

CBT 2.0
Curriculum

The activities in this curriculum were developed and assembled by Dr. Bernie Glos and his associates from the DuPage County, Illinois Juvenile Detention Center, drawing on several prior models of Cognitive Behavioral Therapy (CBT) that had been used in detention facilities. These activities were used in the Cook County Juvenile Temporary Detention Center (JTDC) during 2009 – 2011, when the University of Chicago Crime Lab was evaluating the effectiveness of CBT with high-risk youth in detention. The Crime Lab found that the implementation of this curriculum at JTDC reduced readmission to the facility by 21 percent over 18 months. There are many other CBT curricula being used nationwide and so it is possible that other CBT programs with similar active ingredients will be as or even more effective.

An important takeaway of the CBT 2.0 User's Manual is that experienced JTDC staff used the curriculum and activities as a guide while improvising and adapting the lessons to better serve the JTDC population. We suggest that any providers interested in implementing this curriculum spend similar time and care adapting these materials to best fit the local context and needs of the participating population. The accompanying User's Manual was written to highlight insights about effective and engaging delivery of this curriculum, and is built upon Crime Lab and ideas42 research and conversations with and feedback from JTDC staff and implementers of other evidence-based CBT curricula.

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SKILL SET

1

>> *We Are All Connected*

a) Community Connections

The focus of the **Community Connections** section teaches that individuals in a community have a responsibility to one another. Lessons guide you in thinking what it means to be accountable to your community as a whole and in the relationships that you have with others.

- › **Restorative Justice: The Community...**Page 9
- › **Peacemaking Circles...**Pages 15-16

b) How Do We Affect Others?

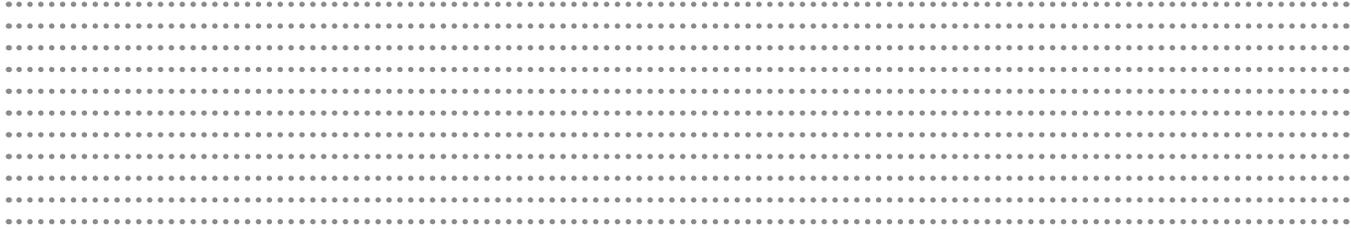
The exercises in this section emphasize reflection upon whom your actions affect beyond yourself, including family, neighbors, friends, community, and society. Lessons in this section also help re-examine traditional notions of victimhood and harm.

- › **Victims...**Pages 18-19
- › **Negative Effects on Others...**Page 20

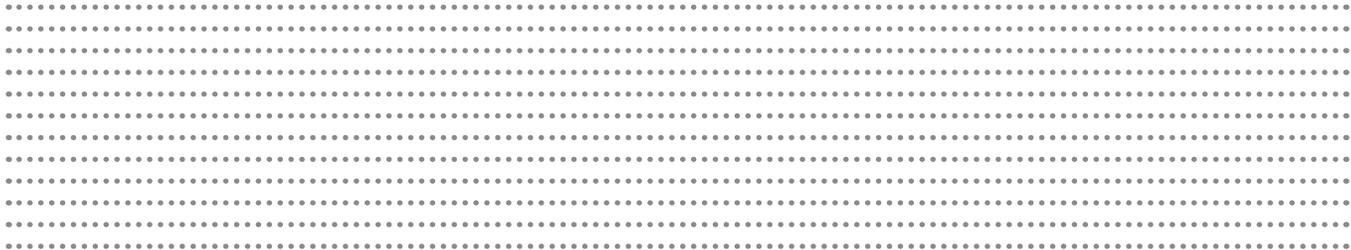
c) Decision-Making Scenarios

This section on **Decision-Making Scenarios** provides some examples of how to start discussions about the impact of an individual's behavior. These hypothetical situations prompt thinking and talking about situations in which an individual's decisions and subsequent behaviors impact others and their communities. Once your group becomes comfortable with the structure of these discussions, the scenarios can move from hypothetical situations to the real challenges and conflicts that young people in the group face.

- › **Moral Decision-Making Stories...**Pages 22-25



1a>> Community Connections



Restorative Justice - The Community

Restorative Justice (RJ) has three major components: victim, the person who committed the offense, and community. This activity looks at COMMUNITY and what this means for RJ.

RELATIONSHIPS as the Basis of Community

A person who believes and values restoration sees that the stuff of life is relating—to both yourself and to others. Just by living in this world, we have to relate to others, to the communities in which we live, and to ourselves. The relationships can be good or bad, close or distant, conflict-filled or peaceful.



These relationships are a part of living and being a human person. The quality of our lives depends on these necessary relationships. If our relationships are good, healthy, positive, close, then our lives will be good, healthy, positive, and more peaceful. If our relationships are bad, unhealthy, or negative, then our lives will be bad, unhealthy, negative, and filled with conflict. The more you act as if your relationship to yourself, others, and the world doesn't matter, the worse it gets! ***This is a LAW OF LIFE that you cannot escape from or break!***

You may have some attitudes about relationships that can lead you to irresponsible actions. Do any of these fit you? Check all that apply.

- My behavior did not affect anyone in particular, and if it did, it was no big deal.
- People exist only to meet my needs or they are useless.
- I am alone in the world.
- It is me against the rest of the world.

► **How are your relationships these days? With family? With school? With your girlfriend/boyfriend? With your future?**

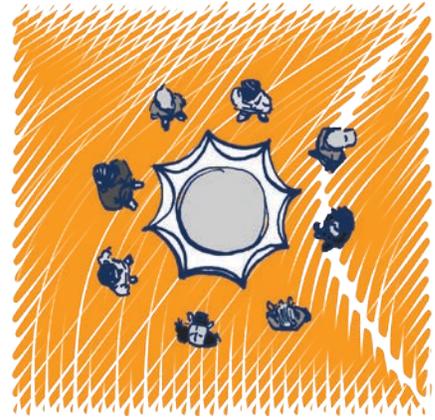
► **Why are relationships so important? Can you really succeed without good relationships?**

COMMUNITY Built on RELATIONSHIPS

A person who believes and values restoration (taking actions to make up for the harm they have caused) sees his or her world as a community. A **community** is everything that people share in common, who live together in the same area or environment, that brings them together and makes them responsible to one another.

People in a community share common rules, laws, and expectations. They all share basic rights. They work together towards common goals, such as building a safe and secure place to live where people can enjoy one another without violating each others' rights and freedoms. They may share a similar history, similar characteristics, and similar interests.

Each and every person within a community is responsible to one another to preserve what they share in common and be accountable for how they affect one another.



► Place a “✓” next to the following statements that you have thought or still think:

- The people in my community are strangers; I could care less what happens to them.
- No one really cares about anyone else—they are just in it for themselves.
- I am not responsible for anyone but myself.
- I don't have anything in common with members of my community.

► Define “COMMUNITY” in your own words.

► What behaviors show that someone values the community?

► Sometimes in our life, when the community or family does not seem to be there or does not work for us, we form our own communities. What kinds of communities do kids form? Are all of these positive?

► What is a popular negative community that teenagers can form or join?

► What does that say about our need for community and relationships?

RESPONSIBILITY as the “Glue” of Community

A person who believes and values restoration (taking actions to make up for the harm he/she has caused), then thinks and acts responsibly. You are at least partly responsible for everything under your control and influence. You are RESPONSIBLE; that is ABLE TO RESPOND.

You **CAN control** how you think and how you behave. You CAN choose how you think and behave.

You **CAN choose** how you will experience your life.

Even though you are not the cause of everything that happens in your life, you still have a choice and control over how you will respond to the things that are out of your control—the things you did not cause. Everything you say and do affects one or more of your relationships. You can’t get around it. No man is an island. Like dominoes, everything you say and do affects someone or something else.

Or like throwing a rock in the pond—one ripple causes a larger ripple, which causes another ripple—all from a small stone. You can act as if your behavior doesn’t affect anyone or anything, but then in one way or another you would have to stick your head in the sand. You would have to choose not to respond or see the effects of your behavior. You would have to choose to become unresponsive and irresponsible.

► Put a “✓” next to the statements that you have thought or still think:

- I will do whatever it takes to scam and con my way out of consequences.
- I will use whatever tactics it takes to avoid responsibility or ownership for my behavior.

► Define “RESPONSIBILITY” in your own words. What behaviors do individuals use who take responsibility for their actions?

► If you begin to THINK that responsibility is important and ACT like responsibility is important, what difference will it make in the choices you make?



At times we do worry about accepting responsibility for our behavior. That’s normal!

ACCOUNTABILITY—Putting the Glue Where it is Needed



“What goes around comes around!” How many times have you heard this on the streets?

When the effects or consequences of your behavior get back to you, you must honestly explain your behavior. Your behavior is being taken into account. With each and every relationship comes responsibility. Just by living and being, you are held accountable to these relationships. You have to respond to these relationships. You have to make a choice about how you will act in these relationships. You are accountable! You must give an account of yourself and your behavior. Most likely, you used to think that being held accountable was getting caught and getting consequences, but being accountable is more than that.

THERE WILL ALWAYS BE CONSEQUENCES FOR YOUR BEHAVIOR!

Other people, society, your environment, your body, and your mind will somehow let you know what the effects of your behavior are. When these effects or consequences get back to you, you are being held accountable. Even when you do not feel the effects, you will still eventually give an account or pay the price for your behavior.

When you decide that relationships are important and you don’t want to do anything that will block or damage your necessary relationships, you will invite accountability into your relationships. You will want to know how you are affecting others and let others know how they are affecting you. You will want your relationships to be the best they can be.

► Put a “✓” next to the statements that you have thought or still think:

- I don’t have to answer to anyone but myself.
- My life is nobody’s business.
- I have to keep people guessing, otherwise they will know what I am up to.
- What people do not know doesn’t hurt them.
- I will do whatever it takes to avoid getting caught and getting consequences.

► Define ‘ACCOUNTABILITY’ in your own words. What behaviors show that an individual is being held accountable for his or her behavior?

► How does accountability differ from responsibility? (Think about accountability as external and responsibility as internal)

► If you begin to THINK that accountability is important and ACT like accountability is important, what difference will it make in your choices?

RESPECT—the “Juice” of Relationships and Community



Respect is valuing others according to the worth and dignity that is due to all people. **You are valuable.** Other people are valuable. Our behavior needs to show that people are worthy and valuable. If it is true that our relationships are the stuff of life and we are created to be in these relationships, then it is also true that our value and worth is found in our relationships to the community, to others, to ourselves, and to whatever spiritual path we have chosen. Our uniqueness and specialness is defined in these relationships. Every relationship has meaning and purpose. We have meaning and purpose. Every relationship has inherent value and we each have inherent value (that is, simply by having been born we are VALUABLE!).

When we get reality right, relationship right, and responsibility right, we will get respect right.

The attitude of respect must be shown through behaviors that other people can see us doing: Not harming others, non-sarcastic, and non-threatening tone of voice, etc. Otherwise, it is meaningless.

Whether a person is respectful or not is supported by how they treat themselves, others, and the community. Confronting and holding others accountable is an expression of care and respect because these actions show concern for others to make positive changes. A disrespectful and uncaring attitude is no excuse to treat others in an abusive manner. Respectful behavior is mandatory. No person has the right to treat others in a disrespectful and uncaring manner.

► Put a “✓” next to the statements that you have thought or still think:

- Sure I believe in respect; respect means not doing anything that puts me down.
- Respect means you doing what I want you to do.
- I have to maintain my respect at all costs—even if it means hurting someone or killing someone for “dissing” me.
- Respect means that people are afraid to cross me in any way.
- I expect that others need to earn my respect, but that they should give me respect no matter what .

► Define RESPECT in your own words. What behaviors show respect for others?

► If you begin to THINK that respect is important and ACT like respect is important what difference will it make in your choices?

► Some people say, “If you respect me, I will then respect you.” What is wrong with this statement? Think about where respect comes from.

REALITY—the Community Working Together

Reality deals with knowing how **things actually are** rather than just believing things are only **the way you see them**. There are solid facts, hard truths, and things you can count on time and time again. There is a big difference between facts and opinions. Some young people who get into trouble have a tendency to mix these up sometimes. The actions (behaviors) we choose are based on our opinions and the facts as we see them. It is important to check out our opinions and double-check our facts to make sure they are correct.



▶ **What is an irresponsible attitude about reality? Put a “✓” next to the statements that you have thought or still think:**

- I decide what is real.
- I see all the facts.
- I believe that I am the only one who knows what is right for me. No one can tell me otherwise.

▶ **Define REALITY in your own words. What is the difference between reality and opinions?**

▶ **If you begin to THINK that reality is important and ACT like reality is important what difference will it make in your choices?**

▶ **It is time to examine your belief systems! What beliefs do you have that don't match reality?**

▶ **Is what you believe actual reality? (That is, do your beliefs about yourself and others make sense? Do a lot of other people see the world as you do?)**

▶ **Is it rational? (Can it get your goals met, bring better feelings, etc.?)**

Peacemaking Circles



Peacemaking Circles

These are also known as Sentencing Circles, or as Healing Circles. Peacemaking Circles were contributed by the native peoples of Canada and Native Americans, based on their cultural way of handling justice and reconciliation. The restoration of peace and harmony and the resolution of problems are the goals. Instead of focusing on a particular act or offense, the entirety of the problem is addressed.

Justice is seen as a circular process:

1. Identifying the problem(s),
2. Discussing the problem(s),
3. Coming to a harmonious resolution to the problem(s),
4. Making reparation and healing damaged relationships.

People who practice Peacemaking Circles see the victim, the person who committed the offense, and community as all equally important parts of a whole:

For the **victim**, the goal is to forgive the damage done.

For the **person who committed the offense**, the goal is to regain trust and respect.

For the **community**, the goal is to define standards of how people should behave and determine actions to be taken.

Circle Sentencing is practiced as follows:

1. Offenses or problematic behavior are addressed by family forums or talking circles. The circles are facilitated (led) by family elders or community leaders. The meeting is opened and closed by this spokesperson or facilitator. This person is also known as “the keeper of the circle.”
2. The person who committed the offense gives his or her account of the problem. The family of that person might have to explain the offense as well, and might be admonished (criticized) for not preventing or haven taken care of the problem (this is because many Native Americans believe that deviant behavior is a sign of wider family problems). Verbal accountability via an apology and statement of remorse are given. This aspect is quite important as it is done face-to-face and empowers the victim by acknowledging the harm caused. The person or people who committed the offense are expected to ask for forgiveness and to make amends.
3. A resolution to the problem is agreed to by all parties (this may take some time).
4. Afterwards, the families involved make sure that the person who committed the offense complies with the resolution or agreement.

Imagine someone who committed an offense or did something really bad that hurt or otherwise affected someone else. (Do not use any crimes or inappropriate behaviors YOU committed!) Work this offense through the Circle Sentencing process and think about what would happen at each step:

▶ **Describe crime that was committed:**

▶ **What problems are involved (what is not working with the person who committed the offense, his/her family, etc):**

▶ **Resolution (What's the fix for the problems and the crime?):**

» Victims

A victim is anyone who suffers loss or harm as a result of someone else's criminal or irresponsible behavior.

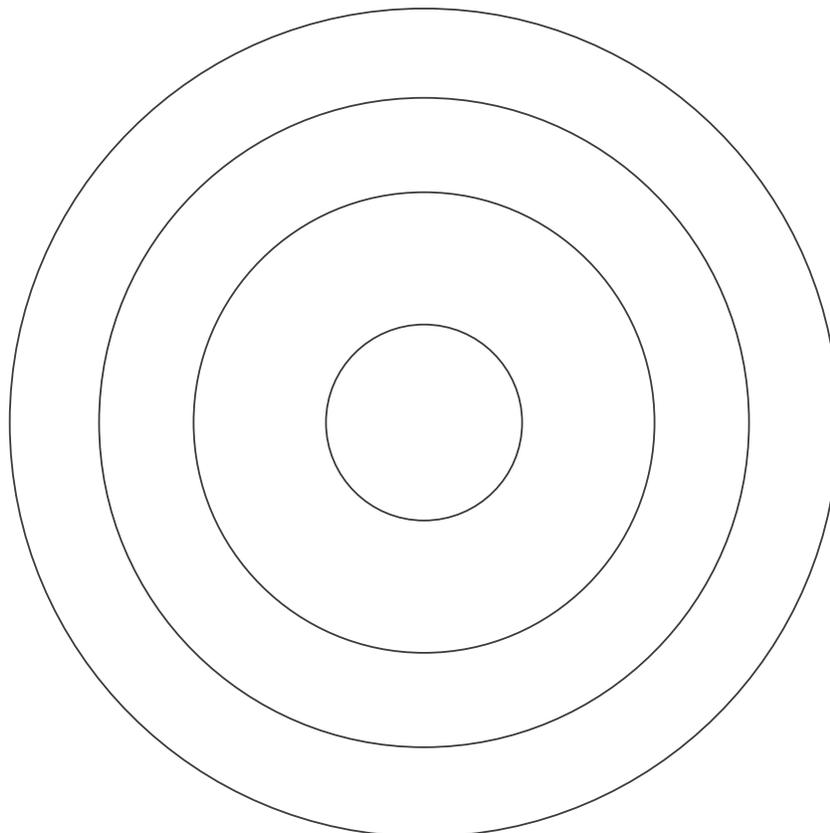
Put this definition into your own words and give some examples for some of the terms.



A victim is:

Everything you say or do affects someone else, like throwing a rock into the pond... one ripple causes a larger ripple, which causes another ripple... all from a small stone. **THINK OF SOMETHING GOOD YOU HAVE DONE THAT HAS HAD POSITIVE EFFECTS ON YOURSELF AND OTHERS.** Use the "Ripple Chart" on the following page and discuss how your good behavior has had positive effects on others, yourself, your family, neighbors, friends, community, and society. The center circle represents the effect on others, the next ring affects self, then family, then neighbors, friends and community, and the last one effects on society. Put in as many positive effects as you can think of for each ring.

RIPPLE CHART: SIGNIFICANT POSITIVE BEHAVIOR

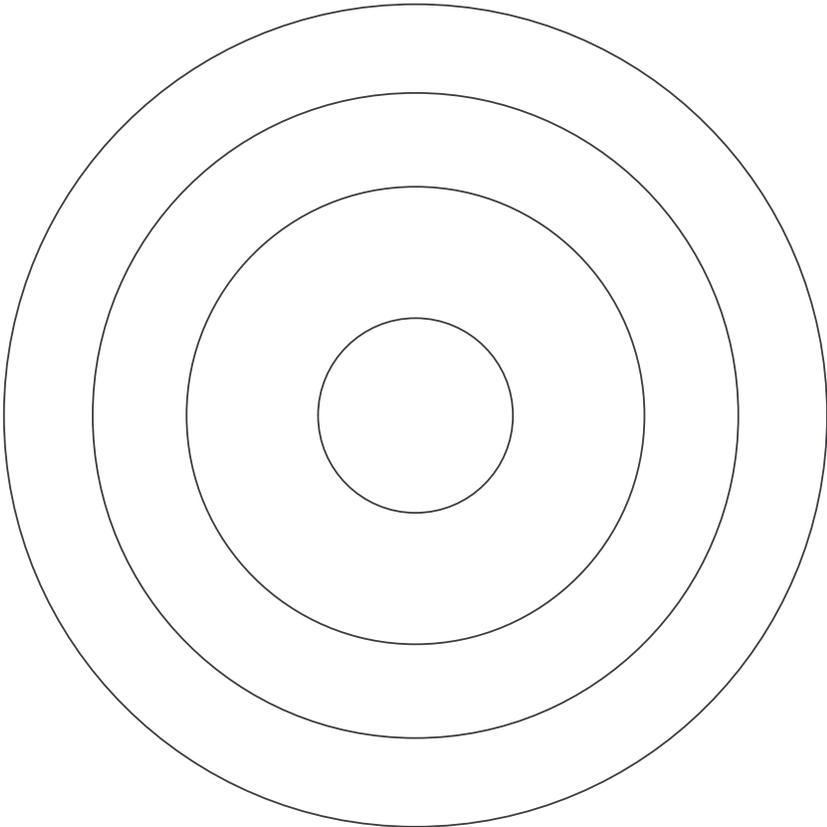


Pick a significant irresponsible act that you have done. Be VERY GENERAL and avoid specifics about anything you have not plead guilty to if you choose a crime. Identify the short- and long-term effects that this irresponsible act had on your victim(s).

TYPE OF HARM TO SPECIFIC VICTIM	SHORT-TERM (up to a month)	LONG-TERM (one month-5 years or more)
Physical		
Emotional		
Relationships		
\$\$\$\$\$\$\$\$		

Now complete a RIPPLE CHART for this irresponsible behavior and identify others besides the victim who were affected by what you said or did.

RIPPLE CHART: SIGNIFICANT IRRESPONSIBLE BEHAVIOR



» Negative Effects on Others



SUPPORTS. These are the people, groups, and activities that will help me maintain positive changes.
1
2
3
4
5

► Please put a “✓” next to the things you have told yourself and others:

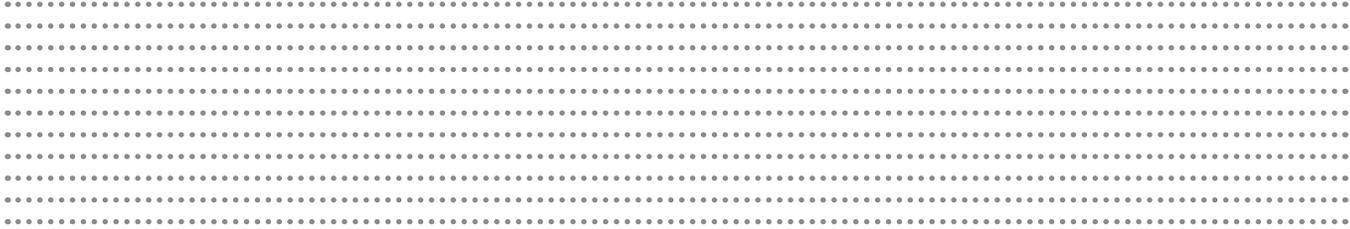
- “I only negatively affected one person.”
- “The victim appears ok.”
- “I didn’t hurt anybody but myself.”
- “I didn’t bother anyone.”
- “They are rich; they can handle it.”

► What thoughts could you think instead that will help you to take ownership for the effects of your behaviors on others?
Write down three responsible thoughts to challenge each thought you checked above.

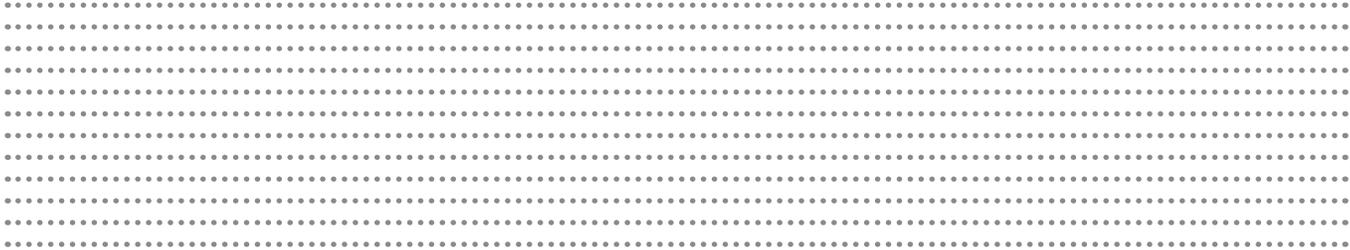
► If you really believed these new thoughts, what new behavior would others expect to see from you? Write down at least 3 new behaviors.

► If you practiced this new thinking and new behavior over time, what would the results/outcomes be?

It’s important to remember that our behavior affects lots of people. You cannot minimize or hide the effects of your behavior if you expect to change.



1c>> Decision-Making Scenarios





Moral Decision-Making Stories

A.J.'s Problem

One day A.J. was cleaning out his closet that he shares with his brother Romeo. While cleaning, he found a gun in one of Romeo's shoeboxes. Later that day, he asked Romeo about the gun. Romeo tells A.J. not to worry. He explains that it is only for his protection and he will only use it if it is necessary. He then asks A.J. not to tell their mom, because he does not want her to worry.

Put a check next to the answer that you agree with for each question.

1. Should A.J. tell his mother?

- Yes No Can't Decide

2. Should A.J. tell if he knew Romeo was very angry with someone?

- Yes No Can't Decide

3. Should A.J. tell if Romeo threatened to hurt someone?

- Yes No Can't Decide

4. How would knowing Romeo was heavily involved in a gang change your decision?

5. Does your decision change if you knew Romeo had a quick temper and got angry very quickly?

6. If Romeo hurts or kills someone using the gun, how responsible is A.J.?

This story was contributed by Joshua M., a resident at the DuPage County Juvenile Detention Center, and edited by Sareena Green.

Amy's Problem

Ashley and her mom had an argument because Ashley wanted to go out with friends but her mom said no. Ashley already agreed to stay home and help her mother by cleaning and babysitting, and her mom depended on her help. Ashley became furious and ran away from home later that night. Because Ashley was on probation, her mother called her Probation Officer to report her missing. The next day a warrant was issued for her arrest. It was cold outside and Ashley was hungry, so she went to her friend Amy's house. When she arrived there she explained the situation to Amy and asked if she could stay there. Amy knows she can get into trouble with the police and her parents if she allows Ashley to stay in her home.

Put a check next to the answer that you agree with for each question.

1. Should Amy allow Ashley to stay in her home?

Yes No Can't Decide

2. Should Amy call the police and tell them her friend's location?

Yes No Can't Decide

3. Should Amy call Ashley's mom?

Yes No Can't Decide

4. Would it be a good idea to give Ashley food and blankets, but tell her she cannot stay at her house?

Yes No Can't Decide

5. What kind of things could Amy say to Ashley in this situation?

6. Have you ever been in a situation like Amy's? Like Ashley's?

This story was contributed by Hannah P., a resident at the DuPage County Juvenile Detention Center, and edited by Sareena Green.

Betty's Problem

Betty has a friend named Wilma. Betty knows Wilma steals clothes from different stores, but she does not approve of stealing. Betty sees Wilma come into class wearing a new outfit and she is sure Wilma stole it.

Put a check next to the answer that you agree with for each question.

1. Should Betty confront Wilma?

- Yes No Can't Decide

2. If Betty is sure she will lose Wilma as a friend if she confronts her about the stealing, should she still do it?

- Yes No Can't Decide

3. Should Betty report Wilma's behavior to an authority figure?

- Yes No Can't Decide

4. Betty is certain that Wilma will go to jail if she reports her stealing. Should she still report the behavior?

- Yes No Can't Decide

5. What if Wilma and Betty did not like one another and gave nasty looks to one another, should she tell in that case?

- Yes No Can't Decide

6. Wilma explains that she only takes from expensive stores reasoning they could afford to lose the money. Does this make her stealing right?

- Yes No Can't Decide

7. Discuss the ripple effects of Wilma's thefts.

This story was contributed by Laura M., a resident at the DuPage County Juvenile Detention Center, and edited by Sareena Green.

14. Bobby's Problem

Bobby has a friend named Jimmy. Jimmy is planning to do a drive-by shooting. Jimmy is angry with another guy because he was with Jimmy's girlfriend, but hasn't confronted either one of them. So Jimmy is going to do the shooting and wants Bobby to drive. Jimmy offered Bobby \$350 to do it. What should Bobby do?

Put a check next to the answer that you agree with for each question.

1. Should Bobby help Jimmy?

Yes No Don't know

2. Should Bobby do it for the money?

Yes No Don't know

3. Let's say that if Bobby didn't help Jimmy, should he still be Jimmy's friend?

Yes No Don't know

4. Should Jimmy follow through on his plan?

Yes No Don't know

5. What if Bobby's mom was in the hospital and needed money for an important operation. Should he still do it?

Yes No Don't know

6. If Bobby doesn't do it should Jimmy still value his friendship?

Yes No Don't know

7. What else could Jimmy do in this situation?

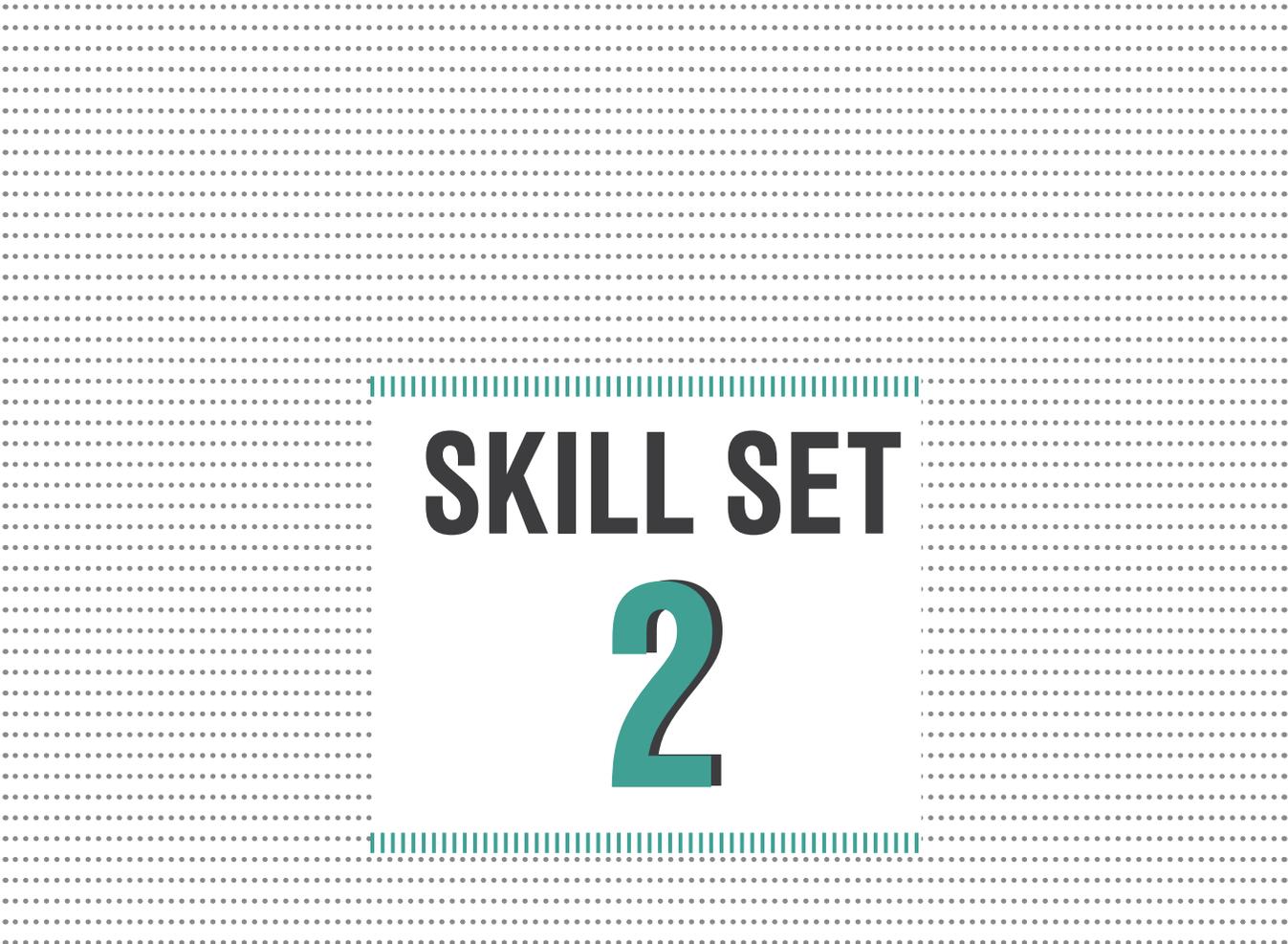
7. Bobby knows the other guy. What does Bobby do if the other guy is his friend? How about if Bobby does not like the other guy?

8. Have you known anyone who was hurt or killed in a drive-by? What did you or they feel like when you found out? What did his or her family feel like?

9. Is "putting the moves" on someone else's girlfriend reason to die? What should people die for? Anything?

10. Have you ever done anything "stupid" that someone might want to kill you for?

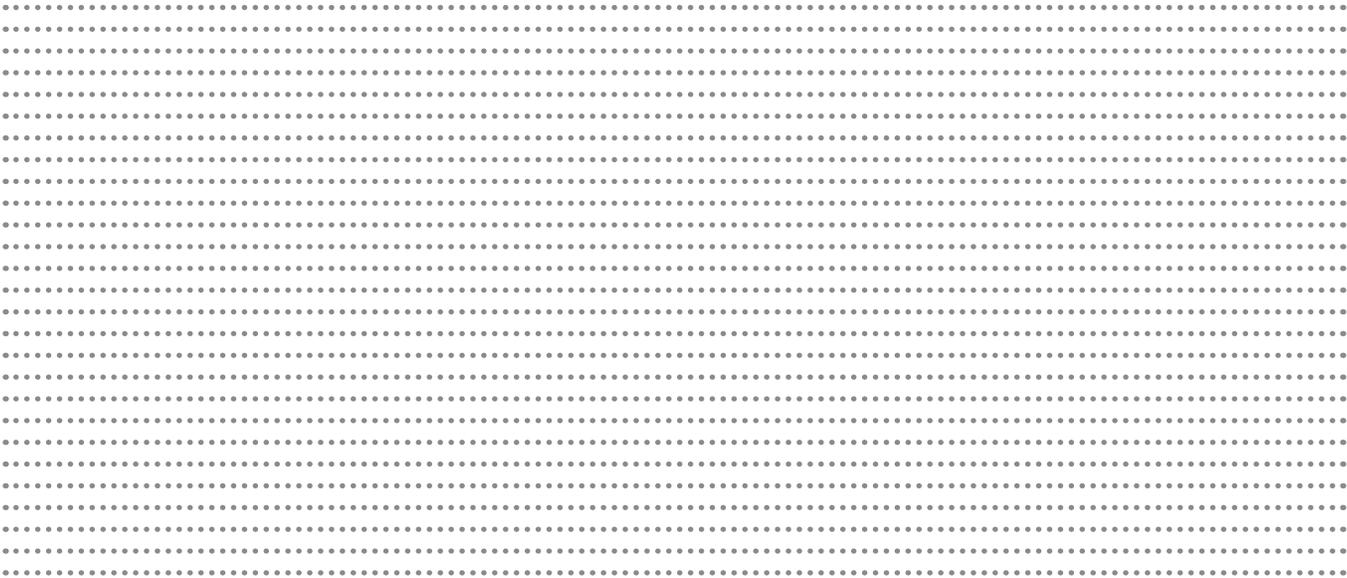
This story was contributed by Alma N., a resident at the DuPage County Juvenile Detention Center, and edited by Sareena Green.



SKILL SET

2

>>> *Recognizing Your Automatic Thoughts*



a) Understanding Your Automatic Thoughts and Beliefs

The following section has tools to help you recognize that you, like everyone, automatically filter information through a set of prior beliefs, which in turn shapes your responses to external events. The exercises in **Understanding Your Automatic Thoughts and Beliefs** help you think of examples from your own life when something occurs, you quickly interpret what happened, and then you let that interpretation guide your feelings and responses. These lessons will help you understand that you can actually choose to see things differently.

- › **My Attitudes and Beliefs...**Page 30
- › **Distortions / Irrationalities of My Self-Talk...**Page 31
- › **Controlling Your Thinking...**Page 32-35
- › **Automatic Thoughts vs. Camera View...**Pages 36-37
- › **Pay Attention...**Pages 38-39
- › **AFROG...**Page 40

b) Our Automatic Responses - How We React To Our Triggers

The following section focuses on the idea in CBT that there is an automatic link between events, thoughts, and responses. The lessons in **Our Automatic Responses - How We React To Our Triggers** help you concretely identify the kinds of situations and the contexts in which your automatic thinking leads to automatic responses. The lessons in this section help you identify your risk factors and warning signs related to your triggers. They also help you think through what shaped your automatic responses in the past and open up discussion about alternative responses.

- › **Danger Radar...**Page 42
- › **How Do We Get Risks Into Our Life?...**Pages 44-46
- › **Active Risk Management...**Pages 47-50
- › **High Risk Situations...**Pages 51-53

c) The Thinking Report

The Thinking Report is a tool to help you figure out what to do after you recognize that an automatic thinking error has occurred. The tool breaks down a situation to help you identify your beliefs and to what kind of “self-talk” those beliefs lead. It then guides you through steps that result in re-examining the problem and thinking through new self-talk to use for a different outcome.

- › **The Thinking Report: Part 1**...Pages 55-61
- › **The Thinking Report: Part 2**...Page 63

My Attitudes and Beliefs

Feelings and thoughts come from our attitudes and beliefs.

Attitudes are our basic thoughts and feelings about ourselves and the world around us. If I like cars and work part time at the gas station, I will probably have a positive attitude toward the job.

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



My beliefs and thinking control the way I act towards others.

Let's take a closer look



You hate people picking on you. You believe people should get respect if they give you respect. If someone disrespects you, then disrespect them back. It's only fair.

Tom thinks he should be in control all the time. He believes freedom means he should be able to do what he wants, when he wants.

Christy has a hard time with people telling her what to do. Christy often has negative thoughts and feelings toward people in authority. Christy believes her manager is picking on her.



► What examples of irrational ideas are in your own thinking?

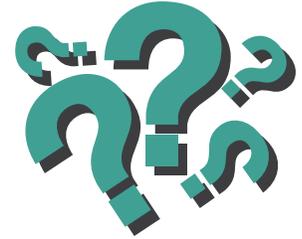
► How could some irrational ideas get someone in trouble with the law?

► How can attitudes, beliefs, and thinking patterns control how we act in different situations?

► How can learning to control our attitudes, beliefs, and thinking patterns give us more control over what we do in different situations?

Distortions/Irrationalities Of My Self-Talk

You can use **SAFER** or anything else to determine the distortions or irrationalities. In addition, watch out for:



IRRATIONAL WORDS—Certain wording is a tip-off that the thinking is irrational: *All, Every, Each, Always; No one, Never, None; Should, Have To, Must, Can't, Would.*

IRRATIONAL THOUGHTS—Certain forms of thinking can also show irrationality:

- **SHOULDs, MUSTs, OUGHTs:** unrealistic demands on people or situations
- **EVALUATION OF PERSONAL WORTH:** having to do well and win approval to consider myself worthwhile
- **NEED STATEMENTS:** what I think I need (but actually is a WANT) to have to be comfortable and free of frustration

SAFER is useful to help clarify (clarify means making something clear) wants vs. needs. Needs are essential for life; wants are ways of filling our needs that may be appropriate and useful or irrational and impossible to get. If our wants are unrealistic, we will always be unhappy and will probably help others be unhappy also!

- **Shelter:** I need a roof over my head and my body clothed; Do I need a mansion? Do I need the latest shirt or pair of jeans? Nikes for \$130? Corvette?
- **Air:** I need to breathe; Does marijuana or nicotine help me breathe better? Does cocaine or heroin do wonders for my nasal passages? Does huffing inhalants help my brain?
- **Food:** I need to eat; Do high fat/high sugar foods help my body? Does expensive fast food help my budget? Do I need caviar and sushi?
- **Elimination:** I need to get rid of bodily wastes; Do I help my body by living healthy? By exercising? Do I use chemicals that the body cannot easily get rid of?
- **Relationships:** I need to know that someone cares about me and that I care about others; Do I have a jealous hold on my boyfriend/girlfriend? Am I trying to control relationships or be controlled by others? Do I do things even though I will get nothing in return, or is it "tit for tat"?

Controlling Our Thinking

So what is this RBT stuff anyway?

Rational Behavior Training is a way of looking at how you react to situations and what happens after that.

The way you see a situation leads you to certain feelings, and these feelings lead to certain actions.



Let's look at an example.

Situation → Thinking → Feelings → Behavior → Consequences

Joe is sitting in the lunchroom and you see him roll his eyes at you.

You think, ***"How dare he roll his eyes at me? He's disrespecting me! I'll show him!"***

You feel yourself getting mad, your face getting red. You clench your fists.
Your blood is pulsing.

You jump up and punch Joe.

You used to be friends but now you hate each other.



So, what happened?

- **SITUATION:** Joe rolls his eyes at me.
- **THINKING:** "Joe is disrespecting me!"
- **FEELING:** angry, disrespected
- **BEHAVIOR:** face flush, face gets red, fists tighten, punch Joe
- **CONSEQUENCES:** charges filed, lose friendship



It's simple, you see: **How people think controls how they behave!** In other words ... what we do in our minds controls what we do in our lives.

Have you ever done something without thinking? **A reaction!** Sometimes the thinking we do is very “automatic” - it happens almost without thinking.

If we can **CONTROL** our thinking, then we can control our actions. How do we control our actions?

The way we think leads us to certain feelings (including anger). These feelings result in the things we do to ourselves and others. These actions have outcomes or consequences for all of us.

Some thoughts can get us into trouble. If we can identify these thoughts and thought patterns, we can eventually learn to control them - and avoid trouble.

Situation → Thinking → Feelings → Behavior → Consequences



Tom is now on intensive probation after getting released from the detention center.

Tom is at home thinking about all the rules he has to follow.

“I feel locked up in my own house. I really resent all of this. I shouldn’t have to follow all these rules. Maybe I would just be better off going back to jail. I can’t stand it. I should be in charge of my life! And do what I want!”

This kind of thinking makes it almost certain that Tom will violate his probation.



So, what happens?

- > **SITUATION:** Tom has to follow strict probation rules
- > **THINKING:** “I shouldn’t have to do this!”
- > **FEELING:** mad, resentful, hopeless
- > **BEHAVIOR:** violates his rules
- > **CONSEQUENCES:** locked up again with new charges, DOC

► What should Tom do?



Here's another example.

Christy works at a fast-food restaurant. She is told by her supervisor to wash the floor.

Christy starts thinking: ***"I don't want to do this. I always get stuck mopping. Doesn't he think anyone else can mop?"***



What happens?

- > **SITUATION:** Christy is asked to mop
- > **THINKING:** "Why me?"
- > **FEELING:** frustrated, mad, picked on
- > **BEHAVIOR:** face flush, blood pressure rises, fists tighten, explodes at supervisor
- > **CONSEQUENCES:** gets fired, no money, no new cell phone



Using **RBT**, Tom and Christy can look at their thinking, see if it makes sense, and even make some changes that will help them stay out of trouble.

- > Christy may think, ***"Even though I don't want to mop, and even if I'm mad, I can't afford to lose my job. I need to control my anger in a situation like this, because if I lose it, I will not be able to achieve my goal of saving money for the new phone coming out next month."***
- > Tom may look at his life and say, ***"I'm not going anywhere fast. If I don't keep to these conditions, I could end up in DOC. Where will I be then?"***

You can see how someone's thinking can make a big difference!

Thinking patterns or self-talk are the thoughts or words I say to myself automatically in different kinds of situations.

Let's go back to the example of you and Joe in the lunchroom.



What did Joe do?

Rolled his eyes

What did you think?

How do you go from seeing his eyes to thinking that he was disrespecting you?

YOUR AUTOMATIC THINKING tells you that his actions are disrespectful.

So you think ... *"I'll show him!"*



But, are you right?

If you are going to:

- > **React**
- > **Get into trouble**
- > **Lose friendship**

Then you had better be sure that you are right!

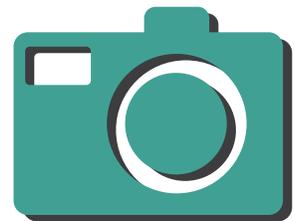
Automatic Thoughts vs. Camera View

Believe it or not, we can learn to control these “automatic” thoughts so that they lead to different actions.

When our automatic thinking does not match a “camera view” we say it is **DISTORTED** or **IRRATIONAL**. Using a “camera view” helps us to stay objective.

To see things from a different view, visualize a camera.

- All it can do is capture what it sees. It does not feel, it just records.
- See if there is a difference between how you and the camera see the situation.



Let's point the camera at the lunchroom situation.

Some Definitions

- **Distorted** = Out of focus
- **Irrational** = Idea NOT supported by facts
- **Rational** = Idea which can be supported by facts
- **Objective** = Unbiased, factual, separated from emotions

A “camera view” means you try to **see the situation through a camera lens**.

This means you focus on the **things that can be seen**, rather than focusing on things that are felt.

A distortion, **thinking error**, or irrational idea involves seeing situations a certain way — even when the facts don't completely support our view.

Rational ideas are reality based, objective, and helpful to what we want to do.



Okay, so we take a picture — what do we see?

Joe does roll his eyes. The lunchroom is crowded and he has been goofing around.

The camera shows Joe rolling his eyes, but you assume he's rolling them at you. You can't really know for sure.

You filled in the details yourself — that he was looking at you and being disrespectful. If we look at our photo of the situation, we can see that he was goofing around with someone behind you.

So you made a big deal out of it.

Our attempts to understand situations help us get through life and cope with things. However, these attempts can also create misunderstandings and misinterpretations of situations if our thinking is distorted.

Whenever you are faced with a decision, you need to make sure that you are being rational. You need to make sure that your actions will be helpful to what you want to do and will lead you closer to your goals.

Let's Review Our Examples.



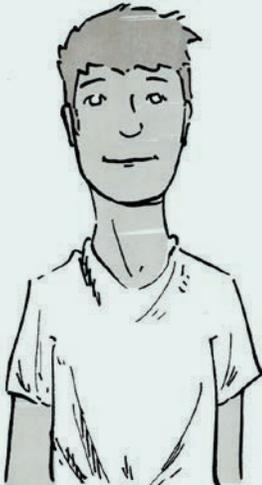
- › You had a problem with Joe in the lunchroom
- › Tom can't stand his intensive probation rules
- › Christy hates her supervisor telling her to mop



What happens?

- › You decide to assault Joe
- › Tom is thinking about breaking his probation rules
- › Christy wants to snap on her boss

Was it so rational to hit Joe?



Christy going off on her boss is not too rational, is it?



It doesn't seem rational for Tom to break the rules, does it?

Pay Attention

It's Time to PAY ATTENTION.

Anger is geared to be an automatic **quick on/quick off** response. It is meant to be a quick response, which leads to action, since it is concerned with your self-preservation. If Bob the alligator (3 feet long) meets Joe the alligator (10 feet long), Bob either needs to fight Joe or run. In any case, it will be over with shortly! **(Probably very shortly if Bob chooses to fight.)**



Because we humans have added many more layers to our brain (with more control), the response is no longer automatic. We need to find out why we are responding in a life-and-death manner to something that is probably pretty small to begin with. We can only do that when we start being aware of what is going on inside of us or going on around us. Sometimes this is called "mindfulness"; a simpler way is simply to PAY ATTENTION!

What does this mean? It means PAY ATTENTION to what is going on inside your head!

For us, PAY ATTENTION is a skill that can be learned and has four steps:

OBSERVE YOURSELF AND DESCRIBE IT	Notice what is going on inside of you and around you, and then put it into words. Tell yourself in a descriptive way what is going on around you and inside of you. Be aware of what you are starting to feel.
BE IN THE HERE AND NOW	Don't focus on how you look to others or what will happen later on; pay full attention to what is happening in the here and now, and don't let other thoughts and feelings intrude.
DON'T JUDGE	Take your anger for what it is, and don't judge yourself or others right away.
MAKE IT WORK	Do your best to handle what comes along—not doing things just to make a point. Don't hold grudges or try to punish others. Look to what THE SITUATION needs, not just to what YOU want or think you need at this time.



Let's try to use this in a situation in which you were angry. Anger can be very troublesome and can lead to lots of outcomes that you might not really want; however, anger can also be a powerful motivator to overcome obstacles in your life. Once you **PAY ATTENTION** to your anger, you will be more skilled at regulating it.



Below is an example of how to use **PAY ATTENTION** steps.
Read the example, and then find a situation from your own life and work it through!

EXAMPLE	SITUATION FROM YOUR LIFE
SITUATION	Another resident in your housing area, Justin, says something to put you down.
OBSERVE YOURSELF AND DESCRIBE IT	“I feel my blood pressure rising, my heart rate increasing, my jaw is clenched, and my hands are balled into fists.”
BE IN THE HERE AND NOW	“I am not thinking about whether it’s ok to be angry or not; if I am not going to make my points for this period or not. I am just very aware of how I feel now which is ANGRY!”
DON’T JUDGE	“It’s ok to have feelings like anger. I am thinking that he should not talk to me this way, or I should just let go. Instead I will accept the fact that I am angry.”
MAKE IT WORK	“It’s not right that he said what he did, nor is it fair that staff didn’t notice him talking like that. But my goal is to visit with my parents this weekend, and I need to be on Level II.”

When we use **PAY ATTENTION SKILLS**, we are less likely to become a victim of our reptilian brain, and use our human brain instead.

» AFROG



We can check our thinking based on AFROG.



A

ALIVE: Does my self-talk keep me alive by keeping me safe and secure?



F

FEELINGS: Does my self-talk make me feel better?



R

REALITY: Is my self-talk true, real, and rational?



O

OTHERS: Does my self-talk help me get along with others?



G

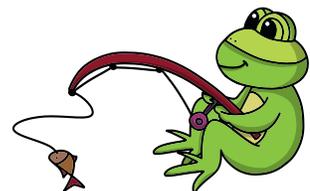
GOALS: Does my self-talk help me reach my goals?

If self-talk does not meet at least three **AFROG** criteria, it is probably **DISTORTED** and **IRRATIONAL**.

If my thinking or self-talk does not meet **AFROG**, it is probably unhelpful and will lead to self-destructive behavior.

APPROPRIATE behavior (based on rational thinking) helps me reach my goals.

INAPPROPRIATE behavior (based on irrational thinking) takes me away from my goals.



» Danger Radar Exercise

Once your danger radar is activated, it responds as if the threat were life threatening. When we get really angry or hurtfully aggressive to someone, it is because our brain is saying to us, “If you don’t attack, you will be dead!” That is why anger is such a tough feeling to control. If we don’t get the higher centers of our brain involved, we will react to situations and people as if we were an alligator on a TV show, snapping at everything nearby.



- 1. Think of a situation in which you experienced a strong feeling of anger.**

- 2. What do you think in that situation triggered your danger radar? Look at what was said, what the person looked like or how he/she dressed, his/her tone of voice, choice of words, what the person may represent to you (e.g., authority figure who is going to mess up your life).**

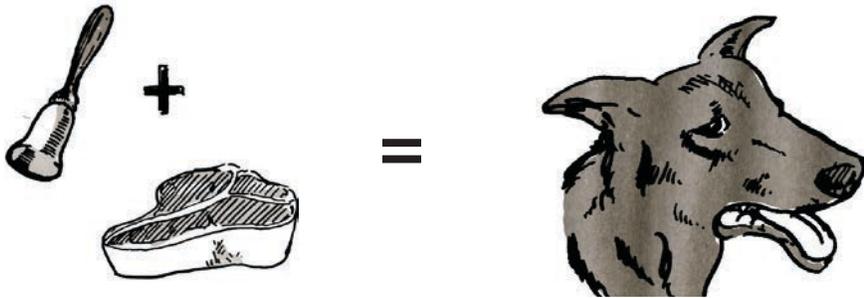
- 3. What might have been the first feeling? Fear, frustration, feeling stupid, feeling hurt, feeling humiliated, feeling unimportant, confusion, and anxiety are some possibilities. Why do you think your brain then saw the situation and these initial feelings as “life threatening and dangerous”?**

How Do We Get Risks Into Our Life?

How Do Our Risks Develop?

Over a hundred years ago a scientist in Russia was studying the behavior of dogs (to eventually learn something about human behavior!). He did this experiment. He put some meat out in front of a dog. What do you think the dog did when she saw the food? What would you do when you saw your favorite food sitting out in front of you when you were really hungry?

Yes, the dog began to salivate (SAL-eh-vayt), which means she drooled like crazy! I bet you have had the same experience. After doing this and observing the dog's reaction, he then rang a bell just before giving the dog the meat.

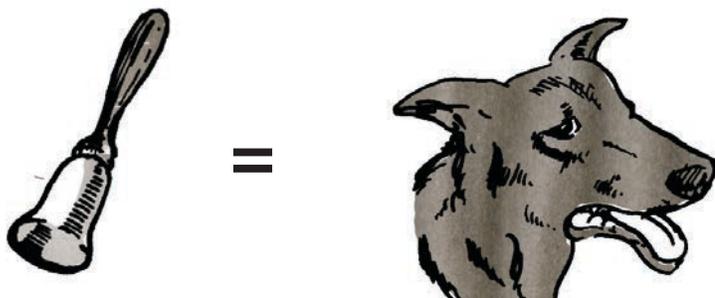


He paired up the bell and meat several times. Every time he would feed the dog, he would first ring the bell. Then one day, he just rang the bell!

► What do you think happened? What did the dog do?

Hint: If you are hungry and see your favorite place to eat up the street, what do you begin to feel? Does your mouth begin to water?

What happened was that the dog salivated just as when she had seen the food in front of her.



This is called **classical conditioning**. It means that when things are paired up with very pleasurable situations, soon the situation alone will bring about the feelings and bodily reactions that the pleasurable event brought about. For example, if you had a habit of using drugs in your basement, whenever you went to the basement you would start getting sensations like the last time you used drugs there.

► What do you think that this has to do with the way we get risk factors into our lives? Think about the not-so-good stuff you did, with whom you did it, and where you did it! Give some examples below:

SOMETHING I DID THAT WASN'T GOOD	WHEN, WHERE, WITH WHOM DID I DO THIS?

Risk Management

The “art” of staying out of trouble, achieving your goals, and being successful is called RISK MANAGEMENT. (People in the substance abuse treatment area use a similar concept called RELAPSE PREVENTION).



Both of these concepts focus on identifying “risks”, tying “hazards” or “warning signs” or “triggers” to these risks, and determining their probability (low/medium/high). The last step is important, because we have only so much time and energy: We need to focus on those risk/hazards that are most likely to cause us trouble.

What do we need to do to be successful in managing our risk?

FIRST:

Relapse/re-offending is a process. It is not something that “just happens”. We don’t just start using drugs again; or just start committing crimes; or just start hurting others. The drug use, the crime, and the hurtful behavior is the result of a long process of steps and choices that we make. In order to change the process we need to be MOTIVATED to make change: to look at things differently, to try new behaviors and different strategies. To look at things differently and to try some new behaviors is also risky (e.g., you might wonder, “What will my friends think? How will others see me?”).

SECOND:

We need to determine what are the highest risk situations (hazards and warning signs) that can prevent us from moving forward and that keep us locked in the re-offending/relapse cycle.

THIRD:

We need to figure out how to deal with urges and cravings (if it involves drugs/alcohol or other compulsive behavior) or with old patterns of thinking and feeling (if it involves criminal or other inappropriate behavior).

Active Risk Management

ACTIVE RISK MANAGEMENT is the process by which you can take control of your risks and respond to them effectively.

Active risk management starts with making a list of warning signs. These are the hazards that you need to watch out for if you are going to stay out of trouble and achieve your goals. As in the example above, some of these risks are distant and some are closer to actual problem behavior/situation. Remember, it is easier to manage risks that are the most distant from the problem. See the examples below on 1-3 and then fill out the rest for yourself!



RISK WARNING SIGN (HAZARD)	RELATED TO THIS PROBLEM BEHAVIOR/SITUATION	DISTANCE OF RISK TO PROBLEM BEHAVIOR		
1: My friend calling me up and inviting me to go out with him, even though I know he is a heavy drug user.	Using Drugs	<input checked="" type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
2: Getting in a car with several friends who are going to a party where there will be drugs.	Using Drugs	<input type="checkbox"/> Distant	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Close
3: Sitting at a party where most people are using drugs, and two people next to me are trying to get me to use some coke.	Using Drugs	<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input checked="" type="checkbox"/> Close
4		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
5		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
6		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
7		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
8		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
9		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close
10		<input type="checkbox"/> Distant	<input type="checkbox"/> Medium	<input type="checkbox"/> Close

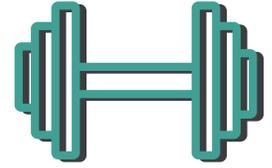
Beliefs and Warning Signs



For each of these warning signs, please write self-talk/core beliefs associated with each one and the problem with the beliefs:

WARNING SIGN	SELF-TALK/BELIEFS	PROBLEM/IRRATIONALITY WITH SELF-TALK/BELIEFS
<p>1: My friend calling me up and inviting me to go out with him, even though I know he is a heavy drug user.</p>	<p>I need to get out.</p> <p>I need to see “my boy”.</p> <p>I need to get away from my parents for a while.</p>	<p>Looking only at short-term outcomes.</p>
<p>2: Getting in a car with several friends who are going to a party where there will be drugs.</p>	<p>I need to get out.</p> <p>I can handle anything.</p>	<p>Everyone has limits on what he/she can handle.</p>
<p>3: Sitting at a party where most people are using drugs, and two people next to me are trying to get me to take some coke.</p>	<p>Just because others use, I won’t. A little drug use is ok.</p>	<p>Overconfidence in ability to handle risk.</p>
4		
5		
6		
7		
8		
9		
10		

Strengths in Responding to Warning Signs



Everyone has been able to deal with risk successfully at one time or other. Find the 5 risks/warning signs from your life that are most likely to get you into trouble and identify when you managed them successfully and when you did not. **What worked for you to avoid these hazards in the past?**

WARNING SIGN	WHEN I MANAGED HAZARD OK (HOW HARD WAS IT?)	WHEN I DIDN'T MANAGE HAZARD OK
1		
2		
3		
4		
5		

Looking at Your Own Risk Profile



Let's look at your risks and see how they can be handled. What has the research found to be the biggest risk factors? If you look closely at the list below (from Marlatt, 1985), these are the three major reasons why people go back to using drugs or doing things that can get them arrested. The biggest of the three are negative emotional states and social pressure.

NEGATIVE EMOTIONAL STATES

INTERPERSONAL CONFLICT

SOCIAL PRESSURE

- **Negative emotional states** are strong feelings that are hard to handle, like anger or fear.
- **Interpersonal Conflict** involves arguments and fights with parents, other adults, friends, boyfriend/girlfriend.
- **Social Pressure** is past patterns of behavior that you and your friends have engaged in, and pressure to continue these behaviors.

▶ Can you give examples of each risk area from your own life? Try to list 3-5 for each. Examples are given.

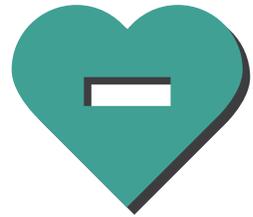
NEGATIVE EMOTIONAL STATES	INTERPERSONAL CONFLICT	SOCIAL PRESSURE
Getting angry when my parents come down on me for something.	Getting into an argument with my best friend.	Going to a party where my friends are using drugs and offering me some.
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

» High Risk Situations

Sometimes we find ourselves in a **High Risk** spot. These are the times that when something goes wrong, we will move to the quick fix of an addictive behavior. As you know, these problem times are going to differ from person to person, but there are some **common triggers** that you need to be aware of.

1. NEGATIVE EMOTIONAL SITUATIONS

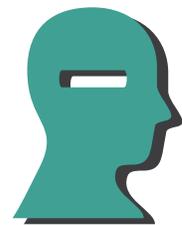
Negative emotional situations make us feel angry, sad, anxious, bored, depressed, and guilty. Most often this involves a past or present relationship (or lack of a relationship) with someone or with others. Some other examples of negative emotional situations include when we have feelings of helplessness or powerlessness, or when we need to feel stronger and more powerful when with others, and when we feel like someone is bothering us. Having to speak in front of others, and problems on the job and with money fit here also. Arguments, disagreements, fights, and jealous moments fit into this category, too.



- ▶ **Can you give some examples of situations that could lead to self-talk and of feelings that would lead to negative emotions? Have you ever experienced any of these? How did you handle it?**

2. NEGATIVE PHYSICAL SITUATIONS

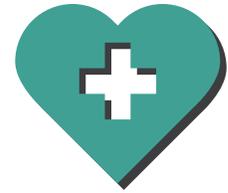
You probably will have withdrawal effects and cravings for the substance once you quit. This is normal. You may also need to cope with some pain, illness, injury, feeling tired, or other medical/physical conditions. This is normal, too. These must be dealt with in order to begin healing.



- ▶ **Have you ever experienced any of these situations? Has anyone you know experienced them? What kinds of thinking would get someone into trouble in these situations?**

3. EXTREMELY POSITIVE EMOTIONAL SITUATIONS

Sometimes too much of a good thing can be a trigger for using alcohol or drugs, or for some other compulsive behavior. Something really great happens to you, and you need to make it feel better or want to party because what's happened is so cool. Sometimes you are so overwhelmed by the great thing that happened to you that you feel the need to chill out with a drug to be in control!



► **Have you ever experienced any of these situations? Has anyone you know experienced them? What kind of self-talk would not be helpful here?**

4. TESTING PERSONAL CONTROL

Sometimes, after a person has stopped using alcohol/drugs or using compulsive behaviors, he/she feels that it is possible to go back "just once", or just to see if they can handle it – to prove to themselves and others that they are really in control of it.

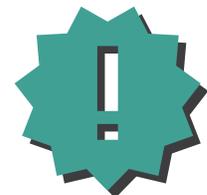


► **Have you ever experienced this? Has anyone you know experienced this? What kinds of self-talk will get you into trouble here?**



5. REMINDERS OF PREVIOUS USE

If you have used alcohol/drugs in the past, you will find yourself having an urge to use again especially if you travel in the same circles you lived in before. These may include passing by a bar, seeing someone light up a joint, seeing an ad for cigarettes, a building or street sign, seeing friends who you used to use with, or songs and movies. Sometimes, this urge can come "out of the blue" without warning.



► **Have you ever experienced any of these situations? Has anyone you know experienced them? What was your self-talk, or their self-talk?**

6. SOCIAL PRESSURE

Sometimes people will put pressure on you to use. It might be your friends, people you go to school with, or people you work with – even people in your own family.



▶ **Have you ever experienced this? Has anyone you know experienced this?**

▶ **Which of the 6 HIGH RISK situations that you read about in the past few pages would you find the hardest to deal with?**

▶ **Which would be the easiest?**

The Thinking Report: Part 1



So how can we look at our thinking and learn new skills, O Wise Frog?

Rational Behavior Therapy (RBT) uses a **Thinking Report**. This report is a standard way of examining your beliefs, the resulting feelings, behavior, and consequences.

To complete a written Thinking Report on your own situations, you may want a blank report sheet to fill out for this activity. See the Thinking Report II for a blank report.

The Thinking Report has 5 parts:

- A. Antecedent = Facts and Events
- B. Beliefs = Self-talk, thoughts, attitudes
- C. Consequences, feelings, and behavior
- D. Do camera check of "Facts and Events", and come up with rational alternatives
- E. Expectations = Desired feelings/behavior in future situations



Let's look at the example of the incident in the lunchroom with Joe: Joe is sitting in the lunchroom and you see him roll his eyes at you. You think, "**How dare he roll his eyes at me? He's disrespecting me! I'll show him!**"

You feel yourself getting mad, your face getting red. You clench your fists. Your blood is pulsing. You jump up and punch Joe. You used to be friends but now you hate each other. Now let's break down what happened.

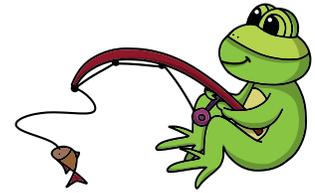
- A. The Antecedent = **Eyes Rolled**
- B. Beliefs = **He's messing with me!**
- C. Consequences = **Getting mad! Punch him! Friendship lost!**
- D. Do camera check = **He rolled his eyes, but was he just goofing around? There were lots of others around. Fails AFROG. Could have ignored him, talked with him, or walked away.**
- E. Expectations for next time = **Just ignore him**



A: ANTECEDENT (Facts and Events)

ANTECEDENT is what comes before the behavior.

PERCEPTION is how you see things. It's your point of view. It's the binoculars you see life through.



This is also called the situation - what happened? This is what you perceived happened that led to the behavior and consequences (or outcome).

Your perceptions come from a number of places. They could come from:

1. something that has happened to you
2. a feeling that you have about life
3. something you think might happen in the future
4. your version (interpretation) of some past event



When doing the Thinking Report it can be helpful to remember AFROG:

Alive: Does my self-talk keep me alive, safe, and secure?

Feelings: Does my self-talk make me feel better?

Reality: Is my self-talk real and rational?

Others: Does my self-talk help me get along with others?

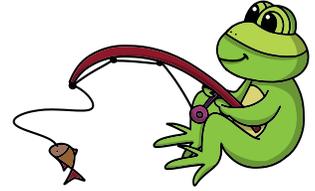
Goals: Does my self-talk help me reach my goals?

Look at the example below.

Thinking Report		Name:	
A. Facts and Events Joe rolled his eyes	D1. Camera check of "A" Joe rolled his eyes at someone. He was goofing around		
B. Self-Talk (Thoughts/Beliefs) <ol style="list-style-type: none"> 1. Joe rolled his eyes at me. 2. He's disrespecting me. 3. I'll show him! 	D2. Rational challenge of "B" (use AFROG)	D3. Rational alternative to "B" (use AFROG)	
C1. Feelings Angry, disrespected, irritated	E1: Desired feelings in similar situation Respected and cool		
C2. Behavior Jumped up, punched Joe	E1: Desired behavior in similar situation Ignore it, play it off, avoid trouble		
C3. Consequences Charges filed, lost friend			

B: BELIEFS (Self-Talk, Thoughts, Attitudes)

Your **BELIEF** is what you think about a situation or thing.



In this part of the thinking report, you record your thoughts and attitudes when the **ANTECEDENT** occurred.

You will write down at least 3 thoughts, attitudes, or beliefs about the **ANTECEDENT** (what happened, the situation)

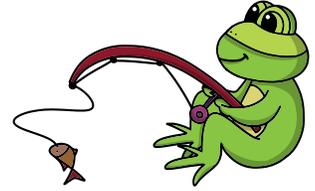
Example: "It's not fair. He's stupid for doing that! I can't let him get away with this."

Look at the example below.

Thinking Report	Name:
<p>A. Facts and Events Joe rolled his eyes</p>	
<p>B. Self-Talk (Thoughts/Beliefs)</p> <ol style="list-style-type: none"> 1. Joe rolled his eyes at me. 2. He's disrespecting me. 3. I'll show him! 	<div data-bbox="857 1115 1430 1486" style="border: 1px solid #4a69bd; border-radius: 15px; padding: 10px; background-color: #4a69bd; color: white;"> <p>Recall the situation. What were you thinking? What did you believe the other people were trying to do?</p> <p>Then write in the second box. It is labeled "B. SELF-TALK".</p> </div>

C: CONSEQUENCES (Feelings, Behavior)

The **CONSEQUENCE** is the result.



1. Simply state how you felt. How did the situation make you feel?

Use "I" statements, not "Joe ticked me off" but "I got mad at Joe". Remember to take ownership of the feelings you felt. You chose to feel that way. Remember you are not a robot.

2. Identify the behavior you took as a result of your self-talk and feelings; "I got up and yelled at him" or "I hit him".

3. What happened as the result of your behavior? What did others do?

Look at the example below.

Thinking Report		Name:
A. Facts and Events Joe rolled his eyes	<div style="background-color: #546e7a; color: white; padding: 10px; border-radius: 15px; margin-bottom: 10px;"> Recall the situation. How did you feel about what happened? What did you do? What did others do? </div> <p>Then write in the next 3 boxes. They are labeled "C1, C2, C3".</p> 	
B. Self-Talk (Thoughts/Beliefs) <ol style="list-style-type: none"> 1. Joe rolled his eyes at me. 2. He's disrespecting me. 3. I'll show him! 		
C1. Feelings Angry, disrespected, irritated		
C2. Behavior Jumped up, punched Joe		
C3. Consequences Charges filed, lost friend		

D: DO CAMERA CHECK on (A.) FACTS and EVENTS (Challenge Beliefs and Self-Talk)

1. Do a "camera check" on the situation. This helps show the difference between objective facts and opinions.

Remember: Only the other person knows his or her own self-talk, beliefs, attitudes, and motives. Unless they tell you about them, you are only guessing.

2. Go to AFROG and check each statement in (B.) "Self-Talk."

Check YES or NO for each statement for each AFROG question. Are there any missing thoughts you forgot to write down?

3. Come up with some rational (helpful) alternatives to your self-talk. What are some more helpful thoughts that you could have?



Look at the example below.

Does each statement meet at least 3 AFROG Criteria?

Alive: Does my self-talk keep me alive, safe, and secure?

Feelings: Does my self-talk make me feel better?

Reality: Is my self-talk real and rational?

Others: Does my self-talk help me get along with others?

Goals: Does my self-talk help me reach my goals?

Thinking Report

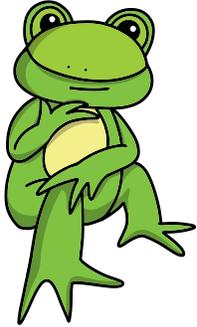
Name: _____

A. Facts and Events Joe rolled his eyes	D1. Camera check of "A" Joe rolled his eyes at someone. He was goofing around	
B. Self-Talk (Thoughts/Beliefs) 1. Joe rolled his eyes at me. 2. He's disrespecting me. 3. I'll show him!	D2. Rational challenge of "B" (use AFROG)	D3. Rational alternative to "B" (use AFROG)
C1. Feelings Angry, disrespected, irritated		
C2. Behavior Jumped up, punched Joe		
C3. Consequences Charges filed, lost friend		

Recall the situation. How might the situation have looked to someone else? Was my thinking rational? What else could I have thought?

Record this information in the boxes labeled "D1, D2, D3". We'll finish "D" on the next page.





Now onto “D2”. Here you will compare your self-talk from “B” to **AFROG** to check for rational thinking. For each statement in “B” ask yourself the 5 AFROG questions and check YES or NO for each statement in “B”.

Here’s an example:

(B1) Joe rolled his eyes at me.

- A. This thinking doesn’t help to keep me **ALIVE**.
- F. This statement doesn’t help me **FEEL** good.
- R. This may not be true (or **REAL**ity).
- O. It does not help me get along with **OTHERS**.
- G. It doesn’t really help me meet my **GOALS**.

D2. RATIONAL CHALLENGE OF “B”
(Use AFROG)

- 1-A Yes No
- 1-F Yes No
- 1-R Yes No
- 1-O Yes No
- 1-G Yes No
- 2-A Yes No
- 2-F Yes No
- 2-R Yes No
- 2-O Yes No
- 2-G Yes No
- 3-A Yes No
- 3-F Yes No
- 3-R Yes No
- 3-O Yes No
- 3-G Yes No

D3. RATIONAL ALTERNATIVE TO “B”

1. Joe rolled his eyes at someone.
2. He's probably just goofing around.
3. I'll just ignore it.

“D3” is your chance to think of things you could have thought instead of your self-talk from “B”.

This will require a little thought and creativity. For example:

Instead of *“Joe rolled his eyes at ME”* you could have thought, *“Joe is rolling his eyes at SOMEONE”*.



E: EXPECTATIONS (Desired Feelings and Behavior)

EXPECTATIONS has 2 parts - E1 and E2. Both parts deal with the FUTURE.

1. Describe how you want to feel if something like this ever happens again.
2. Describe the behavior that will help you feel the way you'd like to feel and that will help you reach your goals in the future.

As part of this process you will need to think about questions like:

► How would your goals be better met with different thinking and beliefs?

Look at the example below.

Thinking Report		Name:	
A. Facts and Events Joe rolled his eyes	D1. Camera check of "A" Joe rolled his eyes at someone. He was goofing around		
B. Self-Talk (Thoughts/Beliefs) 1. Joe rolled his eyes at me. 2. He's disrespecting me. 3. I'll show him!	D2. Rational challenge of "B" (use AFROG)	D3. Rational alternative to "B" (use AFROG)	
C1. Feelings Angry, disrespected, irritated	E1: Desired feelings in similar situation Respected and cool		
C2. Behavior Jumped up, punched Joe	E2: Desired behavior in similar situation Ignore it, play it off, avoid trouble		
C3. Consequences Charges filed, lost friend			



Recall the situation. How do I want to FEEL in similar situations in the future? How do I want to BEHAVE in similar situations in the future?

Record this information in the boxes labeled "E1" and "E2".

THINKING REPORT I

Name: _____

Date: _____ Staff: _____ Pod: _____

<p>A. Facts and Events</p>	<p>D1. Camera check of "A"</p>	
<p>B. Self-Talk (Thoughts/Beliefs)</p> <p>1.</p> <p>2.</p> <p>3.</p>	<p>D2. Rational challenge of "B" (use AFROG)</p>	<p>D3. Rational alternative to "B" (use AFROG)</p>
<p>C1. Feelings</p>	<p>E1: Desired feelings in similar situation</p>	
<p>C2. Behavior</p>	<p>E2: Desired behavior in similar situation</p>	
<p>C3. Consequences</p>		



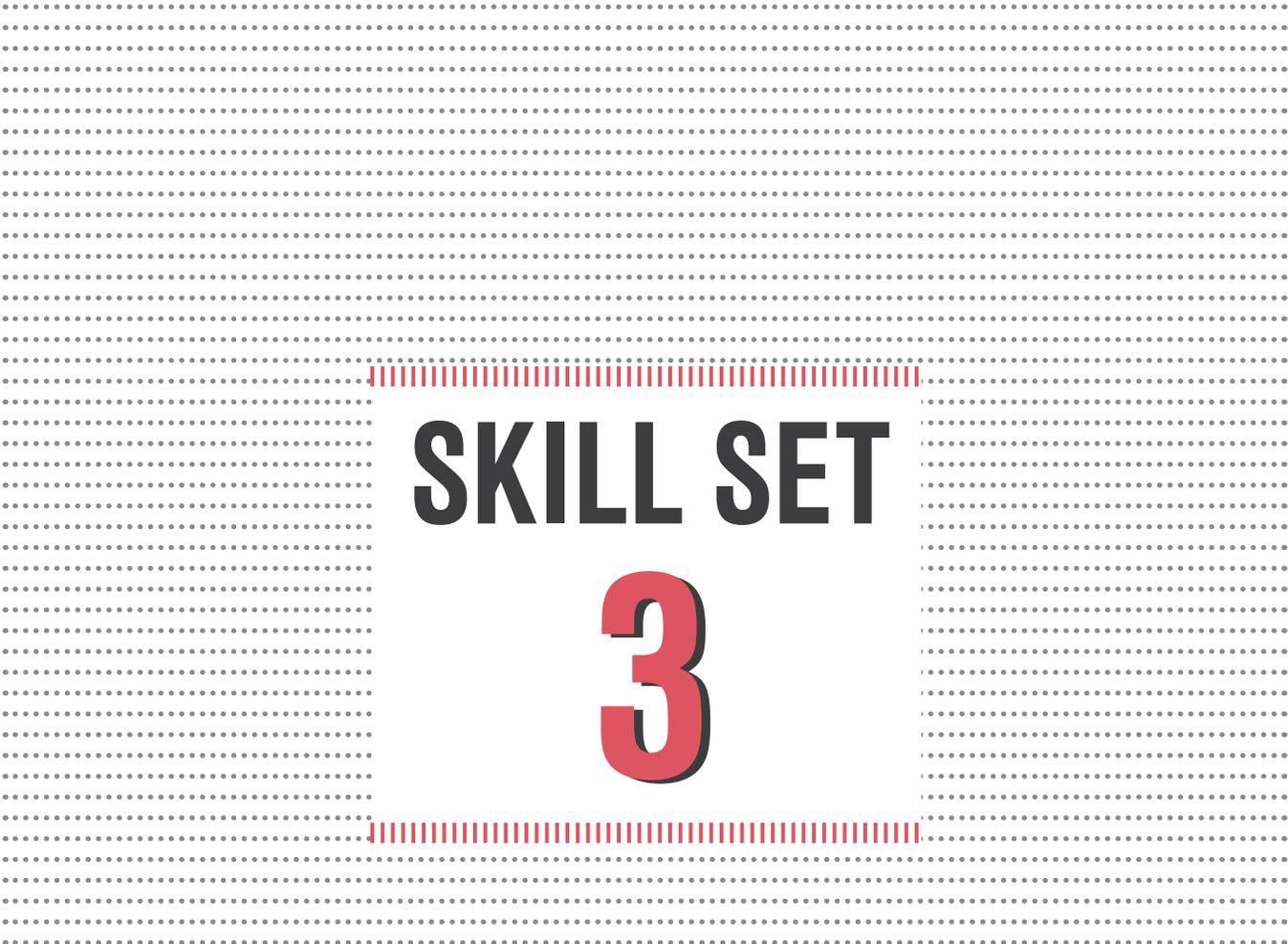
The Thinking Report: Part 2

TARGETED THINKING REPORT II

Name: _____

Date: _____ Staff: _____ Pod: _____

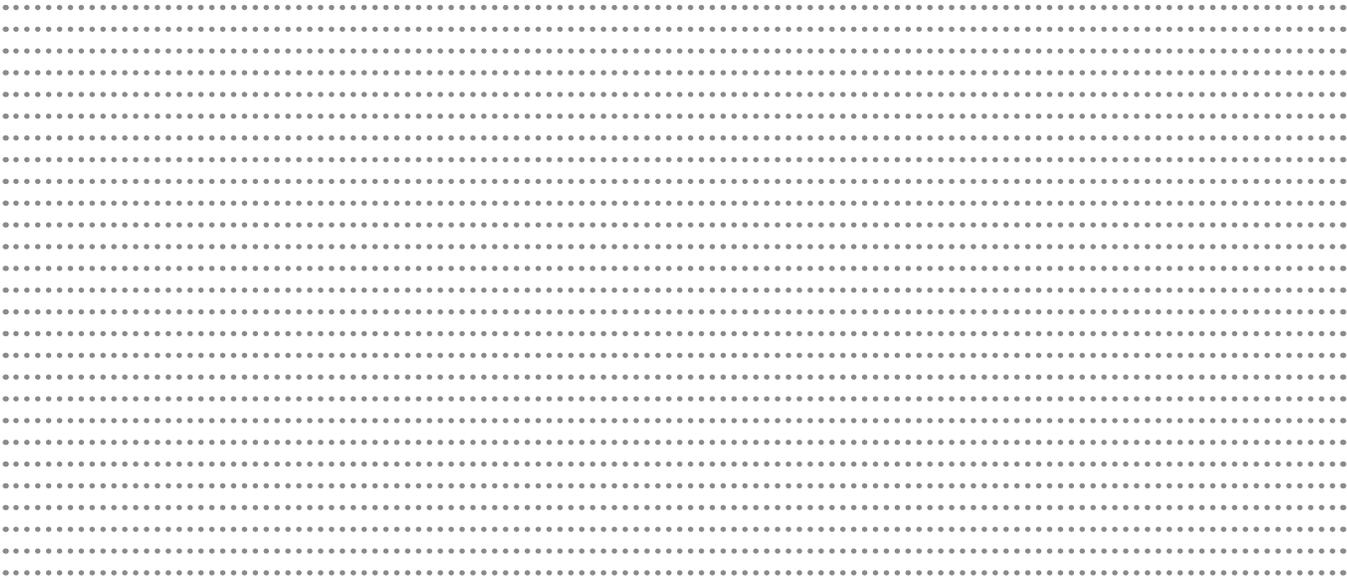
<p>A. TARGET PROBLEM (Pattern of similar situations which leads to consistent self-talk, feelings, and behavior that do not help you reach positive long-term goals)</p>	<p>F. WHAT NEW CORE BELIEF OR ATTITUDE WOULD WORK BETTER FOR YOU? (Is there a different way of looking at things that would get you healthier feelings, more appropriate behavior, and successful consequences?)</p>
<p>B. WHEN DOES OR HAS THIS PATTERN COME UP IN YOUR LIFE AND WHAT HAPPENS? (Where has this happened before? Has your thinking and behavior worked for you? How is it a source of risk for trouble to you?)</p>	<p>G. PATTERNS (When do you end up thinking and acting this way? What usually happens to you? To others? Immediately? Long-term?)</p>
<p>C. TARGETED THINKING (Usual self-talk in the problem situation)</p>	<p>H. HOW CAN YOU SEE THE TARGET PROBLEM COMING? (Places? Persons? Things? Other person's words? Other person's behavior?)</p>
<p>D. UNDERLYING CORE BELIEFS (Beliefs and attitudes that are part of your "rule book" for life; expectations of yourself; and how you react to others and how others are supposed to act to you)</p>	<p>I. WHAT CAN YOU TELL YOURSELF (SELF-TALK) AND WHAT CAN YOU DO WHEN THE TARGET SITUATION HAPPENS? (What could be some "new" self-talk that would get you different feelings and behavior? What are some things you can DO?)</p>
<p>E. DISTORTIONS/IRRATIONALITIES OF YOUR SELF-TALK AND BELIEFS (What is unrealistic or irrational about your self-talk or core beliefs? How is your interpretation of "reality" different from what someone more "objective and neutral" would see?)</p>	<p>J. HOW CAN YOU PRACTICE USING NEW SELF-TALK AND NEW BELIEFS? (How can I talk myself into doing something different in the future? What can I do now or in the next few days to try this out? What can I do when I leave here?)</p>



SKILL SET

3

»» *Thinking of New Ways
to Respond*



a) Slowing Down Before Acting

The **Slowing Down Before Acting** section provides important exercises that help you develop strategies to stop and think before acting, allowing you to break the sequence of automatic thoughts leading to automatic behaviors. This section offers different techniques, such as “Stop, Look, and Listen”, for calming down and relaxing, even in high-stress situations. These strategies for creating physical and mental moments of pause create the opportunity for you to stop and think more deliberately before acting.

- › **Patterns, Target Problems, Self-Talk, and Relaxation Strategies...**Pages 68-71
- › **Stop, Look, and Listen Technique...**Page 72
- › **How to Relax...**Page 73
- › **Calm Down...**Page 74

b) Managing Risks and Your Triggers - Thinking of Alternative Responses

The **Managing Risks and Your Triggers - Thinking of Alternative Responses** section of exercises helps you practice thinking of alternative responses to risky situations. The exercises in this section will teach you to identify your own risk factors that could lead to negative responses. You will think back to problems and how you have responded in the past and use that to think of alternative responses in those contexts you have identified as being personally risky.

- › **Personal Self-Change Exercise...**Page 76
- › **Are You Able and Ready?...**Page 77
- › **Risk Processing...**Page 78
- › **Physical / Emotional Vulnerabilities...**Page 79
- › **Common Scams and Cons...**Page 80
- › **Alcohol and Drug Temptations...**Pages 81-82
- › **Manage Your Anger Triggers...**Page 83
- › **Refusing Alcohol and Drugs...**Page 84

c) Responding to Conflict

The lessons in the section, **Responding to Conflict** help connect the dots between new ways of thinking and new behaviors that are a result of those thought processes. Activities will guide you in identifying responses for a given problem and thinking through the immediate and more long-term consequences of those responses. This section also includes lessons on how to prevent conflict from happening in the first place, before a situation can escalate into something more serious.

- › **Ownership of My Behavior...**Pages 86-88
- › **How to Make Good Decisions...**Pages 89-90
- › **Defining and Identifying Problems...**Pages 91-96
- › **Dump the Victim...**Page 97
- › **Refusal Skills...**Pages 98-102

d) Rational Self-Analysis

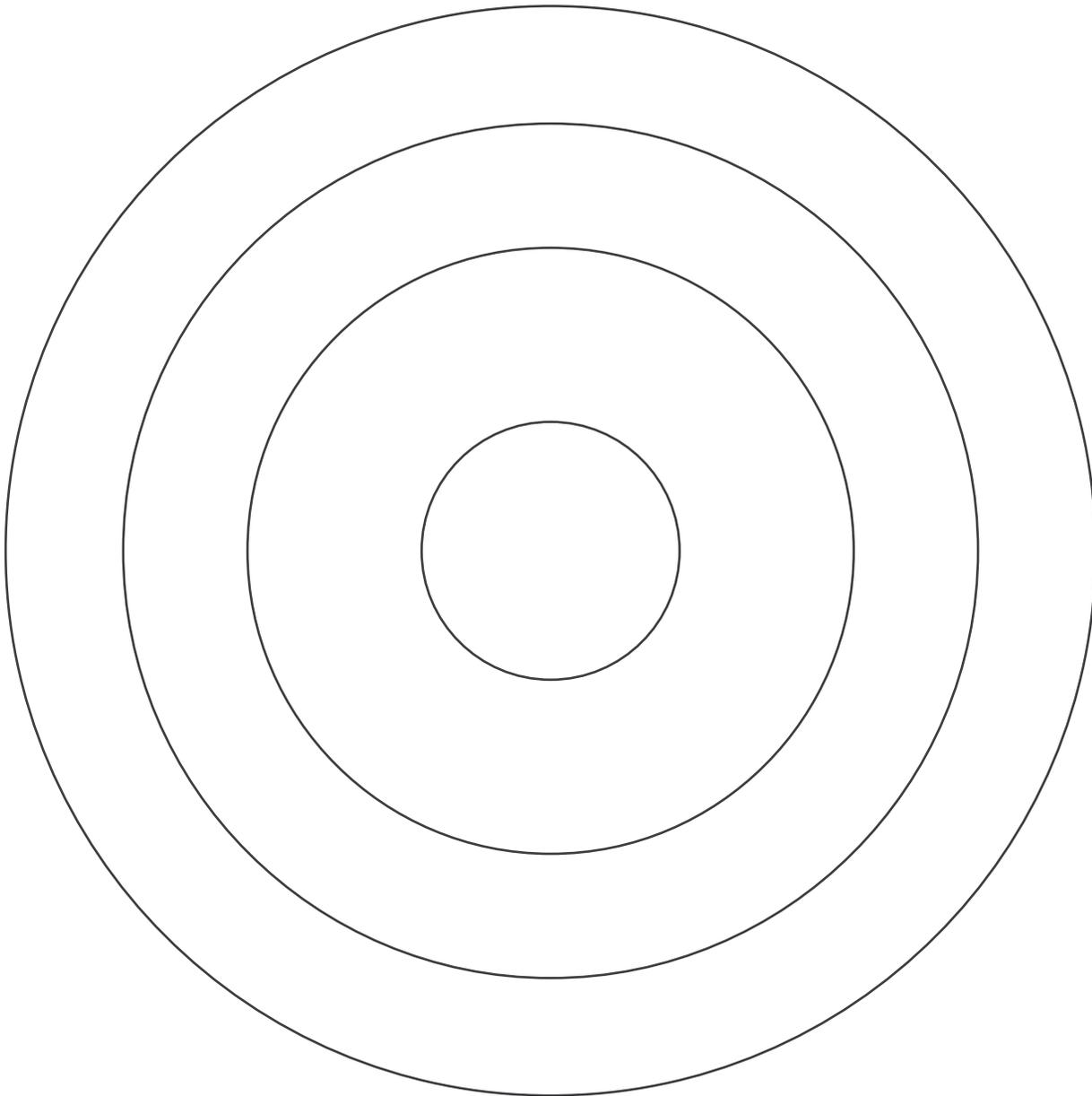
The **Rational Self-Analysis** tool helps you examine your thinking, feelings, resulting behavior, and consequences. The RSA worksheet offers an organized way for you to identify beliefs and thoughts that result in behaviors. The tool also prompts them to plan how you can challenge those thoughts when they arise and how that would result in a different outcome. The RSA guides you in thinking about more appropriate behavior under difficult circumstances and how to achieve successful outcomes in those situations.

- › **Rational Self-Analysis...**Pages 104-106
- › **Rational Self-Analysis Worksheet...**Pages 107-108

» Patterns, Target Problems, Self-Talk, and Relaxation Strategies

Patterns

What always happens when you think this way (using the target thinking). The outcomes should not be just immediate, but include long-term effects. Use the “ripple chart” method: effects of thinking, behavior, and feelings on self, future, family, friends, community, and world.



How can you see the target problem coming?

There are many risk factors that can pop onto one's "radar". You need to start **monitoring** (monitoring means watching what is happening) your life and not simply be on "automatic pilot". Certain people, certain things that are said, and certain things that are done, can be a trigger to the target thinking.

► How can you see a problem situation coming?

What can you tell yourself (self-talk) and what can you do when the target situation happens?

Here are some ways to shift from autopilot to full control. Some useful thoughts include:

- › **MY PART**—Finding one part of the situation that you are responsible for. Tell yourself in words that you are responsible for this part of the situation. Don't put all the blame on someone else.
- › **THEIR SHOES**—Imagine what the other person is thinking. Tell yourself "he/she is probably thinking...", and fill in the blanks.
- › **RESPECT**—If you are putting someone down, find a thought about them that makes them "valuable". Say this to yourself in words. Say something about them that you can respect.
- › **CONSEQUENCES**—As you hear the self-talk start to play, identify and imagine a very negative consequence that has occurred in the past, and use this to motivate yourself.
- › **NEW PERSON**—Remind yourself of the new, changed person you want to become. Tell yourself in words how you want to be in situations like this one.
- › **DECENT FEELINGS**—Train yourself to notice the good feelings toward others you may often ignore. Tell yourself in words one positive feeling you have toward this person or situation.

Some things you can do:

- › Get support or outside help: Tell someone else what you are experiencing
- › Distract yourself: Do something unrelated to the current situation
- › Leave or change the situation
- › Take deep breaths (in through your nose, out through your mouth) to relax yourself

Some things you can think:

- › Use imagery (e.g., visualize the craving or temptation as a wave that rises and falls, and you are riding it out)

- › Listen to what you are saying to yourself
- › Use positive self-statements such as, "I can cope with it. I can do it."
- › Use thought stopping (picture a big STOP sign in your head)
- › Think of the negative consequences of using the same old thinking
- › Think of the benefits of making good choices and being in control of yourself, and the good things that can result
- › Identify self-talk that you can use to "talk yourself" into doing the right thing

Learn to relax:

1. Focus On Your Body

- › Slowly scan your body; tighten and then relax each of your muscles, starting with your feet and moving slowly up to your face muscles
- › Tell yourself to let go of the tension as you focus on each area of your body
- › When you have finished, think of yourself as relaxed and comfortable

2. Focus On Your Breathing

- › Breathe out through your mouth
- › Breathe in slowly—feel it all the way down into your abdomen as your lungs fill up with air
- › Breathe out slowly through your mouth, feeling your abdomen deflate like a balloon
- › Try this with your hand on your upper abdomen to be more aware of your breathing

3. Focus On Images

- › Picture a calm, peaceful scene
- › Imagine yourself sitting or lying on a beach feeling the warmth of the sun; in a park, a place with a gentle breeze, watching clouds pass in the sky
- › Think of yourself as completely relaxed and enjoy the sensation

4. Do Some Other Things:

- › Say the word **relax** or **calm** to yourself as you breathe out; or count 1-2-3 to yourself as you slowly breathe out.
- › Stretch
- › Tense your muscles, then let go (e.g., shrug your shoulders up, hold for a few seconds, then let go and notice the difference)
- › Remember a time you felt relaxed and recall the feeling

5. Try Some New Beliefs:

- Everyone can have a bad day now and then
- Some people will never like or respect me and that's ok
- It's ok to be vulnerable and share my feelings
- The world is not always fair; need to use stage 4 decision-making on occasion
- Everyone is basically good and trying to make it as best they can
- We all make mistakes; that does not make you bad! (to **MAKE** a mistake does not mean you **ARE** a mistake!)

How Can You Practice Using New Self-Talk and New Beliefs?

What do you have to watch out for in the immediate future? How can you experiment with this new way of looking at things? How can you practice this so that you can really make a lasting change? How can others be helpful to this process? Who could these helpful people be? What is your plan to keep the changes going after you leave here?

» Stop, Look, and Listen Technique

Remember that the key to all of this is to understand how we think. Remember: Positive thinking leads to positive behavior.

To Help You Think More Clearly, Use "STOP, LOOK, and LISTEN".

Think of a train - once it gets rolling it takes a lot to stop it. You have to obey the crossing signals to avoid danger and even death.

Like a train, our thoughts are hard to control once a situation is happening. We need to plan ahead and learn to see the warning signals in our thoughts.

"**STOP, LOOK, and LISTEN**" is a crossing signal for your thinking. This means you need to be aware of your situations and listen for irrational thinking. As soon as it starts, you need to stop it by replacing irrational thinking with rational thinking. This will help you avoid trouble and help you achieve your goals.



What Do You Think?



- What could have been avoided if you had used the "**STOP, LOOK, AND LISTEN**" technique with your friend Joe?



- What can Tom accomplish if he is able to replace his irrational thinking with rational thinking? Isn't successfully completing probation better than going to DOC?



- What goals can Christy reach if she **STOPs** her negative thoughts toward her manager and instead **LOOKs** toward her goals and **LISTENs** to positive self-talk?



To improve thinking, you have to keep on practicing.

My old fly-catching coach used to always say "Practice makes perfect!"



» How to Relax

Some people use substances to relax or escape. To stay clean you need to look at other ways of relaxing. Relaxation is marked by a state of calm, well being and easy breathing. Here are some things to do:



> FOCUS ON YOUR BODY

- Slowly scan your body and relax all your muscles, starting with your feet and moving slowly up to your face muscles
- Tell yourself to let go of the tension as you focus on each area of your body
- When you have finished, think of yourself as relaxed and comfortable

> FOCUS ON YOUR BREATHING

- Breathe out
- Breathe in slowly—way down into your abdomen
- Breathe out slowly
- Try this with your hand on your upper abdomen to be more aware of your breathing

> FOCUS ON IMAGES

- Picture a calm, peaceful place
- Imagine you are sitting or lying on a beach feeling the warmth of the sun
- Think of yourself as completely relaxed and enjoy the sensation

> Other things you can do:

- Say the word **relax** or **calm** to yourself as you breathe out
- Stretch
- Tense your muscles, then let go (for example, shrug your shoulders up, hold for a few seconds, then let go and notice the difference)
- Remember a time you felt relaxed and recall the feeling

Now try each of these, both in the group and on your own.

» Calm Down

Sometimes your interaction with someone will result in strong feelings. How do you calm down so that your “reptilian brain” is not turned on all the time? **This process is called self-soothing!**

It means separating yourself from the situation, and focusing on something different and more pleasant. It is important to use all of your “senses” to help soothe a rough time:



SEEING

Look at a painting or poster. Look at something in nature. Look at a magazine.
Look at something funny (TV, movie, newspaper, book).



HEARING

Listen to mellow music. Sing to yourself.
Call a friend. Read out loud.



SMELLING

Burn scented candles.
Put on nice cologne.



TOUCH

Hug someone.
Play with a pet. Take a long bath or shower.



TASTE

Slowly eat your most favorite food, savoring every bite. Eat some chocolate.
Grab an ice cream.

► **Have you used any of these strategies or others in the past year?**

► **What strategies would you like to try?**

► **There can be some obstacles to self-soothing. Have you ever faced these obstacles? They are self-talk that prevents you from self-soothing!**

- I don't deserve to feel better
- I don't deserve anyone to be kind to me, including myself
- Self-soothing is a waste of time
- If others don't soothe me, I should not have to soothe myself
- This is strictly for OTHER PEOPLE
- I can't do it; it won't work for me



Personal Self-Change Exercise

Name: _____ POD: _____ Date: _____

OLD TARGET BEHAVIOR	NEW TARGET BEHAVIOR
OLD THINKING/SELF-TALK WHICH SUPPORTS THE OLD BEHAVIOR	NEW THINKING/SELF-TALK WHICH SUPPORTS THE NEW BEHAVIOR
OLD ATTITUDES/CORE BELIEFS/ EXPECTATIONS/MINDSETS THAT SUPPORT THE OLD THINKING/SELF-TALK	NEW ATTITUDES/CORE BELIEFS/EXPECTATIONS/ MINDSETS THAT SUPPORT THE NEW THINKING/ SELF-TALK

Are You Able and Ready?

The research on risk for re-offending tells us that there are clear risk factors for why kids continue to commit crimes or engage in other harmful/hurtful behavior. Some of these factors can also be sources of strength or actually be “protective” from future problems. In the chart below, look at each factor and check the ones that are risks for you and the ones that are helpful or protective.



FACTOR	RISK COMPONENTS	PROTECTIVE COMPONENTS
1. Family	<input type="checkbox"/> Little expressed love/support <input type="checkbox"/> Little parental supervision <input type="checkbox"/> Inconsistent or harsh discipline <input type="checkbox"/> Neglect/abuse	<input type="checkbox"/> Lots of expressed love/support <input type="checkbox"/> Kid feels free to seek out parent’s advice <input type="checkbox"/> Parent support for school success <input type="checkbox"/> Clear rules/consequences <input type="checkbox"/> Parents not involved in crime or hurtful behavior <input type="checkbox"/> Parents reinforce successes
2. Attitudes, Values, Beliefs	<input type="checkbox"/> Rejects conventional approaches <input type="checkbox"/> Rationalizes law violations <input type="checkbox"/> Interprets actions of others as hostile <input type="checkbox"/> Thinking/beliefs support crime <input type="checkbox"/> Rigid/irrational thinking <input type="checkbox"/> Blames others for everything	<input type="checkbox"/> Likes to help others <input type="checkbox"/> Tells the truth even if it hurts <input type="checkbox"/> Takes responsibility for thinking and behavior
3. Peers/Community	<input type="checkbox"/> Lots of friends getting into trouble <input type="checkbox"/> No friends staying out of trouble	<input type="checkbox"/> Supported by non-parent adults <input type="checkbox"/> Caring neighbors <input type="checkbox"/> Community involvement <input type="checkbox"/> Feels safe in neighborhood <input type="checkbox"/> Neighbors staying out of trouble <input type="checkbox"/> Involved in supervised and organized activities
4. Behavioral History, Temperament, and Personality	<input type="checkbox"/> Restlessly energetic, impulsive, adventurous, and pleasure seeking <input type="checkbox"/> Difficulty putting things into words <input type="checkbox"/> Low tolerance for frustration <input type="checkbox"/> Poor skills for self-management and self-control <input type="checkbox"/> Behavior problems from an early age <input type="checkbox"/> Unable to see harm caused to others	<input type="checkbox"/> Can plan ahead and make good choices <input type="checkbox"/> Can understand and see others’ point of view <input type="checkbox"/> Can resist peer pressure <input type="checkbox"/> Can resolve conflicts without violence <input type="checkbox"/> Optimistic about his/her future <input type="checkbox"/> Can make amends when wrong
5. School	<input type="checkbox"/> Few educational accomplishments <input type="checkbox"/> Few employable skills <input type="checkbox"/> Problem behavior in school <input type="checkbox"/> School sees problem kid	<input type="checkbox"/> School is a safe place <input type="checkbox"/> School has clear rules and expectations <input type="checkbox"/> Teachers encourage success <input type="checkbox"/> Involved in extra-curricular activities <input type="checkbox"/> Motivated to do well in school <input type="checkbox"/> B average or better <input type="checkbox"/> Home assignments completed <input type="checkbox"/> Reads beyond required books

► What has this told you about yourself?



Risk Processing

Now that you have identified these risks, pick the three biggest risks and work them through the model below:



1. Identify the risk

2. Name 2 situations involving this risk

1.

1.

1.

2.

2.

2.

3. What makes this a risk for you?

4. What thinking/core beliefs enable taking the risk and becoming vulnerable to previous behavior/drug use?

5. Why is this thinking/core beliefs irrational and not reality based? What are more realistic beliefs?

6. How can you respond to this risk, at different levels (distant, medium, close)?

Distant:

Distant:

Distant:

Medium:

Medium:

Medium:

Close:

Close:

Close:

7. How do I pick up the pieces if I don't manage the risk?

Physical / Emotional Vulnerabilities

Please circle which of the following situations you experienced in the last week. All of these can make you more “vulnerable” to being more emotional and impulsive than you need to be. Even fairly stable people can lose it when they are tired, etc.

- Money problems
- Some situation where I felt personal failure
- Hungry
- Hurt or sick
- Not enough sleep
- Ate too much
- Lost something important to me
- Lost someone important to me
- Plans got messed up



► Can you list some other physical or emotional vulnerabilities that could affect your ability to handle anger or other strong feelings?

► How can you handle these vulnerabilities when they come up in your life?

► Sometimes, you just can't avoid having some vulnerability. So, you have to manage it. But again, if you **PAY ATTENTION** and think about what is going on with you, you should be able to deal with it better!

► While our body and emotions can compromise our ability to handle strong feelings, our core beliefs and self-talk also impact how we can handle strong feelings.



Common Scams and Cons

What are common scams and cons? Have you used any of these in the past? Check the ones that have been a problem for you:

- Deny there is a problem. "What are you talking about?"
- Lie that you didn't do it. "Who me? Couldn't be!"
- Sidetrack the main problem. "Oh yeah, what about...?"
- Blame someone else. "If it wasn't for you..."
- Make excuses. "I have a good reason..."
- Talk as if it was the only thing you could have done. "There was no other option..."
- Pretend you don't get it (Baffle them with BS). "I really don't know what you are getting at..."
- Act as if it is no big deal. "I only..." "I just..." "What difference does it make...?"
- Tell them what they want to hear. "I know what you are saying; I was wrong, it won't happen again."
- Pretend you are changing. "I'm really going to try to do things right this time."
- Blow up. "You better back off and get outta my face!" "I'm gonna lose it."
- Get emotional and weepy, try to relate current behavior to past event. Sniffle, sniffle...cry...cry...
"I'm sorry, I was just starting to deal with my past abuse, I started thinking about my old man..."
- Act as if you have no control. "I am an addict..." "I don't even think about it, I just do it..."
- Blow it off. "No big f—in' deal." "I don't give a s--t."
- See the problem in others. "Good thing I am not like one of those druggies in the program."
- Take it personally. "I can't believe you would think I would do such a thing." "Don't you trust me?"
- See only what you want to see. "I've been bustin' my ass, turning my life around, and all you can focus on is this one and only problem I have ever had!"
- Own up only to the smallest part of the problem. "I just had one drink, shouldn't have been around those guys."
- Put the focus on others. "You need to take some time off; you've been coming down on me too much."
- Blow it out of proportion. "Are you saying I don't want to change?" "Why don't you just come out and call me worthless?"
- Act like it is now or never, black or white, one way or no way. "What's the use of trying?" "I might as well get wasted."
- Give up easily. "That's it; I'm done, I'm outta here!"
- Block it out of your mind. "I'm not going to think about it."
- Look for the magical solution. "I need to move out of state, make a fresh start."
- Shut down, make people feel bad for holding you accountable. "You've ruined my life, you're making me go through hell!"



► Pick five which have been a problem for you. How can you fix them going forward?

» Alcohol and Drug Temptations

Below you will read some reasons that people use to drink or use drugs. Select the answer that best fits with how tempted you will be to drink or use drugs when facing the following situations.



There are five possible responses to each of the items in the questionnaire:

1. Not At All Tempted
2. Not Very Tempted
3. Somewhat Tempted
4. Very Tempted
5. Extremely Tempted

- _____ 1. When I am excited.
- _____ 2. When I am with others who are drinking a lot.
- _____ 3. When things are not going my way and I am frustrated.
- _____ 4. When I am really happy.
- _____ 5. When my friends push me to keep up with their drinking.
- _____ 6. When I am feeling depressed.
- _____ 7. When I am having fun with friends.
- _____ 8. When other people encourage me to have a drink or use drugs.
- _____ 9. When I am very anxious and stressed.
- _____ 10. When I am offered a drink or drugs by someone.
- _____ 11. When I am feeling angry.
- _____ 12. When things are going really well for me.
- _____ 13. If I go to a party where there is a lot of drinking or drugs.
- _____ 14. When I am anxious about sex.
- _____ 15. When there are drinking or drug games going on.
- _____ 16. When I have my feelings hurt.
- _____ 17. When I am with someone I am attracted to.
- _____ 18. When I am with others who are focusing on drinking or using drugs.
- _____ 19. When I am feeling shy.
- _____ 20. When I feel like keeping up with my friends' drinking or drug use.
- _____ 21. When I am nervous about being socially outgoing.

Alcohol / Drug Temptations Scoring

Please put the appropriate number in the unshaded area for each numbered question from the activity on the previous page.

ITEM	PEER PRESSURE	NEGATIVE MOODS	POSITIVE MOODS	SOCIAL ANXIETY
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
Totals				

Discuss with the group what are the major problem situations. Another way of looking at situations is to figure out how confident you are about being able to stay away from alcohol/drugs and in which situations you are not.

Manage Your Anger Triggers

A trigger or risk situation is one that tends to get me real angry real fast. These can be situations I find myself in or thoughts that I have. Triggers are usually situations from the past that have been “programmed” into your “danger radar” and your brain is responding like it is life threatening.



► Are any of these situations an anger trigger for you?

- Someone criticizing me or putting me down
- Getting stuck in line or at a red light, when I am in a hurry
- I get blamed for something I did not do
- I get punished for something I did not do, or I was not the only one doing it
- Someone challenging what I think about something
- Someone cuts in front of me in line
- Being told I can't have something I really want
- Thinking about a former friend
- Thinking about a former girlfriend/boyfriend
- Getting less than I deserve (at school, at work)
- Finding out someone lied to me
- Missing a ride
- Being stood up for a date

► Can you identify other situations from the past that are risky for you?

► Are any of these thoughts an anger trigger for you?

- Thinking that others really intended to hurt or disrespect me
- Dwelling on things in the past that went wrong for me
- Thinking that I have been cheated or betrayed
- Thinking that others are out to get me
- Thinking that things are unfair
- Thinking about something I want but can't have or do

How can you handle these risks? *Make sure you see them coming!* Just like the red lights start flashing and the gates come down when a train comes, these risks should be readily seen by you before you are too close to manage them easily.

Refusing Alcohol and Drugs

Try some of these great ideas to help you cope in situations where you are being offered alcohol or other drugs:

- Don't waste time, just say "No!"
- Look the other person in the eye
- Tell the person to stop offering
- Suggest an alternative thing to do; something else to eat or drink
- Change the subject
- Remind yourself of your goals
- Think about the negative consequences of using
- Think of the benefits of not using
- Don't feel guilty about refusing
- Feel good about yourself for not using



► **In which situations in the future do you think you will be offered drugs or alcohol?**

► **If you do accept the offer of drugs and alcohol, how will this hurt you (prevent you from reaching your goals, hurting your family and people close to you)?**

► **How could you use the above skills to handle the situation?**

► **If you are in a group, role-play some of these situations!**

Ownership of My Behavior

(Who and What)

Put a "✓" next to any of the thoughts below that you have had.

- "It wasn't my fault."
- "It wasn't me."
- "I had no control over what happened."
- "I didn't do it."
- "Don't blame me."
- "I wasn't aware of what I was doing."
- "I didn't do what they said I did."



Replace these thoughts with more responsible thinking (which may be the opposite of what you checked), and then identify the behavior and consequences which will occur if you practice these responsible thoughts over and over again.

► **Now what thoughts could you think instead that could help you take ownership for your behavior and the effects of your behavior on others? Write down at least three new responsible thoughts for every thought checked above:**

► **Thought #1** _____

- 1.
- 2.
- 3.

► **Thought #2** _____

- 1.
- 2.
- 3.

► **Thought #3** _____

- 1.
- 2.
- 3.

► Now, if you really believed these new thoughts, what new behaviors would others expect to see from you? Write down at least three new behaviors!

- 1.
- 2.
- 3.

► Now, if you practiced this new thinking and new behavior over time, what would the results or outcomes be?

- 1.
- 2.
- 3.

Motivation (Why)

Motivation deals with whether you planned or meant to do what you did, and whether you intended the results. Put a "✓" next to the thoughts you have told yourself or others:

- "I didn't mean to do it."
- "I did it impulsively, I didn't think."
- "I didn't think it would affect anyone else."



► Now what thoughts could you think that could help you accept that you meant to do what you did and are responsible for the consequences of behavior to yourself and others? Write at least three new thoughts for each one checked above.

- 1.
- 2.
- 3.

► If you really believed these new thoughts, what new behavior would others expect to see from you? Write down at least 3 new behaviors.

- 1.
- 2.
- 3.

► If you practiced this new thinking and new behavior over time, what would the results/outcomes be?

*When you try to talk your way out of responsibility for harm you have caused others, it is called **RATIONALIZING your behavior**. You may be able to convince yourself that you are not responsible for your actions, but others will hold you accountable.*

► What will you use to motivate yourself?

► Can your parents help? Other adults?

Making positive changes is more likely to happen if you have **MOTIVATORS** such as:

- 1. INTERNAL REWARDS.** These are natural rewards you feel when you are making good decisions such as: self-esteem, power, self-respect, satisfaction, care, intimacy, growth, achievement, empathy, peace, faith, awareness, love, integrity, spirituality, meaning. These are necessary for long-term changes. ***Which of these will you use to help motivate yourself?***
- 2. EXTERNAL REWARDS.** These are rewards that others can give you for good behavior such as food, stimulation/excitement, praise, status, money, possessions, acceptance by others. These are helpful to make short-term changes. ***Which of these are important to you and can you use to motivate yourself?***
- 3. PUNISHMENT.** These are internal or external consequences if your choices are poor: pain, discomfort, anxiety, guilt, negative consequences. ***What will you think of to help you make better decisions?***
- 4. REMOVAL OF PAIN.** These are strategies to avoid abuse and pain in your life. What consequences do you currently have that would be removed if you made better decisions, such as: avoidance, ignoring, fear?
- 5. SUPPORTIVE ENVIRONMENT.** This involves a **support system** (all of the people, activities, and groups that will help you maintain positive changes) and a **structure** (schedule, limits, rules, expectations, controls upon your life, positive adult models, positive peers).



How to Make Good Decisions

Building Community Through Making Good Decisions and Effectively Solving Problems

If you want to do whatever it takes to redeem yourself in the community as a productive and responsible community member, you have to have goals which are productive and responsible. The kicker is, how do you know whether your goals and choices are productive and responsible? This next section will help you to evaluate that question by using responsible **CRITERIA**.



Criteria are standards or rules you use to decide whether something is one thing or another. For example: "Is this a good or a bad decision?" Take each of the seven goals, write them in the first table. Then move to the second table, and test each goal against the criteria for making responsible decisions.

Making good decisions means making conscious choices that will help you get to where you are going.

CRITERIA FOR MAKING RESPONSIBLE DECISIONS

1. It doesn't negatively affect others (both short- and long-term).
2. It doesn't negatively impact me (there is some pain, discomfort, and work involved in almost all responsible decisions; this would not be a negative impact).
3. This is a goal that will work (I am not trying the same old solutions that have not worked before).
4. It fits my short-term goals (education, job, friendships, family, activities, etc).
5. It fits my long-term goals.
6. It is physically possible; it is safe.
7. I have done or could legally get the resources to do it (e.g., money, time, help, materials, knowledge, information; it is legal.).
8. It fits my values (what is important to me).
9. I am motivated to try it, it will meet my needs (maybe I have not wanted to stick with it before now).
10. It will make me feel good about myself.
11. It will add something of value to the community.

Now look at two decisions you have recently made: one good and one not so good. Test the decisions on the criteria. Check if each decision met that particular criterion.

GOOD DECISION	BAD DECISION

Put Y (yes) in the column if the decision met the criterion; put N (no) if it did not.	GOOD DECISION (Y or N)	BAD DECISION (Y or N)
1. It doesn't negatively affect others (both short- and long-term).		
2. It doesn't negatively impact me (there is some pain, discomfort, and work involved in almost all responsible decisions; this would not be a negative impact).		
3. This is a goal that will work (I am not trying the same old solutions that have not worked before).		
4. It fits my short-term goals (education, job, friendships, family, activities, etc).		
5. It fits my long-term goals.		
6. It is physically possible; it is safe.		
7. I have done or could legally get the resources to do it (e.g., money, time, help, materials, knowledge, information; it is legal).		
8. It fits my values (what is important to me).		
9. I am motivated to try it, it will meet my needs (maybe I have not wanted to stick with it before now).		
10. It will make me feel good about myself.		
11. It will add something of value to the community.		

► **What do you notice about the two decisions in terms of what you have checked?**

► **If you used the criteria before making the bad decision, would it have helped?**

» Defining and Identifying Problems

▶ Define what the word “problem” means to you:

▶ What makes a problem a problem?



▶ Can a problem occur even if you don't think there is a problem? How?

How do you know when you have a problem? These questions might help you identify problems in different situations.

▶ What does a problem feel like to you? Describe the changes you experience in your body when you are having a problem.

▶ What does it feel like to others?

▶ What does it look like to you and others?

▶ How does a relationship change when two people are having a problem?

▶ How do people behave toward you when you are the source of the problem?

▶ What do others say and do to tell you that you have a problem to deal with?

▶ What is it about problems that causes tension, conflict, stress, and confusion in people?

▶ What motivates people to deal with problems?

▶ How are things different when a problem is dealt with?

NOW, after answering all of the above questions, how would you define A PROBLEM?

A problem is something which negatively affects yourself, others, or both.

There are 5 main steps in problem solving:

- 1. Accurately recognize and identify the problem.**
- 2. Identify the different choices you have.**
- 3. Evaluate your choices according to responsible criteria.**
- 4. Make a responsible decision and follow through on it.**
- 5. Evaluate your choices by judging the results and make the necessary changes.**

Now we will go through each step of the process:

STEP ONE: Accurately Recognize and Identify the Problem

FIRST, you will need to identify a problem you are currently facing. The problem should be the kind where you feel you are really in a tough spot. You have a lot of options and your possible choices conflict with one another. This is the kind of problem you will face a lot. The problem could involve a situation with a friend, partner, family member, employer, co-worker, neighbor, or a difficult choice you have to make, such as how to handle a problem with drugs or alcohol.

▶ **Describe your current problem:**

▶ **What were the events that led up to your problem?**

▶ **When you think of the problem, what is the order of thoughts you have?**

▶ **What consequences resulted because of not dealing with the original problem responsibly?**

▶ **What does this problem feel like to you? Describe the changes you experience in your body when you are having this problem.**

▶ **What does it look like to you and others?**

▶ **How have your relationships changed because of this problem? How are people behaving differently when you are the source of the problem?**

▶ **What are others saying and doing to tell you that you have a problem?**

▶ **What is it about this problem that causes tension, conflict, stress, and confusion in people?**

▶ **How do you think things will be different when you deal with the problem?**

▶ **Now that you have answered all of the above questions, how would you define THIS PROBLEM?**

STEP TWO: Identify the Different Choices You Have

Now you will look at **positive alternatives for dealing with problems**. A more positive definition of a problem is:

An opportunity to grow, develop, improve, succeed, learn, and take risks!

You can't get away from your problems. They do not solve themselves. Any distorted way of dealing with or avoiding the problem will only make it worse!

So another definition of a problem is:

A situation that needs to change because it is uncomfortable or painful and that cannot be solved by just your normal way of doing things (your normal way of doing things may have created the problem).

What are the keys to identifying and dealing with a problem?

1. Be specific about what the problem is and how you would like to change it.
2. Stay within the here and now. Don't go back in time.
3. Focus on the parts of the problem you can change.
4. Own your part of the problem. Use "I" statements.
5. Get all of the information to make a good decision: Check out the facts and try to see the problem from others' perspectives.
6. Focus on how you want the problem to change in your relationship with others. Make the goal to improve the necessary relationships. Don't focus on trying to be right.
7. Calm down, and don't allow yourself to become defensive. Keep an open and accepting attitude.
8. Attack the **PROBLEM** not the **PERSON**.

The best way is to generate a lot of possible solutions! Think of as many options or solutions to your problems as possible! Don't stop to criticize or judge the ideas – just get them out on the table. This is called **BRAIN-STORMING!** Be as creative as you can; when you get stuck, ask some positive people to help add to your list.

► **Now pick three possible solutions to your problem:**

SOLUTION #	DESCRIBE THE SOLUTION
1	
2	
3	

STEP THREE: Evaluate Your Choices According to the Responsibility Criteria

You can use the same criteria for evaluating your possible solutions that you used to determine if a decision was good or bad.

► Put a check in each column under each solution to determine if it meets the responsibility criteria.

CRITERIA	SOLUTION #1	SOLUTION #2	SOLUTION #3
1. It doesn't negatively affect others (both short- and long-term).			
2. It doesn't negatively impact me (there is some pain, discomfort, and work involved in almost all responsible decisions; this would not be a negative impact).			
3. It's not an option from the past that hasn't worked before (I am not trying to use old solutions that have not worked in the past).			
4. It fits my short-term goals (education, job, friendships, family, activities, etc.).			
5. It fits my long-term goals.			
6. It is physically possible; it is safe.			
7. I have done or could legally get the resources to do it (e.g., money, time help, materials, knowledge, information; it is legal).			
8. It fits my values (what is important to me).			
9. I am motivated to try it, it will meet my needs (maybe I have not wanted to stick with it before now).			
10. It will make me feel good about myself.			
11. It will add something of value to the community.			

» Dump the Victim

This is about not blaming someone else when things don't go your way, especially if **YOU** are responsible for the problem.

Once you define yourself as the victim, you will automatically find a persecutor and maybe even a rescuer. How can you quit seeing yourself as the victim? Check to see if you meet the following victim criteria:

1. **Did something just happen to you that you felt you had NO control over?** Did you "robot" yourself into the victim stance?
2. **Were you afraid of having to take responsibility for something you said, thought, or did, and try to blame someone else?**

Examples: "I got treated badly by staff and they didn't give me points to make level." "Susan just started talking stuff to me and I just blew up."



► Identify some situations in which you could "dump" the victim and take responsibility for what you did.

SITUATION	RESPOND BY SEEING YOURSELF AS THE VICTIM	RESPOND BY TAKING RESPONSIBILITY

Refusal Skills

One of the most significant hazards you will face is people – especially old friends and perhaps even family members, your brothers or sisters.

NO

Strong Body Language

Your posture and facial expression can communicate more than a thousand words! Most people pick up on the non-verbals more quickly than verbals. Most kids who get in trouble have an internal “radar” that senses what is going on with another person. Anybody who spends time on the streets and survives has this radar developed to a high skill level.

► What is “strong” body language?

► Describe someone who is using “strong” body language.

Sidebar: Bernie and the Bees

Many years ago Bernie was working outdoors during the summer, cutting grass and other things in an orchard/garden area. As part of the orchard complex, the small farm had an apiary (beehives). The bees lived in what looked like stacked white wooden boxes, called “supers”, in 20 stacks, four boxes high. His boss said, “You need to start cutting the grass around the beehives every week”. Bernie started to sweat. Bees were not his favorite animals, and there were lots of them in the apiary. “What will I do?”, he thought. He decided to talk to the beekeeper. He asked the beekeeper what he should know about cutting the grass around the supers. The beekeeper was an old and wise man, who knew the bees well. He said, “The bees are very protective of their homes. Their homes contain honey for them to eat and feed their young, and all of the young bees are raised there. They are very concerned about someone around their home who may not know what he or she is doing. A fearful person is the most dangerous person to the bees, because people who are anxious and fearful can do impulsive and irrational things.” (He didn’t know about AFROG then.)

His advice to Bernie: “When you go out there, be confident and calm. When you come to the first super, the bees will come out and buzz you, especially around the head. Just keep on going with the grass cutter (don’t blow grass into their doorway!). Stay cool, and soon they will go about their business and leave you alone.”

The next day Bernie's friend Jeff helped him get ready for the new task. Beekeeper headpiece, two pairs of jeans, long topcoat, jeans and coat cuffs tied with string at the ankles/wrists. Bernie's heart was pounding a little, but he started the mower and headed toward the first super. Just like the beekeeper said, the bees sent out a party to test him. He just took a deep breath and kept on going. In a few minutes the bees were gone, and he completed cutting all the grass with no problem.

His friend Jeff, being a little competitive, said, "I will cut the grass around the beehives next week!". Bernie froze in horror: Jeff was the most anxious and up-tight person he knew. He said, "I can cut the bee area." "NO," replied Jeff. So reluctantly next week Bernie helped his friend get ready. Tightening the strings around his wrists and hands almost to the point of cutting off circulation. He told Jeff what the beekeeper told him. Bernie then went to another part of the garden to move some fertilizer.

A few minutes later, Bernie heard the lawn mower start. About two minutes after that he heard a blood-curdling scream. The noise from the lawn mower stopped. He looked back to the area of the apiary. There was Jeff, running as fast as he could, followed by a very obvious cloud of angry bees. Jeff dived under a large garden sprinkler. The bees chose not to get wet, and after a while dispersed back to the orchard.

Bernie ran over to help a now water-soaked Jeff get up from the muddy ground. He was still shaking badly and was trying to shake off the bees that managed to get under his outfit. Bernie asked Jeff what happened. "When I got to the first super, they poured out and flew around me. I panicked and stood there screaming. Then the entire colony poured out and I ran." That was Jeff's last venture into the world of grass cutting in the beehive area.

► **What does the SIDEBAR story tell us about body language, confidence, and handling risky situations?**

► **What do you look like when you have "STRONG BODY LANGUAGE"?**

Confident Tone Of Voice

► **How does a confident tone of voice sound? How does a not-so-confident tone of voice sound?**

▶ **What kind of self-talk helps you use a confident tone of voice?**

▶ **How do you know someone is talking to you with a confident tone of voice?**

▶ **What do you say or do differently, depending on the other person's tone of voice?**

Practice Saying "No!" First

Often we are "yes" people. We say "yes" often without thinking. If you are going to manage your risks more easily, you need to practice saying "No!" more often. (This is especially good practice for parents!)

▶ **How can you say "No!" without being annoying, disrespectful, or hurtful?**

▶ **What kinds of risk situations can be handled more easily by saying "No!" first?**

Suggest Alternatives

Often when confronted with having to make what will likely be a bad choice, taking the initiative to suggest a different choice can help. First, it can change the whole direction of where things are going. Second, it can make it clear that you are really trying not to say "Yes!" to what is being asked of you.

▶ **Have you ever done this before to get out of doing something you did not want to?**

▶ **Give an example of how you could do this in the future.**

Request Others To Stop Asking

"Stop asking and leave me alone."

▶ Have you ever said that before?

Yes

No

▶ Have others ever said that to you?

Yes

No

▶ What was your response?

Just asking someone else to stop bothering you can help redirect the situation from a hazard to something less risky.

Change the Subject

Usually students are very good at doing this when confronted by adults (parents, teachers, probation officers, etc.)

▶ Why do we do this and why does it work?

Because, by changing the subject YOU take control of the interaction. When you are or feel you are in control of the interaction, you will be more confident and appear stronger.

▶ Have you ever used this in the past? How can you use this in the future?

Avoid Making Excuses And Take Responsibility For Yourself By Saying “No!”

This is the toughest one to do! It means really taking control of the situation and asserting yourself very strongly.

► Is this easy to do?

Yes

No

► What can help you make this easier to do? (e.g., self-talk, thinking about consequences, etc.)

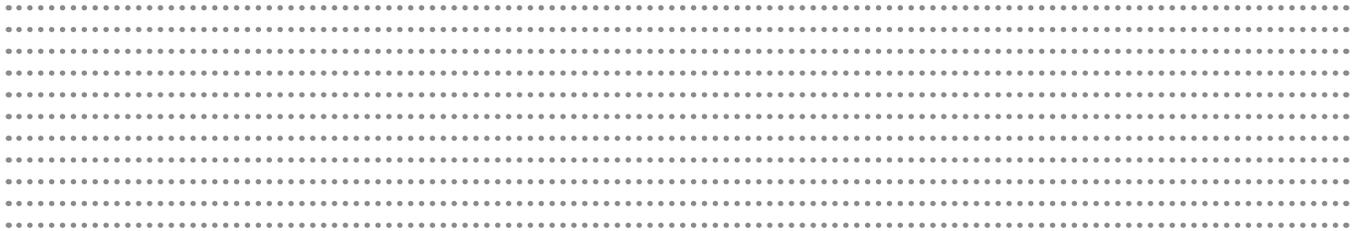
When You Fail

Well, so you have failed!!!! **We all fail from time to time.** If you are serious about the process of change, you will find that you cannot change everything at once, nor can you avoid completely falling back into old thinking and old patterns of behavior. These patterns took years to develop; they will not change overnight. Hopefully, the failure does not seriously hurt anyone or yourself.

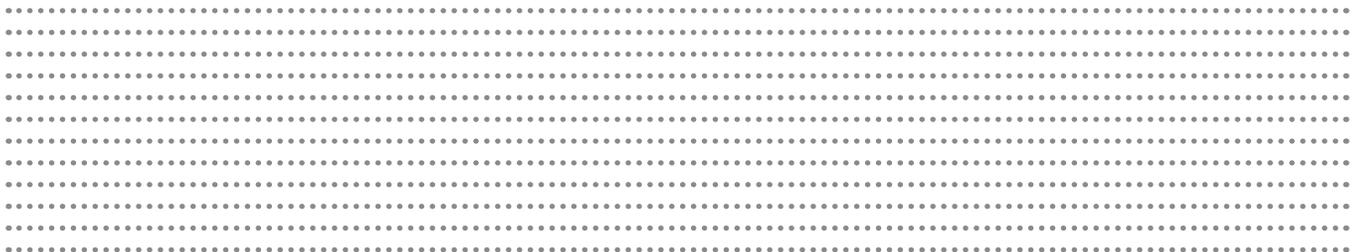
► How have you done with failure in your life in the past?

► List a few times that you have failed in the past. What did it feel like? What did others tell you? What did you tell yourself?

FAILURE SITUATION	HOW DID YOU FEEL	WHAT DID OTHERS SAY?	WHAT DID YOU SAY?



3d>> Rational Self-Analysis



» Rational Self-Analysis

Each part of the Rational Self-Analysis (RSA) is reviewed in this section.

Facts and Events

This is what started the whole thing! ***This is a statement of what you saw and experienced. This is not an “objective” statement. It is personal and subjective.*** The RSA can focus on something that happened to you here, on something that happened in your past life, or can even be a reaction (feeling) to something that happened in the past. For example, you may get a feeling of guilt over something, and this becomes the fact and events that trigger certain thinking, new feelings, and behaviors.

Events can be **external**, such as the behaviors of other people (“He laughed at me”), things in the physical environment (“the air conditioning is off and it is 100 degrees in here”), or **internal** (“I have a bad pain in my stomach”; “I am just sitting around here feeling bored”; “I was thinking of my father’s illness”; “Tomorrow’s court date is heavy on my mind”).

It is important to find the very first event. Avoid picking your “consequences” as situations (e.g., “a 30-30-5”, “got expelled”). Instead, find the real “activating” event. You need to ask, “What started this whole thing?” Events can be past, present, or future. Using past events that were problematic or high risk for inappropriate behavior, you can project situations into the future, identify what may be irrational behavior, and then project changes in thinking. For example, what might be a situation that occurs to you after you are released and meet your old friends for the first time?

Make sure that your thinking, feelings, and resulting behaviors don’t get mixed into the Facts and Events (“He laughed at me, made me mad, and I punched him out” would be putting all of these together, where “He laughed at me” is the real fact and event).

Self-Talk

Self-talk should not focus on just the “venting” or “initial thoughts of frustration and anger”. Look for thoughts that really drove you to the behavior that happened. Certain wording is a tip-off that the thinking is irrational: ***All, Every, Each, Always; No one, Never, None; Should, Have To, Must, Can’t, Would.***

SHOULD, MUSTS, OUGHTS in your thinking make unrealistic demands on people or situations (“Everyone must always respect me!”). **EVALUATION-OF-YOUR-WORTH STATEMENTS** in your thinking, in which you say you have to do well and win approval or else you are useless (“If she doesn’t want to go out with me, I am just a jerk”). **NEEDS CONFUSED WITH WANTS** cause trouble in thinking also.

SAFER is useful to help clarify wants vs. needs. Needs are essential for life; wants are ways of filling our needs that may be appropriate and useful or irrational and unobtainable. If our wants are unrealistic, we will always be unhappy and will probably help others be unhappy also! Let’s review SAFER here:

- **Shelter:** I need a roof over my head and my body clothed; Do I need a mansion? Do I need the latest shirt or pair of jeans? Nikes for \$130? Corvette?
- **Air:** I need to breathe; Does marijuana or nicotine help me breathe better? Does cocaine or heroin do wonders for my nasal passages? Does huffing inhalants help my brain?
- **Food:** I need to eat; Do high fat/high sugar foods help my body? Does expensive fast food help my budget? Do I need caviar and sushi?

- **Elimination:** I need to get rid of bodily wastes; Do I help my body by living healthy? By exercising? Do I use chemicals that the body cannot easily get rid of?
- **Relationships:** I need to know that someone cares about me and that I care about others; Do I have a jealous hold on my boyfriend/girlfriend? Am I trying to control relationships or be controlled by others? Do I do things even though I will get nothing in return, or is it “tit for tat?”

Hot Thoughts

Review each thought (self-talk). Make sure all thoughts have been identified. Some of these will stand out as contributing to the final inappropriate behavior more than others. **THESE ARE HOT THOUGHTS.**



These hot thoughts, which will help the individual get to his/her core beliefs, include:

- Is there self-talk (thoughts, beliefs, attitudes) that says **it’s ok to commit a crime or hurt someone else?** (e.g., self-talk that comes from core beliefs that include: “I am a victim”; “No one can be unfair to me”; “I deserve to get or be what I want”)
- Is there self-talk that **rationalizes?** (make sense of crime or inappropriate behavior) (e.g., “Everyone does it”; “It doesn’t hurt anyone”; “If I don’t do this, someone else will”; “He/she needs to learn a lesson”; “If I don’t use violence, people will abuse, control or disrespect me”; “I have to do something to take control of the situation”)
- Is there self-talk that focuses on or builds up **feelings of humiliation, of being disrespected, or of being controlled?** (e.g., “I can’t stand being humiliated like this and feeling powerless about it”)
- Is there self-talk that cuts off the effort to be responsible and gives **permission** to do a criminal act or inappropriate behavior? (e.g., “F--k it”; “I’ve had enough of all this”; “What do they expect? I can only take so much”)
- Does the behavior or what you did **make you feel good?** What kinds of thoughts, beliefs or attitudes help interpret the particular behavior in this way? (“All right! I showed him a thing or two! It was good to see him in pain!”; “No one should have to feel so bad, I need to get drunk right now”)
- Is there self-talk that narrows your range of options? (e.g., “I have no other choice”; “I can’t let this happen”; “There is nothing else I can do”; “I’m trapped”)
- Is there self-talk that **makes someone to be less than human, or discounts and devalues the other person?** These are statements that are insulting, involve profanity, cursing, etc. (“You are a useless piece of s_____”; “You suck!”; “That bitch is out to get me. She doesn’t care!”)
- Is there one or more “core” beliefs that **drives or supports the engaging in crime or other inappropriate behavior?** (e.g., “I have a right to always do what I want”; “No one can ever tell me what do to”; “Women need to be kept in their place”)

Feelings

Feelings need to be written in "I" statements: "I was very angry" not "He made me angry". **YOU ARE THE SOURCE OF YOUR FEELINGS!** Feelings come from your thinking or how you see a situation; soooo... YOU need to take ownership of them! No one can "make you mad"; you choose to be "mad" because of how you see the situation. Sometimes, it is hard to really pinpoint the feelings you have. One way to start is to use the "Feeling Cloverleaf".



Feelings DO NOT always have to be "positive". Life is not a happy "bowl of cherries". Some "negative" emotions are quite healthy. You cannot grow as a person unless you allow yourself to feel **healthy negative** emotions. It is not healthy or realistic to think you should never be sad, disappointed, angry, or concerned.

These healthy negative feelings can serve as strong motivators. For example, if you have some **REASONABLE** expectations about a situation and they are not met, **HEALTHY** anger pushes you to make changes in order to make the situation better. Seeing someone else succeed in something can get you going to succeed in your goals also.

Seeing an injustice in society can lead to anger that enables you to work for justice. For example, frustration is a normal, ok feeling. Aggressive hostility and acting out are not. Can you explain the differences between the healthy and unhealthy negative feelings below?

HEALTHY NEGATIVE FEELINGS	UNHEALTHY NEGATIVE FEELINGS
Concern	Anxiety
Sadness	Depression
Remorse	Guilt
Sorrow	Hurt
Disappointment	Shame
Anger	Aggression
Commitment	Jealousy
Desire	Envy

On the next page, the chart shows how certain thinking can lead to either HEALTHY or UNHEALTHY negative feelings about the same situation!



Rational Self-Analysis Worksheet

Name: _____ Date: _____

Staff: _____ Pod: _____

<p>A. FACTS AND EVENTS (Situation as you saw it; what happened before you felt or did anything)</p>	<p>B2. HOT THOUGHTS. Go back to B1 and circle or underline the hot thoughts. (2 or 3 thoughts that really pushed the feelings/behavior, and that will help you understand the underlying core beliefs)</p> <p>C1. FEELINGS (What did you feel? Use “I” statements!)</p>
<p>B1. SELF-TALK (All the thoughts/thinking that went through your head right after the situation; don’t focus on just the initial thoughts that include a lot of “venting” but look for thoughts that really empowered or drove the feelings and behavior that followed; list at least 5)</p>	<p>C2. BEHAVIOR (What did you do?)</p> <p>C3. CONSEQUENCES (What happened to you? To others? What did others do? How did they feel? How do you think they saw you? What happened in the past when you did this behavior? What may happen in the future if you continue to do this?)</p> <p>C4. UNDERLYING CORE BELIEFS (These are basic ways of looking at what happens around you, your “game book” for life, your expectations, how you think you and other people should act)</p>

<p>D1. CAMERA CHECK OF “A” (What is the objective (rational/non-emotional) view of the situation? What would a video camera have seen and heard?)</p>	<p>E1. MORE HEALTHY FEELINGS IN THE FUTURE (What would your feelings be if you changed to more rational self-talk and core beliefs?)</p>
<p>D2. RATIONAL CHALLENGE OF “B2” OR “HOT THOUGHTS” (Use AFROG to check to see if your hot thoughts are rational, and select the general category of irrational thinking)</p> <p>A–Does my self-talk help keep me ALIVE and healthy?</p> <p>F–Does my self-talk help me FEEL better and have healthy feelings?</p> <p>R–Is my self-talk REAL, based on reality and FACT? O–Does my self-talk help me get along with OTHERS? G–Does my self-talk help me reach my GOALS?</p> <p>#1: Alive <input type="checkbox"/> Y <input type="checkbox"/> N Feel <input type="checkbox"/> Y <input type="checkbox"/> N Real <input type="checkbox"/> Y <input type="checkbox"/> N Others <input type="checkbox"/> Y <input type="checkbox"/> N Goals <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>#2: Alive <input type="checkbox"/> Y <input type="checkbox"/> N Feel <input type="checkbox"/> Y <input type="checkbox"/> N Real <input type="checkbox"/> Y <input type="checkbox"/> N Others <input type="checkbox"/> Y <input type="checkbox"/> N Goals <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>#3: Alive <input type="checkbox"/> Y <input type="checkbox"/> N Feel <input type="checkbox"/> Y <input type="checkbox"/> N Real <input type="checkbox"/> Y <input type="checkbox"/> N Others <input type="checkbox"/> Y <input type="checkbox"/> N Goals <input type="checkbox"/> Y <input type="checkbox"/> N</p> <p>Which irrational thinking category do your hot thoughts represent?</p> <p><input type="checkbox"/> Namby-pamby <input type="checkbox"/> Doomsday <input type="checkbox"/> Fairy Tale <input type="checkbox"/> I stink <input type="checkbox"/> You stink <input type="checkbox"/> Robot</p>	<p>E2. MORE APPROPRIATE BEHAVIOR IN THE FUTURE (What would you do in the future, with different thinking and feeling?)</p>
<p>D3. RATIONAL ALTERNATIVE TO “B2” OR “HOT THOUGHTS” (What are self-talk alternatives that are more rational and would lead to better consequences? In what way can you think differently about the situation?)</p>	<p>E3. MORE SUCCESSFUL CONSEQUENCES IN THE FUTURE (What would happen to you? To others? What would others do? How would they feel? How would they see you? What may happen in the future if you do not change your thinking and behavior?)</p> <p>E4. PATTERNS (When does this irrational thinking and inappropriate behavior occur? What situations like this are risky for you (lead to this thinking, behavior, and consequences)?)</p>
<p>D4. NEW CORE BELIEFS (What new core beliefs would be more rational and get you more success in the future?)</p>	<p>E5. STOP-LOOK-LISTEN (How can you see this kind of situation coming? What are the warning signs? How can you talk yourself into doing something different in the future? What can you do differently right now? What can you do differently in the next few days to try this out?)</p>

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