

Problems and Thinking Errors Daily Log

Name _____ Date _____

When did this happen? Morning Afternoon Evening

Where were you?

Class Living unit Dining room Hallway Group meeting Other _____

What kind of behavior/social problem(s) did you have?

- | | |
|--|--|
| <input type="checkbox"/> Low Self-Image | <input type="checkbox"/> Misleads Others |
| <input type="checkbox"/> Inconsiderate of Self | <input type="checkbox"/> Easily Misled |
| <input type="checkbox"/> Inconsiderate of Others | <input type="checkbox"/> Alcohol or Drug Problem |
| <input type="checkbox"/> Authority Problem | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Easily Angered | <input type="checkbox"/> Lying |
| <input type="checkbox"/> Aggravates Others | <input type="checkbox"/> Fronting |

What was your thinking error?

- | | |
|---|---|
| <input type="checkbox"/> Self-Centered | <input type="checkbox"/> Minimizing/Mislabeling |
| <input type="checkbox"/> Blaming Others (includes blaming bad mood) | <input type="checkbox"/> Assuming the Worst |

Describe the situation in which you showed your problem(s).

What were you thinking during and after the problem situation? (Describe the thinking error.)

I reported this problem and thinking error in a mutual help meeting on _____ (date).

I did get the meeting. I did not get the meeting.

In response to the problem(s), my action plan is as follows:

A plan must be written and fulfilled even if you did not receive the meeting.

How angry were you?

Do not complete this section until your coach or equipper tells you to do so.

1-burning mad 2-really mad 3-moderately angry 4-mildly angry 5-not angry at all

How did you handle yourself?

1-poorly 2-not so well 3-OK 4-Well 5-Great

I won't have this/these problem(s) in the future if I . . .

Keep this log until your coach tells you it may be thrown away.

The Equipment Meeting Curriculum in a Nutshell

Numbers at the top of each box indicate the order in which the different types of meetings are delivered.

Anger Management/ Thinking Error Correction	Social Skills	Social Decision Making
1 Evaluating and relabeling anger/aggression Reevaluating, relabeling Anger management, not elimination	2 Expressing a Complaint Constructively Think ahead what you'll say, etc. Say how you contributed to the problem. Make a constructive suggestion.	3 Martian's Adviser's Problem Planet A is seen as self-centered Planet B labeled truly strong Making the group Planet B
4 Anatomy of anger (AMBC) Mind as the source of anger Early warning signs (body) Anger-reducing self-talk	5 Caring for Someone Who Is Sad or Upset Notice and think ahead. Listen don't interrupt. "Be there."	6 Jerry's Problem Situation Loyalty, commitment Value of close friendships Mark's Problem Situation Breaking up in a considerate way Getting even is immature
7 Monitoring and correcting thinking errors Gary's Thinking Errors exercise Daily logs	8 Dealing Constructively with Negative Peer Pressure Think, "Why?" Think ahead to consequences. Suggest something else (less harmful).	9 Jim's Problem Situation Can't trust "friend" with a stealing problem Stealing is wrong even from a stranger
10 More anger reducers Deep breathing, backward counting, peaceful imagery Anger reducers to "buy time"	11 Keeping Out of Fights Stop and think. Think ahead to consequences. Handle the situation another way.	12 Alonzo's Problem Situation Sarah's Problem Situation Shouldn't let friends steal (car, store items) Harm from stealing True friend would not put you on the spot Closing gap between judgment and behavior (relabeling, using social skills)
13 Thinking ahead to consequences Thinking ahead (if-then thinking) Types of consequences (especially for others) TOP (think of the other person)	14 Helping Others Think, "Is there a need?" Think ahead how to help, when, etc. Offer to help.	15 George's Problem Situation Leon's Problem Situation Should tell on drug-dealing brother, friend planning an escape Others could get killed Important to jail drug dealers

<p>16</p> <p>Using "I" statements for constructive consequences</p> <p>"You" statements (put-downs, threats)</p> <p>Use of "I" statements instead of "you" statements</p>	<p>17</p> <p>Preparing for a Stressful Conversation</p> <p>Imagine ahead your feelings and the other person's feelings (TOP). Think ahead what to say. Think ahead how the other person might reply.</p>	<p>18</p> <p>Dave's Problem Situation</p> <p>Shouldn't deliver drugs for friends Sister's life may be at stake Closing gap between judgment and behavior (relabeling, correcting thinking errors, exhorting)</p>
<p>19</p> <p>Self-evaluation</p> <p>Self-evaluation, self-reflection Talking back to thinking errors Staying constructive</p>	<p>20</p> <p>Dealing Constructively with Someone Angry at You</p> <p>Listen openly and patiently. Think of something you can agree with, say the person is right about that. Apologize or explain, make a constructive suggestion.</p>	<p>21</p> <p>Juan's Problem Situation</p> <p>Should tell on suicidal friend Suicide is Self-Centered thinking error Existential/spiritual concerns</p>
<p>22</p> <p>Reversing</p> <p>Things you do that make other people angry Reversing exercise (correcting Blaming Others error)</p>	<p>23</p> <p>Expressing Care and Appreciation</p> <p>Think if the person would like you to care. Think ahead to what you will say, when, etc. Tell the person how you feel.</p>	<p>24</p> <p>Sam's Problem Situation</p> <p>Should tell on a friend who shoplifted Important to prosecute shoplifters Store owner is not to blame (Blaming Others)</p>
<p>25</p> <p>More consequences for others/ correcting distorted self-views</p> <p>Victims and Victimizers exercise Consequences for victims One's own victimization is no excuse for victimizing others Think of the pain your actions have caused others (TOP)</p>	<p>26</p> <p>Dealing Constructively with Someone Accusing You of Something</p> <p>Think how you feel, tell yourself to calm down. Think if the accuser is right (TOP). If the accuser is right, apologize/make restitution; if wrong, say it isn't true, it's a wrong impression, etc.</p>	<p>27</p> <p>Reggie's Problem Situation</p> <p>Should reveal violent dad's drinking Should do what's best for the family Wouldn't want someone to lie to you But mother is wrong to put Reggie on the spot</p>
<p>28</p> <p>Victimizer and grand review</p> <p>Mind of the Victimizer exercise Conclusion of consciousness raising</p>	<p>29</p> <p>Responding Constructively to Failure</p> <p>Ask if you did fail. Think what you could do differently. Decide, plan to try again.</p>	<p>30</p> <p>Antonio's Problem Situation</p> <p>Shouldn't help friend cheat Can't trust "friend" with cheating problem Correcting thinking errors</p>
<p>31</p> <p>The Final Session: Up or Down?</p> <p>(33 thoughts, skills, behaviors)</p> <p><i>Up</i> represents mature, accurate, constructive, responsible. <i>Down</i> represents immature, inaccurate, distorted, destructive, irresponsible.</p> <p>Spans all three curriculum components and provides opportunities for motivational comments. Tests knowledge of the content of curriculum components. Encourages the use of concepts or skills learned in equipment meetings to help others and self.</p>		

Session 9: Victims and Victimizers

Name _____ Date _____

You are attending a family wedding when you are asked to drive your grandparents home. Your grandparents have lived in that home for many years. You arrive home and help your grandparents into the house. When you open the front door, you see that the house has been broken into. Many of your grandparents' things have been thrown all around. Their crystal glasses have been smashed. The family photo album has been destroyed. Some of their things, like a wedding ring that belonged to your great grandmother, have been stolen.

1. What would be the first thing that you would do?

2. How do you think you would be feeling? Have you ever had anything stolen from you? How did you feel? Does that help you understand how your grandparents feel?

3. Would you leave your grandparents in the house alone for the night? Why or why not? Do you think your grandparents would feel afraid or worried? When have you felt afraid or worried? Does that help you understand how your grandparents would feel?

4. Do you think your grandparents will get their things back? Do you think the insurance (if they have any) can make the situation all right? Why or why not?

5. Who are the victims in this situation? Can you think of any long-term or indirect victims? List some ways that victims suffer (in body, in mind, in money, in daily living, with their friends).

6. Who are the main victimizers in this situation? If a victimizer were to think ahead to the many ways a victim would suffer, would he or she still go ahead and do the crime?

7. Have you been a victim? From whom? Have you victimized others? Whom have you victimized? Do most people who have been victimized go on to victimize others?

8. Which have you been more of, victim or victimizer?

Skill 4: Keeping Out of Fights

Before you start, pick a partner and discuss your role-play. Follow the steps to help you describe your situation to the group.

Step 1: Stop and think about why you want to fight

Tell participants that if they need to, they can breathe deeply, count backward, or think relaxing thoughts to calm down. They can also consider whether or not they did anything to contribute to the problem.

Step 2: Think ahead

Ask yourself, "If I fight, then what will be the consequences?"

Encourage participants to think about consequences for others, including people who are not on the scene but who will be affected later on. Ask, "How will they feel?"; "What will they do?"; "How will you feel?"; "What are the likely consequences later on for you?"

For Step 3, you will need your partner.

Step 3: Think of a way to handle the situation besides fighting and do it

Should you walk away for now? Give a displeased look? Talk to the person in a calm, straightforward way? Ask someone for help in solving the problem?

Discuss: "Is the other person calm enough or reasonable enough to talk to? Are you calm enough yet to talk to? Who might be able to help you resolve the situation constructively (teacher, parent, friends)?" Point out that in some situations, such as self-defense or the defense of an innocent victim, you may have no choice but to fight.

Suggested situations for using this skill

1. Another youth has just come up to you and demanded that you give him cigarettes.
2. You just found out who stole your sneakers.
3. Another youth has just bumped into you and made you spill your drink and drop your food tray on the floor.
4. Another resident has just directed a racial slur at you.
5. Another resident tells you she has rights to the chair you are sitting on.
6. You lost your privileges because someone told your counselor that you were smoking cigarettes in the bathroom, and you just found out who told.
7. A resident to whom you loaned a pack of cigarettes is now refusing to pay you back.
8. Your mother's boyfriend is drunk and getting a little nasty.
9. A new resident comes up to you and calls you a name.
10. In a baseball game, you have just come up to bat. The other team's pitcher calls you a name and almost hits you with a pitch.

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Ask yourself, "If I fight, then what will be the consequences?"

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Step 3: Think of a way to handle the situation besides fighting and do it

Should you walk away for now? Give a displeased look? Talk to the person in a calm, straightforward way? Ask someone for help in solving the problem?

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Session 2: Jerry's Problem Situation

Name _____ Date _____

Jerry just moved to a new school and was feeling pretty lonely until one day a guy named Bob came up and introduced himself. "Hi, Jerry. My name is Bob. I heard one of the teachers say you're new here. If you're not doing anything after school today, how about coming over to shoot some baskets?" Pretty soon Jerry and Bob were good friends.

One day when Jerry was shooting baskets by himself, the basketball coach saw him and invited him to try out for the team. Jerry made the team, and every day after school he would practice with the rest of the team. After practice, Jerry and his teammates would always go out together to get something to eat and sit around and talk about stuff. On weekends they would sometimes take trips together.

As Jerry spends more time with the team, he sees less and less of Bob, his old friend. One day, Jerry gets a call from Bob. "Say, I was wondering," says Bob, "if you're not too busy on Thursday, my family is having a little birthday party for me. Maybe you could come over for dinner that night." Jerry tells Bob he'll try to come to the party. But during practice on Thursday, everyone tells Jerry about the great place they're all going to after practice.

What should Jerry say or do?

1. Should Jerry go with the team?
go with team / go to Bob's party / can't decide (circle one)
2. What if Jerry calls Bob from school and says he's sorry, but something has come up and he can't come over after all? Then would it be all right for Jerry to go with the team?
go with team / go to Bob's party / can't decide (circle one)
3. What if Jerry considers that his teammates may be upset if Jerry doesn't come—that they may start to think Jerry's not such a good friend? Then would it be all right for Jerry to go with the team?
go with team / go to Bob's party / can't decide (circle one)
4. What if Jerry thinks that, after all, Bob came along and helped Jerry when Jerry was lonely. Then should Jerry go with the team?
go with team / go to Bob's party / can't decide (circle one)
5. Let's change the situation a bit. Let's say that before Bob asks Jerry to come over, the teammates ask if Jerry will be coming along on Thursday. Jerry says he thinks so. Then Bob asks Jerry. Then what should Jerry do?
go with team / go to Bob's party / can't decide (circle one)
6. Which is more important: to have one close friend or to have a group of regular friends?
one close friend / group of regular friends / can't decide (circle one)
7. Let's change the situation a different way. What if Jerry and Bob are not good friends but instead are just acquaintances? Then should Jerry go with the team?
go with team / go to Bob's party / can't decide (circle one)