

The SKILLS Program:

Growth through



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Chu, B. C. (2013). *The SKILLS Student Workbook (ver. 3.3): Group behavioral activation therapy for anxious and depressed youth*. Available from Brian C. Chu, 152 Frelinghuysen Road, GSAPP, Piscataway, NJ 08854. Email: BrianChu@rci.Rutgers.edu

Areizaga, M. J. (2012). *Assertiveness Handout* (pp. 78-79).

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“SKILLS” we use when we feel stuck...

See where I’m stuck

- Where are things going okay?
- Where would I like to improve?

Keep active and keep approaching:

- “Avoidance” keeps us stuck (Distress Loop).
- Use active, engaged solutions to take problems “head-on” and to get the most out of life.

Identify goals I want to achieve

- Figure out what keeps me from my goals.
- **TRAP:** Trigger, Response, Avoidance Pattern
- Now set *meaningful* **goals** that improve confidence & competence.

Look for ways to accomplish my Goals

- Get back on **TRAC:** Trigger, Response, Alternative (Active) Choices
- Problem-solving: Break down goals into attainable steps

Lasting change

- Pick one of your goals and take steps to accomplish it.
- Practice, practice, practice!
- Identify potential barriers and problem-solve solutions

See what’s worked

- Re-evaluate success in goals.
- What’s worked? Increasing activity? Increasing social contacts? Increasing approach behaviors? Increasing mastery? Increasing confidence?

Reward Bank

- Chart your progress.
- Earn 2 points for completing homework and home challenges.
- Turn 10 points in for individual rewards!
- Group reward: If most people (which equals = ____ out of ____) do their HW each week, say, 5 out of 6 every time, you get a group party, complete with snacks! You can earn one at the middle and one at the end.

Assignment/Challenge			
1) Ind: _____ Group: _____	2) Ind: _____ Group: _____	3) Ind: _____ Group: _____	
4) Ind: _____ Group: _____	5) Ind: _____ Group: _____	<u>Trade your points in!</u>	Reward 1:
6) Ind: _____ Group: _____	7) Ind: _____ Group: _____	8) Ind: _____ Group: _____	
9) Ind: _____ Group: _____	10) Ind: _____ Group: _____	<u>Trade your points in!</u>	Reward 2:

Group 1

Introduction

Welcome to the Group!

Confidentiality Agreement

I understand that everything that we talk about in this group is confidential, or private. That means that I will not talk to anyone outside of the members of this group about what other group members share. I also understand that my group leaders will not tell my family or friends about what I talk about in this group. I know that there are a few exceptions to this rule though. If people in the group talk about wanting to hurt themselves or someone else, then my group leaders will need to break confidentiality. Also, if the group leaders believe that someone might be hurt by one of the people in this group, they will need to talk with your parent(s) and/or other adults who are concerned about protecting you.

My signature means that I have read this Confidentiality Agreement and that I understand it.

Signature

Date

Basic Ground Rules

In any group, there needs to be some ground rules. This way, everyone gets treated with the same respect and everyone gets a chance to participate and get something out of the group.

Here are some of our basic ground rules:

1. **Attendance:** To get anything out of the group, first, you have to be here! Not only that, but if you're absent, others may miss out on what you have to bring to the group. So, attendance is a must. If you know you'll be absent, please tell your group leader. If you miss a meeting, come to your group leader and ask for a catch-up.
2. **Participation:** Once you're here, it is very important you do your best to share your experiences and participate in activities. During group, we'll ask you to share examples from your life and from homework. The more people share, the more everyone will get out of it. If talking in a big group sounds intimidating, that's okay – let us know. We'll help you get a little more comfortable each time.
3. **Homework:** The best way to learn the skills we're going to teach you is to practice them at home. The "homework" we assign won't take long, but it's crucial – so get 'er done!
4. **Rewards/Recognition:** Effort will always be recognized. As you complete homework and attend meets, you can work toward both individual and group rewards!

What are some other rules you want to add? Brainstorm however many extra rules you want, and then, pick any or all that the group agrees to:

1. _____
2. _____
3. _____
4. _____
5. _____

Warm Up Activity

Instructions: Choose a partner in the group. Have one person act as the interviewer and the other person act as the interviewee. Spend 3 minutes asking questions that will help you get to know the interviewee. Be sure to take notes on what you learn about your partner so that you can introduce him/her to the rest of the group. Then switch roles and spend 3 minutes answering questions about yourself so your partner can introduce you!

Sample Questions:

1. What types of activities do you enjoy?
2. What is your favorite television show? Movie?
3. What subjects do you like in school? Which subjects do you hate?
4. Do you have brothers or sisters? How many? Do you get along?
5. Do you have any pets?
6. Do you like sports?

Notes:

Now, introduce your partner to the group!

Group Description:

There are lots of times when we feel stuck. Things may not be going well, we may have been taking a lot of hits lately, and things with parents, family, friends or school may not be going well. That can make us feel down and in the dumps. Because of that, we let ourselves fall “into a hole.” We find ourselves in a bad mood and we let ourselves fall deeper and deeper into the hole and just hope things will pass. Sometimes things do not seem fair, or things just do not seem to go our way. When this happens, we react with anger and maybe lash out at others or push people away. Maybe we do not think people will understand or care, but we just end up digging ourselves into the hole deeper.

Other times, we feel like we hold ourselves back. We feel scared, nervous, or lack the confidence to face the challenges in front of us. Things like approaching people, making friends, taking tests, getting involved after school. Everyone feels nervous around these situations, but it feels like you’re the only one who really struggles with this. We let our nerves get the best of us, so we hold ourselves back, quit or avoid.

The SKILLS group will help you identify the goals most important to you and teach you ways to keep from getting stuck and accomplish things you want to.

The SKILLS group will help group members: (a) identify how mood, anxiety or anger are getting in the way of things they want to achieve, and (b) set meaningful goals that everyone can achieve with the right approach. The overall goal of the program is to help teens deal with problems related to anxious and depressed mood – but it will specifically help each member set and work towards goals that are most important to each person. Therefore, each member will start by identifying goals in which they would like to see growth. Some goals the program is most suitable for include:

- (a) Helping members cope with stressful family, school, or friend situations.
- (b) Improving confidence
- (c) Improving ability to “handle” challenging situations.
- (d) Making more friends and improving quality of friendships & family relationships
- (e) Improving school attendance, participation and performance
- (f) Finding activities and hobbies that enhance each member’s life

After each student has identified individual goals that they would like to achieve, the group will identify skills that are most likely to help them deal with problems in a proactive manner. In your workbook the group is referred to as the “SKILLS” Program because of its emphasis on active skills you will be learning.

When do we get stuck?

1. Define getting stuck – what does it feel like to you?

When something bad happens, sometimes you can just “snap back.” Other times, it’s harder, and you feel like you’ve tripped and fallen into a hole, and you keep tumbling and tumbling deeper into the hole. Or you’re just laying there on your face and it feels like it’ll take too much energy to get back up. Some call it a “rut” (like when a baseball batter gets stuck in a rut and is not hitting well). Others call it a “funk.”

What do you call it? What does it look like? How do you know you’re stuck?

When you get stuck, are you mostly feeling sad, anxious, angry or a mix?

How do our moods cause us to get stuck?

2. Feeling down, blue, or sad:

What is a depressed mood? How do you act when you’re sad?

Definition: “Depression” is a feeling you get when you feel sad, down, and unable to lift yourself up. When we feel sad or down, it feels impossible to get yourself moving or push yourself to do things you want to.

Name some times when sadness or down mood caused you to get "stuck."

3. Feeling anxious, scared, or worried:

What is anxiety? How do you act when you're nervous?

Definition: "Anxiety" is a feeling you get when you do not want to do something. You may feel frozen or stuck and you cannot push yourself to do something you either want to do or are supposed to do. You might also be worrying yourself sick – thinking about something negative over and over instead of trying your best shot whatever's making you nervous.

Name some times when anxiety caused you to get "stuck."

4. Does Anger get in the way?

When you are in a bad mood, do you react with anger or have a short temper (snap at people, shut people out)?

Definition: "Anger" is a natural feeling you get when someone does you harm. But sometimes, it comes out when things do not work out our way, or we don't get what we want, or we think someone has offended us. A lot of times, it comes when we're simply disappointed. But when we automatically react with anger, we can push away people who can help. Or we do things we will regret later. In that way, we get stuck into an endless loop because of our angry reactions in the moment.

Name some times when anger has caused you to get "stuck" or times where you have reacted angrily and later regretted it. Why did you regret it?

Getting Active!

Mood Improvement through



❖ How do we get unstuck?

1. Basic Training:

When you're stuck, first, break out of it!
When you're sad, how do you act?

We often isolate, shut down, withdraw... Does this help?

Sometimes, basic physical activity can help you get un-stuck.

[Relaxation & "JJ" exercise].

Rate: 0 "really tired" to 10 "really energized"

Rating 1: _____

Rating 3: _____

Rating 2: _____

Rating 4: _____

Bust your ruts through Practice

Increased skills through



2. Handling fears head-on!

When you're anxious, how do you act?

When anxious, we tend to avoid. If there's something scary, or something that embarrasses us, we avoid it. Does this help?

Practice boosts Confidence and Competence:

Practice makes BETTER.

Teaches you about all that you can do and all those capabilities you really do have!

Have you tried something new? What happened over time? Did you get better over time? Enjoy it more?

Action = Feeling good and doing well!

Time out! What about anger?



3. Knowing when to Take a breath and let go!

Now, sometimes, we get into trouble when our anger gets the best of us. We get into an argument and then we lash out, argue, push people away and do things we regret later...

When we get angry, we get stuck in a cycle and we can't get out of it. For example, you may get in an argument with a friend or your parent and you just can't stop arguing – "I just have to be right!" When this happens, you have to spot that you're stuck in this cycle and try to break it!

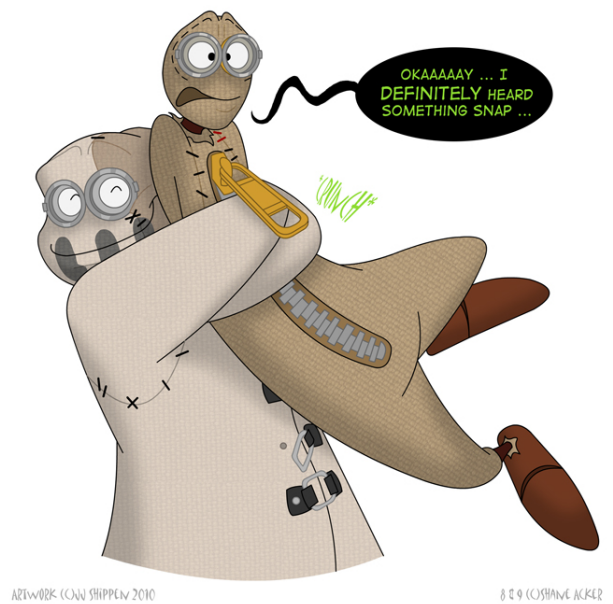
Try the bear hug exercise. How does it feel holding anger and tension in?

[Bear Hug exercise].

Rate: 0 "relaxed" to 10
"really tense"

Rating before:

Rating during bear hug:



Now try it while trying to solve a problem?

Rate: 0 "relaxed" to 10 "really tense"

Rating before: _____

Rating during bear hug: _____

How difficult was it to concentrate while tense:

What will this group help you do?

1. Identify negative cycles
2. Figure out ways to stop those cycles
3. Practice those solutions

How has Anxiety or Sad Mood Affected your Life?

- ❖ Below, describe examples of how anxiety, a sad mood, or anger has impacted each area of your life (remember, sometimes sadness can come out as anger):

1. Impacted you at school or work:

(Late or absent; not handing in homework, poor grades, in trouble with parents or teachers)

2. Impacted relationships with friends & family:

(Feeling different, isolated, or lonely; Shy, nervous, inhibited; getting into fights or arguments)

3. Affected your health or functioning:

(Sleep problems, poor concentration, sick all the time)

Group 2

Step 1:

See Where I'm Stuck

Self-Assessment

Step 1: See Where I'm Stuck

(Homework 1 Review)

Before we get active, we need to assess how things are right now. How are things in these key areas of your life? Look at Take-Home Practice 1. List some positive and negative things going on in each area. Remember – these are personal. Think of positive and negative aspects in *your* life.

School and Schoolwork:

Positive:

Negative:

Extracurricular Activities:

Positive:

Negative:

Friends:

Positive:

Negative:

Family:

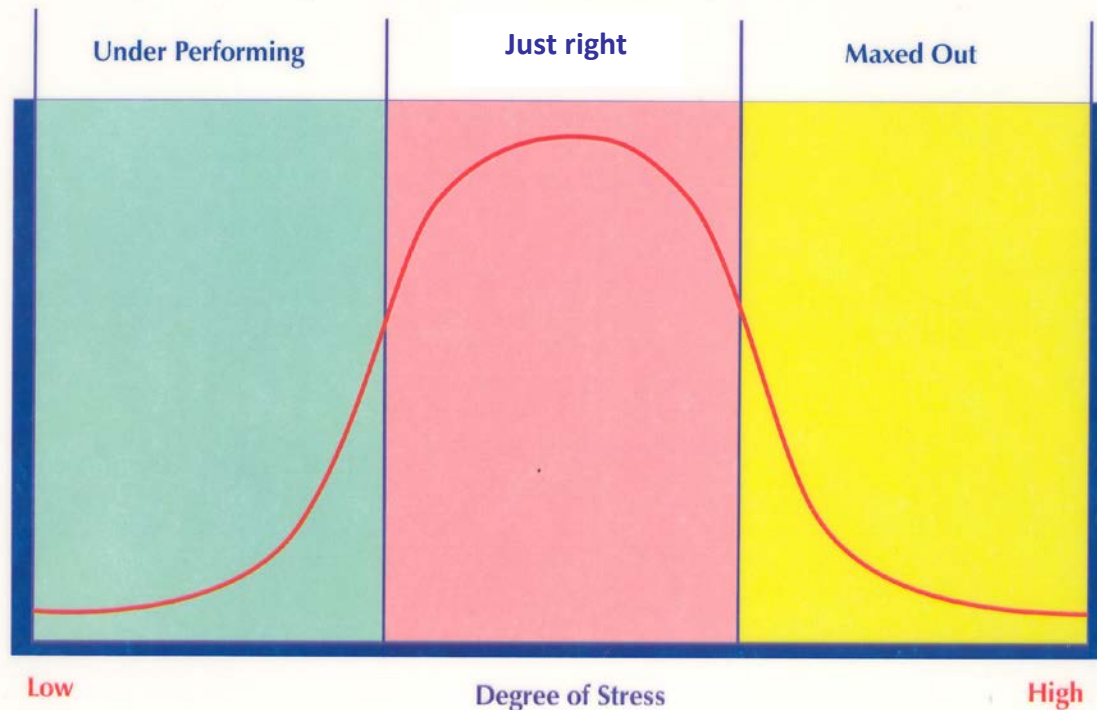
Positive:

Negative:

How are you doing in School?

How are you doing when you think about schoolwork? How are you "functioning?" Are things "just right" in terms of grades and doing the best you can? Do you wish you could do better? Or do you get good grades, but it stresses you out (maxed out)?

Put an "X" in the zone where you think you belong:



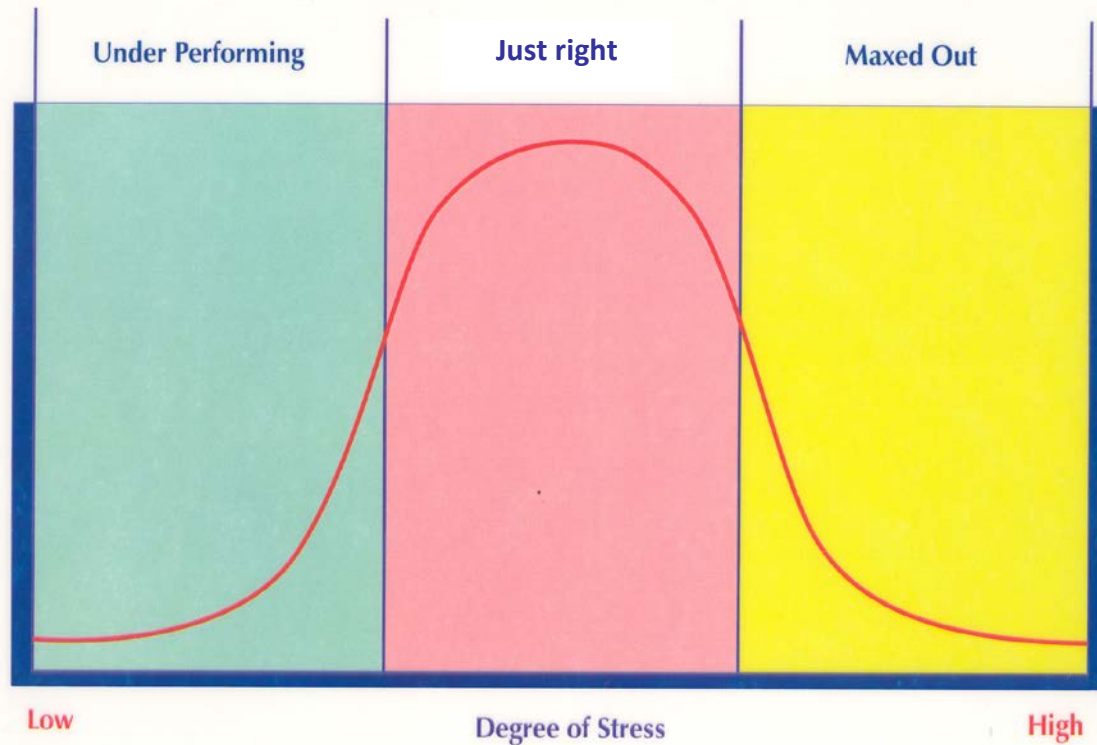
How can you get to the "just right" zone?
What do you need to get there?

Date: _____

How are you doing with Extracurricular Activities?

How are you doing when it comes to your activities, hobbies, and fun? Are you bored and not challenged? Are you doing too much (maxed out)? Or are you just as active as you would like?

Put an "X" in the zone where you think you belong:



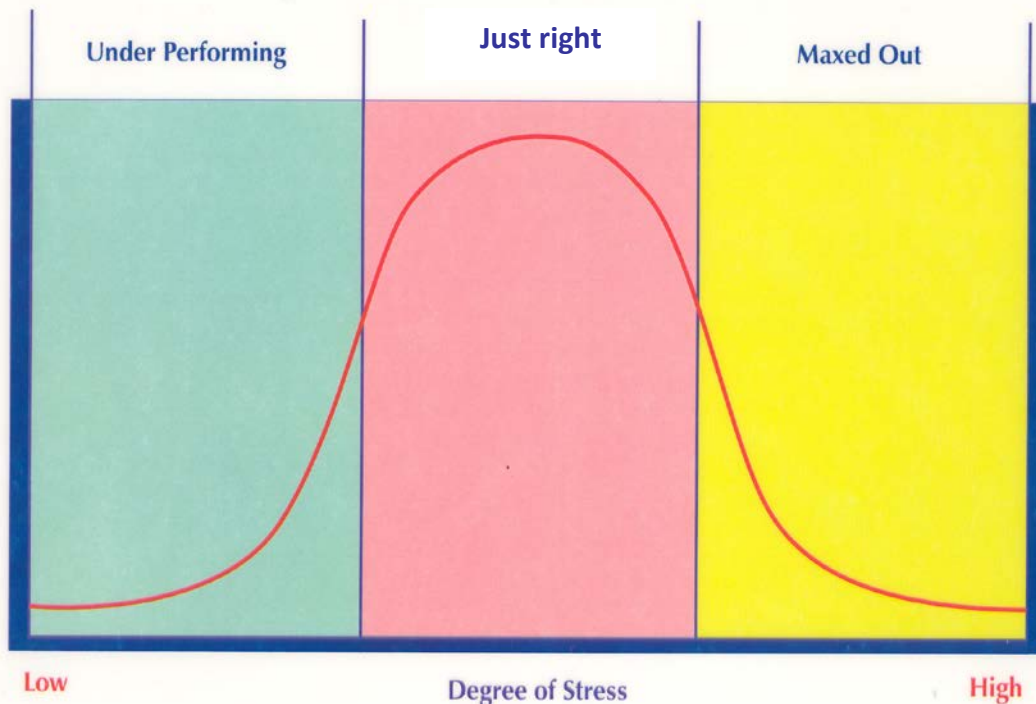
How can you get to the "just right" zone?
What do you need to get there?

Date: _____

How are you doing with Friends and Family?

How are you doing with friends and family? Are things "just right" in terms of quality and number of friends? Do you feel lonely and isolated? Are you over-committed and maxed out? Or right where you want to be?

What about family? Do you get the right amount of time with family? Do you feel you are under-involved with family or are they over-involved with you? Put an "X" in the zone where you think you belong:



How can you get to the "just right" zone?
What do you need to get there?

Date: _____

Activity – Mood Chart:

Sometimes we don't even know when we're getting stuck. **Jazmin** tracked her activities, her mood, and important events that happened over the week. Then she rated her mood from 0 – 10:

“0” = The worst mood I've ever felt; “5” = I'm feeling okay but not great; “10” = The best I've ever felt

Can you identify any patterns? What kinds of things get Jazmin stuck?



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	Got up late; skipped breakfast; ran to bus 3	Got up; got ready; ate breakfast 5	Got up late; Mom made me take out trash; missed bus 2	Got up late; skipped breakfast; ran to bus 3	Got up; got ready; ate breakfast 5	Slept in all morning ?	Mom picked me up early; went to church 4
Lunch	Sat with Kelly and Shalonda. Too short! But fun. 6	Kelly was out, sat by myself. 2	The fake girls kept staring at us, giving eyes. 3	Okay. Sat with friends. 5	Pizza day! Fun planning for weekend. 6	Did chores - dishes, laundry 3	lunch at Sunday school 5
Afternoon	Don't like math (3), but had fun at Science (6) 4	Math teacher yelled at me for not listening. 2	Got bad math grade back 3	Talked to friend - told me about hang-out this weekend. 6	Tired, but ready for weekend. 6	Babysat little sister. 4	watched TV 5
After School/ Late afternoon	Went to choir. Nice release. Little HW. 7	Skipped choir; went home sick and crashed. 2	Choir - learned cool song. 6	Choir - got solo in concert song! 9	Took nap 6	Went to Kelly's house - watched movie and talked. 8	Practiced new solo for choir 8
Evening	Mom worked late; sister at friend's. Felt lonely. 5	Skipped dinner - told mom I was sick. Didn't do HW. 1	Went home to practice song. 6	Called my friends about solo! 10	Called friends, planned for Sat 7	Slept over at Kelly's - talked all night. 10	Did HW; went to bed early. 8

Take-Home Practice 2:

Activity – Mood Chart

Example:

Looked after my
little sister.

5

Over the next week, track your activities and mood! List what you were doing each day.

Then rate your mood from 0 – 10:

“0” = The worse mood I’ve ever felt; “5” = I’m feeling okay but not great; “10” = The best I’ve ever felt

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lunch	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Afternoon	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
After School/ Late afternoon	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Evening	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Week of: _____

Group 3

Step 2:

Keep Active and Keep
Approaching

How our moods change our behavior...
and vice versa!

Homework 2 Review: Which behaviors made you feel bad?

Check out your Activity-Mood Chart. Notice any patterns?

What events or activities made you feel sad, depressed, down?

What events or activities made you feel anxious, insecure, or avoidant?

1) Day of the week and Time: _____

Situation: _____

Activity/Behavior: _____

How did it make you feel? _____

Alternative Behavior: What else could you do? _____

2) Day of the week and Time: _____

Situation: _____

Activity/Behavior: _____

How did it make you feel? _____

Alternative Behavior: What else could you do? _____

3) Day of the week and Time: _____

Situation: _____

Activity/Behavior: _____

How did it make you feel? _____

Alternative Behavior: What else could you do? _____

Step 2: Keep Active!

Sometimes you just need to do something active to get yourself un-stuck. What are some quick things you can try to help things?

Ten things I can do to feel good

- Things I can do almost **any time**
- Things that are **simple and free**
- Things that are sure to make me **feel good**

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

Don't Do It Alone!

Finding people you like to do things with or talk to.

SOME PEOPLE I WANT TO DO MORE THINGS WITH:

1. _____

2. _____

3. _____

SOME THINGS I COULD DO WITH THESE PEOPLE:

1. _____

2. _____

3. _____

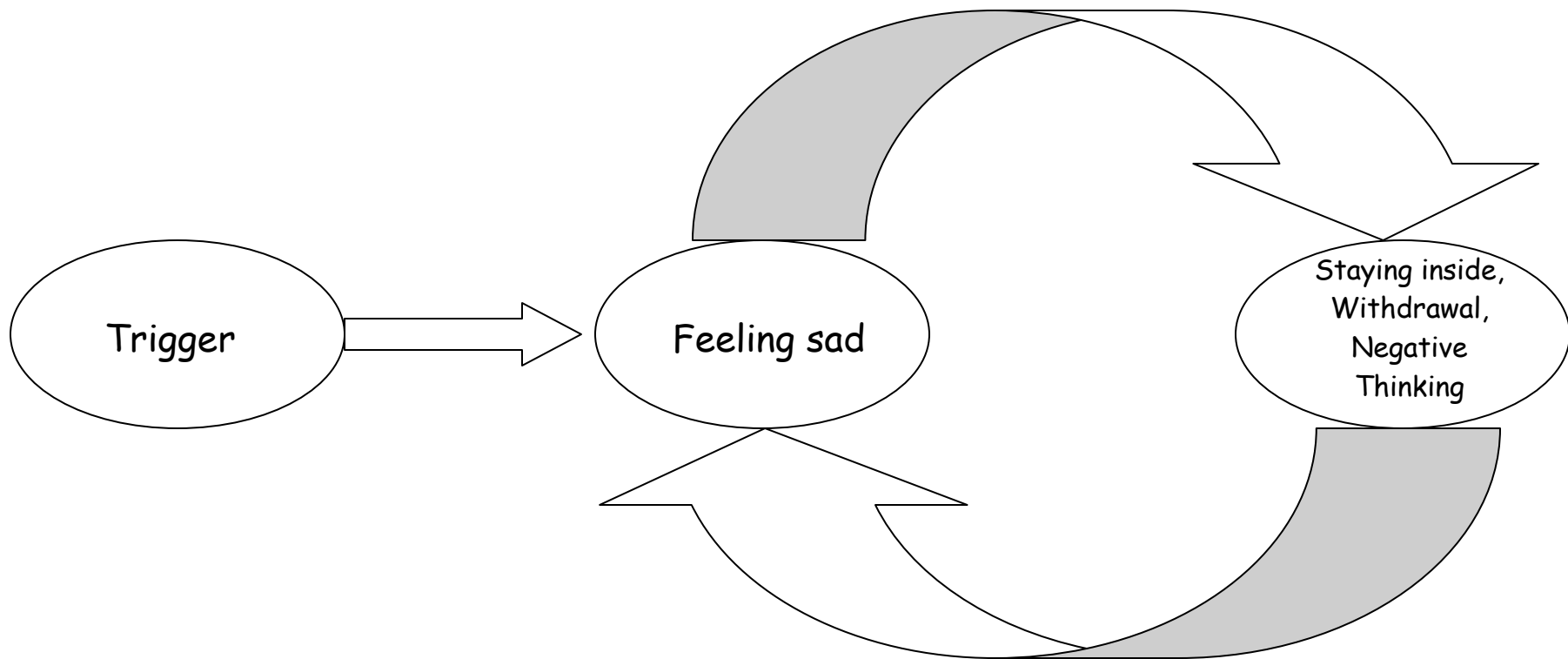
Getting Started - Optional

Which person I will focus on this week: _____

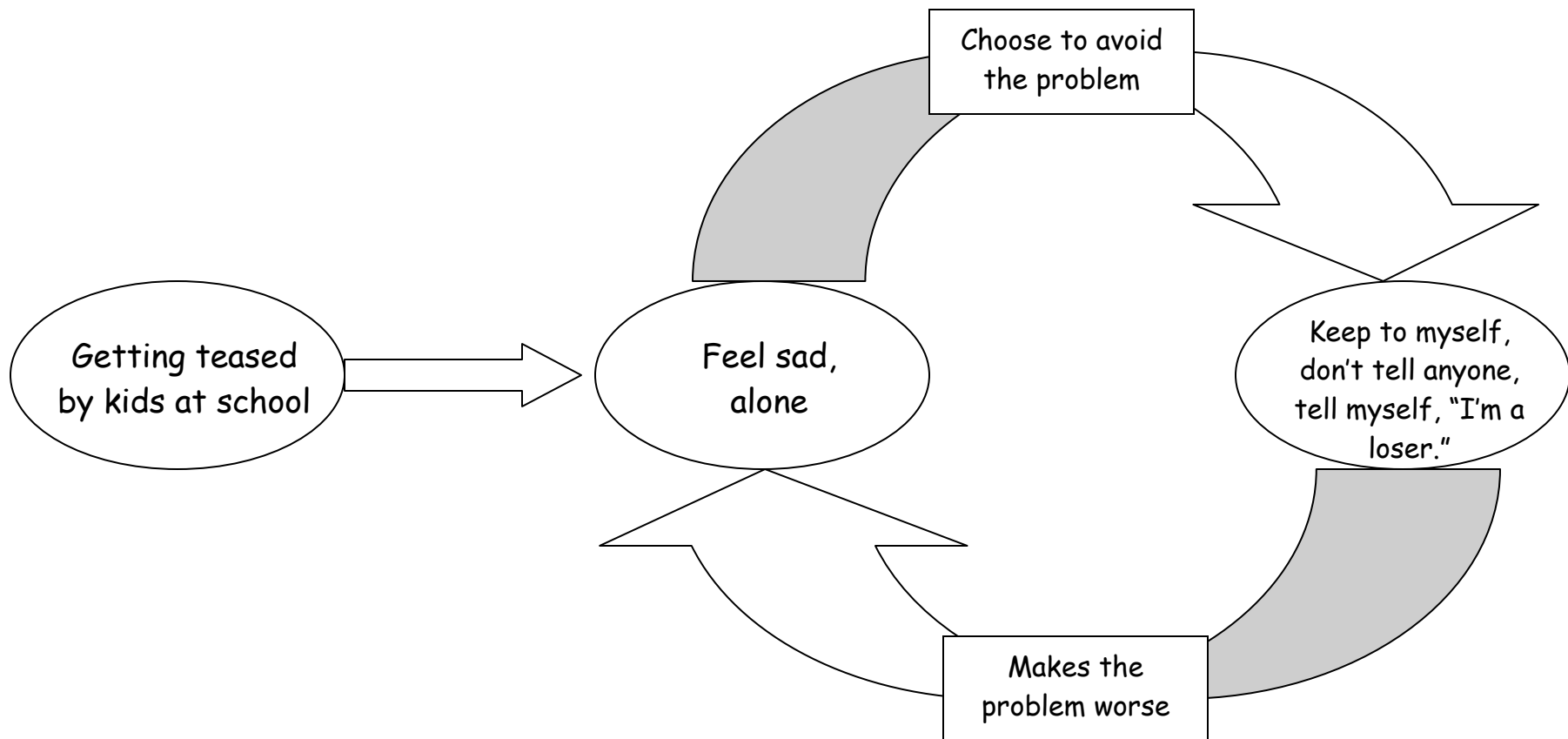
As a "first step" I will try to invite this person to do this: _____

What gets in the way of staying active and doing the things we want to do?

Getting stuck inside the "Sad" Loop

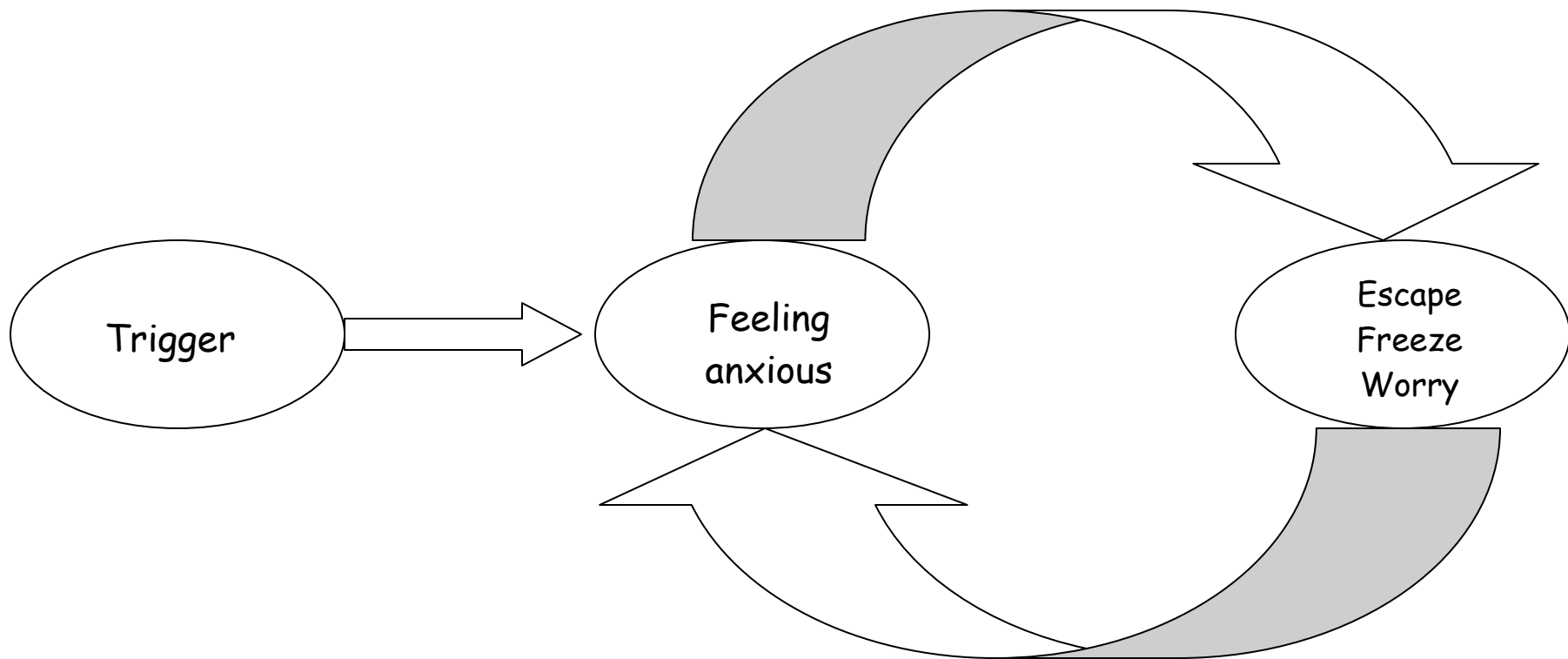


Getting Stuck: Sad Example

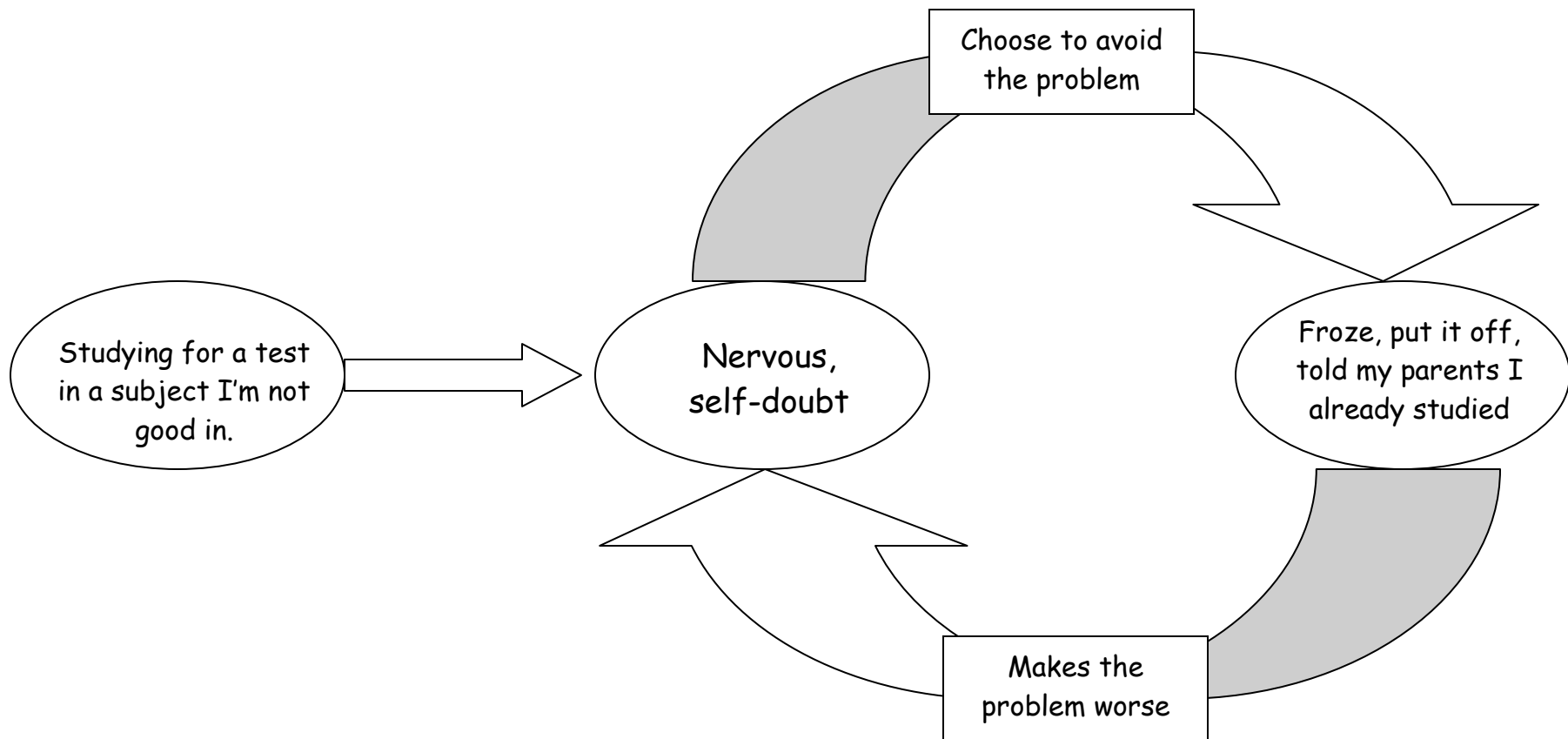


How does anxiety get in the way?

Getting Stuck inside the "Anxiety" Loop

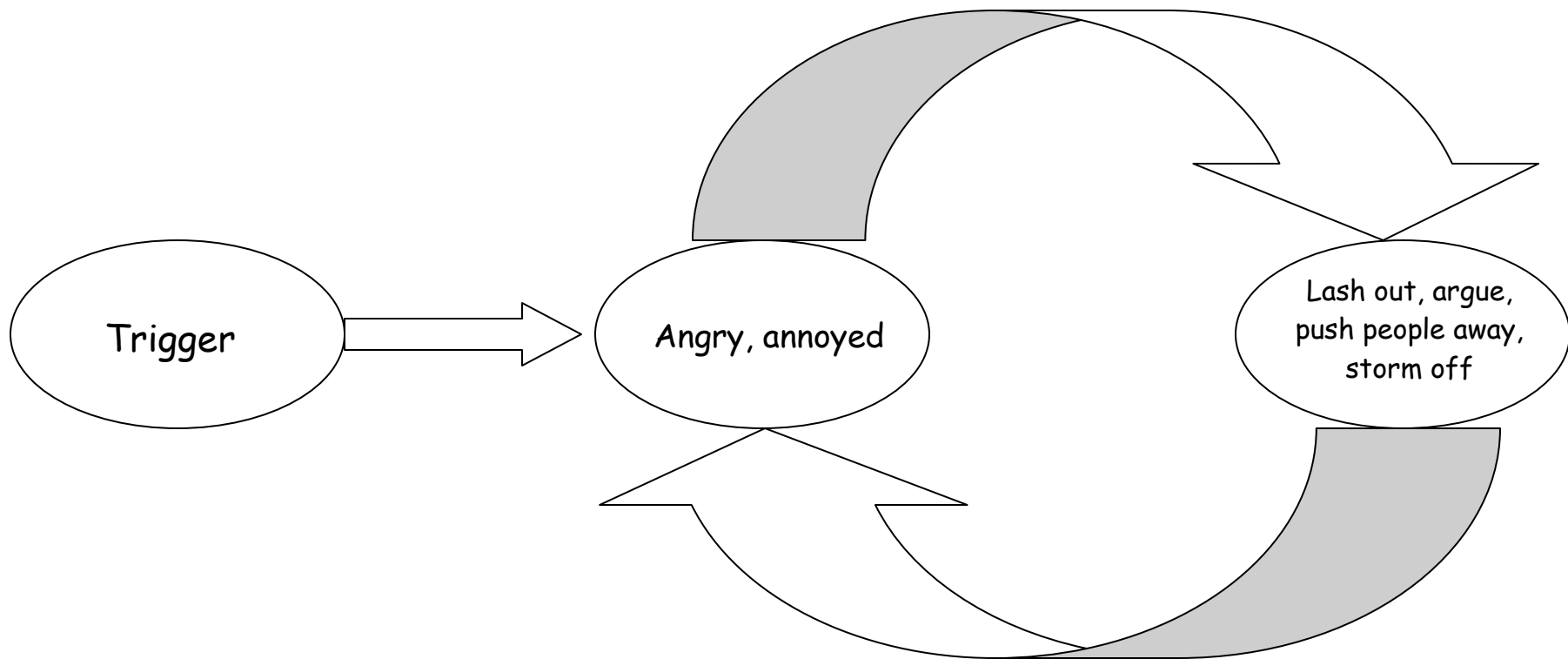


Getting Stuck: Nervous Example

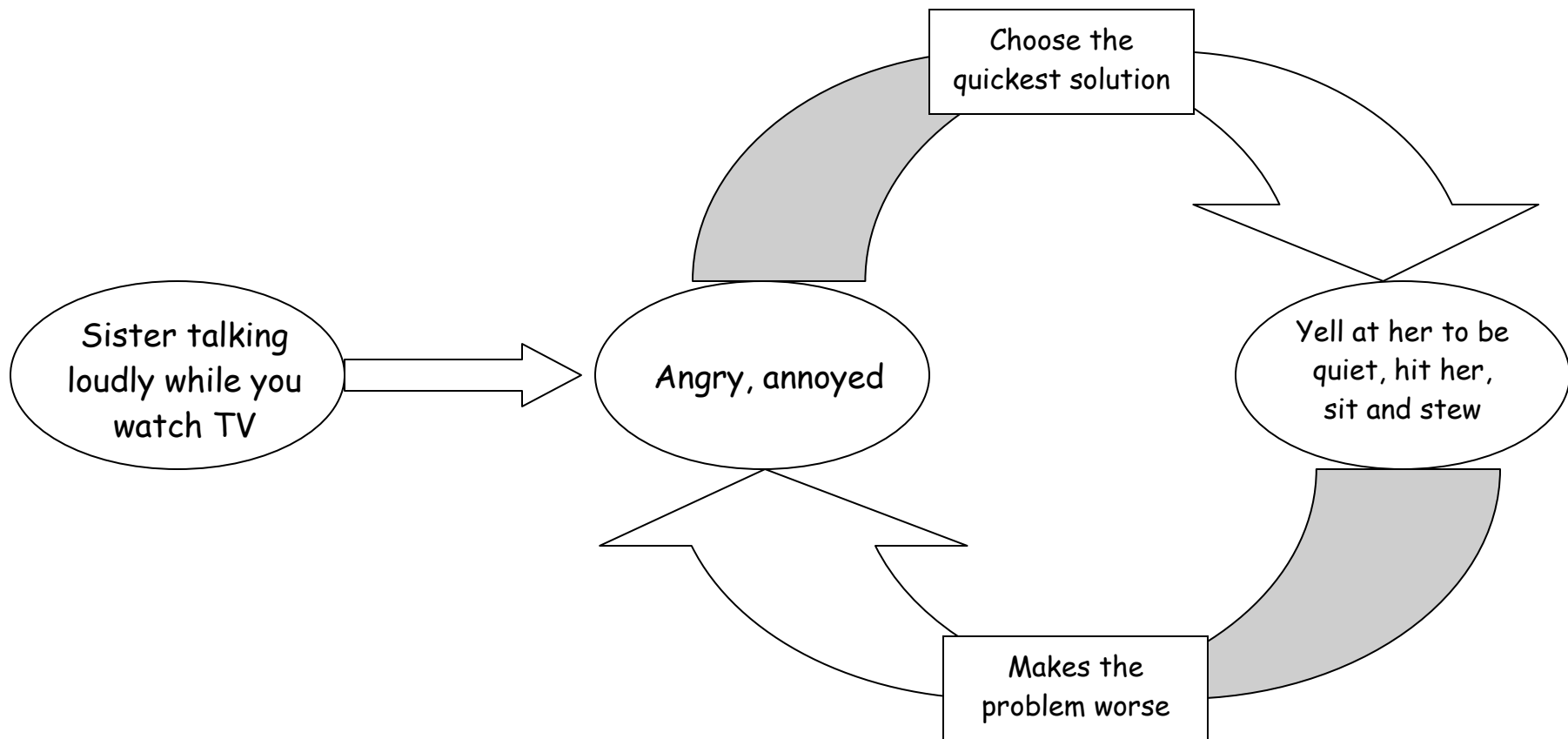


What happens when anger gets in the way?

Getting stuck inside the "Anger" Loop

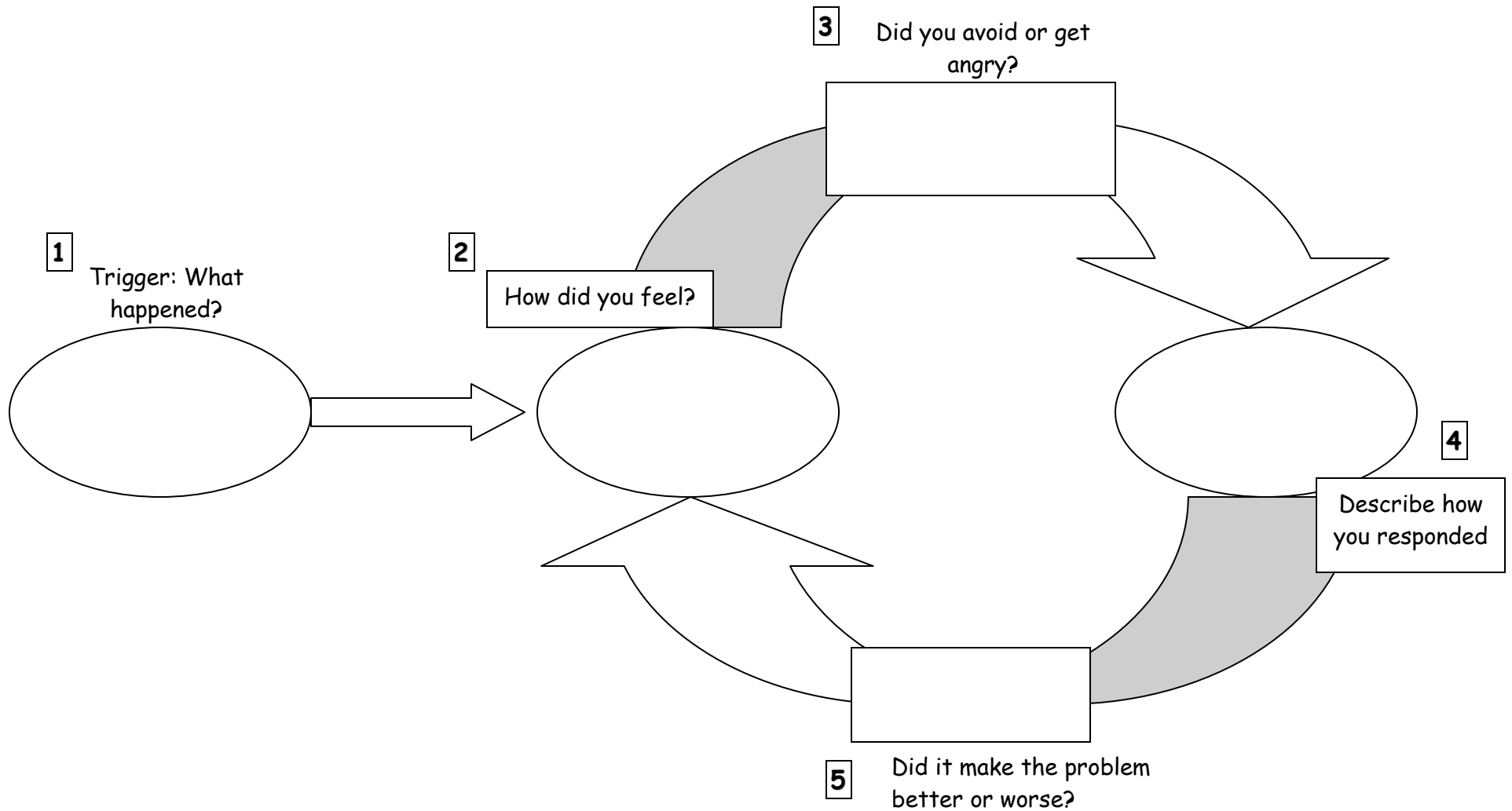


Getting Stuck: Angry Example



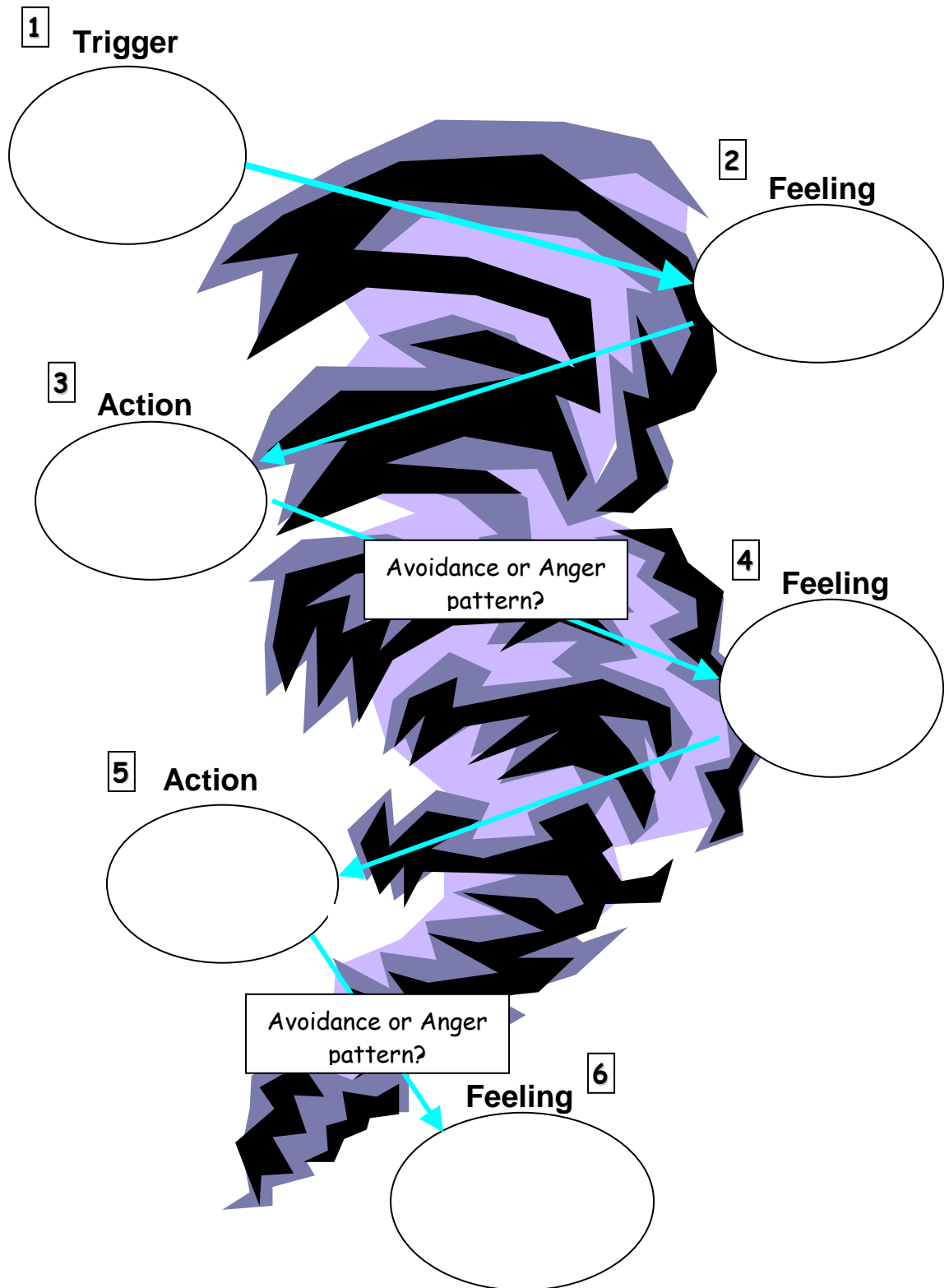
Getting Stuck

Now give an example of a time you felt stuck.



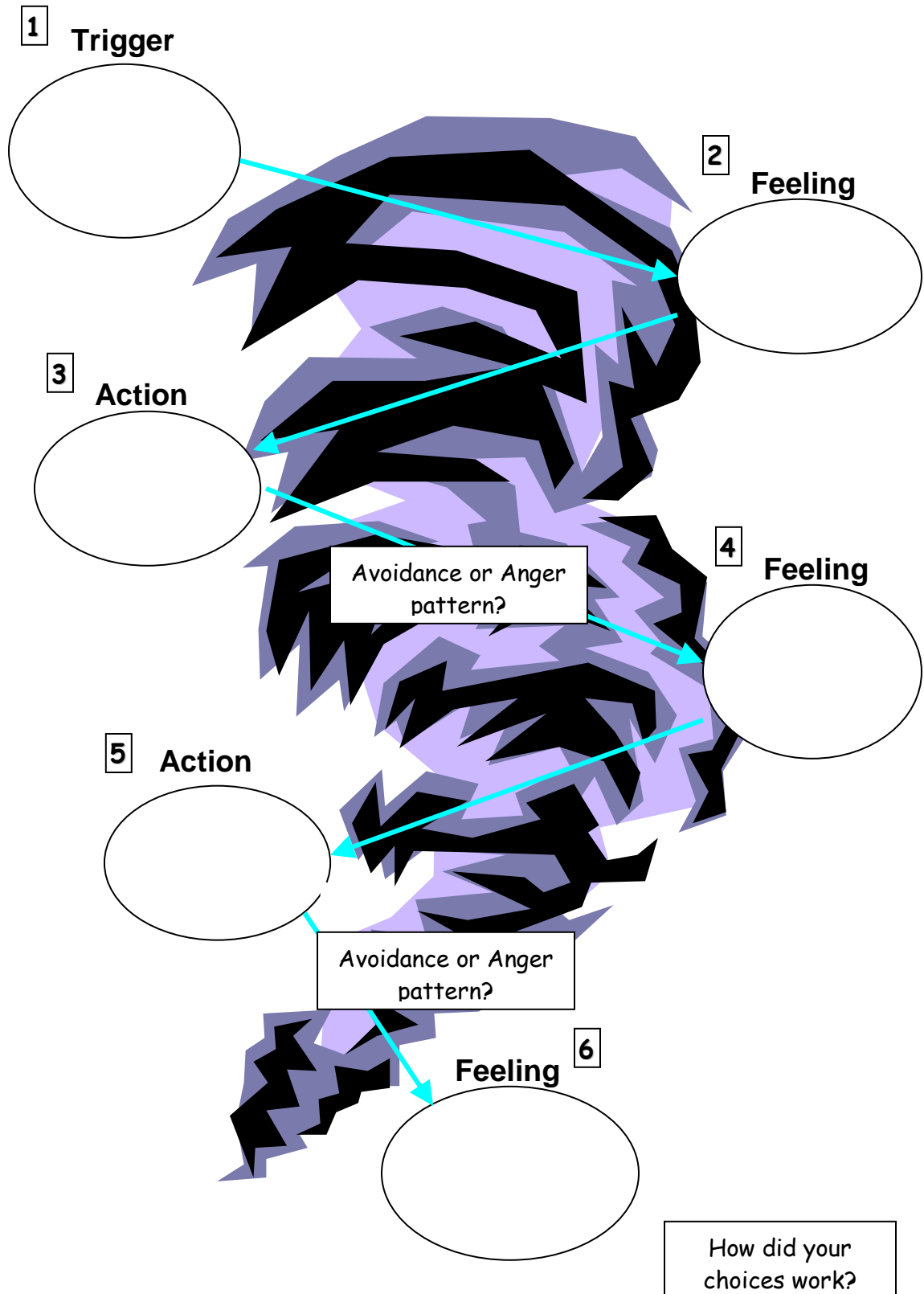
The Downward Distress Spiral

When it feels really bad, it can feel like you're falling into a black hole.
Use your example to show how a problem can just keep spiraling!



The Downward Distress Spiral

Pick a situation from the week where you felt yourself falling into a “black hole.”



Group 4

Step 3:

Identify Goals I Want
to Achieve

Homework 3 Review

Take a look at your Distress Spiral. What did you notice?

1. What was the **Trigger** (Event, interaction, situation)?

2. How did you **Respond** (Feelings, thoughts)?

3. What did you choose to do about it (**Action**)?

4. Result: How did it make you feel?

5. Was your **Action** an avoidant or anger pattern?

Did you see any avoidance?

Avoidance =

Staying away or keeping clear of a person, place or situation because it makes you feel nervous, sad, upset, angry, or distressed.

You “avoid” the situation even when you think it would be better to handle it straight on.



When we avoid things that scare us, we let ourselves fall into... TRAPs!

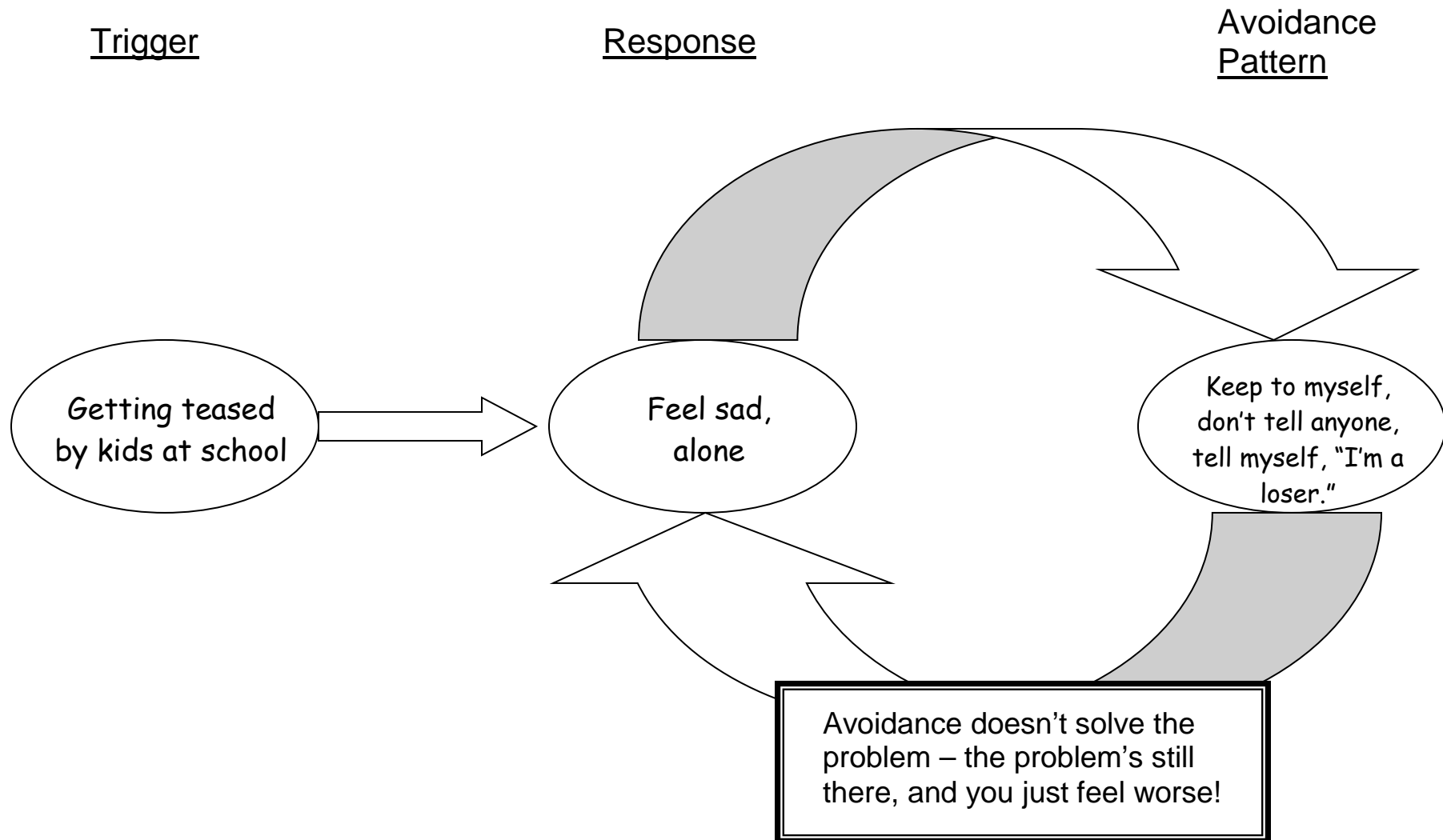
T rigger

R esponse

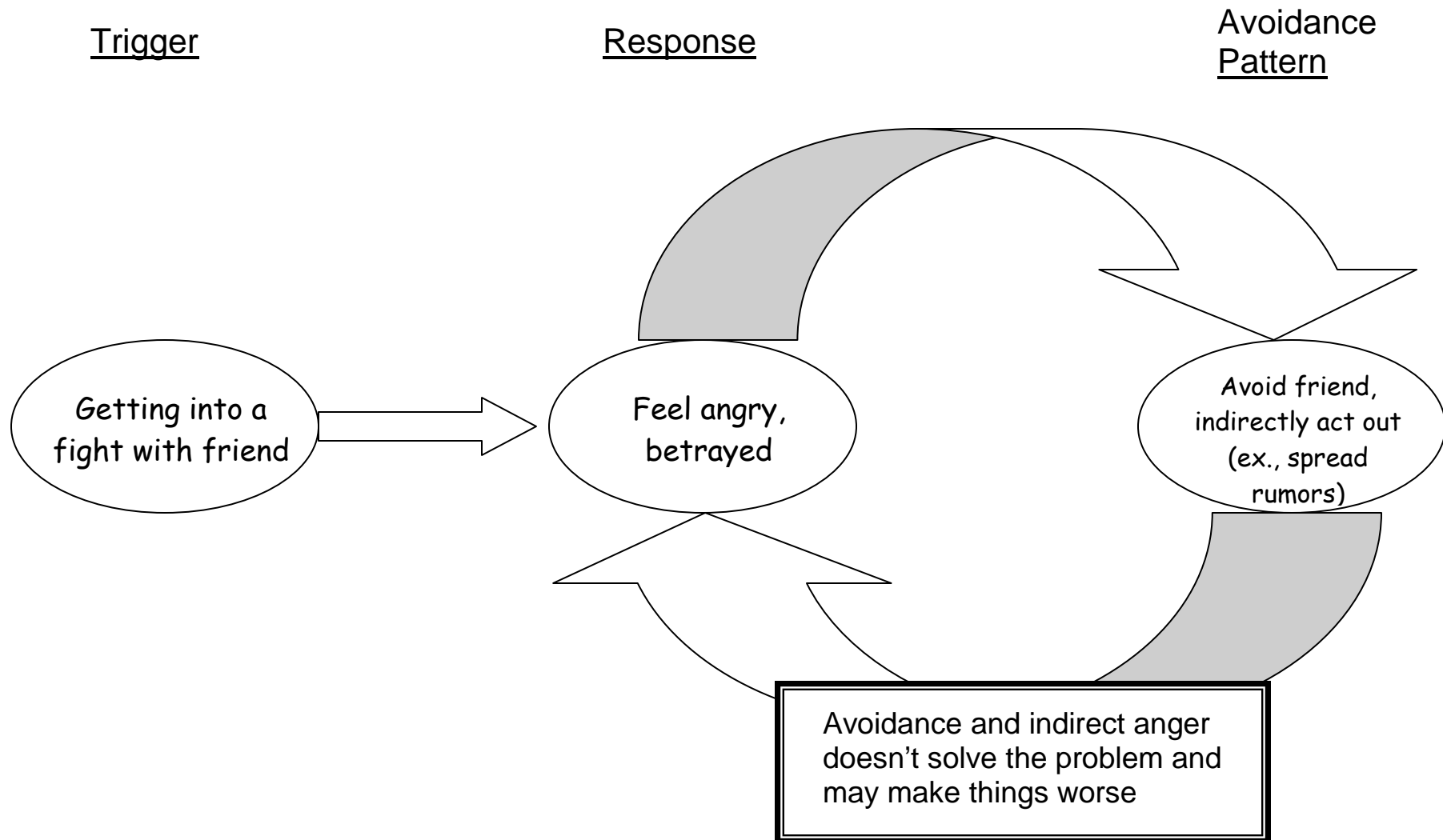
A voidance/Anger P attern

- Triggers can be:
 - People, places, events, or even internal feelings (mood, anxiety).
- Responses:
 - Your *emotional* responses: sadness, anger, fear
- Avoidance Pattern
 - Anxious patterns: Avoidance, escape, ignoring the situation, worry
 - Depressive patterns: Procrastination, isolation, withdrawal, negativity
 - Anger patterns: Snap judgment, lashing out, taking easy way out.

Remember our Stuck Loop? Now use T-R-AP



Try the T-R-AP acronym with angry feelings

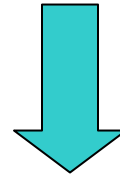


Identifying TRAPs

Pick a situation from the week where you felt yourself falling into a TRAP.

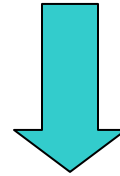
T

Trigger



R

Emotional Response



AP

Avoidance or Anger Pattern

Result

How do you think that will turn out?

Goals Ladder

Okay, so we get stuck once in a while. How do we get ourselves out of these TRAPs?

First, we have to:

**Identify Goals You
Want to Achieve!**

So, now take some time to identify some goals that you would like to work toward. These can be goals that help your mood, that help your relationships with friends or family, or reach goals you want to achieve. Just make them individual and something you care about!

Also, rate your Avoidance of these situations: How much do I avoid these situations?

0 "I don't avoid at all" to **5** "I avoid a good half the time" to **10** "I avoid almost all the time."

And rate your current Success in each: How successful or competent do I feel in each situation?

0 "I don't feel competent at all;" **5** "I feel moderately competent;" **10** "I feel mostly competent."



		Avoidance Rating (0 - 10)	Success Rating (0 - 10)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Take-Home Practice 4

TRAP Worksheet

Fill in the blanks for four different TRAPs that you find yourself in.

TRAP 1

Trigger: _____

Response: _____

Avoidance/Anger Pattern: _____

Result: _____

TRAP 2

Trigger: _____

Response: _____

Avoidance/Anger Pattern: _____

Result: _____

TRAP 3

Trigger: _____

Response: _____

Avoidance/Anger Pattern: _____

Result: _____

TRAP 4

Trigger: _____

Response: _____

Avoidance/Anger Pattern: _____

Result: _____

Group 5

Step 4:

Look for Ways to
Achieve Your Goals

Problem Solve and Practice!



How do we avoid the TRAPS and get back on track?

TRAC

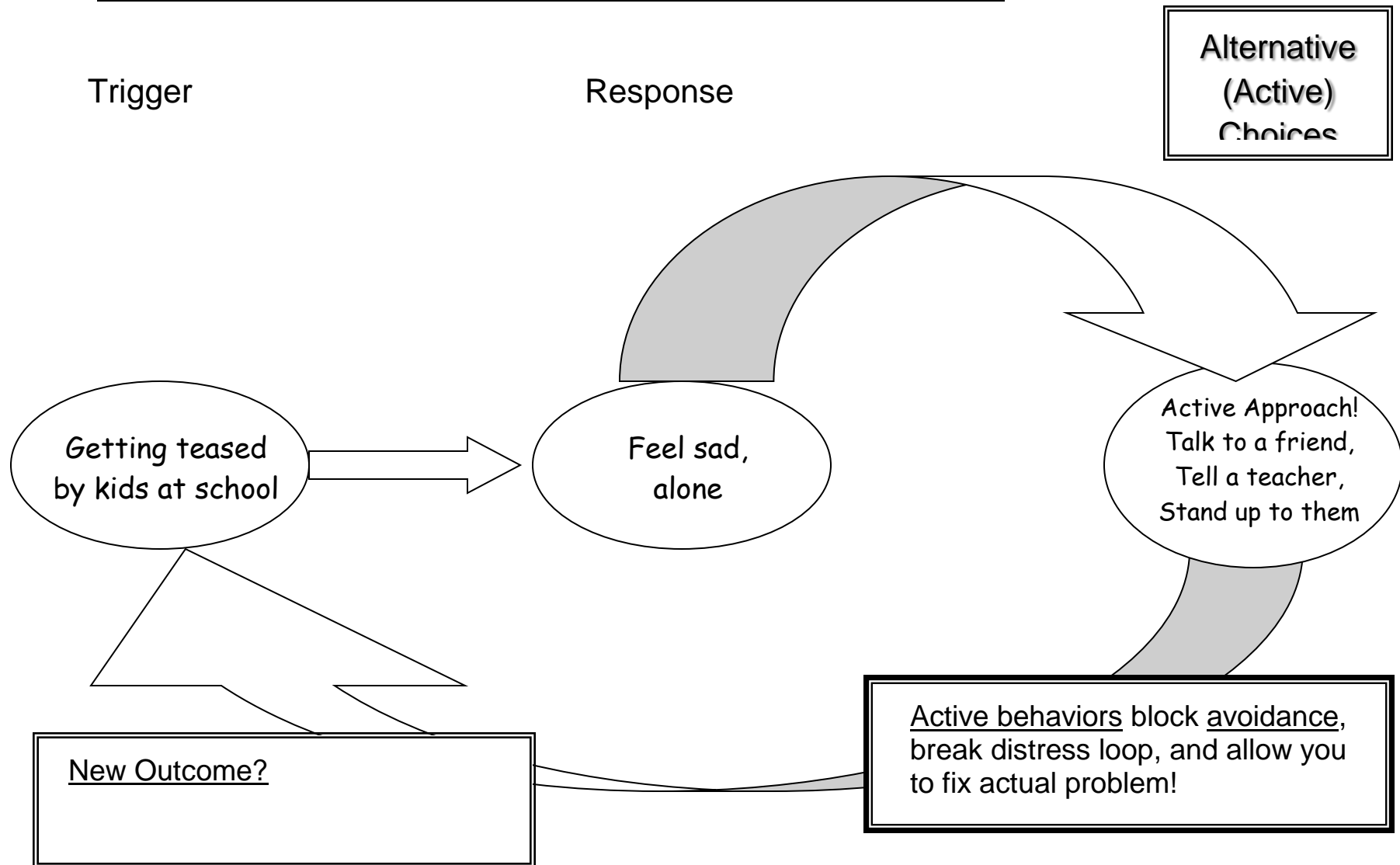
T rigger

R esponse

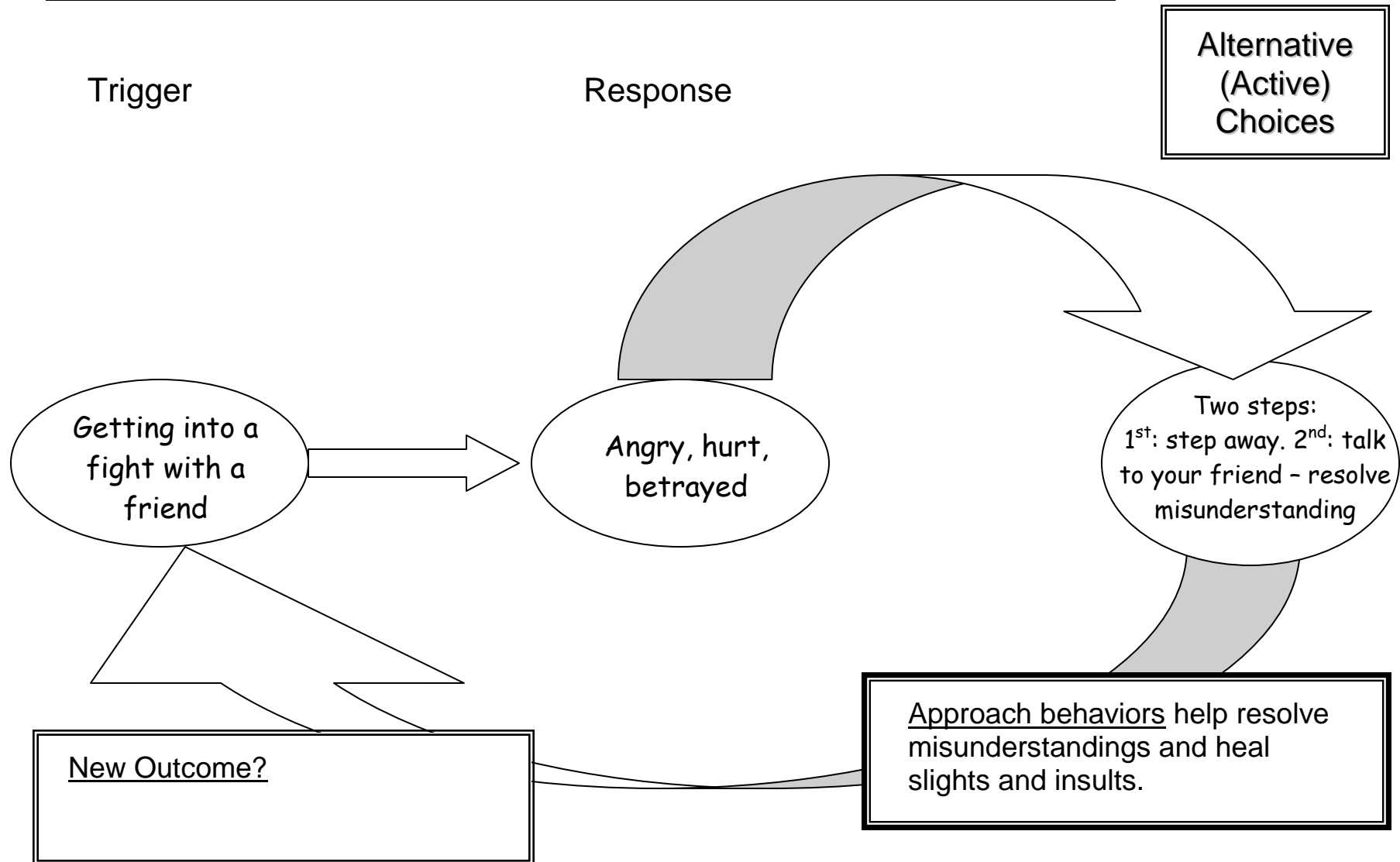
A lternative C hoices (or A ctive C hoice)

- Alternative Choices:
 - Break free of avoidance!
 - Active rather than anxious or depressive responding
 - Approach your problems with active problem-solving.
 - Ask for help when you need it!
 - Don't let anger get the better of you!
 - Stay calm, think it through
 - Step away, take a breath, and then problem-solve later.

Using T-R-AC to get out of our Stuck Loop



Using T-R-AC to get out of our Stuck Loop (angry)



Making Choices

Situation	Possible Choices	What do you think would happen if you picked this one?
Your friend, Sam, ignores you in the hallway. You see Sam talking with some other kids, laughing and they seem like they're looking at you.	<ol style="list-style-type: none"> 1. Going over and seeing what's up. Join the group. 2. Turn around and walk away, trying not to be seen. 3. Give a dirty look and mumble under your breath. 	<ol style="list-style-type: none"> 1. 2. 3.
You got a grade you're not happy with on your last test. The big final is coming up and you don't know where to start.	<ol style="list-style-type: none"> 1. Say, "I'm going to fail," and give up. 2. Talk to your teacher – ask for study tips. 3. Get mad and blame teachers for being unfair. 	<ol style="list-style-type: none"> 1. 2. 3.
Things are hard at home – one of your parents just lost their job. Your parents have been asking you to pick up the slack and do a lot of chores and watch your baby siblings.	<ol style="list-style-type: none"> 1. Yell back saying, "You're not being fair – I shouldn't have to do all this!" 2. Shut yourself in your room and think, "Things are never going to change." 3. Get the chores done with and then ask if you can do something fun after. 	<ol style="list-style-type: none"> 1. 2. 3.

Getting Back on TRAC

T

Trigger



R

Emotional Response



AC

Alternative (Active) Choices
1.
2.
3.

Now Pick One...

Result

How do you think it would turn out?

Take-Home Practice 5

TRAC Worksheet

How do we get back on TRAC? Over the next week, see where you're getting stuck. Then use TRAC by picking **alternative choices**.

TRAC 1

Trigger: _____

Response: _____

Possible **Alternative (Active) Choices**:

(1) _____

(2) _____

(3) _____

Pick One to Try: _____

Commit to a time to try it: _____

Results: _____

TRAC 2

Trigger: _____

Response: _____

Possible **Alternative (Active) Choices**:

(1) _____

(2) _____

(3) _____

Pick One to Try: _____

Commit to a time to try it: _____

Results: _____

Group 6

Step 5:

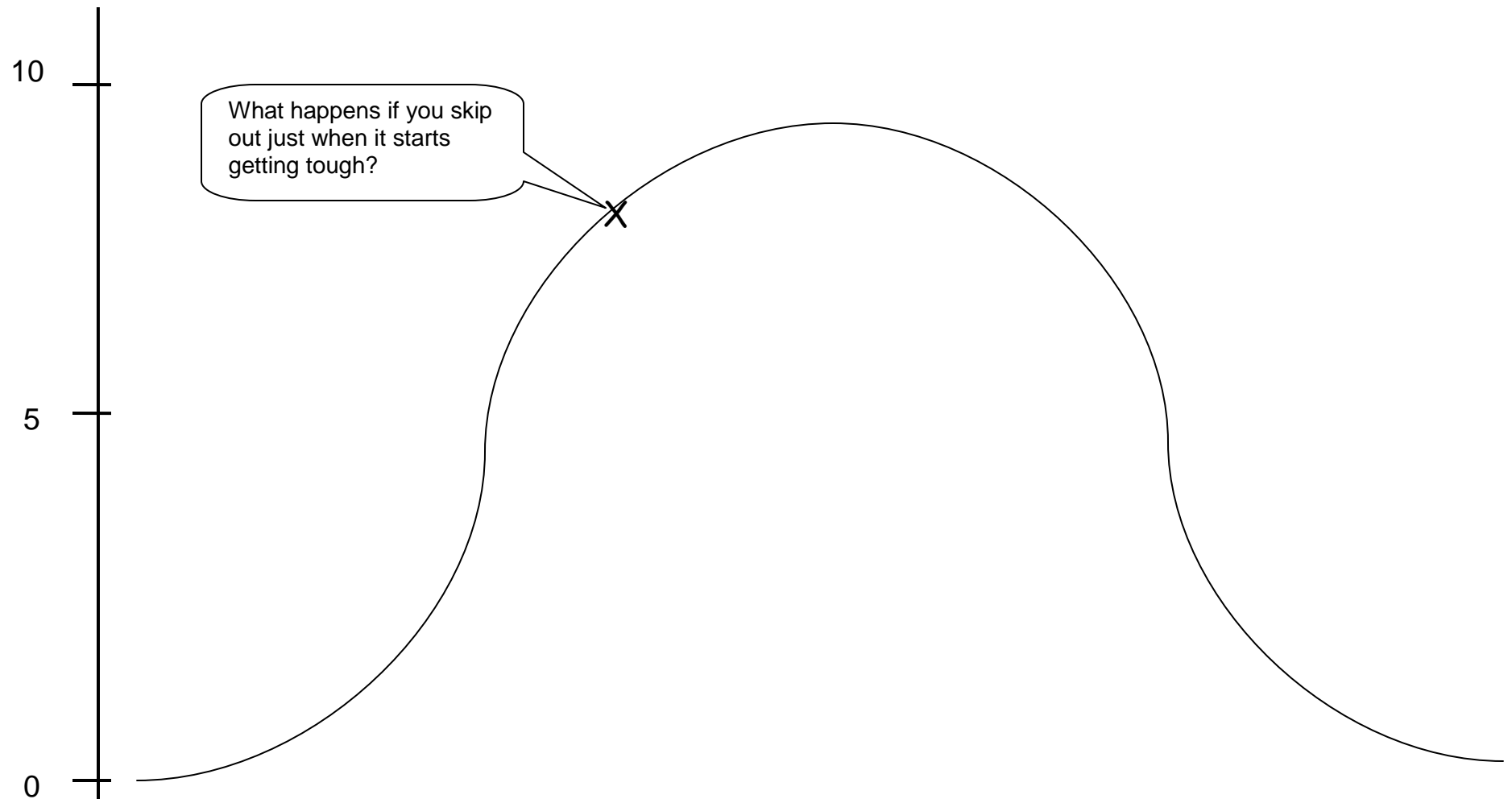
Lasting Change

Practicing and
Overcoming Barriers!

Sticking it out: Getting over the hump

It won't always be easy - so why should you try?

Stress



What do these two kids have in common?



What could she miss out on?

What about her?



1. **Trigger:** (What situation set you off?) _____
2. **Response** (Emotional): _____
3. **Distress Rating** (0 “none” – 10 “extremely distressed”): _____
4. **Usual Avoidance/Anger Pattern:**
TRAP
(What do you usually do in this situation?)
a. _____

b. _____

c. _____
5. **New Alternative (Active) Choices:**
TRAC
(What else can you try?)
a. _____

Pros and Cons?
b. _____

Pros and Cons?
c. _____

Pros and Cons?
6. **Achievable Behavioral Goals:** (What are you trying to achieve?) _____
7. **Now try one of your TRACs!** _____
8. **Result:** (How did the NEW Alternative Choice work?) _____

Distress Rating After (0-10): _____

Difficulty (0-10): _____

Helpfulness (0-10): _____

- 9. **Take Home Message:** (What have you learned from this experience?) _____

Tracking Sheet for Behavioral Challenges

Goal 1:

Accomplished?
(more than once?)

Comments:

Goal 2:

Accomplished?

Comments:

Goal 3:

Accomplished?

Comments:

Goal 4:

Accomplished?

Comments:

TRAP-TRAC Worksheet

Situation 1

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Situation 2

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Group 7

More Practice

1. **Trigger:** (What situation set you off?) _____
2. **Response** (Emotional): _____
3. **Distress Rating** (0 “none” – 10 “extremely distressed”): _____
4. **Usual Avoidance/Anger Pattern:**
TRAP
(What do you usually do in this situation?)
a. _____

b. _____

c. _____
5. **New Alternative (Active) Choices:**
TRAC
(What else can you try?)
a. _____

Pros and Cons?
b. _____

Pros and Cons?
c. _____

Pros and Cons?
6. **Achievable Behavioral Goals:** (What are you trying to achieve?) _____
7. **Now try one of your TRACs!** _____
8. **Result:** (How did the NEW Alternative Choice work?) _____

Distress Rating After (0-10): _____

Difficulty (0-10): _____

Helpfulness (0-10): _____

- 9. **Take Home Message:** (What have you learned from this experience?) _____

Tracking Sheet for Behavioral Challenges

Goal 1:

Accomplished?
(more than once?)

Comments:

Goal 2:

Accomplished?

Comments:

Goal 3:

Accomplished?

Comments:

Goal 4:

Accomplished?

Comments:

TRAP-TRAC Worksheet

Situation 1

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Situation 2

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Group 8

More Practice

Set-up for Behavioral Challenge

1. **Trigger:** (What situation set you off?) _____
2. **Response** (Emotional): _____
3. **Distress Rating** (0 “none” – 10 “extremely distressed”): _____
4. **Usual Avoidance/Anger Pattern:**
TRAP
(What do you usually do in this situation?)
 - a. _____
 - b. _____
 - c. _____
5. **New Alternative (Active) Choices:**
TRAC
(What else can you try?)
 - a. _____

Pros and Cons?
b. _____

Pros and Cons?
c. _____

Pros and Cons?
6. **Achievable Behavioral Goals:** (What are you trying to achieve?) _____
7. **Now try one of your TRACs!** _____
8. **Result:** (How did the NEW Alternative Choice work?)

Distress Rating After (0-10): _____
Difficulty (0-10): _____
Helpfulness (0-10): _____
9. **Take Home Message:** (What have you learned from this experience?) _____

Tracking Sheet for Behavioral Challenges

Goal 1:

Accomplished?
(more than once?)

Comments:

Goal 2:

Accomplished?

Comments:

Goal 3:

Accomplished?

Comments:

Goal 4:

Accomplished?

Comments:

TRAP-TRAC Worksheet

Situation 1

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 "none" – 10 "highest"): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 "none" – 10 "highest"): _____

Situation 2

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 "none" – 10 "highest"): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 "none" – 10 "highest"): _____

Group 9

More Practice

Set-up for Behavioral Challenge

1. **Trigger:** (What situation set you off?)
 2. **Response** (Emotional): _____
 3. **Distress Rating** (0 “none” – 10 “extremely distressed”): _____
 - | | |
|--|---|
| <div data-bbox="277 541 876 1064" data-label="List-Group"><ol style="list-style-type: none">4. Usual Avoidance/Anger Pattern:
TRAP
(What do you usually do in this situation?)<ol style="list-style-type: none">a.b.c.</div> | <div data-bbox="909 541 1492 1209" data-label="List-Group"><ol style="list-style-type: none">5. New Alternative (Active) Choices:
TRAC
(What else can you try?)<ol style="list-style-type: none">a.<div data-bbox="990 810 1229 842" data-label="Text"><p>Pros and Cons?</p></div>b.<div data-bbox="990 993 1229 1024" data-label="Text"><p>Pros and Cons?</p></div></div> |
|--|---|
 - c.
- Pros and Cons?**
6. **Achievable Behavioral Goals:** (What are you trying to achieve?)
7. **Now try one of your TRACs!** _____
8. **Result:** (How did the NEW Alternative Choice work?)

Distress Rating After (0-10): _____
Difficulty (0-10): _____
Helpfulness (0-10): _____
9. **Take Home Message:** (What have you learned from this experience?)

Tracking Sheet for Behavioral Challenges

Goal 1:

Accomplished?
(more than once?)

Comments:

Goal 2:

Accomplished?

Comments:

Goal 3:

Accomplished?

Comments:

Goal 4:

Accomplished?

Comments:

TRAP-TRAC Worksheet

Situation 1

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Situation 2

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Group 10

Step 6:

See What's Worked

See What's Worked

How are things going now in each area of your life?
What seemed to help? How can you keep it going?

School and Schoolwork:

How are things? _____

What worked? _____

How do I keep it up? _____

Extracurricular Activities:

How are things? _____

What worked? _____

How do I keep it up? _____

Friends:

How are things? _____

What worked? _____

How do I keep it up? _____

Family:

How are things? _____

What worked? _____

How do I keep it up? _____

Any other area you've seen change?

How are things? _____

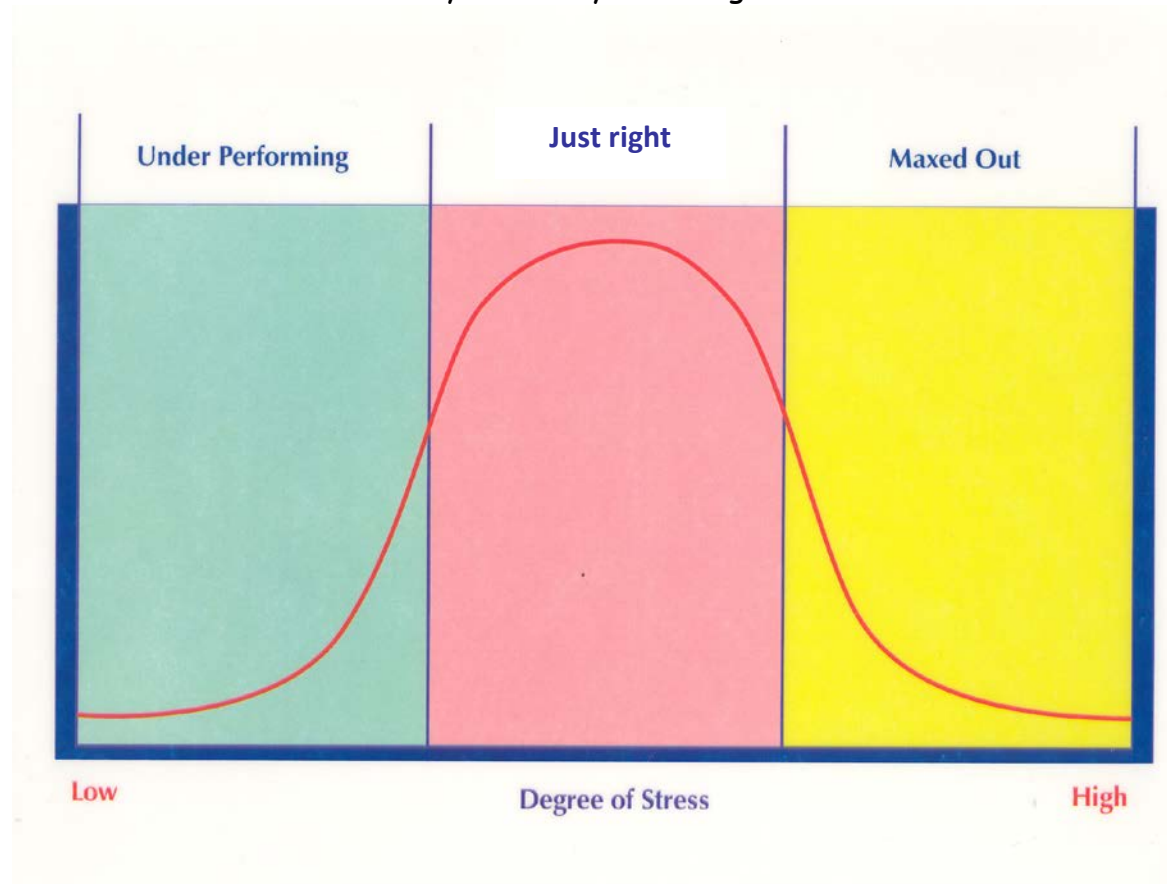
What worked? _____

How do I keep it up? _____

How are you doing now in School?

What zone are you in now as you think about your schoolwork. Are you in the optimal zone in terms of grades and doing the best you can? Do you wish you could do better? Or do you get good grades, but it stresses you out (maxed out)?

Put an "X" in the zone where you think you belong:



Did anything change?

What helped you get there?

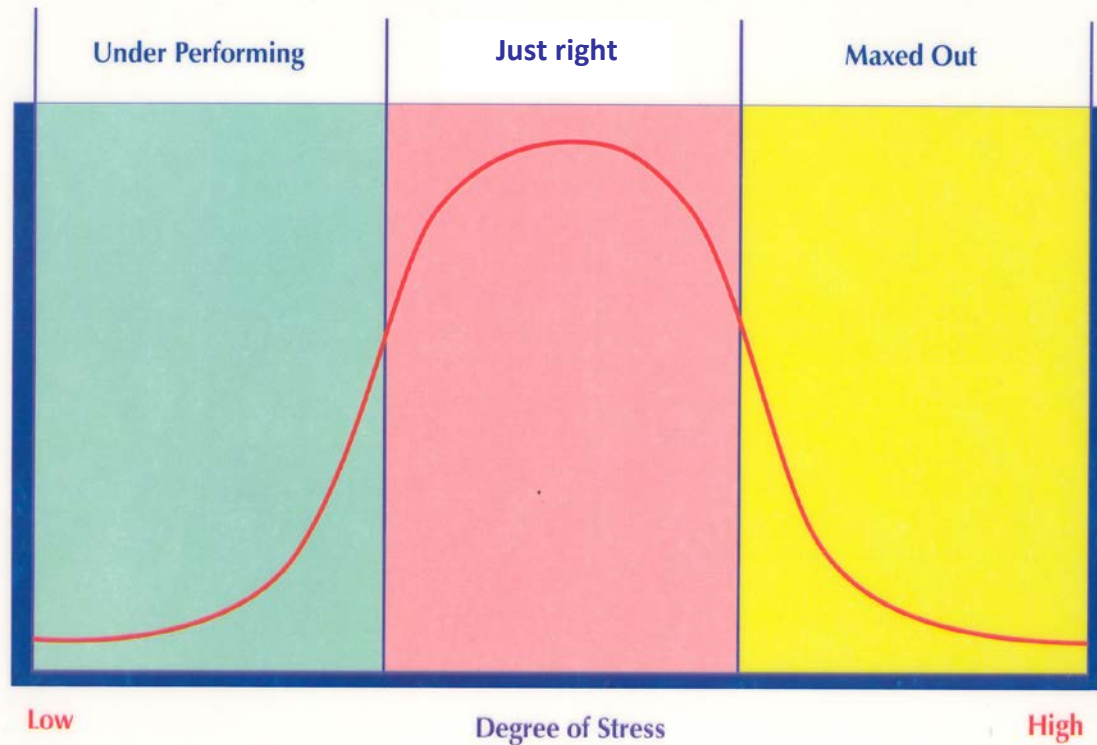
What else can you still work on?

Date: _____

How are you doing now in Extracurricular Activities?

What zone are you in now when it comes to your activities, hobbies, and fun? Are you bored and under-engaged? Are you stretched too thin (maxed out)? Or are you just as active as you would like?

Put an "X" in the zone where you think you belong:



Did anything change?

What helped you get there?

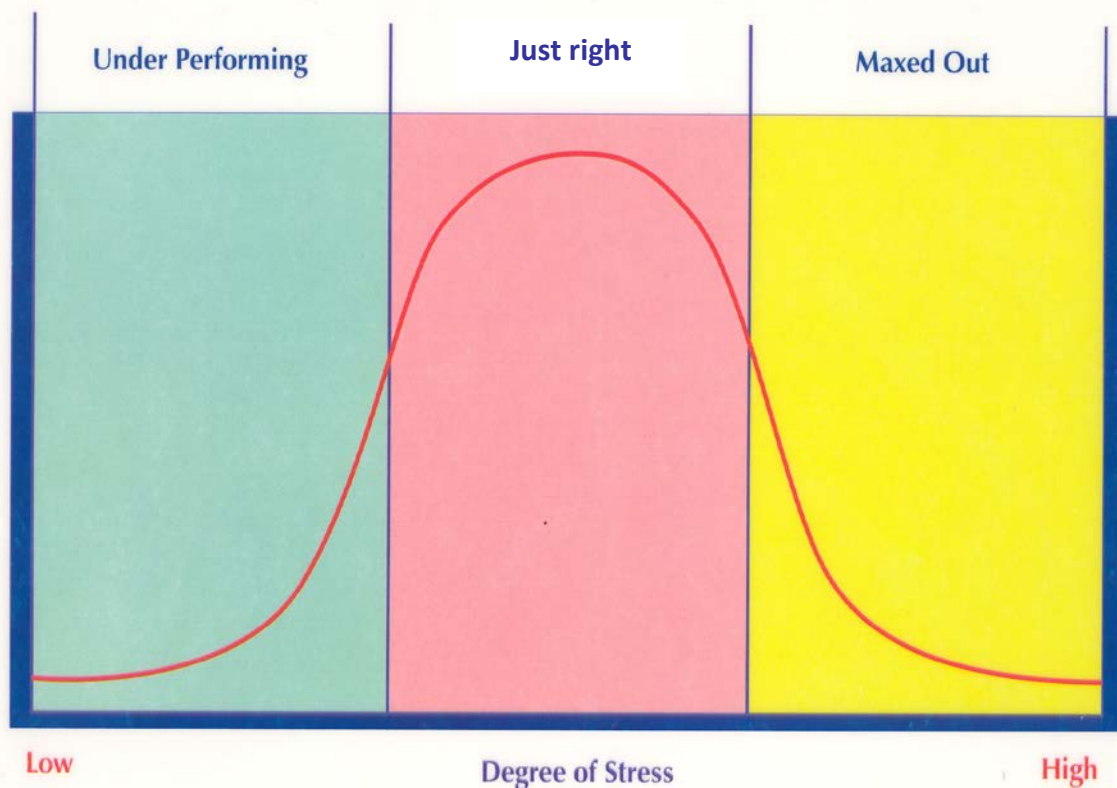
What else can you still work on?

Date: _____

How are you doing now with Friends and Family?

What zone are you in now with friends and family. Are you in the optimal zone in terms of quality and number of friends? Do you feel lonely and isolated? Are you over-committed and maxed out? Or right where you want to be?

What about family? Do you get the right amount of time with family? Do you feel you are under-involved with family or are they over-involved with you? Put an "X" in the zone where you think you belong:



Did anything change?
What helped you get there?
What else can you still work on?

Date: _____

Appendix

Extra Forms

Child Name: _____ Date: _____

GBAT Change Plan Worksheet

1) The changes I want to make are:

(e.g., decrease anxiety/sad mood, improve grades, make more friends, do more fun activities)

2) The most important reasons I want to make these changes are:

(e.g., my happiness, my family, my social life, my grades)

3) The steps I plan to take in changing are:

(e.g., come to sessions, try skills at home, practice)

Things that could interfere with the change plan:

4) How much trouble do you think you'll have getting to meetings each week (e.g., scheduling)?

0 1 2 3 4
Not at all Very Much

To overcome this I will: (e.g., talk to my teacher)

5) How much do you think things will get in the way of you practicing the skills at home?

0 1 2 3 4
Not at all Very much

To overcome this I will: (e.g., use reminders to self to practice each day)

6) How much do you feel like using these skills at home or in session will be too much work?

0 1 2 3 4
Not at all Very much

To overcome this I will: (e.g., at home: ask parents for help, make a deal with myself to work hard now for a better future. In meetings: ask group members or leaders for help)

7) How much do you feel that a lack of support from others will be a problem for you in using the skills we practice at home?

0 1 2 3 4
Not at all Very Much

Person: (e.g., parents, friends, group leaders)

Possible ways to help: (e.g., share work, ask group leaders, parents, or friends for more support)

8) How much do you feel like these skills will work at home?

0 1 2 3 4
Not at all Very much

To overcome doubts I will: (e.g., remember it takes time and practice, talk to my group leaders)

Keeping Active Worksheets

Sometimes you just need to do something active to get yourself un-stuck. What are some quick things you can try to help things?

Ten things I can do to feel good

- Things I can do almost **any time**
- Things that are **simple and free**
- Things that are sure to make me **feel good**

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

Don't Do It Alone!

Finding people you like to do things with or talk to.

SOME PEOPLE I WANT TO DO MORE THINGS WITH:

1. _____

2. _____

3. _____

SOME THINGS I COULD DO WITH THESE PEOPLE:

1. _____

2. _____

3. _____

Getting Started - Optional

Which person I will focus on this week: _____

As a "first step" I will try to invite this person to do this: _____

**ADDITIONAL ACTIVITIES: STAYING BUSY, BY GETTING INTO
SOME CLUB OR GROUP**

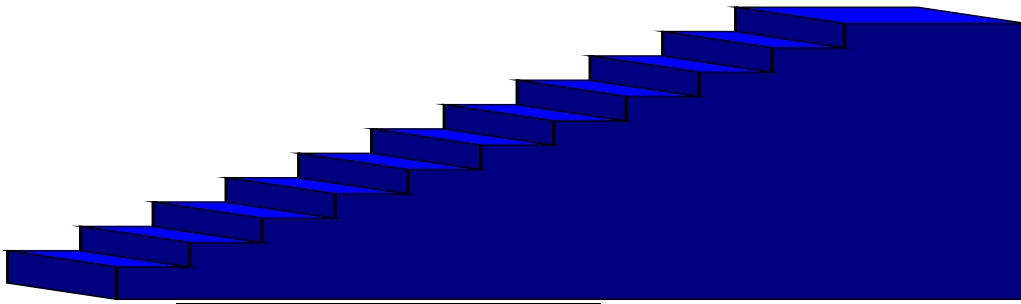
**SOME CLUBS OR GROUPS I MAY WANT TO JOIN OR BECOME MORE
INVOLVED IN:**

1. _____
2. _____
3. _____

Getting Started - Optional

Which group or club I will focus on this week:

A “first step” I will take toward getting involved in a group or club:



FIVE **S-T-E-P-S** TO PROBLEM SOLVING

S Say what the problem is: _____

T Think of solutions:

1. _____ 3. _____
2. _____ 4. _____

E Examine each one [what good & bad things might happen if you did this?]

1. Pros: _____ Cons: _____
2. Pros: _____ Cons: _____
3. Pros: _____ Cons: _____
4. Pros: _____ Cons: _____

P Pick one and try it out [which one?] _____

S See if it worked [If it worked, great! If it did not work, then go back to your list of solutions, and try another one.]

❖ ***What are our basic rights?***

Below is a list of some basic right that we have as people. Being aware of these rights can help you decide how to handle different situations.

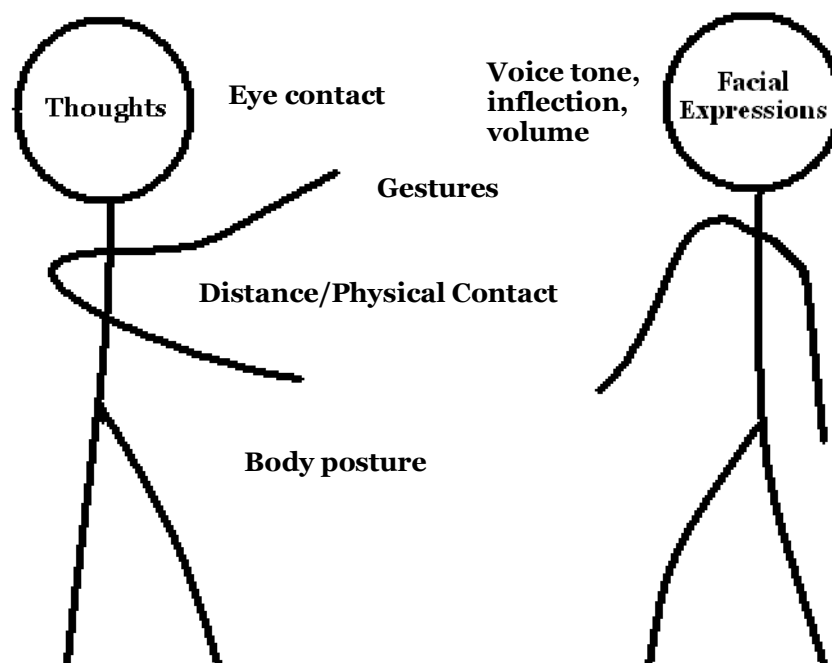
- I have the right to ask for more information when I don't understand
- I have the right to make mistakes
- I have the right to ask for help
- I have the right to be listened to and taken seriously
- I have the right to say no to a request and not feel bad or guilty about it
- I have the right to be treated with respect
- I have the right to ask for what I want or need
- I have the right to feel and express my emotions
- I have the right to take some time to think about a decision
- I have the right to feel good about myself and be proud of my accomplishments
- I have the right to change my mind

❖ ***How can I be more assertive?***

Assertiveness involves both verbal and nonverbal communication. You should have a clear idea of what you would like and you should practice what you're going to say. Make sure your body language expresses confidence. Here are some tips:

- Maintain eye contact
- Stand up straight and remain relaxed
- Use a firm but friendly tone of voice
- Use "I" statements when possible
 - For example, instead of "You need to stop!" say "I'd like it if you'd stop doing that."
- Listen to the other person and try to understand his/her viewpoint
- Don't make assumptions
- Be honest, clear, and direct

The Components of Assertive Behavior



WHAT IT MEANS TO BE ASSERTIVE

Passive Behavior



Sender

Self-denying

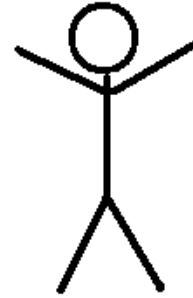
Aggressive Behavior



Sender

Self-enhancing at expense
of another

Assertive Behavior



Sender

Self-enhancing

Inhibited

Expressive

Hurt, Anxious

Expressive

Feels good about self

Allows other to choose

Chooses for others

Chooses for self

Does not achieve
desired goal

Achieves desired goal
hurting others

May achieve
desired goal

Receiver

Receiver

Receiver

Guilty or Angry

Self-denying

Self-enhancing

Depreciates sender

Hurt, defensive,
humiliated

Expressive

Achieves desired goal
at sender's expense

Does not achieve
desired goal

May achieve
desired goal

1. **Trigger:** (What situation set you off?) _____
2. **Response** (Emotional): _____
3. **Distress Rating** (0 “none” – 10 “extremely distressed”): _____
4. **Usual Avoidance/Anger Pattern:**
TRAP
(What do you usually do in this situation?)
a. _____

b. _____

c. _____
5. **New Alternative (Active) Choices:**
TRAC
(What else can you try?)
a. _____

Pros and Cons?
b. _____

Pros and Cons?
c. _____

Pros and Cons?
6. **Achievable Behavioral Goals:** (What are you trying to achieve?) _____
7. **Now try one of your TRACs!** _____
8. **Result:** (How did the NEW Alternative Choice work?) _____

Distress Rating After (0-10): _____

Difficulty (0-10): _____

Helpfulness (0-10): _____

- 9. **Take Home Message:** (What have you learned from this experience?) _____

Tracking Sheet for Behavioral Challenges

Goal 1:

Accomplished?
(more than once?)

Comments:

Goal 2:

Accomplished?

Comments:

Goal 3:

Accomplished?

Comments:

Goal 4:

Accomplished?

Comments:

TRAP-TRAC Worksheet

Situation 1

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Situation 2

Trigger: _____

Response (Emotional): _____

Avoidance/Anger Pattern: _____

Distress Rating Before (0 “none” – 10 “highest”): _____

Alternative Choice Option A: _____

Alternative Choice Option B: _____

Alternative Choice Option C: _____

Pick one!

Results: What was it like? _____

Distress Rating After (0 “none” – 10 “highest”): _____

Getting Back on TRAC

T

Trigger



R

Emotional Response



AC

Alternative (Active) Choices

- 1.
- 2.
- 3.

Now Pick One...

Result

How did it turn out?