

# 5

## Strategies, Supports and Services

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**75 Minutes**



### Learning Objectives

- Review the key elements of social learning theory
- Provide a brief review of the core principles and strategies introduced in cognitive behavioral intervention
- Focus on when to use and how to teach cognitive skills
- Introduce social capital theory and two methods to assess available supports and services.



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- 5.1 Social Learning Theory- Review of Concepts
- 5.2 Personal Strategies and Skills- Cognitive Behavioral Intervention
- 5.3 Services and Supports
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- 5.6 Appendix B: Cognitive Skills

## A Snap-Shot of This Chapter...

Earlier in this training we focused on the importance of Motivational Interviewing and how using this approach can help you to work in a collaborative way to identify the targets for change (MAPPING) and to build intrinsic motivation (FINDING the HOOK).

Research suggests that when MI is combined with other approaches like cognitive-behavioral therapy, social-learning theory, etc. we have better outcomes. This means that once a client is motivated to change they are more likely (ready and willing) to work on those changes. To successfully change a behavior many of the clients we work with will need to learn new ways of thinking and coping. They may also need access to external resources and natural supports.

During this segment of the training we will review several evidence-based models that have been linked to positive outcomes with offenders. Social learning theory, cognitive-behavioral intervention and social capital theory provide the client with skills, strategies, knowledge, and resources to modify their behavior. The material in this chapter is not intended to enhance your proficiency in using these approaches. ***Rather, we want to demonstrate that when you provide clients with access to STRATEGIES, SUPPORTS and SERVICES they are more likely to make and sustain behavioral change.***

- In Chapter 6 we will introduce you to MOVING FORWARD, the third core element of case planning. At this stage, the client has identified a behavioral target and is committed to work on a goal. To transform the goal statement into action we encourage you to specify the objectives (what will be achieved in the short-term) and tasks (steps to complete the objective). Chapter 5 provides a review of evidence-based practices that can enhance outcomes with our clients. By developing a menu of options and opportunities that include personal strategies, access to natural supports, and professional services, we can help to move the client toward change.
- In Chapter 7 we will introduce you to REVIEWING and SUPPORTING, the final core element of collaborative case planning. One of the most powerful mechanisms for change includes reinforcement. During this phase we monitor progress on the case plan to ensure that all successes are celebrated and that when the client encounters an obstacle we can work in a collaborative way to solve the problem. We can also help the client to develop maintenance strategies that prepare them to deal with high risk situations and triggers.

**The application of Social Learning Theory, Cognitive Behavioral Intervention and Social Capital Theory are critical to build confidence and to mobilize the skills and resources necessary to make and sustain change.**

## 5.1 : Social Learning Theory – Review of Concepts

*“Most behavior is learned and therefore undesirable behavior can be changed or ‘unlearned’”.*

Social Learning Theory provides a powerful base for understanding how criminal behavior develops. It demonstrates how modeling and reinforcement processes that are rooted in the clients social environment work to produce behavior. Those processes are partly historical - referring to early exposure to social models during childhood and adolescence. Here, the problem behaviors (e.g., delinquent and criminal activity) may have been learned, reinforced and continued through to adulthood. However, the social learning environment also encompasses the client’s current social milieu – the complex social network that includes:

- immediate family
- peers
- wider community (e.g., work, institutions, criminal justice system)

Each context plays an important part in reinforcing existing behavior patterns (e.g., providing incentives for crime) or providing an alternative model of behavior that reinforces pro-social choices. In all of the instances of social learning, positive relationships (or rewards for affiliating with various role models and other sources of social influence) are the active ingredients that allow the social learning to “stick”.

### **Behavior is learned through:**

- **MODELING:** Observation of others within the environment
- **REINFORCEMENT:** Encourage, affirm, and reinforce pro-social behavior
- **EFFECTIVE DISAPPROVAL:** Discourage and enforce consequences for inappropriate behavior.

### **The Impact of Modeling**



## Effective Reinforcement

*"It is usually in better taste to praise an isolated action or a production of genius than a person's character as a whole."*

-EMILY WORDSWORTH, 1919-

*"Praise requires constant renewal and expansion."*

-DORIS GRUMBACH, 1928-

Reinforcement, validation, and affirmation are powerful methods to increase motivation and encourage behavioral change and growth. In fact, research clearly demonstrates that we can increase certain behaviors if we apply reinforcement effectively (Andrews & Bonta, 1998).

### The 4:1 Rule (Reinforcement to Disapproval Ratio)

Reinforcement is the act of strengthening or reinforcing someone for exhibiting a desirable or pro-social behavior. Reinforcement encourages the client to continue the behavior and thereby impact on the likelihood of success.

#### Things to Remember About Reinforcers:

1. There are many types of reinforcers. They can be categorized as social (e.g., praising, smiling, etc.) and non-social (e.g., special privileges, etc.).
2. Not all reinforcers are as powerful as others nor do they have the same impact on everyone. Remember the individual has to value the reinforcer to be responsive.
3. People respond more favorably to different kinds of reinforcers. In general the most influential reinforcers are social.
4. People respond to reinforcement when it is based on TRUTH and delivered in a GENUINE way.

*"Too much praise makes you feel you must be doing something terribly wrong."*

-DOROTHY DAY, 1983-

*"There's nothing like undeserved credit to make you feel shabby."*

-CHARLEN WEIR, 1992-

**Steps for Applying Effective Reinforcement:**

1. The WHEN/THEN rule. When the desired behavior takes place then the reinforcer should follow.
  - Show or tell the person that you like what s/he did
  - Clearly specify the behavior that you are reinforcing
  - Don't wait for dramatic changes in behavior; reinforce all attempts to change no matter how small
2. Tell the client why you like what s/he did.
3. Affirm/congratulate the client.
4. Encourage the client to reflect on why his or her behavior is desirable and the short and long-term benefits of continuing the behavior.

**Effective Disapproval**

Reinforcement is a powerful method to increase a desired behavior. However it is also important to express disapproval when the client demonstrates non-compliant or anti-social behavior. As with reinforcement, the expression of disapproval requires skill. The goal is to clearly express your concern/ disapproval for a specific behavior while remaining respectful.

**Steps for Applying Disapproval**

1. The WHEN/THEN rule. When the undesirable behavior takes place then disapproval should follow.
  - Remain respectful.
  - Immediately tell the client that you disapprove or disagree with what s/he did.
  - Clearly specify the inappropriate behavior. Avoid generalizations and put-downs.
  - Be consistent.
2. Explain why you disapprove of what the client did.
3. Encourage the client to consider why his/her behavior is undesirable and the short and long-term consequence of continuing the behavior.
4. Immediately stop showing disapproval as soon as the client stops the undesirable behavior.

## 5.2

**Personal Strategies and Skills – Cognitive Behavioral Intervention**

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**The Key Principles of Cognitive Intervention**

“Cognitive-behavioral therapy” and “cognitive therapy” and “cognitive skills” are widely used terms that are hard to define precisely. There are many types of therapy and educational training which get lumped together under these titles. For example, Albert Ellis’ Rational-Emotive Behavior Therapy, Aaron Beck’s Cognitive Therapy, Donald Meichenbaum’s Stress Inoculation Training, D’Zurilla and Goldfried’s Self-Control Training, etc.

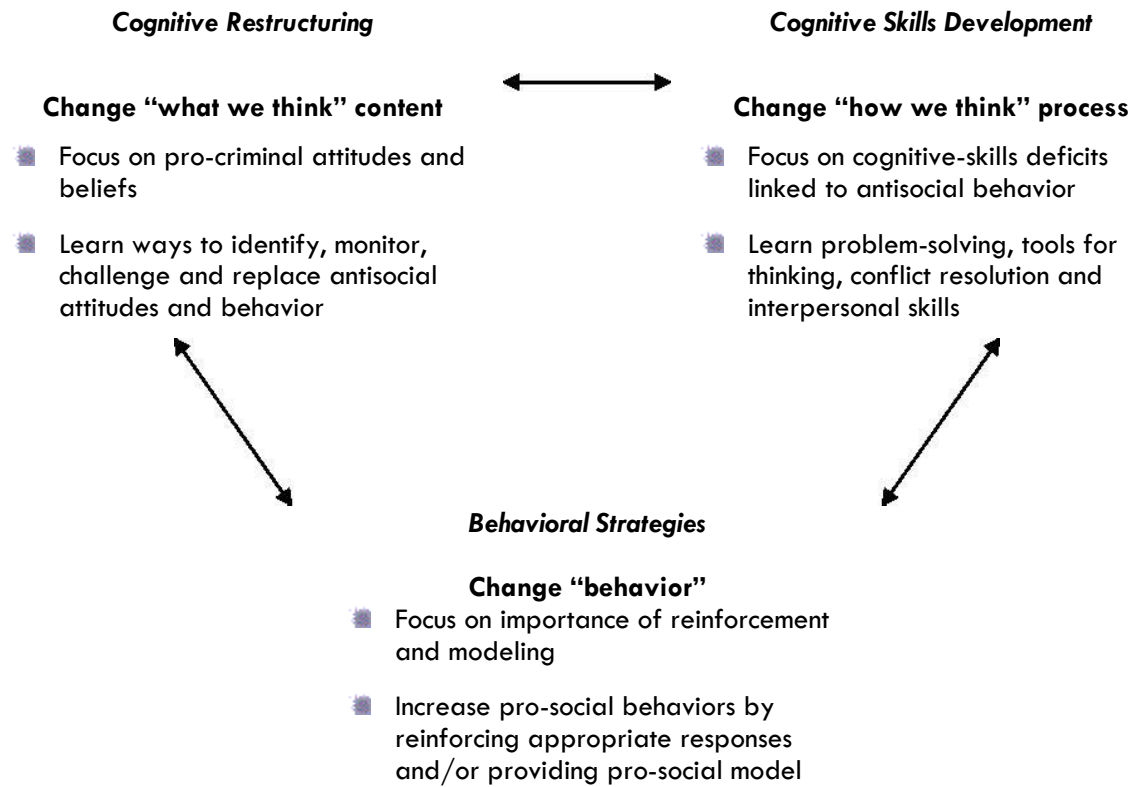
Each of these approaches has its own views regarding the best targets for intervention, and the best methods of encouraging change however, all share some common elements such as:

- 1 **Thinking affects how we feel and behave:** Cognitive approaches pay attention to cognition (also referred to as “thoughts”, “automatic thoughts”, “internal dialogues”, “self-talk”, “mental images”; or “beliefs, attitudes, values”). They see cognition, or people’s views of themselves and their worlds, as the major determinants of feelings and behaviors.
- 2 **Changing behavior is effectively achieved by changing what and how we think.** Behaviors, feelings, and thoughts are always interrelated. By changing one of these, we affect all three. Cognitive interventions focus on thinking as the most useful target for change.
- 3 **Thinking can be influenced.** Cognitive approaches give clients the tools and strategies to assume responsibility for change. These include educational strategies designed to address thinking deficits and restructuring techniques to give clients the option to change unproductive or rigid thinking. Specific skills can include alternative thinking strategies, interpersonal skills, problem-solving, critical reasoning, etc.

**Terminology:**

- To “**intervene**” means to interrupt or interfere with something.
- “**Cognition**” means thoughts or ideas.
- “**Cognitive Intervention**” attempts to change the content and process of an client's thinking.

## The Language of Cognitive Behavioral Intervention



## Why Do Cognitive Behavioral Programs Work With Clients?

These programs target some of the major criminogenic need areas.

EXECUTIVE SKILLS	DESCRIPTION	TREATMENT OUTCOMES
<b>SELF-CONTROL AND SELF-MANAGEMENT</b>	<ul style="list-style-type: none"> <li>▪ Emotional problems</li> <li>▪ Impulsive</li> <li>▪ Poor frustration tolerance</li> <li>▪ Failure to reflect on behavior and its consequences</li> <li>▪ Poor planning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased ability to control impulsive behavior</li> <li>▪ Able to identify triggers (internal and external) that signal problem behavior</li> <li>▪ Greater ability to cope with stress</li> <li>▪ Greater ability to think before acting</li> </ul>
<b>INTER-PERSONAL PROBLEM SOLVING</b>	<ul style="list-style-type: none"> <li>▪ Poor social skills</li> <li>▪ Inability to form acceptable relationships</li> <li>▪ Unaware of social limitations</li> <li>▪ Uses alcohol and drugs to cope</li> </ul>	<ul style="list-style-type: none"> <li>▪ Enhanced social skills</li> <li>▪ Express wants without conflict or aggression</li> <li>▪ Generate options and alternatives</li> </ul>
<b>SOCIAL PERSPECTIVE TAKING</b>	<ul style="list-style-type: none"> <li>▪ Egocentric</li> <li>▪ Misinterprets actions and intentions of others</li> <li>▪ Seen as selfish or callous</li> <li>▪ Non-empathic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Greater understanding of other's point of view</li> <li>▪ Ability to enjoy personal relationships without abusing trust</li> <li>▪ Reduced tendency to interpret non-confrontational events as hostile</li> </ul>
<b>VALUES</b>	<ul style="list-style-type: none"> <li>▪ Fails to see inconsistencies between their own values and behaviors</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased awareness of discrepancies between values and behavior</li> <li>▪ Skills for identifying discrepancies</li> </ul>
<b>COGNITIVE STYLE (CONCRETE VS. ABSTRACT)</b>	<ul style="list-style-type: none"> <li>▪ Rigid, inflexible, dogmatic</li> <li>▪ Intolerant (all or nothing thinking)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased openness to new ideas</li> <li>▪ Ability to consider a variety of competing interpretations of situations</li> </ul>
<b>CRITICAL REASONING</b>	<ul style="list-style-type: none"> <li>▪ Externalizes blame</li> <li>▪ Rationalizes antisocial behavior</li> <li>▪ Illogical, irrational, lacking in self-criticism</li> <li>▪ Fails to consider how their own behavior, thoughts, feelings contribute to problems</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increased awareness of how internal thinking results in problems</li> <li>▪ Increased acceptance of responsibility for behavior</li> </ul>



## Cognitive Restructuring

Cognitive intervention recognizes the critical importance of emotions, behavior, and the environment, but the distinguishing feature of cognitive restructuring is its concentration on the individual's attitudes, beliefs, and thoughts.

### EXERCISE

#### 5.1 Creating an Emotion

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##### Visualization:

You are walking along the shore. It is a beautiful, sunny day... You can feel the sun on your arms and legs. You can feel the wind blowing your hair. You can smell the sea and hear the rush of the water as it gently touches the shore...

Relax

*Now change what you are feeling*

To change what you are feeling you will have to think about a different scene or memory. You cannot change your feelings simply by willing yourself to do so. It will require you to change the picture – change what you are thinking.

#### **One of the most popular offender programs to incorporate cognitive restructuring is Thinking for a Change (Bush, Glick and Taymans, 2008)**

Bush, Glick and Taymans (2008) propose a four-step process to change “problem” thinking.

Step 1: Pay attention to thoughts and feelings

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

Step 3: Use new thinking that reduces risk

Step 4: Practice using new thinking until it becomes automatic

**If you are interested in practicing the steps of cognitive restructuring turn to Appendix A at the end of this chapter.**

## Cognitive Skills Training

Cognitive skills training is designed to give the client new ways of thinking, solving problems and interacting with others. These skills provide alternative ways to respond which inevitably lead to a more positive outcome.

### A Menu of Cognitive Restructuring and Cognitive Skills Strategies

COGNITIVE SKILLS	When to Use Them...
Active Listening	Use whenever you are engaging in active conversation with someone else to demonstrate that you have heard what they said.
Giving Feedback	Use whenever you want to provide objective information to someone about their behavior.
Responding to Anger	Use whenever you are confronted with someone else's anger.
Dealing with an Accusation	Use when you are faced with an accusation from someone else.
Saying NO to Pressure	Use whenever you find yourself being pressured to do something that you don't want or that will lead to negative consequences.
Assert Yourself	Use when you have a concern about someone else's behavior and you would like them to treat you differently.
Thought Stopping	Use when you need to clear your mind of persistent and negative thoughts.
Time Out	Use when you feel yourself losing control during an interaction with someone else.
Problem Solving	Use when you are faced with a problem and when you don't feel you have any options.
Other Person's Views (OPV)	Use to put yourself into someone else's shoes; to try to understand what the other person is feeling and experiencing
Plus, Minus, What's Interesting (PMI)	Use to explore the benefits (pluses) and costs (minuses) of making a decision.
Consider All Factors (CAF)	Use before you jump to conclusions to get all the facts or to help you with planning.

## EXERCISE

**5.2 The Match Game- When Should I Use This Skill?****Large Group Discussion**

Generate a list of challenges faced by the men and women that you work with. Consider problems that can arise with partners, children, family members, work, peers, dealing with conflict, etc. Just consider some of the things that they tell you about that can be difficult for them to address.

Which Cognitive Restructuring or Cognitive Skills could be taught to her to address the challenge?

**TEACH A COGNITIVE SKILL: Demonstration**

Develop a LESSON PLAN to teach a Cognitive Skill using a Guided Learning Approach.

**Scenario:** *Ryan informed his probation officer that he has been trying to get closer to his sister but he finds that she is always critical of him. He has a history of getting angry and then aggressive when he perceives that others are being disrespectful and he is pushed too far. Recently his sister criticized him for getting frustrated and losing his temper with a client at the coffee shop. He knows that the “client is always right” but he is only human and occasionally does not handle himself well.*

To address this challenge the probation officer has decided to teach Ryan how to respond to his sister in a respectful and assertive way. The probation officer prepared the following lesson plan to teach this skill.

**TEACHING A COGNITIVE SKILL: Lesson Plan**

STEPS	SCRIPT
<p><b>TELL ME WHY</b> Give the client a reason for using the skill and provide examples that illustrate when to use it.</p>	<p><i>I want to introduce you to a skill called ASSERT YOURSELF. You can use this skill when you need to express a want or concern to someone. For example: I have a friend that keeps borrowing money and not paying it back.</i></p>
<p><b>SHOW ME</b> Model the skill using the skill steps.</p>	<p>DISPLAY THE SKILL STEPS or USE THE SKILL CARD</p> <ol style="list-style-type: none"> <li>1) <i>When you borrow money from me and don't pay it back...</i></li> <li>2) <i>I feel disrespected.</i></li> <li>3) <i>I would appreciate it if you would pay me what you owe me before you ask me again.</i></li> <li>4) <i>If you pay me what you owe me then I will lend to you in the future.</i></li> </ol>

<p><b>LET ME TRY</b> Set up a role-play so the client can practice. Make sure skill steps are displayed and that you pick a situation that is important to the client.</p>	<p><i>Now it's your turn. You told me that you get frustrated with your sister because she is critical of you. Recently she criticized you for losing your patience with a customer. Let's practice using the skill steps to deal with her critical behavior.</i></p> <p><i>You can either look at the skill steps on the board or use the Skill Card. Try to follow each step. I am going to play the role of your sister-Carol. Follow each step... and pretend you are talking to your sister Carol.</i></p>
<p><b>HOW DID I DO?</b> Ask the client how it felt to use the skill? Give the client feedback – regarding how closely s/he followed the skill steps.</p>	<p><i>GREAT – Here is what you did well... [provide feedback to reinforce the use of the skill and each step]</i></p> <p><i>Maybe next time you could... [provide feedback to enhance skill development wherever necessary]</i></p> <p><i>What are the benefits of using this skill versus getting angry? How do you think Carol would respond to you?</i></p>
<p><b>LET ME TRY IT AGAIN</b> Ask the client to consider other situations where this skill can be used.</p>	<p><i>Now that you have tried this out, when will you try this skill again? When do you think the skill will be useful...and when will it not be useful?</i></p>

**If you are interested in reviewing a series of cognitive skills turn to Appendix B at the end of this chapter.**

## 5.3 : Supports and Services

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### Social Capital Theory

Much of the literature on effective interventions with clients (men and women) focuses on the development of personal strategies and skills. However, there is another important paradigm critical to our work with clients that focuses on the theory of social capital. The central premise of social capital theory is that people are more likely to feel valued, to belong and to lead a pro-social and healthy lifestyle when they feel connected to their community and when they give back to their community.

Social capital can include relationships with children, intimate partners, other family members, faith based communities, social/recreational clubs, educational communities, employers, neighbors and friends. In order to build social capital we must first assess and understand what their system of support and their social networks look like.

### Exploring the Social Network:

There are many ways to work with the client to mobilize natural supports (pro-social family members, friends, etc.) and services (medical, social, psychological, spiritual, recreational, etc.). As a first step we recommend that you work with the client to create an inventory of existing supports and services. Below are three recommendations to begin this process.

#### 1: Social Network Map

Create a graphic or map of the client's support network as you gather information when administering the LSI-R or other supplemental assessment. For example, when exploring the family/marital domain you could ask the client if he or she has access to formal supports (*Is there a professional or service that you have used in the past to discuss marital issues?*) or natural supports (*Who do you talk with when you have problems in your relationship?; Who is available to help you with child-care? How often do you have contact with [support]? How helpful or satisfying is this relationship?*).

A copy of the Social Network Map and instructions to use this tool are available from the training division.

#### 2: The Eco-Map

An Eco-Map provides a visual depiction of which relationships exist currently, as well as which relationships the client would like to develop. It can also be used effectively to gauge the quality of those relationships. The eco-map helps to organize the major systems that are (or ought to be) part of the client's life and the nature of his or her relationships with those various systems. The tool is completed with the client using the following instructions:

1. Distribute the ECO-MAP Worksheet.
2. Introduce the worksheet by letting the client know that the ECO-MAP helps to create a picture of the people and resources who are available or who they might want to connect

with. The worksheet has a number of different headings including family, children, probation/parole officer, etc. Encourage them to list the first name or an initial of every person who would fit under that heading. This should include everyone, not just the people they like but also the people they are forced to see or feel obliged to see. NOTE: It is not necessary to fill in information for each system on the worksheet as some of these categories may not apply or the client may not have any connections at the time this form is completed. Also, some of the systems do not require direct contact with people. For example, leisure and recreation activities such as reading do not involve direct contact. In these situations ensure that the activity is recorded rather than the person.

3. After the client has completed the list, ask him or her to rate the relationship. Distribute the ECO-MAP diagram. Each of the resources, supports, people reviewed earlier appear on the diagram. The center of the diagram represents the client. Ask the client to draw a solid and/or green line from the appropriate circle to the center for relationships that are strong, positive or important relationships. Use a red crayon and/or criss-crossed lines to rate relationships that are stressful, cause tension, or conflict. Use a black crayon and/or a broken line to indicate areas where they would like to build a relationship or find services.
4. Once the lines are drawn encourage the client to use arrows to indicate the direction of the relationship. Arrows at both ends would indicate reciprocity. Arrows in one direction might indicate a lack of interest in a relationship. For example, the client may not have a desire to interact with parents and yet the parents may wish to have a relationship. In this case an arrow would be drawn indicating interest from the parents.

**ECO MAP WORKSHEET**

<b>SYSTEM</b>	<b>PEOPLE/ACTIVITIES/RESOURCES</b>
Probation/Parole/Legal	
Physical and Medical Services	
Counseling & Support Groups	
Extended Family	
Partner	
Children	
Substance Abuse	
Transportation	
Finances	

Employment/Work	
Education/School	
Spiritual/Church/ Synagogue/Mosque	
Friends	
Housing	
Leisure/Recreation	



Finances

Friends

Housing

Leisure/  
Recreation

Partner

Legal

Spiritual

# SELF

Counseling/  
Support  
Groups

Education/  
School

Extended  
Family

Transportation

Employment/  
Work

Substance  
Abuse

Physical/  
Medical

Children

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## APPENDIX A: FOUR STEPS FOR COGNITIVE RESTRUCTURING

### Cognitive Restructuring

Cognitive intervention recognizes the critical importance of emotions, behavior, and the environment, but the distinguishing feature of cognitive restructuring is its concentration on the individual's attitudes, beliefs, and thoughts.

#### Teaching Cognitive Self-Change (Thinking for a Change, Bush, Glick and Taymans, 2008)

Bush, Glick and Taymans (2008) propose a four-step process to change “problem” thinking.

Step 1: Pay attention to thoughts and feelings

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

Step 3: Use new thinking that reduces risk

Step 4: Practice using new thinking until it becomes automatic

#### Step 1: Pay Attention to Thoughts and Feelings

The first step in cognitive restructuring is to understand the importance of thoughts in contributing to emotional upset and maladaptive or harmful behavior. Most people do not recognize the relationship between thoughts, feelings and behaviors. We fail to recognize that our attitudes, values and beliefs are directly connected to our problems. In fact, we have a tendency to blame external events for our problems and if we have had limited success in achieving desired outcomes we tend over time to assume that we have less and less control over our own lives.

Attributing personal distress to outside events is not unusual. Our thoughts occur so rapidly that many people fail to notice that they are thinking anything at all. They become very good at pointing to outside events or their own failures and are unaware of the role of thinking in exacerbating the problem.

#### Visualization:

You are walking along the shore. It is a beautiful, sunny day... You can feel the sun on your arms and legs. You can feel the wind blowing your hair. You can smell the sea and hear the rush of the water as it gently touches the shore...

Relax

*Now change what you are feeling*

To change what you are feeling you will have to think about a different scene or memory. You cannot change your feelings simply by willing yourself to do so. It will require you to change the picture – change what you are thinking.

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

Some of the statements below are benign and some may lead to strong reactions. Check off statements below that may lead to strong negative emotional reactions or behaviors.

- I hate people who show up late and don't do their work.
- I will never tolerate someone who breaks the law.
- I am sad about losing my dog.
- I always mess up job interviews.
- You will never convince me that work is fun.
- I really like ice cream.
- I am excited that the rain has finally stopped.
- I can't stand it when it rains.
- There is nothing - absolutely nothing - that you can do to make me feel better.
- I can't seem to meet anyone. I am always going to be alone.
- I think that politics is something that people should avoid talking about at parties.
- People who hurt others are evil.
- This can't be happening to me again. Why does everything bad happen to me?

**What did you notice about the statements that contribute to a stronger reaction? They often contain words or beliefs that place demands on self, others or the world.**

Always  
Can't  
Never  
Must  
All or nothing

## Thinking Report

Reflect on the last 24 hours (go back further if necessary). Recall an event that led to a strong negative emotion. Relive the event and complete the entire THINKING REPORT<sup>1</sup> below

Thinking Report	
<b>Situation: (What happened? Who were you with? What were you doing?)</b>	
<b>Thoughts: (Record everything you were thinking at the time of the event)</b>	
<b>Feelings: (What were you feeling at the time? On a scale of 1-10 – with 10 being very high, how intense was the feeling?)</b>	
<b>Attitudes and Beliefs: (What is your belief about this situation?)</b>	

<sup>1</sup> This Thinking Report was copied from the THINKING FOR A CHANGE PROGRAM – Bush, Glick, and Taymans, 2008

### Step 3: Use New Thinking That Reduces Risk

The third step of this model is concerned with replacing beliefs that are harmful with beliefs that are more useful, helpful, and realistic. Challenge your current beliefs using the following questions:

#### (1) Ask yourself...

Is what you are telling yourself true 100% of the time?	YES	NO
Is what you are telling yourself useful?	YES	NO
Is what you are telling yourself helping you?	YES	NO
Is what you are telling yourself harming you or others?	YES	NO

Brainstorm new thoughts, attitudes or beliefs that would have resulted in a different or more positive outcome.

#### (2) Re-write the “attitude or belief” – to be more useful and productive.

What could you tell yourself instead?

*I WOULD PREFER IF...*

Now return to the THINKING REPORT you completed earlier and generate a new thought or way of thinking about the situation. Something that is more useful, realistic and productive. Record it below.

### Step 4: Practice Using This New Thinking Until it Becomes Automatic

Practice using this new way of thinking whenever you encounter a similar situation. Over time the new thinking will become automatic.

## APPENDIX B: COGNITIVE SKILL CARDS

### Responding to Anger

1. Listen openly to what the other person has to say
2. Show that you understand what the other person is feeling
3. Ask the other person to explain anything you don't understand
4. Show that you understand why the other person feels angry
5. If appropriate, express your thoughts and feelings about the situation

### Dealing with an Accusation

1. Think about what the other person has accused you of
2. Think about why the person might have accused you
3. Think about ways to answer the person's accusations
4. Choose the best way and do it

### Saying "No" to Pressure from Others

1. Decide if the request is reasonable
2. Repeat the request and if necessary ask for more information.
3. Explain your reason for declining
4. Say NO firmly and calmly...repeat if necessary
5. If appropriate, offer an alternative course of action

### Assert Yourself

1. Describe the behavior that concerns you and be specific, "When you..."
2. Describe how you feel about the behavior, "I feel..."
3. Clearly identify what you would like them to do differently, "I would like you to..."
4. Tell them what you will be willing to do as a result, "Then I would..."

### Active Listening

1. Look at the person who is talking
2. Remember to sit quietly
3. Think about what is being said
4. Say yes or nod your head
5. Ask a question about the topic to find out more

### Giving Feedback

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



## Skill Cards

**Thought Stopping**

1. **Tune into your body and mind**
2. **Shout STOP (inside your head and then say it more softly) until your mind is clear**
3. **Take a deep breath and use your *Calming Statement* (e.g. "Things are cool")**
4. **Repeat until you are calm**

**Time Out**

1. **Assess the situation...are you having difficulty maintaining control?**
2. **Tell the person that you need some time away and that you need to be alone**
3. **Remove yourself and review the situation from both perspectives**
4. **Think of strategies to resolve the problem that will benefit both parties**
5. **When calm, return to the situation**

**Problem Solving**

1. **Stop and think about the problem**
2. **Describe the problem**
3. **Get the necessary information to set a goal to tackle the problem**
4. **Consider each of your choices and the consequences**
5. **Choose an option, plan it and do it**
6. **Evaluate**

**Other Person's Perspective (OPV)**

1. **Listen closely to what the person is saying**
2. **Summarize what was said**
3. **Probe for more information until you have a clear understanding of the other person's point of view**
4. **Act accordingly...remember, you do not have to agree with the other person. You just have to show that you have considered their point of view**

**Plus, Minus, What's Interesting (PMI)**

1. **Stop and look at all side before making a decision**
2. **Generate a list of pluses...be creative and consider all positives**
3. **Generate a list of minuses...consider both the short and long-term costs of making a decision**
4. **What would be interesting if...ask yourself what might happen if you made the decision**

**Consider All Factors (CAF)**

1. **Consider the situation...clearly specify the problem or situation you want to explore**
2. **Generate a list of all the factors that might the problem or situation**
3. **Review the list and identify those factors that you feel explain the situation**
4. **Take action accordingly**