Lesson Nine: Teaching the Thinking Report

RATIONAL SELF ANALYSIS: A REVIEW
Developed By: Marie Swope

The purpose of this lesson is to review the previous lessons and demonstrate the importance of using the thinking report in everyday life, and how to prepare and practice getting to positive consequences by think and acting differently in situations that in the past have had negative consequences.

List of Handouts (scroll down to end of document to locate)
1. Review sheet “the cognitive model” and “the cognitive iceberg”
2. Copy of the thinking report
3. Techniques

Format of Group
This is a 45-60 minute group.
The same format is planned for each group.

1. Introduction

The group will begin with distributing the review sheet and using a didactic format the facilitator discusses the subject matter by reviewing

   a. the cycle whereby something happens in our lives that cause us to think and feel certain ways, and those thoughts result in behavior or actions that leads to consequences.

   b. behavior is just what is seen, just the tip of the iceberg (may need to explain what an iceberg is) and there is a lot of thoughts and beliefs and under that that support the behavior and under thoughts and beliefs is a whole lot more attitude and core values that we get from our families and from our friends that cause us to act the way we do

2. First Activity: rational self analysis – what it is

   a. Read the definition of rational self analysis and ask the residents to write down on a slip of paper what practice/form/thing we do in detention that is really rational self analysis, even though we might call it something else.
   Answer: the thinking report. Give each resident who wrote down the thinking report verbal praise and handout a copy of the thinking report.

   Definition of rational self analysis – a structured self-help technique used to help people discover the cause-effect relationships between their thinking and emotions and action in their behavior.
3. Second Activity: Practicing rational self analysis

a. Discuss, “practice makes perfect” – to get better at using rational self analysis it is necessary to practice. The more you practice, the better you will become. There are two types of practice:
   * physical, where a person actually does something to get better at it
   * mental, where a person mentally goes over a situation and practices, thinks about, different ways of responding

b. Ask, “HOW GOOD AT RATIONAL SELF ANALYSIS ARE YOU.” Read the following and let the residents consider how good they are at rational self analysis.

Give yourself two point if you can do self analysis in writing.
Give yourself three points if you can do self analysis in your head.
Give yourself one point if you know what rational self analysis is.
Give yourself one point if you can only do self analysis after an incident occurs.
Give yourself two points if you can do self analysis as an incident occurs and thereby change a potentially negative outcome into a positive outcome.
Give yourself three points if you can do rational self analysis before an incident occurs so that you are prepared for it and can change the event before it even starts.

SCORE:
0-1 point, have a lot to learn about Rational Self Analysis. Keep practicing.
2-4 points = learner, like most people. Keep practicing.
5-6 points = experienced with using self analysis. Keep practicing.

3. Techniques – tools that can be used either alone or as part of completing a rational self analysis also known as a thinking report. After reviewing the techniques residents will choose one and practice using it on a conflict or problem they are currently experiencing. This is a written exercise.

a. Benefits calculation – this is a way to make decisions. List all the factors that seem relevant to the decision, include short and long term consequences for each factor. Decide how much value each item has to you, whether it will effect you negatively or positively. Add up the positives and add up the negatives. If there are more positives than negatives then that should determine which factor in the decision is best. TURN IN YOUR WRITTEN CALCULATION

b. Coping Rehearsal – Imagine a really bad situation, the worst thing that you are afraid might happen. As you imagine this really bad thing happening allow yourself to feel the emotions that are a result of this bad thing happening and think about all the negative ways you could react. Now do a thinking report as
though this event really occurred and you reacted badly. Finally imagine yourself in the same situation disputing and replacing those thoughts and emotions with the rational alternatives you identified in the thinking report. Feel your negative emotions reducing to a level you can handle, and visualize yourself acting appropriately. Use the power of your imagination to solve the problem. TURN IN YOUR WRITTEN THINKING REPORT ON THE IMAGINARY EVENT.

c. Time projection – think about and visualize an unwanted event occurring (like the Judge doesn’t let you go home). Then imagine going forward in time a week, then a month, then six months, then a year, two years, and so on. Consider how you will be feeling at each of these future points in time, will it really be that big a deal when you are old and you can look back at how much you have learned from what happened in your life and how you used that over time to be happy and proper. You will eventually see that life goes on, even though you may need to make some adjustments. TURN IN A WRITTEN RESPONSE TO HOW YOU WILL FEEL IN ONE WEEK, 6 MONTHS, 1 YEAR, 5 YEARS, AND AT THE END OF YOUR LIFE AFTER THE UNWANTED EVENT OCCURRED IN YOUR LIFE.
THE COGNITIVE MODEL

1. Something happens/ antecedent/ situation

2. Thoughts/ feelings triggers (from core beliefs). We want to challenge the thoughts to determine if they are rational and change the thoughts or beliefs if we determine they are not rations. We can’t change the feelings tied to our thoughts.
   i. Challenge thoughts using AFROG
   ii. Challenge thoughts using SAFER
   iii. Challenge thoughts using a camera view

3. Behavior – action taken based on thoughts/feelings

4. Consequences of Behavior
   i. Consequences will move us closer to our goals or further from them

THE COGNITIVE ICEBERG
(draw a picture of an iceburg with water level)

1. Behavior is just on the tip

2. Larger area just under the surface is thoughts and feelings

3. Much larger area supporting the whole thing is thinking patterns, core beliefs and attitudes including irrational type thinking.
SELF ANALYSIS TECHNIQUES

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