the goal in Step 3 is to identify additional causes to the problem– factors that you did not see initially– through use of the Critical Questions."
"Review that the goal in Step 4 is to gather and weigh evidence for each, or most of the, possible causes from Step 2 and Step 3. Emphasize that the Confirmation Bias for our beliefs makes accuracy difficult."
"Steps 3 and 4 will both be completed with a partner." | 194 |
| 128. | Added language to Step 1: What's the problem? trainer notes: "Emphasize that they already have practice describing problems objectively from the "A" of the ATC model." | 195 |
| 129. | Added language to Step 4: What's the evidence? trainer notes:
"Tell participants that they can take notes during the discussion, but that they should leave room so they can write in the chart after the discussion." | 198 |

"Working with a partner is helpful because your partner won't have a confirmation bias for **your** thought or belief (unless, of course, they share your thought or belief)."

"Your partner might see information that you have missed."

"Consult with others' is one of the tips to avoid the Confirmation Bias."

130. Changed language to Step 4: What's the evidence? slide: "Then, with your partner, you'll discuss and record the evidence for and/or against the factors you identified in Steps 2 and 3 in the chart. Once you have gathered the evidence, put a check next to each factor in Steps 2 and 3 that the evidence supports." 198
131. Added language to Step 6: What can you do about it? trainer notes: 200
"Focusing on factors they can control or influence will help participants to generate realistic solutions."
132. New Problem Solving case study reviewed on the Problem Solving Case Study slides. 201-208
133. Added language to Step 1: What's the problem? trainer notes: 202
"Remind participants that the key word for Step 1 is "OBJECTIVE."
"Point out that the problem is described objectively."
"An objective, accurate description of the problem is essential for problem-solving."
134. Added language to Step 2: What caused the problem? trainer notes: 203
"Remind participants that the key word for Step 2 is 'WHY.'"
"Emphasize that these are thoughts about WHY the problem is happening."
"Emphasize the difference between "why" thoughts about the problem and "what next" thoughts about the problem. Give participants a few sample thoughts for each and make sure they can identify the difference.
•"Why" thoughts (why did the problem happen?): "I don't have what it takes."
•"What next" thoughts (what do you think will happen next now that the problem happened?): "I'll never get promoted" and "This is never going to improve.""
"Point out that the slices on the pie chart represent how much this Soldier believes each factor contributed to the problem."
"In step 2, capture Heat-of-the-Moment thought(s) about WHY the problem happened – what caused the problem."
135. Added language to Step 3: What did you miss? trainer notes: 204
"Remind participants that the key word for Step 3 is 'FLEXIBILITY.'"
"Emphasize that in Step 3 we are using Critical Questions to generate more possible causes to the problem. These might be considered hypotheses."
"Point out that this is where participants will start working with their partners when they do the activity."
"Use Critical Questions to identify factors you might have missed about what caused the problem."
136. Changed wording on Step 4: What's the evidence? slide: "With your partner, you'll then discuss the evidence and record the evidence for and/or against the factors you identified in Steps 2 and 3 in the chart. Once you have gathered the evidence, put a check next to each factor in Steps 2 and 3 that the evidence supports." 205

137. Added language to Step 4: What's the evidence? trainer notes: 205
 "Remind participants that the key word for Step 4 is "ACCURACY.""
 "Emphasize that you are testing the thoughts from Step 2 and Step 3 for accuracy by collecting evidence for and against each thought."
 "Emphasize that in order to accurately evaluate the factors they identified in steps 2 and 3, they'll need to use the tips to avoid the Confirmation Bias."
 "Point out that participants will complete this section based on their discussions with their partners. Participants should take notes during the discussion and then fill in the chart."
 "Working with a partner, look for evidence for and against the factors you identified in Steps 2 and 3 to help you understand the problem accurately."
138. Added language to Step 5: What really caused the problem? trainer notes: 206
 "Remind participants that the key words for Step 5 are "CLARITY AND CONTROL.""
 "Emphasize that the only causes that make it to Step 5 are those you found evidence for in Step 4."
 "Make sure participants agree with the factors marked with an asterisk (*) are things the Soldier in the case study can control or influence."
 "Only factors that the evidence shows contributed to the problem should be included in the second pie chart."
 "Identify which factors you can control or influence so that you invest your problem-solving energy in the right places."
139. Added language to Heat-of-the-moment Chart and Accurate Chart trainer notes: 207
 "The second one identifies what you can control."
 "Comparing the two pie charts provides a good snapshot of how you understood what caused the problem initially versus how you understand what caused the problem after using the problem-solving skill."
140. Added language to Step 6: What can you do about it? trainer notes: 208
 "Remind participants that the key words for Step 6 are "POSITIVE CHANGE.""
 "Emphasize that with this new information in mind, you are able to come up with a wider range of solution strategies."
 "Taking the time to use this skill may yield solution strategies you didn't think of initially."
 "Identifying at least one possible solution can be the difference between hopelessness/helplessness and hope."
141. Reordered Key Principles on Problem Solving Key Principles slide. 209
142. Added language to Problem Solving Debrief trainer notes: 212
 "Emphasize that the Confirmation Bias is common in our day to day lives. Ask participants if any of them have a story of how Confirmation Bias caused them to miss crucial information."
 "The Problem Solving model is not incompatible with the Army problem solving model. It's a different emphasis with a different goal in mind. The Problem Solving model focuses more on recurrent, and often, interpersonal problems."
 "Solving problems effectively is best accomplished if the causes of the problem are known. This is root-cause analysis."

"It is tempting to go from Step 1 to Step 6. For many problems, it is worth taking the time to look for other possible causes by going through all of the steps because this will increase the likelihood that you will identify factors that you can control or influence."
"The Problem Solving Model does not replace SOP's. For problems that have a clear and prescribed solution, that is the way to go."

Put It In Perspective

143. Changed/standardized language for PIIP steps throughout: **Capture** Worst Case thoughts, **Generate** Best Case thoughts, **Identify** Most Likely outcomes, and **Develop** a plan. Removed all acronyms (e.g., WCST), and use of the word "scenario."
144. Removed language from What is catastrophizing? slide, changed images, and added language to slide: 224
 "Catastrophizing:
 - creates high levels of anxiety
 - decreases focus
 - increases helplessness"
 "It prevents you from taking purposeful action."
145. Added language to What is catastrophizing? trainer notes: 224
 "Describe the three styles of catastrophizing and how the images relate to each style.
 •Downward spiral: An Activating Event occurs and your brain starts to tell a story that gets increasingly negative and improbable, causing the person to get increasingly anxious as the story goes on. Your brain is like a "runaway train."
 •Scattershot: An Activating Event occurs and you start thinking about many disconnected, catastrophic events.
 •Circling: An Activating Event occurs and your thoughts about one bad outcome keep repeating. The thoughts do not necessarily get more negative, but they continue to occur repetitively."
 "Note that the skill of PIIP is especially helpful for the downward spiral and scattershot styles. Mental Games (which they will learn next) is particularly useful for circling."
 "Catastrophic thoughts cause anxiety and prevent purposeful action."
146. Created new Catastrophizing is not contingency planning slide using deleted language from What is catastrophizing? slide and trainer notes from the now removed slide, What does catastrophizing do? 225
147. Deleted What does catastrophizing do? slide and What are his catastrophic thoughts? video slide.
148. Created new Triggers of Catastrophic Thinking slide. 226
149. Changed the language order of steps on PIIP Steps slide: 228
 "Step 1: Describe the Activating Event"
 "Step 2: Capture Worst Case thoughts."
 "Step 3: Generate Best Case thoughts"
 "Step 4: Identify Most Likely outcomes."
 "Step 5: Develop a plan for dealing with most likely outcomes."
150. Changed language on PIIP Steps trainer notes to read: 228

"Refer participants to the participant guide so they can see how the steps are laid out on the worksheet."

"Then, you must capture the Worst Case, generate the Best Case, and identify the Most Likely outcomes. Capturing the Worst Case then generating the Best Case (in that order) "jolts" people out of their anxiety so they are better able to identify the accurate Most Likely outcomes of a situation."

"The final step is to develop a plan for dealing with the Most Likely outcomes."

"When using the skill of PIIP, always follow the order of the 5 steps: Describe the AE, Capture Worst Case, Generate Best Case, Identify Most Likely outcomes, and then Develop a Plan."

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| 151. Added language to PIIP Case Study slide: "Step 1: Describe the Activating Event." | 229 |
| 152. Renamed PIIP Step slides and changed language to match new PIIP Steps order. | 229-237 |
| 153. Added language to PIIP Step 2: Capture Worst Case Thoughts trainer notes: "Capture Worst Case thoughts as step 2 of PIIP." | 231 |
| 154. Added language to PIIP Step 3: Generate Best Case Thoughts trainer notes:
"...Best Case jolts them out of their catastrophic thoughts and helps the body to return to baseline faster..."
"Ask the participants to describe their mood, focus, and energy level when they are Generating Best Case Thoughts." | 233 |
| 155. Added language to Most Likely Outcomes trainer notes: "The Most Likely outcomes should be realistic and not necessarily all positive outcomes." | 234 |
| 156. Added language to PIIP Step 4: Identify Most Likely Outcomes trainer notes: "Ask the participants to describe their mood, focus, and energy level when they are Identifying Most Likely outcomes." | 235 |
| 157. Added language to Develop a Plan of Action trainer notes: "The last step in the process is to develop a preliminary plan of action." | 236 |
| 158. Added language to PIIP Step 5: Develop a Plan of Action trainer notes: "It makes most sense to focus your planning resources on Most Likely outcomes instead of irrational catastrophic thoughts." | 237 |
| 159. Added PIIP demo instructions to PIIP Group Demo trainer notes. | 240 |
| 160. Changed activity instructions on PIIP Practice so they just say "work with a partner," instead of "work alone or with a partner." | 251 |
| 161. Added language to PIIP Debrief trainer notes:
"Tell participants they will learn some strategies for stopping the "circling" form of Catastrophizing in the next skill, Mental Games."
"Catastrophizing blocks a person from contingency planning and decreases effectiveness."
"Catastrophizing prevents purposeful action."
"The order of the skill matters: Describe the AE, Capture the Worst Case, Generate the Best Case, Identify the Most Likely, and Develop a Plan."
"Generating the Best Case is necessary because it helps to "jolt" people out of catastrophic thinking." | 253 |

"If it was hard to come up with the Best Case scenario, this might reflect the negativity bias."

162. Added language to PIIP Applications trainer notes: 254
 "Some examples of applications are:
 •Even if a participant does not personally Catastrophize, he/she can teach this skill to his/her family members and Soldiers who do.
 •This skill is relatively easy to teach and can be implemented right away with family and Soldiers."
163. Added language to PIIP: Check on Learning slide: "Describe the Activating Event." 256

Mental Games

164. Changed definition of Mental Games to include compartmentalization language throughout (e.g., Mental Games allow you to compartmentalize or take your mind off of counterproductive thoughts...").
165. Added language to Mental Games slide: "Positive Imagery: Create a detailed positive image of a situation or memory that helps you to feel calm, positive, or confident. Include as many details in the image as possible so that the image is vivid." 267
166. Added language to Mental Games trainer notes: "It's important to choose a game or technique that's right for you. For example, if math games make you frustrated, they won't help you to change the channel away from counterproductive thinking and will likely further decrease your focus." 267

Real-time Resilience

167. Added language to Module Two Skills trainer notes: "Note that Real-time Resilience is at the top of the pyramid because it draws on the other skills that came before it." 277
168. Added language to Real-time Resilience trainer notes: "...and be on top of your game mentally." 279
169. Changed bullets in Real-time Advanced Level trainer notes to read: 280
 "Counterproductive Thought [#]." Also added language to trainer notes:
 "...the situation is that you're about to teach MRT for the first time. Some of your counterproductive thoughts are..."
 "Encourage participants to try all of the 3 strategies (Evidence, Optimism, Put It In Perspective) to see which works best for them, and to ensure that they have a variety of tools to use."
170. Added language to Real-time Advanced Level: Demonstration trainer notes: 281
 "Try to demonstrate all of the responses (Evidence, Optimism, PIIP), but it is okay if one is employed more often than another. Include this observation in the debrief."
171. Changed language on Real-time Pitfalls slide to read "Common mistakes made when responding to counterproductive thoughts." 284
172. Deleted pitfall statements (e.g., one time, one thing) from Real-time Pitfalls slide and trainer notes and reworded instructions to account for the change. 284

173. Changed language on Real-time Pitfalls trainer notes to read: 284
- "Teach the three pitfalls of RTR:
- Counterproductive Thought 1: I'm not prepared to teach today's MRT
 - Pitfall response (Dismissing the grain of truth): I am totally prepared!
 - Counterproductive Thought 2: The participants won't understand any of the material.
 - Pitfall response (Minimizing the situation): Who cares if they don't understand!
 - Counterproductive Thought 3: The participants will ask me questions I can't answer.
 - Pitfall response (Rationalizing or excusing one's contribution to the problem): That's because the materials I was given aren't very good."
174. Removed language from When would you use Real-time Resilience?: "You need to be calm" and "You're making the transition from work to home." 286
175. Added language to Real-time Resilience Key Principles slide: "RTR takes practice." 288
176. Added language to Real-time Resilience Key Principles trainer notes: 288
- "..and that when learning one should go "as fast as you can, as slow as you need to.""
- "Real-time Resilience is used to fight counterproductive thoughts and focus on the task at hand."
177. Added language to Real-time Resilience Group Practice slide: 290
- "I will describe my situation."
- "I will tell you the kind of counterproductive thoughts I have in that situation."
178. Added language to Real-time Resilience Group Practice trainer notes: 290
- "Turn back to the previous slide to reference the sentence starters and pitfalls."
- "Participants help the trainer craft a stronger response if they think the trainer's initial response is weak or includes a pitfall."
179. Changed language on Real-time Resilience Practice trainer notes to read: 291
- "Participants switch books with their partner. The first partner describes a situation where there is a task at hand and he or she has counterproductive thoughts, and the type of counterproductive thoughts he or she has in that situation."
- "The second partner lists five counterproductive thoughts he or she thinks might have come up in that situation but does not show the first partner."
- "The second partner acts as the counterproductive side of the first partner's brain, and reads the thoughts one at a time. Before moving on to the next thought the first partner fights back against the thought using one of the sentence starters."
- "Partners work together to code the responses as Evidence, Optimism, Put It In Perspective, or Pitfall. Then they move on to the next thought. When the first partner is finished, they change roles."
180. Changed language on Real-time Resilience Debrief trainer notes to read: 293
- "Remind the participants to avoid the pitfalls (dismissing, minimizing, rationalizing) and to come up with a stronger response if they fall into one of the pitfalls."
190. Added language to Real-time Resilience Debrief trainer notes: 293

"Reiterate that RTR becomes easier with practice and builds confidence. After practicing RTR over time, counterproductive thoughts will not come back as strong or as quickly."
 "Participants had an initial opportunity to practice RTR, but will need to practice in their daily lives to fully master the skill."
 "It is easy to fall into the pitfalls. It will take practice to come up with strong responses."
 "One vivid piece of evidence can make a response much stronger. If a person's response creates a picture in his/her mind, it is usually strong enough to shut down the thought."
 "There is a risk of over-relying on this skill. Some problems require a more thorough skill like Problem Solving or Put It In Perspective."

Module Three PowerPoint

191. Changed the format of Module Three and materials: skill overview and activities for two units (the second unit is new), and then debrief all of Module Three at the end of the Module. The unit formerly known as Use Character Strengths in Challenges has been changed to Character Strengths: Challenges and Leadership, and it now focuses both on using Character Strengths in challenges and as a leader. See below for more details.
192. Added language to Module Three intro slide trainer notes: "Explain that although there is research for the content in Module 3, many of the ideas discussed are based in theory. This module should be presented like a think tank. That is, be careful not to get ahead of the data, and do not overstate what is true in the research." 306

Identify Character Strengths in Self and Others

193. Changed language on Identify Character Strengths in Self and Others: B.L.U.F. slide to read: "...will increase energy, motivation, and success." 309
194. Added language to Signature Character Strengths: In Your Bloodstream trainer notes: "Tell participants to look over their VIA Character Strength surveys, and put a dot next to each of the top 5, 6, or 7 Character Strengths that they feel fulfill the qualifications listed on the slide." 312
195. Changed language in Signature Character Strengths: In Your Bloodstream trainer notes: removed "Can't help but use" as a bullet, and combined the content into the "Motivation to use" bullet. 312
196. Added language to Your Character Strengths trainer notes: "Distribute at least six Post-it notes to each participant. Participants will write their names on and post as many Post-it notes as they have top Character Strengths (e.g., however many fulfill the criteria for Signature Character Strengths)." 313
197. Added language to Let's look around the room trainer notes: 317
 "Remind participants that the tone of the conversation should be a "think tank" - that you will be sharing ideas and discussing different points of view."
 "Ask the group to point out which Character Strengths the group scored highest on and to share their thoughts about why these Character Strengths are so high in this group of participants."
 "Ask the group to point out which Character Strengths the group scored lowest on and to share their thoughts about why these Character Strengths are lower in this group of participants."

- "Ask the group to share their thoughts on how the top Character Strengths are cultivated in the Military."
198. Created new Shadow side of Character Strengths slide to define shadow sides. 319
199. Added language to Wile E. Coyote trainer notes: "Hope, optimism, and future mindedness." 323
200. Added language to Bart Simpson trainer notes: "Social intelligence." 329
201. Added language on Character Strengths in Action trainer notes: "Show the video and point out how this group of friends used their Character Strengths to make an already positive experience even more positive for them." 331
202. Renamed Identify Character Strengths in Self and Others Practice slide to Character Strengths Survey Discussion to match name of worksheet. 334
203. Deleted Check on Learning slide because only doing one Check on Learning at the end of the Module.
204. Added language to Identify Character Strengths Debrief trainer notes: 336
 "If there is not enough time or resources for MRTs to take the VIA online with their Soldiers, they can have the Soldiers take the brief VIA or use the cards and decide for themselves."
 "Many Character Strengths possess shadow sides. The shadow side of Honesty, authenticity and genuineness may be to speak your mind but in the wrong context."
 "One's Signature Character Strengths are often related to Icebergs. Someone with a Signature Character Strength of Humor and playfulness may also have the Iceberg that "people shouldn't take themselves too seriously.""

Character Strengths: Challenges and Leadership

205. Created new unit two entitled Character Strengths: Challenges and Leadership.
206. Added language to new Character Strengths: Challenges and Leadership: BLUF slide (some points remained from Use Character Strengths in Challenges BLUF slide): "Knowing and using your Character Strengths and the Character Strengths of others will strengthen your leadership." 341
207. Deleted Strengths in Challenges case study slides and activity.
208. Created new Video slide for new Character Strengths: Challenges and Leadership video or story with trainer instructions. 342
209. Moved Leadership and Character Strengths slide from Identify Character Strengths in Self and Others and added language to trainer notes: 343
 "Remind participants that understanding Character Strengths is the "Be" in the Army's "Be-Know-Do" model of leadership."
 "Understanding who we are as people is the first step in understanding how we will use our knowledge, experience, education, and skills and what we can—and will—do with our leadership."

	Trainer Manual Slide #
210. Created new slide for new A Great Leader activity. In the activity, participants think of a great leader and discuss the Character Strengths that the great leader displayed.	344
211. Added language to for Character Strengths: Challenges and Leadership Practice slide: "Character Strengths in Action: Discuss a time you used Character Strengths in a challenge in your life." "Character Strengths and Leadership: Discuss how you use Character Strengths in your style of leadership."	347
212. Changed language on Use Character Strengths in Challenges Key Principles slide: "Useful in challenges: Use your Character Strengths and the Character Strengths of others to successfully overcome challenges." "Useful as a leader: Using your Signature Character Strengths as part of your leadership style will make you a more effective leader." "Useful in teams: Leverage the Character Strengths of team members so that you increase the effectiveness and energy of the team."	346
213. Renamed Identifying Character Strengths in Each Other slide to Character Strengths in Action and moved it to be the first activity for Character Strengths: Challenge and Leadership. Added language to slide to match new format of worksheet: "Name the skills you used in your situation." "Discuss and name which Character Strengths you and your partner heard in your situation."	348
214. Added language to Character Strengths in Action trainer notes: "Emphasize that the challenge they write about can be either personal or professional." "With a partner, participants describe the situation and discuss the Character Strengths they identified in the situation, the specific actions they took and how those actions were linked to their Character Strengths." "Participants write down the Character Strengths and the specific actions used that they identified with their partner in the table under question 3."	348
215. Created new Character Strengths in Action Debrief slide to debrief the corresponding activity.	350
216. Removed Character Strengths in Challenges group activity and all associated slides.	
217. Moved Leadership and Character Strengths worksheet slide from Identify Character Strengths in Self and Others, changed language of questions to ask about some Character Strengths rather than just one Character Strength, and added language to slide: "How do these Character Strengths show up in what you do and say?" □ "How would these Character Strengths show up in what you do or say?" "How can you as a leader identify and cultivate the Character Strengths of those you lead?"	351
218. Added language to Leadership and Character Strengths trainer notes: "Point out that while you might use your Character Strengths in your leadership at work, you might not be using your Character Strengths at home. You are then leaving your best self at work and the people at home are not getting the best of you."	351

219. Created new Leadership and Character Strengths Debrief slide. 353
220. Added language to Character Strengths: Challenges and Leadership Applications slide (this slide was formerly the Character Strengths in Challenges Applications slide): 354
- "How can a focus on Character Strengths make your unit more effective?"
- "How can a focus on Character Strengths make your family life more positive?"
- "How can you ensure that you bring your Signature Character Strengths to your role as a leader when the situation calls for it?"
221. Added language to Character Strengths: Challenges and Leadership: Applications trainer notes: "One example application is that this skill can be incorporated into counseling statements. Discussing what your Troops did right and how their Character Strengths were used to contribute to a successful outcome will enhance the Soldiers' effectiveness." 354
222. Created new Character Strengths: Check on Learning slide to debrief the two units from Module Three all at once. 356
223. Created new Character Strengths Action Plan slide with instructions for completing a new corresponding worksheet that participants can do on their own time. 358

Module Four PowerPoint

224. Added language to Module Four intro slide trainer notes: 368
- "Ask participants to write down the name of a person with whom they want to improve their relationship on the back of their tent card or on a piece of paper that they keep in front of them throughout next block of instruction. Explain that they should think about their relationship with this person while they learn these skills because these skills can significantly enhance their relationship with the person they indicated."
- "Emphasize the importance of relationships in promoting resilience. Refer back to the discussion of Piglet and Pooh in Module 1—resilience requires being "sure of" of someone."
225. Added language to Mission Statement trainer notes: 369
- "Note that Assertive Communication is used when there is a problem that needs to be solved or an issue that needs to be addressed and you want to approach the person in a manner that will strengthen the relationship."
- "Also note that Active Constructive Responding is used when someone shares good news with you and you want to build trust, intimacy, and connection."
226. Deleted Communication Skill Set slide because the descriptions of the three skills were redundant with the mission statement.

Assertive Communication

227. Changed the description of L in the IDEAL model to "List the positive outcomes that will occur if the person makes the agreed upon change."
228. Added language to Assertive Communication intro slide trainer notes: 370

"Assertive Communication is used when there is a problem or issue and you want to address it in a way that respects the other person and strengthens the relationship."

229. Added language to Assertive Communication: B.L.U.F. trainer notes: 371
 "Point out that Assertive Communication involves being flexible because you are adjusting communication so that it can be received by the other person."
 "Reinforce that we are NOT suggesting that Assertive Communication is always the best way. We'll describe 2 other styles (Passive and Aggressive) that may also be necessary depending on the situation."
 "Highlight that resilience involves being flexible."
 "Flexibility is key for effective communication."
230. Added language to Communication Styles trainer notes: 372
 "...and answer question 1 on the worksheet."
 "Once participants have completed the activity, ask for a sample of their responses, and flip-chart them. Possible responses include:
 The setting
 Respecting the other person
 Non-verbal cues such as eye contact, body posture, listening, tone of voice, vocabulary, emotions"
231. Reformatted Communication Styles slide to look like the worksheet. 374
232. Added language to Communication Styles trainer notes: 374
 "Orient participants to the worksheet."
 "Emphasize why the Iceberg question is important: It is easy to teach about the 3 communication styles, but sometimes it is difficult to put them into practice. Oftentimes that is because there are Icebergs that push someone toward one style or another."
 "Make sure participants identify the Icebergs that might cause a person to respond with one style of communication, regardless if it is the most effective style. For example, "it's my way or the highway" leads only to Aggressive Communication."
 "Underscore that in the last question about the messages the style sends to the other person, we are talking about unintended messages the communication might send."
 "...for question 2 on the worksheet after they watch each demo."
233. Deleted Communication Styles: Debrief slide.
234. Created new Aggressive, Passive, and Assertive Communication Demo slides with worksheet and demo instructions. 376, 380, 384
235. Created new Aggressive, Passive, and Assertive Communication: Debrief slides with debrief questions. The bullets on these slides come from the now removed Communication Styles: Debrief slide but were changed to name the specific style just demonstrated. 377, 381, 385
236. Added language to Aggressive Communication trainer notes: 378
 "Acknowledge that some situations may call for Aggressive Communication, but we want to challenge participants to question their assumptions about this. Are there times Assertive Communication might work more effectively?"
237. Added language to Icebergs beneath Aggressive Communication trainer 379

"Be sure participants are recording Icebergs that lead someone to be inflexible in their communication style. The Icebergs listed here would drive someone to be aggressive most of the time."
 "Certain Icebergs lead you to become a "one-trick pony" when it comes to communication. These Icebergs might lead you to Aggressive Communication."
 "Being aware of these Icebergs allows you to challenge them if they are getting in your way."

238. Added language to Icebergs beneath Passive Communication trainer notes: 383
 "Highlight that these are Icebergs that would lead someone to be inflexible in their communication. If someone held these beliefs he would communicate passively most of the time."
 "Certain Icebergs lead you to become a "one-trick pony" when it comes to communication. These Icebergs might drive you toward Passive Communication."
 "Being aware of your Icebergs allows you to challenge them if they are getting in your way."
239. Added language to 3 Cs: Confident, Clear, and Controlled trainer notes: "Note that "Confident" refers to the speaker and how he/she approaches the conversation; "Clear" refers to the message; and "Controlled" refers to the relationship—ensure that you are "tracking" the other person and changing your word choice, body language, tone, etc. to keep the conversation positive." 387
240. Deleted Icebergs that hinder the 3 Cs slide.
241. Added language to The IDEAL Model trainer notes: 389
 "The IDEAL Model can help you to craft an assertive conversation."
 "Reinforce that the "I" happens "before crossing the line" in the IDEAL model, meaning that this step is done on your own before the conversation happens."
242. Added language to Tips for IDEAL (I) trainer notes: 390
 "The skills from Module Two are helpful in identifying and understanding the problem prior to having a conversation. For example, if your emotions are out of proportion to your thoughts, you may need to use the skill of Detect Icebergs to ensure that you are having the right conversation."
 (this trainer note is a revised version of one previously on another slide)
 "Many of the Mental Toughness skills we covered in Module 2 will be useful in the "I" stage of IDEAL."
243. Added language to Tips for IDEAL (D and E) trainer notes: "Describing the problem accurately and expressing your concerns in a way that minimizes exaggeration are steps in the IDEAL model." 391
244. Added language to Tips for IDEAL (A) trainer notes: "There are 2 parts to the "A" step of IDEAL: (1) Asking the other person for his/her perspective, and (2) Asking for a reasonable change." 392
245. Changed language on Tips for IDEAL (L) slide: "Start with a positive and use negative, if necessary." 393
246. Changed language of two key principles on Assertive Communication Key Principles: 394
 "Flexibility: Adjust your style..."

	"Re-Engage: Take a break..."	
247.	Changed language to Assertive Communication Practice slide: "Group demo of 3 communication styles." "Participants practice Assertive Communication with a partner." "Participants practice passive or aggressive communication and the IDEAL model using a situation of their own."	395
248.	Changed title of slide from Communication Scenario 1 to Communication Styles Demo. Added demo instructions to trainer notes.	396
249.	Changed title of slide from Communication Scenario 2 to Assertive Communication Participant Practice. Added language to trainer notes: "...and then participants switch roles so that both have a chance to practice."	397
250.	Changed title of slide from Communication Scenario 3 to Communication Styles Participant Practice. Added language to slide: "Role play your conversation in the Passive or Aggressive style."	398
251.	Added language to Communication Styles Participant Practice trainer notes: "Participants each write down their scenarios on the worksheet and explain it to their partner." "With their partners, participants then take turns role playing the scenarios they just described in either the Passive OR the Aggressive style. Partners should respond as they actually would if they were approached with that communication style. Partners should give each other brief feedback about the effectiveness of the communication style that was used." "Participants then fill out the rest of the IDEAL model on the worksheet." "Remind participants that the IDEAL model is not meant to be a script. Rather, the steps serve as guide posts for them to create some talking points." "Once participants have completed the worksheet, they role-play the scenario again with their partner using the Assertive Communication style."	398
252.	Added language to Assertive Communication Debrief trainer notes: "Point out that some situations require Aggressive communication or Passive communication and give an example." "The "I" is done before communication with the other person begins." "Re-engage later—sometimes it is necessary to take a break from a conversation and come back to it." "Communication styles that work in one setting (for example, work) don't work in another (for example, home)." "Completing all of the steps of the IDEAL model is not always necessary. It depends on what the situation calls for." "IDEAL steps are guide posts and do not need to be done in order."	400

Effective Praise and Active Constructive Responding

253.	The order of the unit was switched so that the Effective Praise slides come before the Active Constructive Responding slides. In addition to the order of the slides being switched, the name of the unit has been switched so it reads Effective Praise and Active Constructive Responding, and any text mentioning the two skills was altered so that the content on Effective Praise comes before the content on ACR (e.g., bullets on Effective Praise come before bullets on ACR). These changes have been made throughout the materials.	
254.	The Effective Praise introduction slide was removed since it is now at the beginning of the unit. The photo formerly on this slide was made the main photo for the unit.	408
255.	Added language to A big smiley face for you! trainer notes: "Point out that a smiley face or a "thumbs up" gesture are common strategies for praising good work or a success but do not lead to an understanding of the strategy that led to the good outcome."	n/a
256.	Created a new intro slide for Active Constructive Responding following the Effective Praise slides. Added language to the trainer instructions: "Transition from Effective Praise to ACR. Effective Praise builds strong relationships and promotes winning streaks. Effective Praise is used when a person does something that earns your praise. ACR is a style of communication that you can use when someone shares good news or a positive experience with you."	412
257.	Added language to What do we mean by positive experience? trainer notes: "Highlight that ACR is like Hunting the Good Stuff with someone else."	414
258.	Changed language on But... how the other person responds matters. trainer notes: "ACR is furthering the conversation in an authentic way." "ACR is the only style of responding that builds strong relationships."	415
259.	Split demo into four slides with demo instructions for each style of responding. Took some content for the trainer notes from SSG Jackson says to SSG Carson slide.	416-419
260.	Deleted Your face is worth a thousand words and SSG Jackson says to SSG Carson slides.	
261.	Created new ACR FAQ's slide with four questions and answers in trainer notes.	420
262.	Renamed My ACR Moment slide to My Patterns, made the slide build, and added language to trainer notes: "...the percentage of time you respond in that style..."	421
263.	Changed language on What are your patterns? slide to read: "Think about which of the responding styles you typically use with each individual" "Next to each name, write the percentage of time you respond to that person in that style"	422
264.	Added language to What are you patterns? trainer notes: "Remind participants that it's okay for the same person to be in multiple boxes."	422
265.	Created What are your patterns? Debrief slide to encourage participants to think about how to apply ACR to their lives.	424

266. Deleted ACR Group Demonstration slide and activity.
267. Added language to Effective Praise and ACR Debrief trainer notes: 429
- "Remind the participants that Character Strengths can help a person to stay in the ACR box and that Icebergs can interfere with being a joy multiplier."
- "Point out that conversations can happen in phases. It is possible to be a Joy Multiplier in conversation 1 and to point out concerns in conversation 2. However, if the news is dangerous, you should not use ACR."
- "Lead participants in the Response Style Practice check on learning activity in which you share good news and then ask a participant to respond in the way you indicate (e.g. one of the four styles). Continue through this process until several participants have the opportunity to demonstrate one of the four styles. If a particular response is not a good demonstration of the style you indicate, ask the participant to try again and give feedback as necessary."
- "As a Check on Learning, have participants practice responding to good news in each of the four response styles."
- "The trainer comes up with 2-3 examples of his or her good news beforehand to alternate between in this activity."
- "The trainer chooses a participant and tells the participant which responding style to use in responding to the trainer's good news."
- "After giving the participant approximately 10 seconds to read over the ACR chart and prepare, the trainer shares his or her good news and a brief dialogue ensues."
- "The trainer briefly debriefs each dialogue, stressing the key points before choosing the next participant."
268. Created new MRT Check on Learning Activity slides where the BG Cornum video will be shown and participants will name the MRT Skills, Competencies, and Character Strengths they hear in the talk and describe how each one was used on the new corresponding worksheet. 439-441

Closing

269. Removed the Reflection Questions activity.

Participant Guide

Note: The page numbers listed below correspond to the Resilience Training Soldier Participant Guide. This can be found on the course disk under Full Curriculum\Materials to Print\For Students.

270. Made changes consistent with changes listed above in Modules One through Four.
271. Added "Thought:" in the Thoughts column, and "E:" and "R:" in consequences column to all ATC style worksheets (used in ATC, Avoid Thinking Traps, and Detect Icebergs practices).
272. Changed instructions on Understanding Resilience worksheet 8
273. Added second page of Activating Events worksheet. 21
274. Moved Identifying Activating Events worksheet after the Activating Events worksheets (it was previously before them). 22

	Trainer Manual Slide #
275. Deleted Emotional Effectiveness worksheet.	
276. Added and filled in the ATC Father/Son Practice worksheet with an example that matches the slide in Module 2.	24
277. Revised ATC Practice Example.	25
278. Added "Thought Theme:" in Thoughts column on ATC practice worksheets for participants to label the theme of each thought.	24-27
279. Revised Avoid Thinking Traps Practice Example.	34-35
280. Added brief definition of each Thinking Trap and clarified the instructions for the Avoid Thinking Traps Practice pages.	34-41
281. Added instructions to What are your Iceberg Beliefs? Worksheet.	47
282. Revised Detect Icebergs Practice Example.	48-49
283. Added "Thought Theme:" in Thoughts column on the ATC part of the Detect Icebergs worksheets for participants to label the theme of each thought so they can identify T-C disconnects.	48, 50
284. Added language to the Detect Icebergs Practice instructions: "Once identified, record your Iceberg Belief here:" and "Then, discuss the four questions below with your partner."	49, 51
285. Changed the format of the Detect Icebergs Practice worksheet: numbered the "what" questions (instead of bullets), and removed the question numbers in the chart so the participant fills in the number of the "what" question they are asking.	49, 51
286. Changed the Problem Solving Practice Example.	60-61
287. Changed the format of Problem Solving Practice worksheets.	60-63
288. Added emotions to the PIIP Practice Example questions 4a, and 5.	70
289. Created a second page for the PIIP Practice Example (continued).	71
290. Removed the questions "How real do these situations seem when you're in the midst of thinking this way?" and "Did negative thinking bias you?" from Put It In Perspective Practice (continued) worksheets.	71, 73
291. Changed the second questions in each column to ready, "How effectively are you handling the original AE when you are in this mode of thinking?" and changed the example to fit the new wording.	71, 73
292. Revised the Real-time Resilience Practice Example.	84
293. Changed the instructions for the Real-time Resilience Practice worksheets, and changed language in the top box to say "Describe a situation where counterproductive thoughts get in the way of focusing on the task at hand."	84, 85
294. Renamed the Identify Character Strengths in Self and Others Practice to Character Strengths Survey Discussion, and changed some wording on the worksheet.	95

	Trainer Manual Slide #
295. Removed Check on Learning points from Identify Character Strengths in Self and Others: Summary because they are now done as a summary at the end of the module (the Key Principles for the unit are still on the page).	96
296. Created a new worksheet called A Great Leader. This worksheet is used for an activity during Character Strengths: Challenges and Leadership.	101
297. Created a new worksheet called Character Strengths in Action that is based on Identifying Strengths in Each Other. This worksheet is one practice activity in Character Strengths:Challenges and Leadership. Added new example and practice pages.	102-105
298. Deleted Use Character Strengths in Challenges Practice Example because no longer doing Character Strengths in Challenges Case Study.	
299. Deleted Character Strengths in Challenges group activity worksheets and example.	
300. Changed the formatting of the Leadership and Character Strengths worksheet, and made it an activity for Character Strengths: Challenges and Leadership. Changed directions to ask about more than one Character Strength and how the Character Strengths they list show up in behaviors. Also added a new question: "How can you as a leader identify and cultivate the Character Strengths of those you lead?"	106
301. Removed Check on Learning points from Character Strengths: Challenges and Leadership: Summary because they are now done as a summary at the end of the module.	107
302. Created a new worksheet called Character Strengths Action Plan. This worksheet is used to apply Character Strengths to a current or future goal, challenge, or problem.	110-113
303. Created new Character Strengths: Summary slide as a summary of Module Three as a whole. This only has the Check on Learning points because the Key Principles for the first two units are on the earlier summary pages.	114
304. Added the word "unspoken" to the messages box on the Communication Styles worksheet.	119
305. Changed the instructions for the Communications Scenario: IDEAL Model Example and worksheet. Also changed the example.	120-121
306. Changed the What are your patterns? Example to name the people instead of only being categories of people.	127
307. Reformatted the What are your patterns? Example and worksheet so that it is all on one page. Clarified the instructions in Step 2.	127-128
308. Reformatted the ACR and Effective Praise Practice worksheet and changed the instructions to match the new format.	130
309. Created new MRT Check on Learning worksheet for the new BG Cornum video activity.	133-134
310. Added the definition of "Pitfalls" to the Glossary of MRT Terms.	140