

Rules and Expectations

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

Thinking for Change Outline

Participants will discuss the following:

Tell your story – what they did to been in the class.

Contributing Factors – looking at one's environment, who influences your life etc.

Values, Attitudes and Behaviors – what are values, how attitudes and behaviors effect our decisions etc.

Trust – what is it, why is it important, did you break a trust when you committed you offense

Who is a Criminal – looking at the definition of what a criminal is, how you start down that slope of becoming one etc.

Victimization – defining what a victim is how to make amends etc.

Addiction – defining addiction, how effects ourselves, etc. (Video also)

Substance use/abuse/consequence – how it effects are lives.

Effects on the family – how our behavior effects the family

Living in a family – how we make things better or worse for our family

Responsibility – defining responsibility, who is response for their actions and how it effects our lives when we are responsible.

Personal consequences – consequences positive or negative; how what we did affect certain aspects of our lives and the consequences of such.

Freedom – looking at creating our own society what we would change what we would keep, and how important the freedoms giving to us are.

Colors - Personality Test – also learning how to determine what personality others are and how to interact with them in a positive manner.

Stay in control – what is being in control and out control is and how it affects a person

Time to Stop – a brief look at a few anger management techniques (video also)

Stress Management – Relaxation and how to manage our stress

Job Interview – going over basic job interview skills of how to conduct ourselves.

Building Good Friendships – why do we need friends, how to handle those with negative influences in our lives.

Goals – Setting goals and creating an action plan to reach those goals.

Active Listening

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



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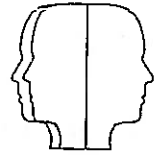


Active Listening

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



Name: _____ Date: _____



Homework Sheet: Lesson 2

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

(Continued on Next Page)

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Asking Questions

1. Decide what you would like to know more about
2. Decide whom to ask
3. Think about different ways to ask your question. Pick one way
4. Pick the right time and place to ask your question
5. Ask your question

Asking Questions

1. Decide what you would like to know more about
2. Decide whom to ask
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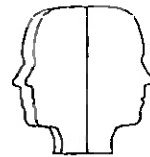
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Name: _____ Date: _____



Homework Sheet: Lesson 3

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

(Continued on Next Page)

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Giving Feedback

Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.

Decide what kind of information you wish to provide

Think about different ways to give the information. Pick one way

Pick the right time and place to give feedback

Give the other person the information in an objective manner

Giving Feedback

Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.

Decide what kind of information you wish to provide

Think about different ways to give the information. Pick one way

Pick the right time and place to give feedback

Give the other person the information in an objective manner

5

Giving Feedback

Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.

Decide what kind of information you wish to provide

Think about different ways to give the information. Pick one way

Pick the right time and place to give feedback

Give the other person the information in an objective manner

Giving Feedback

Decide if you want to provide objective information to someone about their behavior, thoughts, or feelings.

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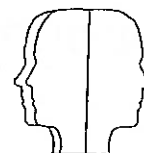
Think about different ways to give the information. Pick one way

Pick the right time and place to give feedback

Give the other person the information in an objective manner

5

Name: _____ Date: _____



Homework Sheet: Lesson 4

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

(Continued on Next Page)

1. What happened when you did the homework?

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

Excellent

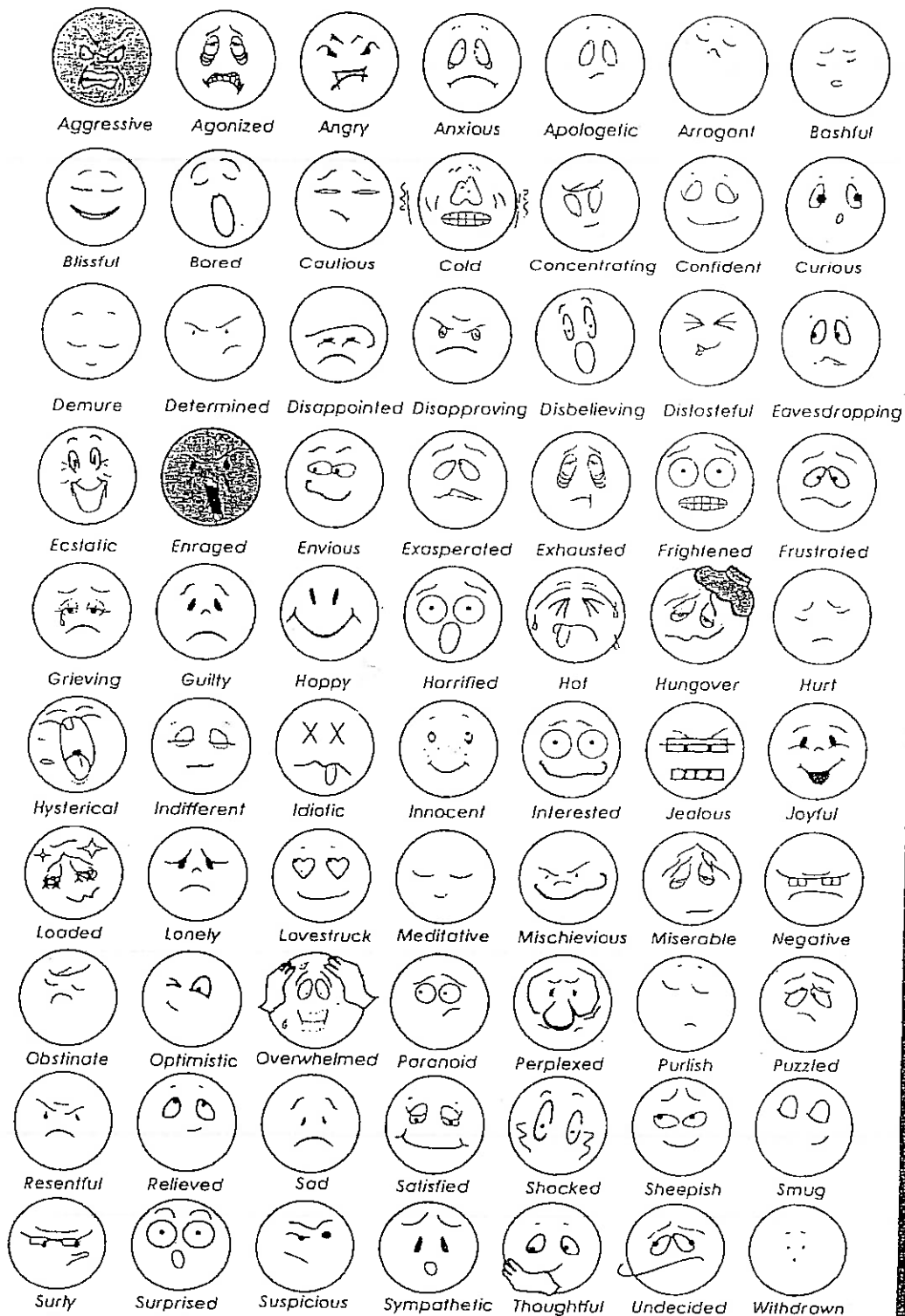
Good

Fair

Poor

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

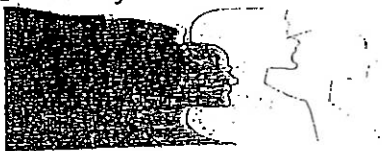
How Do You Feel Today ?



Prepared by The National Institute of Corrections

Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling
2. Decide what happened to make you feel that way
- 3. Decide what you could call the feeling



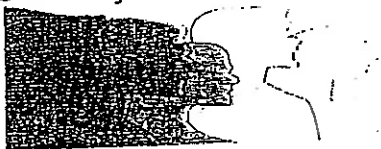
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1. Tune in to what is going on in your body that helps you know what you are feeling
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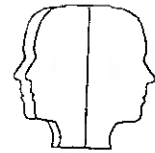


Knowing Your Feelings

1. Tune in to what is going on in your body that helps you know what you are feeling
2. Decide what happened to make you feel that way
- 3. Decide what you could call the feeling



Name: _____ Date: _____



Homework Sheet: Lesson 5

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Describe Your Actions (What you specifically did to follow each step of the skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

(Continued on Next Page)

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

3 Steps of Cognitive Self Change

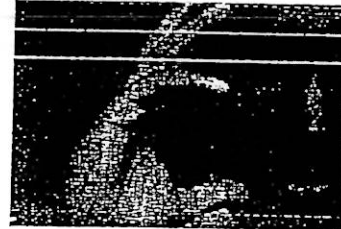
1. Pay Attention to Our Thinking
2. Recognize Risk
3. Use New Thinking



10

3 Steps of Cognitive Self Change

1. Pay Attention to Our Thinking
2. Recognize Risk
3. Use New Thinking



10

3 Steps of Cognitive Self Change

1. Pay Attention to Our Thinking
2. Recognize Risk
3. Use New Thinking



10

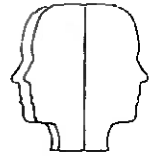
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1. Pay Attention to Our Thinking
2. Recognize Risk
3. Use New Thinking



10

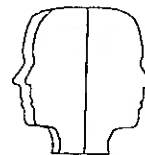
Homework Sheet: Lesson 6



- Think about a situation when you had a conflict with another person.
- What were your thoughts and feelings at the beginning of the situation?
- What were your thoughts and feelings as the situation developed?
- What were your attitudes or beliefs in this situation?
- Using a thinking report, write down all the thoughts and feelings, attitudes and beliefs you can remember having during the situation.

[Continued on Next Page]

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings:

Attitudes and Beliefs:

Jim's Thinking Report

Situation: I was in trouble for being out of the area.

Thoughts:

1. I know that if I do these things I will be going back to jail.
2. It's really starting to get to me.
3. I feel locked up in my own apartment.
4. I really resent this
5. I shouldn't have to follow these rules.
6. Maybe it would be better to just go back to jail and get my sentence over with.
7. I feel like I'm not in charge of my life anymore.
8. I can't stand it.

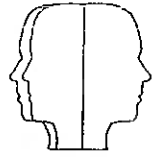
Feelings: Uncomfortable, angry, controlled, threatened

Attitudes and Beliefs:

Nobody has the right to control my life.

If I let them do this to me, I'm a chump.

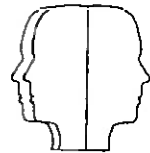
Homework Sheet: Lesson 7



- Think of a time when you broke a rule or hurt someone.
- This could mean breaking a law or violating a norm; and it could mean hurting someone physically or emotionally.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to break the rule or hurt someone, as opposed to what you thought and felt afterward.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

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4.

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6.

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8.

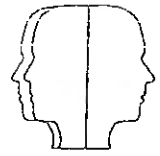
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10.

Feelings:

Attitudes and Beliefs:

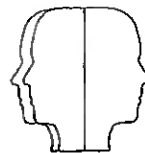
Homework Sheet: Lesson 8



- Think of another time when you broke a rule or hurt someone. Try to think of a current or very recent situation.
- This could mean violating the law or breaking a rule; and it could mean hurting someone physically or emotionally.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to break the rule or hurt someone, as opposed to what you thought and felt afterward.
- Then circle 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

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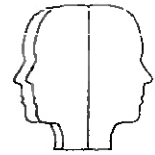
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10.

Feelings:

Attitudes and Beliefs:

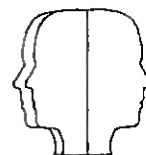
Homework Sheet: Lesson 9



- Watch for situation where between now and the next lesson where you feel some degree of tension or stress or conflict.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward.
- Then circle at least 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings:

Attitudes and Beliefs:

Risk Thought:

New Thoughts:

1.

2.

3.

4.

5.

6.

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8.

9.

10.

Risk Attitude and Belief:

New Attitudes and Beliefs:

1.

2.

3.

4.

5.

6.

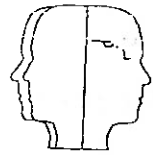
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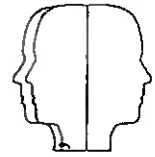
Homework Sheet: Lesson 10



- Watch for times where you have thoughts and feelings that some risk for you.
- Remember that risk can be very high or very low.
- The ability to notice even very slight degrees of risk in your thinking is one of the most important skills in **Thinking for a Change**.
- Complete a thinking report form on the situation.
- Be prepared to give a thinking check-in on the situation at the beginning of the next lesson.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings:

Attitudes and Beliefs:

Understanding the Feelings of Others

1. Watch the other person
2. Listen to what the person is saying
3. Figure out what the person might be feeling
- 4. Think about ways to show you understand what he/she is feeling
5. Decide on the best way and do it

Understanding the Feelings of Others

1. Watch the other person
2. Listen to what the person is saying
3. Figure out what the person might be feeling
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5. Decide on the best way and do it

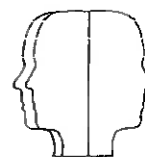
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Understanding the Feelings of Others

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- 4. Think about ways to show you understand what he/she is feeling
5. Decide on the best way and do it

Name: _____ Date: _____



Homework Sheet: Lesson 11

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____
List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

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

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would
— like done about the problem
5. Ask how he/she feels about what
you've said

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would
— like done about the problem
5. Ask how he/she feels about what
you've said

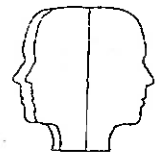
Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would
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5. Ask how he/she feels about what
you've said

Making a Complaint

1. Decide what your complaint is
2. Decide whom to complain to
3. Tell that person your complaint
4. Tell that person what you would
— like done about the problem
5. Ask how he/she feels about what
you've said

Name: _____ Date: _____



Homework Sheet: Lesson 12

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____
List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.) _____
Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

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

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

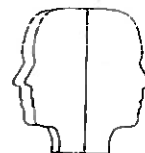
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1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Apologizing

1. Decide if it would be best for you to apologize for something you said or did
2. Think of the different ways you could apologize
3. Choose the best time and place to apologize
4. Make your apology

Name: _____ Date: _____



Homework Sheet: Lesson 13

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____
List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

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

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and feeling
3. Ask the other person to explain anything you don't understand
4. Show that you understand why the other person feels angry
5. In a pro-social way, express your thoughts and feelings about the situation



Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and feeling
3. Ask the other person to explain anything you don't understand
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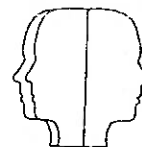


Responding to Anger

1. Listen to the other person who is angry
2. Try to understand what the angry person is saying and feeling
3. Ask the other person to explain anything you don't understand
4. Show that you understand why the other person feels angry
5. In a pro-social way, express your thoughts and feelings about the situation



Name: _____ Date: _____



Homework Sheet: Lesson 14

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____
_____	_____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____

List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

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

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
- 5. Think about why the other person might feel this way
6. Suggest a compromise

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
- 5. Think about why the other person might feel this way
6. Suggest a compromise

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
- 5. Think about why the other person might feel this way
6. Suggest a compromise

Negotiating

1. Decide if you and the other person are having a difference of opinion
2. Tell the other person what you think about the situation
3. Ask the other person what he/she thinks about the situation
4. Listen objectively to his/her answer
- 5. Think about why the other person might feel this way
6. Suggest a compromise

Name: _____ Date: _____



Homework Sheet: Lesson 15

Fill in first three sections before leaving the session.

Skill to practice:	
Anticipated Situation:	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____
List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

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

1. What happened when you did the homework?

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

Excellent

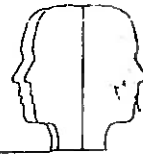
Good

Fair

Poor

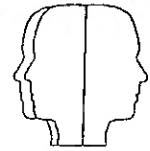
3. What is another situation in which you could use this skill?

Homework Sheet: Lesson 16



-
- Watch for situations where you have some type of conflict with another person. This should be a situation where something happens that you do not like, a situation where you could use problem solving skills.
 - Describe the situation and identify your warning signs: physical reactions, risk thoughts and risk feelings.

Name: _____ Date: _____



Situation:

Warning Signs:

I. Physical Reactions

II. Risk Thoughts

III. Risk Feelings

Problem Solving Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

- Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down



Problem Solving Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

- Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down



Problem Solving Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

- Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down



Problem Solving Skill 1: Stop and Think

- Step 1: Pay attention to your warning signs

- Physical reactions
- Risk thoughts
- Risk feelings

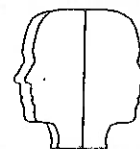
- Step 2: Think: Reduce your risk

- Be quiet
- Get space
- Calm down



Homework Sheet: Lesson 17

Name: _____ Date: _____



Watch for problem situations and practice the two steps of problem solving skill 1: **stop and think**. You can use this sheet to guide you. Complete this sheet after you have practiced the skill.

Problem

Solving Skill 1:

Stop and Think

Provide a general description of the situation:

*Circle the type of
problem :*

"Time to think"
"In my face"

Step 1: Stop!

Pay attention to my
warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

(Continued on Next Page)

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

Woman's Problem Situation Script

This is a conversation that takes place on the phone. The problem solver is the woman. She is at work and needs a ride home from her boyfriend. This is a "time to think" problem.

Female (F): *Hey, Juan. I'm going to need a ride home from work tonight at about midnight. And I want you to pick me up.*

Male (M): *Sorry, I am going to a party tonight with some friends. I'll be way on the other side of town.*

F: *Well, who are you going with? Aren't I more important than some boring party?*

M: *Can't. I have other plans.*

F (Begins to get angry): *Well who are these plans with?*

M (Angry): *Get off my back. I said I'm busy.*

F (Begins to think out loud): *This makes me really angry. I've been so good to him and helped him through a lot. Why is he doing this to me? He can't get away with this.*

F (Still thinking out loud): *My heart is pounding. I can't stand this. What if he has another woman? I need to stop talking so I don't make things worse. Just wait a minute, let me stop talking, take a deep breath and get off the phone so I can think about what I want to do.*

F (Says into the phone): *Hey Listen, I have another break in about an hour, and I'll call you back then. But I really need a ride.*

Reaction to Roster

I (think or feel) _____ because

and my risk reaction is _____

Problem Solving Skill 2:
State the Problem

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

Problem Solving Skill 2:
State the Problem

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

Problem Solving Skill 2:
State the Problem

- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

Problem Solving Skill 2:
State the Problem

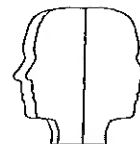
- Step 1: Identify a warning sign
- Step 2: Describe the situation objectively
- Step 3: Identify a risk reaction

- Put it together in a statement beginning with "I":

I think/feel _____ because
_____, and my risk reaction is

Homework Sheet: Lesson 18

Name: _____ Date: _____



In a real life problem situation, practice the first 2 skills of problem solving. If you're not able to do the skills while the problem is actually happening, then write out how you could have done the skills or could do them next time.

Problem

Provide a general description of the situation:

Solving Skill 1:

Stop and Think

*Circle the type of
problem :*

"Time to think"
"In my face"

Step 1: Stop!

Pay attention to my
warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

(Continued on Next Page)

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

(Continued on Next Page)

**Problem
Solving Skill 2:
State the
Problem**

Risk feelings are lessening.
Risk feelings thermometer at
50 degrees.

Thinking skills are kicking in.
Thinking skills thermometer
at 50 degrees.



**Step 1: Identify a
warning sign.**

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

**Step 2: Describe
what happened,
objectively.**

What are the facts? Who was involved and what was said
or done?

**Step 3: Describe
your risk reaction.**

**Put it together in a
problem statement
starting with "I."**

I (think or feel) _____
because _____
and my risk reaction is _____

Modeling Display - Shewan and Ms. Shells

Shewan is starting her second week in a new job. She likes to work alone and does not make friends easily. She does not trust other people and would rather do her own work. She comes back from lunch and her boss, Ms. Shells, calls her into her office and accuses her of stealing. In problem situations Shewan often feels depressed and picked on.

Ms. Shells (on the phone to Shewan at her desk): *Shewan, I need to talk to you right away, please come into my office.*

Shewan comes into Ms. Shells' office.

Ms. Shells (walks in front of Shewan and sits on the corner of her desk): *Sit down, Shewan.*

Shewan sits down.

Ms. Shells: *Shewan, you have been working in the front office area for the last two days, is that right?*

Shewan: *That's right.*

Ms. Shells: *Mr. Brooks has been in and out of the office for the last two days. Today at noon today he discovered that all of the petty cash that he keeps in his desk is missing. He had about \$50 in his drawer. What do you know about this?*

Shewan (defiantly): *I don't know anything about it.*

Ms. Shells: *Mr. Brooks says that he saw you standing by his desk a number of times when he walked in the room. What were you doing standing by his desk?*

Shewan (loudly): *I was just doing my work.*

Ms. Shells: *There has hardly been anyone else in the office. Did you see anyone go into Mr. Brooks' desk?*

Shewan: *No*

Ms. Shells: *Shewan, this is a serious matter. Both Mr. Brooks and I suspect that you know how the money that's missing. What can you tell me?*

Shewan (leaning forward): *I don't know anything about the money that is missing.*

Ms. Shells: *Shewan, I don't believe you. This is a serious matter.*

Shewan: *I can see it is serious, but I don't know anything about the money that was taken from Mr. Brooks' desk.*

Ms. Shells (raising her voice): *Lying isn't going to help.*

Shewan (standing up): *Why do you think I am lying?*

Ms. Shells (raising her voice and leaning over toward Shewan): *I mean to get to the bottom of this. I need employees I can trust.*

Shewan: (stares and says nothing)

Shewan (Points to her head and begins to think aloud): *I feel scared. She thinks I stole the money. Nothing I say will do any good. She just wants to get rid of me. Here goes another job. My heart is pounding. My mouth is dry.*

Shewan (Continuing to think out loud): *I need to be quiet, sit down and take a deep breath. I really don't want to lose this job.*

Shewan (Still thinking out loud): *I'm angry because Ms. Shells is accusing me of lying to her. My risk reaction is to quit.*

Skill 3: Set a Goal and Gather Information

Shewan/Sherry

Step 1: Set a Goal

I want _____

or

I want _____,

but I don't want _____

Step 2: Gather Information

Facts:

Other Person's Thoughts and Feelings:

Thoughts:

Feelings:

Problem Solving Skill 3:
Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Problem Solving Skill 3:
Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Problem Solving Skill 3:
Set a Goal and Gather Information

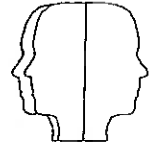
- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Problem Solving Skill 3:
Set a Goal and Gather Information

- Step 1: Identify a positive and realistic goal
- Step 2: Gather information
 - Facts
 - The other person's thoughts and feelings

Homework Sheet: Lesson 19

Name: _____ Date: _____



Choose a real life, "time to think" problem that you anticipate facing, or that you are currently facing. Use this homework sheet to do the first three problem solving skills on this problem. Write all of the steps on this homework sheet. You will work on this problem for the remainder of the problem solving lessons.

Problem

Provide a general description of the situation:

Solving Skill 1:

Stop and Think

*Circle the type of
problem :*

"Time to think"
"In my face"

Step 1: Stop!

Pay attention to my
warning signs

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

(Continued on Next Page)

Step 2: Think -
Reduce your risk

1. Be quiet

Do I keep quiet? - *Circle your best answer*

Yes or No

How easy is it to keep quiet? - *Circle your best answer*

Easy Between easy and difficult Difficult

2. Get some space

What do I think or visualize to get some space?

What actions do I take to get some space?

3. Calm down

What new thinking do I use to calm down?

What actions do I take to calm down?

**Problem Solving Skill 2:
State the Problem**

Risk feelings are lessening.
Risk feelings thermometer at 50 degrees.



Thinking skills are kicking in.
Thinking skills thermometer at 50 degrees.



Step 1: Identify a warning sign.

What are my physical reactions?

What are my risk thoughts?

What are my risk feelings?

Step 2: Describe what happened, objectively.

What are the facts? Who was involved and what was said or done?

Step 3: Describe your risk reaction.

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

**Problem
Solving Skill 3:
Set a Goal and
Gather
Information**

Risk Feelings thermometer
is way down.



Risk Feelings

Thinking Skills
thermometer is way up.



Thinking Skills

Step 1: Identify a
positive and realistic
goal?

I want _____

-or-

I want _____
but I don't want _____

Step 2: Gather
Information

What are the facts?

What do I think the other person is thinking?

What do I think the other person is feeling?

Name:

Skill 1: Stop and Think

Step 1 - Stop

Physical reaction:

Risk thought:

Risk feeling:

Step 2 - Think

Be quiet:

Get space:

Calm down:

Skill 2: State the Problem

I (think/feel) _____ because _____, and my
risk is to react by _____.

Skill 3: Set a Goal and Gather Information

Step 1 - Set a positive and realistic goal

I want _____.

- or -

I want _____, but I don't
want _____.

Step 2 - Gather information

Facts:

Other person's thoughts:

Other Person's feelings:

Problem Solving Skills 1, 2, and 3 – Observation Form

Skill 1: Stop and Think

Step 1: What were his/her physical reactions?

Stop – Pay

attention to

your warning

signs

Risk thoughts?

Risk feelings?

Step 2:

Be quiet

Think –

Reduce your

risk

Did he/she keep quiet before responding?

Get some space

What did he/she do with his/her body to get space?

What thoughts helped him/her get some space?

Calm down

What did he/she do to calm down?

Skill 2: State the Problem

Step 1: What did he/she do to identify his/her warning signs?

Identify a
warning sign

Step 2: How did he/she describe the situation objectively?

Describe the
situation
objectively

Step 3: How did he/she describe his/her risk reaction?

Identify a risk
reaction

What was the problem statement?

I (think/feel) _____
because _____
and my risk is to react by _____

Problem Solving Skill 3: Set a Goal and Gather Information

Step 1: What was his/her goal?

Identify a
positive and
realistic goal

I want _____

-or-

I want _____
but I don't want _____

Step 2: Facts

Gather
Information
(Facts and
The Other

What were the facts of the situation?

Person's
Thoughts and
Feelings)

The Other Person's Thoughts and Feelings

What do you think the other person in the problem situation
was thinking?

How do you think the other person in the problem situation
was feeling?

Provide background information

Introduce the actors and the roles they will be playing. Then say:

I am coming home in the evening. My daughter is in the living room (with her friend). She/they is/are using drugs. This is an "in your face" problem for me.

Initial scene

Walk in and smell marijuana. The daughter (and a friend) is sitting down, smoking, drinking and popping a pill. She doesn't see you right away.

Confront the daughter: *What is going on here? What do you think you're doing?*

Daughter is very surprised. She responds defensively and with a challenge.

Continue to confront her, angrily: *I can't believe I ever trusted you!*

Skill 1: Stop and think (Display "stop and think" sign)

Think the following statements aloud. Remember to point to your head.

I feel hot all over and my muscles are tight. She is not going to get away with this! She is disrespecting me by doing drugs in my home. I am angry and really surprised. I am also disappointed in her.

Be quiet for a few seconds. Don't react right away.

Well, I can't walk away, so I am going to get some space in my mind. I am going to think about my favorite place and take a second to look at it in my mind.

Take a couple of deep breaths. Don't make a bad situation worse. I am counting one... two... three... before I do anything.

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 2: State the problem (Display “state the problem” sign)

I feel hot all over because I caught my daughter using drugs. My risk... is to hit her.

Discuss modeling display using questions in the lesson plan

Continue modeling display

Skill 3: Set a goal and gather information (Display “set a goal and gather information” sign)

What is my goal here? I want my daughter to not use drugs.

Let me think about the facts. She is with a new friend – someone I haven’t seen before. She has been staying out late the past few weeks.

As I look at her, I can see she is high and angry at getting caught. She is probably embarrassed at getting in trouble in front of this new friend. She is probably thinking, “You shouldn’t be home yet. Why are you ruining my party?”

Discuss modeling display using questions in the lesson plan

Step 1: Choices	Step 2: Consequences (+/-)	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
Step 3: Pick a choice to get to your goal: <hr/> <hr/> <hr/>		

Problem Solving Skill 4:
Think of Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

Problem Solving Skill 4:
Think of Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

Problem Solving Skill 4:
Think of Choices and Consequences

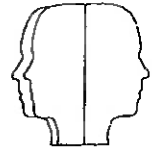
- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

Problem Solving Skill 4:
Think of Choices and Consequences

- Step 1: Brainstorm choices
- Step 2: Think about consequences
- Step 3: Pick a choice to get you to your goal

Homework Sheet: Lesson 21

Name: _____ Date: _____



Apply problem solving skill 4: **Think of choices and consequences** to the problem situation you worked on in lesson 20. Be sure to list at least eight choices for what you can do. Brainstorm choices and consequences with someone you trust, to get another perspective.

<u>Step 1: Choices</u>	<u>Step 2:</u> Consequences (+/-)	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u>		

Name: _____

My goal is: _____

<u>Step 1: Choices</u>	<u>Step 2: Consequences (+/-)</u>	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u> _____ _____ _____		

Problem Solver: _____

Goal: _____

Choice: _____

Skill 5: Make a Plan

Step 1: Identify who, where and when –

Step 2: Choose key social skills that can help you –

Step 3: Identify what you will do or say –

Step 4: Identify how you will do and say it –

Step 5: Decide on a thought to get you started –

Problem Solving Skill 5:
Make a Plan

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Problem Solving Skill 5:
Make a Plan

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Problem Solving Skill 5:
Make a Plan

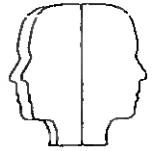
- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Problem Solving Skill 5:
Make a Plan

- Step 1: Identify who, where, and when
- Step 2: Choose key social skills that can help you
- Step 3: Identify what you will do or say
- Step 4: Identify how you will do and say it
- Step 5: Decide on a thought to get you started

Homework Sheet: Lesson 22

Name: _____ Date: _____



Apply problem solving skill 5: **Make a plan** to the problem situation you've been working on. Use the choice you decided on in lesson 21. Remember your goal.

My problem statement: I think/feel _____ and
because _____
my risk reaction is _____.

My goal is:

My choice is:

Problem Solving Skill 5: Make a Plan

Step 1:

Who?

Identify who,
where and
when

Where?

When?

(Continued on Next Page)

Step 2:

Choose key
social skills
that can help
you

Step 3:

Identify what
you will do or
say

Step 4:

Identify how
you will do or
say it

Step 5:

Decide on a
thought to get
you started

Problem Solving Skill 6:
Do and Evaluate

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

Problem Solving Skill 6:
Do and Evaluate

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

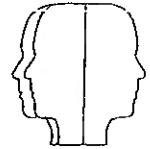
Problem Solving Skill 6:
Do and Evaluate

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

Problem Solving Skill 6:
Do and Evaluate

- Step 1: Do it
- Step 2: Ask Questions
- Step 3: Decide what to do next

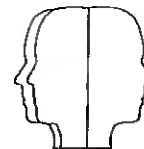
Homework Sheet: Lesson 23



- Between now and the next session, identify 2 problem situations that you (and your fellow group members) often face or are facing.
- Complete a thinking report on each of the problem situations.
 1. Write a brief, factual description of the problem situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation.
- Then circle the thoughts, feelings, and attitudes or beliefs that contain risk for you.

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

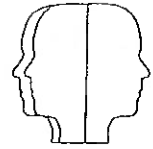
10.

Feelings:

Attitudes and Beliefs:

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

Thoughts:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Feelings:

Attitudes and Beliefs:

- **Co-actors**

- One or more co-actors will play the role of the person(s) with whom the problem solver is working with to resolve the problem. This is the person(s) with whom the problem solver has the problem
- Other co-actors will help the problem solver with the problem solving skills
 - Different co-actors can discuss different skills with the problem solver
 - One co-actor should help the problem solver evaluate how he/she has done by doing steps 2 and 3 of problem solving skill 6 with the problem solver

All 6 Problem Solving Skills – Role Play Plan

Go through the steps for each skill to plan your role play. When you do the role play follow the directions in italics under each skill step.

Problem Solving Skill

1: Stop and Think

Remember to point to your head and “think aloud” where appropriate.

Circle the type of problem :

“Time to think”

“In your face”

Step 1: Stop!
Pay attention to my warning signs

What physical reactions will you show?

What risk thoughts will you think aloud?

What risk feelings will you express?

Step 2: Think -
Reduce your risk

1. Be quiet

Keep quiet before responding.

2. Get some space

What will you think or visualize to get some space?

(Continued on Next Page)

What will you do with your body to get some space?

3. Calm down

What new thinking will you use to calm down?

What actions will you take to calm down?

Problem Solving Skill 2: State the Problem

Discuss steps 1, 2, and 3 (below) with a co-actor. Then put everything together into clear problem statement, following the formula.

Step 1: Identify a warning sign.

What warning sign will you identify?

Step 2: Describe what happened, objectively.

How will you describe the situation objectively?

Step 3: Describe your risk reaction

What is your risk reaction?

Put it together in a problem statement starting with "I."

I (think or feel) _____
because _____
and my risk reaction is _____

(Continued on Next Page)

Problem Solving Skill 3: Set a Goal and Gather Information

A co-actor should ask the problem solver questions to find out about the goal, the facts, and the other person's thoughts and feelings.

Step 1: Identify a positive and realistic goal?

What is your goal?

I want _____

-or-

I want _____,
but I don't want _____

Step 2: Gather Information

What are the facts in this situation?

What do you think the other person is/was thinking?

What do you think the other person is/was feeling?

(Continued on Next Page)

Problem Solving Skill 4: Think of Choices and Consequences

Step 1: A co-actor should ask the problem solver questions about choices. One or more co-actors should help the problem solver think of additional choices. **Step 2:** The problem solver and co-actors should then weigh the consequences (for both the problem solver and others) of 4 or 5 likely choices. **Step 3:** Finally, the problem solver needs to pick a choice that will help him/her get closer to his/her goal. Co-actors can ask questions about whether or not the choice helps the problem solver get closer to his/her goal.

<u>Step 1: Choices</u>	<u>Step 2:</u> Consequences (+/-)	
	Me	Others
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		
9)		
10)		
<u>Step 3: Pick a choice to get to your goal:</u> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>		

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Problem Solving Skill 5: Make a Plan

The problem solver should make a plan with the help of one or more co-actors.

Step 1: Identify who, where and when –

Step 2: Choose key social skills that can help you –

Step 3: Identify what you will do or say –

Step 4: Identify how you will do and say it –

Step 5: Decide on a thought to get you started –

(Continued on Next Page)

Problem Solving Skill 6: Do and Evaluate

The problem solver does the plan, with as many co-actors as needed. Remember to point to your head and do thinking steps aloud. After doing the plan, a co-actor should help the problem solver do steps 2 and 3 of this skill by asking questions and helping the problem solver decide what to do next.

Step 1: Do it

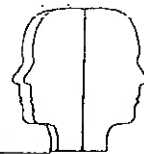
Step 2: Ask Questions Are you closer to your goal?

What parts of the plan worked best?

Step 3: Decide What
to Do Next

What do you think you should do next?

Homework Sheet: Lesson 24



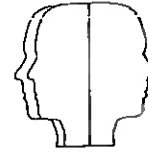
- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
- Identify what you did in that situation that helped you not make the problem worse.

1. What warning signs let you know you were having a problem? _____

2. What is your problem statement? _____

3. What thinking, actions, and social skills did you use to keep the problem from getting worse? _____

Program Organizer – Group Activity Worksheet



- Review the program organizer and the list of comments the group has made about what they have learned so far from the program organizer
- Then take ten minutes to talk about the following questions
- Have one of your group members prepared share your ideas and learning with the rest of us

1. What are three important ideas that you see in the program organizer?

2. How does each of the components complement and interact with each other?

3. What do you see as the most important message conveyed in the program organizer?

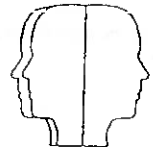
4. What thoughts do you have about **Thinking for A Change** as you view the program organizer?

5. What feelings can you identify as a result of your experiences with **Thinking for A Change**?

6. What beliefs and attitudes arise as you study the program organizer?

Appendices

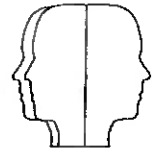
Homework Sheet: Cognitive Self-Change



- Watch for situation where between now and the next lesson where you feel some degree of tension or stress or conflict.
- Complete a thinking report on what happened.
 1. Write a brief, factual description of the situation.
 2. Write down as many thoughts as you can remember having.
 3. Write down all the feelings you remember having at the time.
 4. List one or two attitudes or beliefs that underlie your thinking in this situation
- Remember to focus on the thinking that *led you* to feeling stressed or tense or conflicted, as opposed to what you thought and felt afterward.
- Then circle at least 1 key thought, 1 key feeling, and 1 attitude or belief that particularly influenced you to break the rule or hurt someone.
- Consider new thinking that could reduce your risk

(Continued on Next Page)

Name: _____ Date: _____



Thinking Report

Situation:

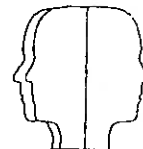
Thoughts:

1. _____
2. _____
3. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Feelings:

Attitudes and Beliefs:

Name: _____ Date: _____



Homework Sheet: Social Skill _____

Fill in first three sections before leaving the session.

Skill to practice: _____	
Anticipated Situation: _____	
With Whom? _____	
When? _____	
Where? _____	
Steps to follow (Write down each step of the social skill):	
1. _____	4. _____
2. _____	5. _____
3. _____	6. _____

Fill in after doing your homework.

Thinking Check-in:
Actual situation: _____
List your thoughts, feelings, and attitudes and beliefs. (Circle those that put you at risk.)

Risk of doing what? _____
What new thinking did you use (or could you have used) to reduce the risk? _____

(Continued on Next Page)

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

1.

4.

2.

5.

3.

6.

1. What happened when you did the homework?

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

Excellent

Good

Fair

Poor

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

All 6 Problem Solving Skills – Role Play Directions

Here is a chance to use everything you have learned in problem solving. Using the problem situation selected by your group:

Planning

One group member will need to write down the information for each of the skill steps. Use Handout 24-2: Problem Solving Role Play Plan. As a group, decide what information goes into each step.

1. **Review** each problem solving skill. You will present your role play in 6 acts; one skill at a time. The large group will provide feedback to you after you role play each skill.
2. **Plan** how you will role play each step of the skills for your problem.
3. **Choose** a role for each group member to take on in the role play. If you have only one or two people in your group, it is okay for someone to play more than one role. Here are jobs for each role:

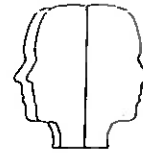
- **Narrator Role:**

- Describe the problem to the large group
- Identify if it is a “time to think” or “in your face” problem
- Introduce the skill and each step. After the role play of the skill, ask the large group to identify the information from each step of the skill

- **Problem Solver Role:**

- Demonstrate the steps of each of the problem solving skills. For example, for skill 1: **stop and think**, identify warning signs and show how to be quiet, get space and calm down

Homework Sheet: Problem Solving Aftercare



- Between now and next session identify a situation that caused you some type of problem.
- It can be a minor problem like having to wait in line when you don't want to or a major problem that could result in a fight.
- Identify what you did in that situation that helped you not make the problem worse.

1. What warning signs let you know you were having a problem? _____

2. What is your problem statement? _____

3. What thinking, actions, and social skills did you use to keep the problem from getting worse? _____
