

The Adolescent Coping
With Stress Class:

LEADER MANUAL

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With Stress Class:

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**A Fifteen-Session Class Curriculum
Developed for the Prevention of
Unipolar Depression in Adolescents
with an Increased Future Risk**

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INTRODUCTION

The *Coping With Stress (CWS) Course* (Clarke & Lewinsohn, 1995) is a psycho-educational, cognitive-behavioral intervention for the prevention of unipolar depression in high school adolescents who have an increased risk of depression (see Beardslee et al., 1993; Muñoz, 1993). It is not meant to be a treatment for active episodes of depression. It is designed to be offered on the school premises, either as a class during regular school hours, as an adjunct to a health class, or as an after-school therapy group or workshop.

The target population for this intervention are adolescents who already carry some known increased risk of depression, such as (a) having had a past episode of depression; (b) reporting persistent subdiagnostic dysphoria and/or other depressive symptoms (Clarke et al., 1995); (c) having depressed parents (Clarke & Hornbrook, in progress); (d) being a pregnant, single teen mother; and/or (e) having some other known risk factor for depression.

The *Coping With Stress Course* consists of 15 one-hour sessions, which can be offered at a pace of 2 to 4 times per week, depending on site capabilities and needs. The first few sessions provide an overview of depression, its relationship to stressful situations, and an introduction to other group members. Subsequent sessions focus on training adolescents cognitive-restructuring skills and techniques for modifying irrational or negative self-statements and thoughts which are hypothesized to contribute to the development and maintenance of depressive disorder.

The general approach has been modified from cognitive therapy for depressed adults, developed by Beck and colleagues (Beck, Rush, Shaw, & Emery, 1979) and Ellis (Ellis & Harper, 1961). More directly, the *Coping with Stress Course* is a direct descendant of the *Adolescent Coping with Depression Course* (Clarke, Lewinsohn, & Hops, 1990), a cognitive-behavioral treatment for adolescent major depression and/or dysthymia, which is itself a modification of the adult *Coping With Depression Course* (Lewinsohn, et al., 1985). For a more complete description of the development of these latter two therapy approaches, see Lewinsohn, Clarke and Rohde (1994).

Theoretical Orientation

The theoretical orientation of the Coping With Stress Course is best represented by the multifactorial model of depression proposed by Lewinsohn, Hoberman, Teri and Hautzinger (1985). This depression model is multi-factorial; that is, increased dysphoria/depression is presumed to be the result of multiple etiological elements acting either in concert or in combination, including negative cognitions, stressful events, predisposing vulnerabilities/risk factors (e.g., being female, a previous history of depression, having depressed parents), and immunities to depression (e.g., high self-esteem, coping skills, high frequency of pleasant events and activities). The intervention is based on the hypothesis that teaching individuals new coping mechanisms and strengthening their repertoire of current coping techniques and strategies provides them with some measure of "immunity" against the development of affective disorders, even if they may have several risk factors. In terms of Lewinsohn et al.'s (1985) theory, the aim of the proposed intervention is to supplement these adolescents' immunities in an attempt to offset their known vulnerability for affective disorder. To take one therapy skill area for example, these adolescents are presumed to be depressed at least in part because they may be predisposed to thinking depressogenic negative/irrational cognitions (Beck, et al., 1979). The

interventions train these adolescents in cognitive-restructuring skills to permit them to reduce these negative cognitions, and thereby overcome their depression.

Research Conducted With this Intervention

We (Clarke, Hawkins, Murphy, Sheeber, Lewinsohn & Seeley, 1995) conducted a controlled outcome trial of the Coping With Stress Course with high school adolescents at risk for future depressive disorder by virtue of having elevated depressive symptomatology. Subjects were selected with a two-stage case-finding procedure. The Center for Epidemiological Studies - Depression Scale (CES-D) was administered to 1,652 students enrolled in health classes; adolescents with elevated CES-D scores were interviewed with the Children's Schedule for Affective Disorders and Schizophrenia (K-SADS). Subjects with current affective diagnoses were referred to non-experimental services. The remaining 150 consenting subjects were considered at-risk for future depression, and randomized to either (a) a 15-session cognitive group prevention intervention; or (b) an "usual care" control condition. Subjects were re-assessed for DSM-III-R diagnostic status at post-intervention, and 6, 12, and 30-months post-intervention. Survival analyses indicated a significant 12 month advantage for the prevention program, with affective disorder total incidence rates of 14.5% for the active intervention, versus 25.7% for the control condition. No differences were detected for non-affective disorders across the study period.

General Leader Instructions for Course Sessions

This section provides a detailed outline of the 15 sessions in the Adolescent Coping with Stress Course. The sessions are highly structured and follow a rigorous agenda. In a research study, it is essential for group leaders to become familiar with the format, content, and pace of the course before attempting to conduct the sessions. The first step is to read through all of the sessions to develop a grasp of the various content areas and the progression of the material.

Several different methods of instruction are employed in the course to help the adolescents learn new material: lectures by the group leader, discussions, demonstration activities, group activities, team activities, role-playing exercises, and homework assignments. The following format conventions indicate the method of presentation:

The text that is meant to be read out loud as a lecture is indented and appears in bold type. Of course, leaders are welcome to change the lectures at their own discretion as they become more comfortable with the various content areas. HOWEVER ... please retain the major points made in the narrative.

Leader: This tag is used to identify directions for the group leader. The text is set in regular type.

Group Activity

Large headings mark the beginning of the various activities. We encourage leaders to create even

more group activities than are explicitly described in the manual. For example, some of the lecture sections could be revised to make a group learning experience (e.g., divide up into small groups to generate lists of possible causes of depression; in Session 2).

WORKBOOK

This is a signal that students need to turn to a specific page in their workbooks.

This box appears at the beginning of each session as a reminder to bring materials:

Materials needed for this session:

Text for the group leader to write on the blackboard is highlighted in this manner:

BLACKBOARD

FLIPCHART

We recommend writing all standardized blackboard text on a flip chart (with an easel) prior to each session, and using this instead of taking the time to write on the blackboard. Advantages of this are: (a) saves the time spent writing text and figures on the board; this is particularly important in sessions which are very busy, such as Session 8; (b) the class is unsupervised less often, and remains engaged with the leader more consistently; (c) the flipchart can be used over and over; and (d) colors, graphics and be used more easily to make more interesting displays.

The group leader should always arrive at least 15 minutes early to set up the room and write the agenda on the blackboard. If there is sufficient time, the leader should begin the session with a brief oral review of the agenda. It may be necessary to skip this review for some of the sessions in which there is an inordinate amount of material to cover and time is short.

LEADER FREEDOM TO REVISE MATERIAL

This is always a difficult issue. For our research studies, our group leaders are asked to follow the general rules below. However, clinicians elsewhere may chose to use any or all of this intervention as they wish.

1. Retain the basic terms, teaching points as described in the manual.
2. Changes which encourage more student interaction are most desirable (e.g., group exercises; role-plays).
3. New exercises may be added if they provide an alternative method for teaching one or more of the skills already in the CWDA course.
4. Remember, this is a only depression intervention, and is not meant to provide skills or therapy for every problem these teens have.
5. Please record changes in your leader manuals, especially if the revision was well-received. We welcome feedback on revisions.

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Session 1
GETTING TO KNOW EACH OTHER (55 min.)

- Materials needed for this session:
1. Workbooks for all adolescents.
 2. Extra pens and pencils.

Leader: Write the Agenda on the blackboard at the beginning of each class session.

- AGENDA**
- I. INTRODUCTION TO THE GROUP (5 min.)
 - II. GET-ACQUAINTED ACTIVITY (30 min.)
 - III. MOOD DIARY (10 min.)
 - IV. HOMEWORK ASSIGNMENT (5 min.)
 - V. MOOD QUESTIONNAIRE (10 min.)

I. INTRODUCTION TO THE GROUP (5 min.)

Many of you have had phone conversations with us about this group, so you all probably have some ideas about what this group will be like.

Q: What do you think this group will be like?

A: This group is meant to help learn skills to overcome feelings of sadness, and to prevent future depression from happening. The group is 15 one-hour sessions, meeting twice a week. It is a lot like a class or workshop, but with a focus on YOUR HAPPINESS.

Our goal for you is to learn how to control feelings of sadness. However, we also hope each of you has a personal goal for this group.

Q: Does anyone have a personal goal for this group they'd like to share?

Leader: if no one shares, say “That's OK. We'll come back to this once you have had a chance to think about it.”

II. GET-ACQUAINTED ACTIVITY (30 min.)

Because this is the first day of this course, we're going to spend some time getting acquainted with each other. Each one of you is going to describe yourself to someone, and then listen to that person describe him- or herself. Here are some questions you can use to learn more about each other:

Interview Questions

1. Where are you from?
2. What are your hobbies?
3. What do you do well?
4. Who are the important people in your life?
5. What's your favorite music?

WORKBOOK

These questions are on page 1.3, with room to write information.

Leader: The goal in this exercise is for students to learn more about each other; the students will introduce one another to the rest of the class. Model this process by briefly introducing yourself (less than 1 minute), touching on as many of the interview questions written on the blackboard as possible.

Now you and your partner are going to *TAKE TURNS INTERVIEWING EACH OTHER*. Remember to use the questions on the board and on Page 1.3. When you have finished, you will introduce your partner to the rest of the class.

Pair off students. Give the first teen in each pair 5 minutes to interview their partner, writing answers in the spaces provided on page 1.3. Warn them 1 minute before time is up. Teens then switch roles, with the second teen interviewing the first adolescent. This should take a total of 10 minutes, leaving 15 minutes for introductions. As the students participate in the exercise, make sure you reinforce and praise them (particularly the shy and withdrawn adolescents) for their use of the interview questions.

Now you and your partner are going to *INTRODUCE EACH OTHER*. Remember to use the questions on the board. Because there are so many of you, try to keep your introductions short, about 1 minute long.

Leader: Have students introduce their partners to the rest of the class.

III. MOOD DIARY (10 min.)

WORKBOOK

Ask students to turn to Workbook page 1.1.

In this class, we're going to keep track of how we feel by filling out a Mood Diary. The Mood Diary uses a SEVEN-POINT SCALE. A rating of 7 is the BEST YOU HAVE EVER FELT IN YOUR LIFE. Write a description of this time in your Mood Diary to remind you of what a 7 rating feels like.

Remember: this kind of feeling happens pretty rarely. Most regular "good" days should get ratings of 5.5 or maybe a 6. An average day would get a rating of 4, because that number is right in the middle of the 7-point scale.

Now think of the WORST YOU HAVE EVER FELT. This equals a rating of 1 on the 7-point scale. Write a short description of this situation on your Mood Diary to remind you of this moment.

Leader: Try to determine whether the students know how to use a seven-point scale. If they seem confused, go through several more examples; e.g., How warm is it at the North Pole? How warm is it in the desert? How warm is it in Oregon on the average? How warm is it today (more or less than the average?) Keep doing this until you are sure all the students know how to use a seven-point scale.

Now compare how you feel today with the BEST and WORST feelings you just wrote down. Give today's feeling a number, and write the number in the correct box on page 1.1 in your workbook. Then circle the corresponding number above the box.

Leader: Model this process with a personal example.

Every day you should compare how you feel with the worst and best moments of your life and with how you felt the day before, too. Then write a number in the box for that day. IT'S IMPORTANT TO DO THIS AT THE SAME TIME EVERY DAY. Usually, the end of the day is best, because then you can look at the entire day, and average how you felt.

IV. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 1.2.

Notice that the homework assignment for this session is described on page 1.2.

- 1. Keep track of how you feel by filling out your Mood Diary (page 1.1).**

Q: How often should you fill out the Mood Diary?

A: Every day.

Q: What time of the day should you fill it out?

A: As close to the end of the day as possible.

V. MOOD QUESTIONNAIRE (10 min.)

WORKBOOK

Ask students to turn to the “Beginning of the Course” Mood Questionnaire provided in the Appendix of their workbooks.

In this class you're going to learn some ways to control the way you feel. Before we start, we need to measure how you feel right now. At the end of the course, we will again measure how you feel to see how much improvement there is. Please fill out the Mood Questionnaire right now. This is the same questionnaire each of you filled out several weeks ago in your health classes. Please answer the questions honestly; no one else in the class will see your answers.

Leader: After everyone has finished, give instructions for scoring. Teens may notice that the numbers for the responses on four of the statements (#4, #8, #12, and #16) are listed in reverse order. This has been done on purpose, and the teens' score will be correct if they simply add up the numbers they have circled.

To score the questionnaire, add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the highest number to your score.

Leader: Collect the completed Mood Questionnaires from the students. After the session, check the scores and record them in your Record Book. Return the Mood Questionnaires to students during the next session.

Preview the Next Session

Next session, we'll start learning some ways to control our thoughts.

Leader:

Please record the adolescents Mood
Questionnaire scores in the Record Book.

Session 2
COPING WITH STRESS (55 min.)

Materials needed for this session:

1. Workbooks for all adolescents.
2. Extra pens and pencils.

Leader: Write Agenda on the blackboard at the beginning of each class session.

BLACKBOARD

AGENDA

- I. WHAT CAUSES DEPRESSION? (25 min.)
- II. STRESS AND THE “BLUES” (15 min.)
- III. GUIDELINES FOR THIS CLASS (10 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)
- V. SHARING ACTIVITY (5 to 10 min.)

I. WHAT CAUSES DEPRESSION? (25 min.)

Q What do you think *CAUSES* most depression? What things seem to “trigger” the feeling of sadness?

Leader: Write the groups' answers on the board. Be sure to include most of the following:

1. Stressful situations which don't seem to have any clear solution.
2. Losing contact with someone who is close to you (e.g., deaths, divorce, moving away, breaking up, fights with friends and family, graduating).
3. Thinking a lot of negative thoughts about yourself, your situation, your family.
4. Having no one to confide in; not having good friends.
5. Being around other depressed people.
6. Inherited tendencies (similar to the way that your eye and hair color is inherited).
7. Changes in brain chemistry

You would all make good researchers, since those are basically the main theories that scientists are studying.

In many cases, depression is the result of several different “causes” all happening at about the same time. For example, depression might develop as a result of several stressful situations followed by fighting with parents, having a depressed parent, in combination with breaking up with a girlfriend or boyfriend. Any one of these things might be enough to trigger depression in some cases, but often it may take several different events happening one after another to trigger depression.

DEPRESSION IN FAMILIES

Each of you have one of these “risk factors” in common: at least one parent who is depressed. Why do you think this increases your risk for depression?

Leader: Encourage discussion of inherited, modeling (social learning), and stressful situation aspects of having a depressed family member. Conclude with the following:

Right now, we can't say exactly why having depressed parent creates a risk of depression in other family members. None of these theories have been studied enough to be certain about. Many experts believe that a combination of all these things increases your risk.

AM I “DOOMED” TO BE DEPRESSED?

When people hear that part of the risk for depression may be inherited, they often say, “Why bother doing anything to help myself? Aren't I going to become depressed whether or not I try anything new?”

This is a common belief, but we believe it is wrong. Many people believe that if a characteristic (like depression) is part or totally a result of inherited tendencies, that it is inevitable and nothing can be done to avoid it. However, consider these examples:

BAD TEETH:

- 1. You can inherit “bad teeth”, or a predisposition to getting cavities. You can have an “increased risk” for getting cavities.**
- 2. However, you are not “doomed”. By brushing your teeth and flossing regularly, you can reduce this “risk” to an acceptably low level.**
- 3. You may even have as few cavities as people without inherited bad teeth, but you will have to work harder to reduce your risk, by changing your BEHAVIOR.**

Leader: use the next example (skin cancer) only if students don't appear to understand the concept of reducing risk through changing behavior.

SKIN CANCER (Optional):

- 1. Some people are born with very light skin, that burns very easily. This is mostly inherited.**
- 2. Because they burn so easily, they are at “increased risk” for getting skin cancer.**
- 3. What changes in their BEHAVIOR could fair-skinned people do to reduce their risk?**

Leader: Write answers on the board. Look for the following suggestions: wear sun screen; stay out of the sun; get tanned gradually; wear a hat with a wide brim.

Q: Do these examples make you think differently about depression in your family?

Q: How could your risk for depression be lessened? What changes could you make?

Leader: Try to link suggested changes that teens could make to skill training sections of the CWS course. For skeptical individuals, ask them if they are willing to test it out “scientifically” by learning and using the skills and seeing if their depression levels go down.

We believe that by using the skills taught in this course, you CAN reduce your depression levels, and prevent it from recurring in the future. What do you think?

In this class, we are going to focus on how YOU can control many aspects of your life, even if that seems impossible right now. You can learn to control how you feel, and how you react to the stressful things in your life.

Most teenagers (and a lot of adults) feel they have no control over how problems make them feel. In this course you will learn SKILLS that you can use to change the way you react to stress. You will find that with these skills YOU CAN CHANGE THE WAY YOU FEEL.

II. STRESS AND THE “BLUES” (15 min.)

Q: What is stress? What are some examples?

Leader: Lead a BRIEF, 5-minute discussion on stress, different types, and how stress is individual; what is stressful for one person is not for another. Point this out when they generate examples.

I'm going to read a short description to you. While you listen to this example, I want you to think about two things. First, what kind of stressors are happening in this person's life? And, second, does his reaction seem believable?

EXAMPLE: Mark, a 16-year-old sophomore, had always been an average student, getting mostly B's and a few C's. His father had been depressed off and on for several years, and had always talked about how he was a failure, and how he would never be successful at anything. Then, one report card he got mostly C's, and only one B. After that, Mark began to believe the same thing was true for him as well: he was doomed to be a failure, just like his father, and that he would never be successful at anything. Over the next few months, he started withdrawing from his friends and spending more time alone in his room, thinking that no one liked him or wanted to spend time with him. His friends tried calling him, but after a while they just stopped trying to get him to go out, because he would always turn them down. He began feeling down, gloomy, and tired. He also found that he had difficulty concentrating, and his grades got even worse. He started skipping school several days a week, and he spent the days alone, unhappy and confused, thinking things like "I must be really stupid!".

Q: What kind of stressors were happening in Mark's life?

A: Depressed parent, bad grades and not seeing friends will be listed most often. Mark's withdrawal might also be identified as one of the stressors.

Q: Did his reaction to these problems seem believable? What would you call his reaction?

A: The "Blues", depression, or sadness.

In this example, Mark became blue, or depressed. Feeling sad once in a while is normal. Everyone feels this way sometimes. Because of this, it's hard to know when the blues are just a passing phase, and when it is more serious. We think that the "blues" are serious when three things happen:

Serious "Blues"

1. Sadness lasts more than two weeks.
2. Sadness is the most common feeling.

Q: Does Mark's reaction to his bad grades seem "crazy" or weird to you?

Feeling depressed is not abnormal or crazy. In fact, it is one of the most common problems in people of all ages. This means that people try to cope with the stressors and problems in their lives, but sometimes they are overwhelmed by them and become down.

In this course we will work on **SKILLS** you can learn to deal with stress so that we can **PREVENT** reactions like depression, or getting angry, from happening.

The main skill you will learn in this course is how to change your THOUGHTS. This will include:

1. Stopping negative or depressing thoughts about yourself and your situation.
This includes negative or unrealistic thoughts about depression in your family.
2. Increasing positive thoughts about yourself.

This may seem an unusual way to help you deal with stress, but there is a connection.

Q: Can anyone think of a connection between changing your thinking and controlling your reactions to stress? How could Mark (from the example) have changed his thinking?

A: When you change your negative thoughts, or interpretations, about stressful situations, you will feel less upset. The stress has not changed, but your reaction has. Of course, the stressful situation may still need some work, but you feel less blue, less angry, etc..

III. GUIDELINES FOR THIS CLASS (10 min.)

WORKBOOK

Ask students to turn to page 2.1 in their workbooks.

The following are some rules that we'd like everyone to follow in this course so we can help each other:

1. **FOCUS ON POSITIVE**. Use the group for support, but focus on positive changes you want to make. Try not to use the group as a place to complain about how many bad things may be going on. Of course, we will want to know about your stressful situations, but we will work more on how to DEAL with those problems.

Q: What are some examples of complaining?

Leader: try to confirm that teens understand what complaining and positive talk consists of.

2. **EQUAL TIME**. Each of you should have an equal opportunity to share ideas, ask questions, and discuss any difficulties you have in using the techniques.

3. **THE PERSONAL THINGS WE TALK ABOUT IN CLASS SHOULD NOT BE SHARED OUTSIDE THIS GROUP.**
- a. Any information discussed in your interviews last week will remain confidential and will not be shared with the group.
 - b. Everyone is expected to honor the confidentiality rule by not discussing personal material from their group sessions with people who aren't part of the group. Of course, there is always the possibility that someone will break this rule; if any of you have concerns about confidentiality, please feel free to talk to me about it.
 - c. Confidentiality is particularly important, since everyone in this group has at least one parent who is receiving treatment for depression. While we will talk about this issue, and what it is like to have a depressed parent, please remember to keep confidential everything you hear about each other's parents.
5. **GROUP RULES.** These have to do with running the group smoothly.
- a. **FRIENDS CANNOT ATTEND GROUP.** This relates to confidentiality. No one can attend these group sessions except those of you who were invited.
 - b. **DON'T ARRIVE TOO EARLY.** We look forward to having you here, but we also have to share these rooms and buildings with many projects besides our groups. So, we have to ask that you come no earlier than 30 minutes before group begins.
 - c. **AFTER GROUPS.** When these groups are over, the building is usually empty. We have been asked by the building manager that everyone leave fairly quickly after groups are over. This means making sure your parents are here to pick you up, if you're not driving yourself.

Leader: Depending on the members of the group, you may also wish to add additional rules about acting out behaviors. If your group has one or more members (often boys) who have diagnoses at intake of either Attention Deficit Hyperactivity Disorder (ADHD), Oppositional-Defiant Disorder, or Conduct Disorder, then you may need to generate additional rules to keep the group on-task. If appropriate, ask teens themselves what behaviors would be disturbing to the group (yelling, hitting each other, interrupting, etc.). This may be too early to bring CONSEQUENCES for acting-out behavior (e.g., talking with parents, etc.). Bring consequences up only after problems first occur (hopefully this won't be necessary). A point program may also be introduced; see the CWDA course for example.

Q: Are there any other rules you want as a group? If everyone agrees to a proposed rule, write them down on page 2.1 in your workbook.

IV. HOMEWORK ASSIGNMENT (5 min.)

<p>WORKBOOK</p>

Ask students to turn to the homework assignment on page 2.2.

Notice that the homework assignment for this session is described on page 2.2. Your assignment for this session is to do the following:

- 1. Keep track of how you feel by filling out your Mood Diary (page 1.1).**
 - 2. Please REMEMBER TO BRING YOUR WORKBOOK TO EVERY SESSION!**
-

V. SHARING ACTIVITY (5 to 10 min.)

We're going to end most groups with some fun activity we can do together. Next session, I'll need a volunteer to bring in something that's important to them to share with the group. This is a way to get to know one another better. Examples of Activities: You could:

- a. Bring a cassette tape with your favorite song, especially one that helps you feel better when you're feeling down. All music is acceptable, except for anything that you couldn't play at school in a classroom.**
- b. Bring a musical instrument and play us a tune.**
- c. Bring an example of a hobby you enjoy; art work, photography, sports, music, poetry or writing, collections, etc.**
- d. Photographs of yourself as a baby or a young child, or photos of someone or some place important to you.**
- e. Anything else? Any suggestions?**

Some guidelines are:

- 1. No really loud activities (remember, we share this building).**
- 2. Nothing that could harm anyone.**
- 3. Most important, something positive that you are proud of, happy about, and that you are already doing to improve your mood.**

Q: Before I begin today's sharing, who would like to do next session?

O.K., I'll start out this first session myself. I've brought in

Leader: This is up to you. Obviously nothing too personal or revealing (e.g., your videotape of your first child being born is a "no-no"), or too boring (e.g., your slides of recent home improvement projects). Think about what would appeal to teenagers. A good previous example was to bring in drums, bongos, etc., and have a short percussion "jam session".

Session 3
CHANGING YOUR THINKING (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. A pack of 3" x 5" index cards.
3. Group Cohesion Questionnaires.

BLACKBOARD

AGENDA

- I. REVIEW (5 min.)
- II. IDENTIFYING NEGATIVE THOUGHTS (30 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)
- IV. FEELINGS ABOUT THE GROUP (5 min.)
- V. SHARING ACTIVITY (5 to 10 min.)

I. REVIEW (5 min.)

Let's quickly review some important points from the previous sessions.

Q: What are 3 things that distinguish serious depression from ordinary "Blues"?

A: Serious depression: (a) lasts 2 weeks or more; (b) there are changes in eating, sleeping, energy level, and thoughts; and (c) sadness is the most common feeling.

Q: What are some common reactions to stress?

A: Sadness, depression, anger, tension, getting sick, etc.

Q: Is it possible to change the way we react to stress? How?

A: Through changing our thinking. Other answers involving skills such as relaxation, doing fun things, etc., are also acceptable.

Q: Did you remember to fill out your Mood Diary (page 1.1) every day? How did you remind yourself?

Q: Did you have any problems assigning a number to your mood? If your mood fluctuated, did you remember to take the average?

If you forgot to rate your mood on a particular day, try to remember how you felt, and fill in the number. Remember, though, the ratings are much more accurate if you make them on a daily basis.

II. IDENTIFYING NEGATIVE THOUGHTS (30 min.)

Objectives

1. To help each student identify his or her most frequent negative and positive thoughts.
2. To have each student determine his or her ratio of positive to negative thoughts.
3. To have students record daily (for the following week) their worst negative thoughts, and the number of times they catch themselves thinking negatively.

Today we're going to start learning how to change our THINKING. When people are stressed, they tend to have more negative thoughts and fewer positive thoughts.

Q1: What kind of goals would you expect to have for changing your thinking?

A: Goals that involve increasing positive thoughts and decreasing negative thoughts.

Q2: Do you believe that you can control your thoughts?

*A: (if the response is **NO**) We often believe that we can't control our thoughts, but it is possible. We'll be learning some techniques to help us do this during the next few sessions.*

*A: (if the response is **YES**) Ask students to suggest some specific techniques. Be brief in collecting answers. Confirm that yes, it is possible to control our thinking. We're going to learn several ways to do this.*

Group Exercise

Leader: Have students WORRY COVERTLY (to themselves). After about 20 seconds, ask them to stop. Now have them THINK POSITIVE THOUGHTS for 30 seconds: ask them to concentrate on pleasant experiences, recall their favorite places, think positive things about themselves, etc. Provide some examples of positive thoughts. Briefly ask them what they experienced. How did their mood change? *Point out that they have just controlled their thinking.*

Before we can control our thoughts, we must become aware of them. In particular, we need to know which negative thoughts we have most often. Everyone has negative thoughts sometimes, and there are understandable reasons to have them every now and then. But NEGATIVE THOUGHTS CAN BECOME A PROBLEM IF THEY OCCUR TOO OFTEN because they can make us feel sad or down. The best way to work on negative thoughts is to identify the ones that we have most often.

Q: What is the first step in controlling our thoughts?

A: Becoming aware of our thoughts; identifying the negative thoughts we have most often.

When we become aware of our thoughts, we should notice whether we're thinking more positive thoughts or more negative thoughts. As a general rule of thumb, it is healthiest to have at least TWICE AS MANY POSITIVE THOUGHTS AS NEGATIVE THOUGHTS (although this can vary somewhat from one person to the next).

Leader: Ask students to answer questions #3 and #4 on page 3.1.

Identifying Frequent Negative Thoughts

WORKBOOK

Ask students to turn to pages 3.2 and 3.3.

On pages 3.2 and 3.3 there is a list of negative thoughts that tend to occur frequently. Have you had any of these? Check the ones that are familiar to you.

At the bottom of page 3.3, write down any other negative thoughts that you have had.

Leader: Give students some time to work. Begin the next exercise when 80% of the students seem to have finished.

To help you identify other negative thoughts, I'm going to describe some situations. I want you to write down any negative or positive thoughts you might have in each situation, especially those ABOUT YOURSELF. Add these thoughts to the list you have started at the bottom of page 3.3.

- a. It's Monday, and you find out that some of your friends went to a movie on Saturday and didn't invite you.
- b. Your parents won't let you go to a special party on Friday night.
- c. You have just finished a very hard exam, and your best friend tells you that he or she thought the exam was fairly easy.
- d. You see some friends having fun together, and you're not with them.

Now look at your list of negative thoughts. Do you have some of these thoughts much more often than the others? Put a star or an asterisk by the most frequent thoughts. Put two stars or asterisks by the thoughts that are very frequent.

Identifying Positive Thoughts

WORKBOOK

Ask students to turn to page 3.4, and page 3.4 (continued).

There is a list of positive thoughts the next two pages: page 3.4 and 3.4 continued. Read through the list and check the thoughts that you have had during the past month. At the bottom of the page, list some other positive thoughts that you have had.

Comparing the Totals

WORKBOOK

Ask students to turn to page 3.5.

Count the positive thoughts you identified on the list on pages 3.4 and 3.4 continued, and write the total on the line provided at the top of page 3.5 (question #5). Then count up the negative thoughts you identified from the list on pages 3.2 and 3.3 and write that total on the next line. Which total is higher: the one for negative thoughts or the one for positive thoughts?

Q: Do you have twice as many positive thoughts as negative thoughts?

Q: Why do many people have more negative thoughts? Is it “easier” to have negative thoughts?

Q: Is it O.K. to have positive thoughts about yourself? Can you have “too many” positive thoughts about yourself? How could that be a problem?

Keeping Track of Negative Thoughts

WORKBOOK

Ask students to turn to pages 3.6 and 3.7.

The form on page 3.6 is for keeping track of how often you have negative thoughts. You will use this form to write down your MOST NEGATIVE THOUGHTS each day.

Every day for a week, we want you to RECORD AT LEAST ONE NEGATIVE THOUGHT, preferably the worst, most upsetting thought you had that day. This will be hard to remember from one day to the next, so you'll need to fill out the form every day.

Your goal is to write down at least one thought each day. Another useful piece of information is HOW MANY TIMES you caught yourself thinking negatively. If you can, write this down in the space provided on the form. Leave the column marked “Activating Event” blank for right now. We'll come back to that later.

Leader: Emphasize that recording one negative thought each day is critical because the exercises in subsequent sessions are based on this information. The counting part is not as important, but it will also be helpful.

Discuss some ways to take notes on negative thoughts right after they occur. Hand out blank 3” x 5” cards, and suggest using the cards to record thoughts. Help students think of a place in their notebooks or purses to carry the cards. Show some examples of good record keeping.

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 3.8

- 1. Continue to fill out your Mood Diary on page 1.1.**
- 2. Keep track of your negative thoughts, using pages 3.6 and 3.7.**

Write down your worst negative thought for the day. Try using the 3” x 5” card to take notes right after the thought occurs, then transfer the notes to pages 3.6 and 3.7.

Leader: Pass out 3” x 5” cards to students, if not done earlier.

Success Activity

Let's do our homework for today.

- 1. Write down at least one of the worst negative thoughts you have had today on page 3.6.**
- 2. Fill out your Mood Diary for today.**

IV. FEELINGS ABOUT THE CLASS (5 min.)

Leader: Please have teens complete the “Feelings about the class” questionnaire (also called the Group Cohesiveness Questionnaire). A pack of 12 blank forms is located in your Record Book. Use the set of forms with “Session 3” printed on the top. Please be certain to have teens record their SUBJECT NUMBER on the tops of the forms. Collect the completed forms, and record adolescents' questionnaire scores in your Record Book.

V. SHARING ACTIVITY (5 to 10 min.)

Who's turn is it today? What do you have to share with us?

Leader: if necessary, remind the group about guidelines:

1. No really loud activities (remember, we share this building).
2. Nothing that could harm anyone.
3. Most important, something positive that you are proud of or happy about.

You may also use this time for other activities or discussions, especially if the group consensus supports this. For example, if a “process discussion” begins earlier in the group but is prematurely terminated (e.g., to continue with the scripted exercises), this time could be used to extend this discussion. However, be sensitive to the adolescent whose turn it is to present their personal hobby/activity/objects. This person may feel rejected if their turn is “pre-empted” by other group issues. Approach this in a diplomatic fashion, allowing the scheduled teen several options: to present today, to shift until the next session, etc.

Who would like to do next session?

Leader: although this section will not appear at the end of every session, it is an option to continue the Sharing Activity for the end of every session, if you and the group wish.

Session 4
STRESSFUL SITUATIONS AND NEGATIVE THINKING (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. A pack of 3" x 5" index cards.

BLACKBOARD

AGENDA

- I. REVIEW (5 min.)
- II. IDENTIFYING ACTIVATING EVENTS (35 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)

I. REVIEW (5 min.)

Let's quickly review some important points from the previous sessions.

Q: What is a healthy number of positive thoughts to have, compared to negative thoughts?

A: A healthy ratio of positive to negative thoughts is two to one.

Q: What are some common negative thoughts, especially those you might have in reaction to some stressful situation (e.g., a big test, fighting with friends, etc.)?

Q: Is it possible to change the way we react to stress? How?

A: Through changing our thinking.

Q: Did you remember to fill out your Mood Diary (page 1.1) every day? How did you remind yourself?

Q: Did you keep track of at least one negative thought every day (page 3.6)? Did you have any problems thinking of a negative thought?

II. IDENTIFYING ACTIVATING EVENTS (35 min.)

When you've been keeping track of your thoughts, you may have noticed several situations when you were thinking negatively. When you discover that you are thinking negatively, you will also need to figure out what situation or event caused the negative thoughts. We call these situations **ACTIVATING EVENTS**, because they “activate” or trigger the negative thoughts.

Leader: Write “Activating Event” on the blackboard.

We're going to practice identifying Activating events by looking at some cartoons.

WORKBOOK

Ask students to read question #1 on page 4.1

Read the Bloom County cartoon and circle the negative thoughts.

Q1: What did you circle for the negative thought?

A: Opus: “I'm as handsome as I'm gonna get . . . and that's not too handsome.”

Describe the Activating Event on the line below the cartoon.

Q2: What is the Activating Event?

A: Humming a recent Wayne Newton hit.

WORKBOOK

Ask students to turn to page 4.2.

Read the Garfield cartoon. Circle the negative thought, then describe the activating event on the line below the cartoon.

Q3: What did you circle for the negative thought?

A: Jon says, "I feel like such an unworthy parent."

Q4: What is the Activating event?

A: Finding Garfield in shock in front of the TV.

Recording Negative Thoughts

WORKBOOK

Ask students to turn to page 3.6.

You've been using the forms on page 3.6 and 3.7 to keep track of negative thoughts. You'll now use these forms to write down your MOST NEGATIVE THOUGHTS each day and the ACTIVATING EVENT that came before each thought.

Continue to keep track of AT LEAST ONE NEGATIVE THOUGHT each day. When you realize that you are thinking negatively, also try to identify the Activating Event that caused you to begin thinking this way. Write down some notes about this as well.

Leader: Emphasize that recording one negative thought each day is critical because the exercises in subsequent sessions are based on this information. The counting part is not as important, but it will also be helpful.

Individual or Group Exercise

Leader: If group members appear to be comfortable revealing personal information to one another, then split the class up into small groups of 3-4 teens for this exercise. If they have been reluctant to share information, then conduct the exercise individually.

Take the negative thoughts you've already written down on page 3.6, and try to decide what the Activating Event was for each negative thought. Remember: the Activating Event is the stressful situation just before or right when you had that thought.

Leader: Circulate around the class, helping teens who appear stuck.

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 4.3.

1. **Continue to keep track of negative thoughts, using pages 3.6 and 3.7.**
 - a. **Write down your worst negative thought for the day and the event or situation that activated it. Try using the 3" x 5" card to take notes right after the thought occurs, then transfer the notes to pages 3.6 and 3.7.**
2. **Continue to fill out your Mood Diary on page 1.1.**

Success Activity

Let's do our homework for today.

1. **Write down at least one of the worst negative thoughts you have had today on page 3.6 (or 3.7). Describe the situation or event that made you think this way.**

Q: When you catch yourself thinking negatively this week, what will you do?

A: Try to think of some positive thoughts instead.

2. **Fill out your Mood Diary for today.**

Leader: **NOTE:** Prepare 1 or 2 positive statements about each adolescent for use in the exercise next session. Try to focus on good personality traits and habits (e.g., good sense of humor) rather than physical attributes (e.g., attractive). This provides a better model for students.

Session 5
THE POWER OF POSITIVE THINKING (45 min.)

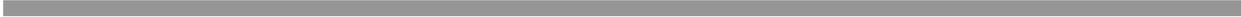
Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.
3. One or two positive statements about each student.

BLACKBOARD

AGENDA

- I. REVIEW (5 min.)
- II. INCREASING POSITIVE THINKING (35 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)



I. REVIEW (5 min.)

Q1: Identify whether the following are negative thoughts, positive thoughts, or neither:

<u>THOUGHT</u>	<u>ANSWER</u>
<i>“What’s the use?”</i>	Negative
<i>“I can’t do that!”</i>	Negative
<i>“That’s interesting.”</i>	Positive
<i>“It’s my fault.”</i>	Negative
<i>“Fred likes me.”</i>	Positive
<i>“I’m a good listener.”</i>	Positive

WORKBOOK

Ask students to turn to pages 3.6 and 3.7.

Q2: Did you record at least one of your negative thoughts each day?

Q3: Did you record the Activating Event for that thought?

Q4: What about your Mood Diary? How has that been?

We'll look more closely at your negative thoughts in a couple of sessions. Today, however, let's talk about positive thoughts.

II. INCREASING POSITIVE THINKING (35 min.)

Objectives

1. To help each student come up with at least one positive statement about each person in the room.
2. To have each student write down the positive statements about him- or herself that are offered by others.

When we think negatively about ourselves, we often think negatively about others. It's good practice to think positively about others and about ourselves. The goal for this session is to think positive.

Group Exercise: Positive Statements About Each Other

WORKBOOK

Ask students to turn to page 5.1.

Now I want you to take a few minutes to write one or two POSITIVE STATEMENTS about each of the other people in the class. Write these statements down on page 5.1 as you think of them. Make sure you have at least one positive statement for each person. When everyone has finished, each person will read his or her statements out loud. I will demonstrate how to do this by reading the positive statements I have already written about each of you.

Leader: Read the statements you have prepared. Try to focus on good personality traits and habits (e.g., good sense of humor) rather than physical attributes (e.g., attractive). This provides a better model for students.

OK, it's your turn to think of some positive statements for each other. Your positive statements should be different from mine. Try to think of things about each other that you like or admire.

Leader: While the students are working, walk around the room, and help those who are having trouble by whispering some hints. Note that many adolescents will find this exercise difficult to do.

Recording Positive Statements About Yourself

WORKBOOK

After everyone has finished, ask them to turn to page 5.2.

Now I'd like each of you to take turns reading your statements to the rest of the class. As you hear other students say positive things about you, write their comments on page 5.2. Who would like to start?

Leader: If no one volunteers, call on students one at a time. Continue until everyone has had a chance to read his or her statements to the rest of the class. Time limit: 20-25 minutes.

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 5.3.

- 1. Try to meet your main goal for this session, which is to catch yourself thinking negatively at least once each day and then substitute a positive one from your list on page 5.2. Use the tracking form at the bottom of page 5.3 (this page) to record negative thoughts and positive substitutions.**
- 2. Continue to fill out your Mood Diary on page 1.1.**

Are there any questions?

Success Activity

Let's do our homework for today.

- 1. If you have already changed a negative thought to a positive substitute, check the appropriate box on the tracking form on this page.**
- 2. Fill out your Mood Diary for today.**

GROUP LEADERS NOTES:

Session 6
CHANGING NEGATIVE THINKING TO POSITIVE THINKING (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. REVIEW (5 min.)
- II. IDENTIFYING NEGATIVE THOUGHTS (5 min.)
- III. CHANGING NEGATIVE THINKING
TO POSITIVE THINKING (30 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)

I. REVIEW (5 min.)

WORKBOOK

Ask students to turn to page 5.2.

Q: Did you substitute one of your positive thoughts for the negative thought? How did it feel?

Today we'll start looking more closely at your negative thoughts.

II. IDENTIFYING NEGATIVE THOUGHTS (5 min.)

Objectives

1. To distinguish between *PERSONAL* and *NONPERSONAL* negative thoughts.
2. To help each student use baseline information to make a list of the negative personal thoughts that are most troublesome to him or her.

Personal vs. Nonpersonal Negative Thoughts

In learning how to change our thoughts, it's helpful to distinguish between personal and nonpersonal thoughts. Personal thoughts are about yourself. Nonpersonal thoughts are about other people and things. We're going to work on our personal thoughts during this session. In a few sessions, we'll work on our nonpersonal thoughts that are troublesome.

A personal thought usually has the word “I,” “me,” “my,” or “we” in it. However, this isn't the only important characteristic. For example:

Q: Is this a non-personal belief? “You are so mean!” *A: Yes*

Q: Is this also a non-personal belief? “You are so mean to me!”

A: Yes, it still is a non-personal belief even though the word “me” appears in it. The most important thing is that both these beliefs are more about the other person than about yourself.

Q: What could be a personal belief behind “You are so mean to me!”?

A: One example could be: “It is absolutely necessary that everyone is nice to me all the time, otherwise I might become upset”.

WORKBOOK

Have students answer and correct the questions on page 6.1.

Group Exercise: Identifying Negative Personal Thoughts

WORKBOOK

Ask students to look at the negative thoughts they've recorded on pages 3.6 and 3.7.

Which of the negative thoughts you have listed on pages 3.6 and 3.7 are PERSONAL? Put a checkmark by them.

Leader: Make sure students have put checkmarks next to the statements with “I,” “me,” “my,” or “we” in them.

WORKBOOK

Ask students to turn to page 6.2.

Now list the five or six PERSONAL negative thoughts that you feel are the MOST UPSETTING in the appropriate boxes on page 6.2. Don't list nonpersonal thoughts. We'll work with them later.

Leader: If necessary, students can fill up all of the boxes on page 6.2.

III. CHANGING NEGATIVE THINKING TO POSITIVE THINKING (30 min.)

Objectives

1. To discuss how to use positive thoughts to counter negative thoughts.
2. To help each student develop positive counterthoughts and beliefs for his or her negative thoughts.

Using Positive Counterthoughts

Negative thoughts can make you feel depressed and unhappy. Positive thoughts make you feel “up” and cheerful. When you think positively about yourself and the world, you feel better. The techniques we're going to learn next have to do with CHANGING YOUR THOUGHTS in order to control your reactions to stressful situations. The first technique involves the use of POSITIVE COUNTERTHOUGHTS.

When you catch yourself thinking negatively, replace the negative thought with a positive “counterthought.”

Definition: A POSITIVE COUNTERTHOUGHT relates to the SAME TOPIC as the negative thought, but it's MORE REALISTIC and MORE POSITIVE. Negative thoughts and positive counterthoughts have the same sort of relationship between them as “Good News” and “Bad News” stories.

WORKBOOK

Ask students to read the Herman cartoon on page 6.3.

Q1. What is the “good news” or positive counterthought in this cartoon?

A: “He won't be scratching my furniture anymore.”

Q2. What do you suppose the “bad news” is?

A: “Your pet is dead.” This is also the Activating Event.

Leader: Ask students to fill in the thought diagram at the bottom of page 6.3. Briefly review the students' answers on the thought diagram.



Ask students to read the Wizard of Id cartoon on page 6.4.

Q3: What is the negative thought in the Wizard of Id cartoon?

A: “I have a 105° temperature [I'm sick].”

Q4: What is the positive counterthought?

A: “The fungus in my cell may dry up.”

Q5: Are these two thoughts on the same topic?

A: Yes.

Leader: Ask students to fill in the thought diagram at the bottom of page 6.4.

Q6: In these two cartoons (*Herman* and *Wizard of Id*), one positive counterthought is more realistic than the other. Which one is it?

A: “My pet won't be scratching the furniture anymore.” Fevers don't really dry up fungi, so this thought is not as realistic.

Q7: What are some positive counterthoughts to the following negative thoughts?

Negative Thought: “Why are so many bad things always happening to me?”

Possible counterthought: “Last week I saw people get into a car wreck. I’m relatively lucky. Maybe not everything in my life is going bad.”

Leader: Allow students to come up with some alternative answers.

Negative Thought: “I have no control over the way I react to stress. I tried to change yesterday, but I couldn’t! I’ll never understand how to do it!”

Possible counterthought: “Maybe I don’t have to change all at once. Last week, I was able to keep track of my negative thoughts. That’s a small start. Maybe I’ll just have to take it slowly at first.”

Identifying Irrational Thoughts

Many of our negative thoughts are irrational. They are often **OVERREACTIONS** to a situation.

EXAMPLE: Two different girls, Linda and Julie, both ask their friends to go out on Friday night. Both girls’ friends say they can’t make it because they have too much work to do.

Linda feels rejected and thinks, “Because my friend won’t go out with me tonight, she doesn’t like me, and she’ll never want to go out with me again.”

On the other hand, Julie thinks, “Well, my friend is busy tonight, but we can go out some other night. She’s still my best friend.”

The same situation happened to both girls, but their reactions were very different. It’s not **WHAT HAPPENED** but **WHAT THEY TOLD THEMSELVES** about what happened that made the difference in how they felt. One girl’s thoughts were irrational, and the other girl’s thoughts were more positive and more realistic.

Q8: Which girl had the irrational thoughts?

A: Linda (the first girl).

Q9: How do you discover irrational thoughts?

The basic approach is to **ARGUE WITH YOUR OWN THOUGHTS**. Instead of blindly accepting that all your thoughts are true, you “argue” or “challenge” just **HOW TRUE** your thoughts really are. If they aren't true, they may be irrational.

If you aren't certain if your thought or belief is irrational, then **CHALLENGE IT**. Ask yourself the following questions:

1. Is this thought **REALLY TRUE**?
2. Is this a **REASONABLE AND REALISTIC CONCLUSION**?

Unrealistic or irrational thoughts don't stand up to a challenge. Don't be fooled if some part of irrational thoughts is **HALF TRUE**; the conclusions are often not true.

For example, imagine you think “*If Bill won't be my friend, my life is over.*” If Bill won't be your friend it may be appropriate to feel sad for a while. However, leaping to the conclusion that your life is over is very exaggerated.

Q: Can anyone think of an irrational thought which is partly true, but has an exaggerated conclusion?

Leader: Have students generate challenges to the following examples of totally or partly irrational thoughts. Note how it is difficult to tell if some thoughts are irrational. Practice challenging the more subtle thoughts with these questions: “*Is this really true? Is this a reasonable conclusion?*” It may be helpful to point out that sometimes it is a matter of **DEGREE** of irrationality, rather than completely rational or completely irrational.

EXAMPLE #1

Thought: “If I don't get a date for Friday night, I'm a total failure forever.”

Possible challenge: “*Is this really true? Are you a failure in everything if you don't get a date on one particular night? Is it possible that you might get a date sometime in the future?*”

Q: Is this thought irrational?

A: Yes.

EXAMPLE #2

Thought: “Either I'm a wonderful person that everyone likes, or I'm a real loser.”

Possible challenge: *“Is this really true? Are there any other possibilities? Could you be somewhere in between? Maybe you're neither a loser nor everybody's best friend, but different things to different people?”*

Q: Is this thought irrational?

A: Yes.

WORKBOOK

Ask students to turn to page 6.5.

Leader: Have students answer the questions on page 6.5 as a group. This is a good time for a group discussion of what is really irrational. Note that many of the adolescents will have a difficult time recognizing that these are irrational thoughts. Use the comments below to help guide discovery that these are in fact irrational beliefs.

The statements on this page are irrational beliefs. Let's come up with some beliefs that are more realistic to replace them. What are some rational challenges to these statements?

Leader: Solicit ideas for thoughts that are more realistic, and have students write them down in their workbooks. Allow adolescents to generate their own challenges to these thoughts. Use the answers given below only if no one generates their own answers.

1. **“All the important people in my life (especially my parents and/or my friends) must always approve of what I do.”**

***Why is this irrational?** It's not really possible to always have the approval of everyone in your life, in every situation. Even though most important people in your life will care about you, not everyone in your life will always approve of what you do. That doesn't mean they dislike you, only that they don't approve of some of the things you do.*

***Positive Counterthoughts:** “They may not always approve of what I do, but I know that they care about me. I guess they get upset because they are concerned.”*

2. **“I have to be popular or smart (the smartest) all the time in everything I do in order to feel like I'm worth something.”**

***Why is this irrational?** It's just not possible for anyone to be the smartest or most popular in everything. This is setting too high a standard for yourself. Give yourself a break! If you want to be good at something, at least limit yourself to one or two main things, but not everything!*

***Positive Counterthoughts:** “Even if I'm not the best at everything, I can do _____ pretty well. I'm as good or better at it than lots of other people who are O.K. people.”*

3. **“People (including me) who do even one thing that I disapprove of should feel guilty, and should be punished severely.”**

***Why is this irrational?** It's not possible to avoid all mistakes all the time. Making lots of the same mistakes over and over may be worth being concerned about, but even that doesn't merit severe punishment. And certainly doing just one or two things wrong is no reason to feel extraordinarily guilty. Everyone makes mistakes; give yourself a break!*

***Positive Counterthoughts:** “Am I really making more mistakes than other people? Maybe I'm judging myself too harshly. I'm a normal human being, who makes*

occasional mistakes. I'll try harder next time, but I won't beat myself over the head with this one mistake!"

4. "My unhappiness is someone else's fault. I can't help feeling the way I do."

Why is this irrational? *While it is true that other people will do things that you don't like, the way you feel about it is something that you control. That's the basis of the Coping With Stress class: you can choose how upset or unhappy you want to feel. With time, you can learn to control how you react, too.*

Positive Counterthoughts: *"When other people do things I don't like, maybe it's O.K. for me to get upset for a while. But when I'm down and depressed for a long time, I'd rather change the way I feel. In the long run, it only hurts me when I stay depressed (angry, hurt, upset, etc.)."*

5. "It's terrible when things aren't the way I'd like them to be."

Why is this irrational? *It may be upsetting, but is it really terrible? Who else would find this terrible? This seems like an overexaggeration. Some things really are terrible, such as someone dying, or an auto accident. But most problems are usually much smaller than that, and are not really terrible or horrible. Are your problems "horrible", or mostly just annoying or upsetting?*

Positive Counterthoughts: *"It's annoying when things aren't the way I like them, but it's not the end of the world."*

6. "When something seems dangerous or something could go wrong, I must constantly worry about it."

Why is this irrational? *Again, this is a matter of degree. It may make sense to worry a little bit, and everyone does this sometimes. But it is no good to worry constantly; that only makes you feel tense and miserable, and usually doesn't solve the problem.*

Positive Counterthoughts: *"I'll probably worry about this for a while, but then I'll take some time to think about how to solve the problem. Worrying all the time will just make me feel worse."*

7. "There must be a perfect solution to human problems (including mine). I can't settle for less than the perfect solution."

Why is this irrational? Unfortunately, there are no “perfect” solutions. Perfect solutions are not possible because of two reasons. First, some solutions which are “perfect” are just not humanly possible. For example, everyone wants an end to world famine, but it is impossible to completely erase it (although we can certainly work towards reducing it a great deal). The second reason is that so many people want different things, it is never possible to come up with a solution that fully satisfies everyone. If we waited for a “perfect” solution to every problem, we'd never solve anything: we'd always be waiting.

Positive Counterthoughts: “I'm may not be totally happy with this solution, but I can live with it. If possible, I'll keep working towards a better solution.”

IV. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 6.6.

1. **Try to meet your main goal for this session, which is to catch yourself thinking negatively at least once each day and then change that thought to a positive one. Use the tracking form on page 6.2 to record negative thoughts and positive counterthoughts.**

Leader: If teens have already filled in all the boxes on page 6.2, have then continue on the back of the same page.

2. **Continue to fill out your Mood Diary on page 1.1.**

Success Activity

Let's do our homework for today.

- 1. If you have already identified a personal negative thought on workbook page 6.2, change one of them to a positive counterthought today.**
- 2. Fill out your Mood Diary for today.**

Session 7
IRRATIONAL THINKING (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. REVIEW (10 min.)
- II. IDENTIFYING IRRATIONAL THOUGHTS (20 min.)
- III. CONTRACT (10 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)

I. REVIEW (10 min.)

WORKBOOK

Ask students to turn to page 6.2.

Q1: Did you record at least one of your worst negative thoughts each day?

Q2: Did you come up with a positive counterthought for the negative thought?

Leader: If adolescents have had difficulty coming up with positive counterthoughts for their negative thoughts, spend 5-10 minutes at this point helping teens to generate counterthoughts. Using the entire group to brainstorm possible counterthoughts can be very helpful.

1. Which of the following are personal thoughts Which are non-personal?

- | | |
|----------------------------------|-----------------------|
| <i>"I don't have any money."</i> | <i>(Personal)</i> |
| <i>"George is a weird guy."</i> | <i>(Non-personal)</i> |
| <i>"Mary is fantastic."</i> | <i>(Non-personal)</i> |
| <i>"I'm not too bad myself."</i> | <i>(Personal)</i> |
| <i>"We need to talk."</i> | <i>(Non-personal)</i> |
| <i>"I don't like George."</i> | <i>(Personal)</i> |

2. Write a positive counterthought for each of the following thoughts:

"I can't run as fast as other teenagers."

"My clothes aren't as nice as everyone else's."

II. IDENTIFYING IRRATIONAL THINKING (20 min.)

Objectives

1. To provide feedback as students identify irrational beliefs in cartoon sequences and suggest more positive, rational beliefs.
2. To help each student develop positive counterthoughts and beliefs for his or her negative thoughts.

WORKBOOK

Ask students to turn to page 7.1

Let's look at how irrational thinking affects some cartoon characters. These are some examples of irrational beliefs that involve EXAGGERATIONS. The cartoon characters notice one wrong thing and then believe that EVERYTHING is wrong with themselves or with some other situation. Read the Garfield cartoon at the top of the page.

1. Do you remember the negative thought for this cartoon?

A: "I feel like such an unworthy parent."

- 2. This isn't the WHOLE thought. Sometimes there is more to the whole belief that can be discovered just beneath the surface issues. What do you think is the UNDERLYING thought that makes this a depressing situation for Garfield's owner?**

A: "If Garfield has a bad experience just once because I make a mistake, I'm an unworthy parent." Or, "I'm TOTALLY RESPONSIBLE for what happens to my cat. Even if he's the one who chooses to watch TV, I'm responsible for the consequences. I must always do everything for my cat."

We call this the WHOLE belief, or UNDERLYING belief. It often requires more "digging" and thinking about the underlying MEANING of your thoughts. This is difficult, but we'll practice this several more times later.

Leader: Ask students to fill in the Activating Event and Belief boxes on page 7.1.

- 3. How can we argue with this belief?**

A: Accept the ideas offered by students for arguing with this belief.

- 4. What is a more positive counterthought that would be more rational?**

Possible answer: "This was a bad experience for Garfield. I'll have to remember to send him to bed and make sure the TV is turned off next time."

Leader: Ask students to fill in the box for Positive Counterthoughts on page 7.1.

Another category of irrational beliefs is having UNREASONABLE EXPECTATIONS of someone else. An example of this type of belief is "I'm embarrassed that my parents don't drive a Mercedes."

Small Group Activity

WORKBOOK

Ask students to turn to page 7.2.

Leader: Do this only if you have time. Have students divide into small groups, and ask them to work together to fill in the thought diagrams for the Cathy cartoon (page 7.2). If the task is too difficult for the students to do in small groups, have everyone work together as a whole group. Help the students arrive at something similar to the following conclusions.

Irrational Belief (Unreasonable Expectation):

“If my boyfriend doesn't think the way I expect him to, his brain is warped, he's bizarre, not normal, etc.”

Positive Counterthought:

“My boyfriend and I don't agree on this. Each person is entitled to his or her own opinion.”

Changing Your Negative Thoughts

WORKBOOK

Ask students to turn to page 6.2.

Look at your list of negative personal thoughts, and if you haven't already, please write a positive counterthought for as many of them as you can.

Leader: Encourage students to help each other think of positive things about each other. Have them share some negative thoughts and positive counterthoughts to make sure they can apply the skill. Suggested time limit: 5-10 minutes.

III. CONTRACT (10 min.)

Objective

1. To help each student write a contract and select a reward for meeting his or her negative thinking goal.
-

WORKBOOK

Ask students to turn to page 7.3.

At the bottom of page 7.3 there's a tracking form to help you record negative thoughts and whether you were able to replace them with positive counterthoughts. You will need to fill out this tracking form every day.

At the top of the page, there's a contract for you to fill out. I want you to take a minute to fill in the blanks on the contract. When you choose a reward, it should be something you ENJOY, that is UNDER YOUR CONTROL, and is IMMEDIATELY AVAILABLE.

WORKBOOK

Ask students to turn to page 7.4.

If you have trouble picking out a reward, use page 7.4 to list several different things you like. Use this list to help you pick a reward for your contract.

VI. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 7.5.

1. Try to meet your main goal for this session, which is to catch yourself thinking negatively at least once each day and then change that thought to a positive one. Use the tracking form at the bottom of page 7.3 to record negative thoughts and positive counterthoughts. Give yourself the reward described in your contract when you are successful in changing a negative thought to a positive one.
2. Continue to fill out your Mood Diary on page 1.1.

Success Activity

Let's do our homework for today.

1. If you have already changed a negative thought to a positive counterthought today, check the appropriate boxes on the tracking form on page 7.3.
2. Fill out your Mood Diary for today.

Preview the Next Session

Next session, we'll learn more about getting rid of our irrational thinking.

GROUP LEADER NOTES:

Session 8
DISPUTING IRRATIONAL THINKING (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. REVIEW (10 min.)
- II. DISCOVERING IRRATIONAL BELIEFS (20 min.)
- III. CONVERTING NONPERSONAL THINKING TO PERSONAL THINKING (10 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)

I. REVIEW (10 min.)

Before I present any new material, let's quickly review some of the ideas that have been presented in previous sessions. I'm going to ask some questions. Please raise your hand if you think you know the answer.

1. What are two characteristics of a positive counterthought?

A: It relates to the same topic as the negative thought, but it's more realistic.

2. How does a negative thought make you feel?

A: Depressed, nervous, scared, angry, etc..

3. How does a positive thought make you feel?

A: Happy and more self-confident; hopeful.

4. What is the first thing to always look for when analyzing your thinking?

A: The Activating Event.

5. Can we control our thinking?

A: Yes.

Review Student Progress/Record Forms

Leader: Keep the review moving along. The time limit for each question is 1 to 2 minutes.

- 1. Did you catch yourself thinking negative thoughts?**
- 2. Were you able to change the negative thoughts to positive counterthoughts? Did you record your successes on page 7.3? Would anyone care to offer some examples?**
- 3. Were you able to do this at least once every day? Did you reward yourself when you were successful?**
- 4. Did you remember to fill out your Mood Diary every day?**
- 5. Have you noticed any improvement in your mood?**

II. DISCOVERING IRRATIONAL BELIEFS (20 min.)

Objective

1. To identify the irrational beliefs in cartoon sequences and replace them with positive counterthoughts.

Irrational Beliefs and Positive Counterthoughts

Last session, we identified some irrational thoughts in cartoon sequences. These irrational thoughts had to do with exaggerations and expectations of others. Let's practice that again.

It's often easier to recognize irrational thinking when we can identify the whole thought. The whole thought is called the BELIEF. Remember: your beliefs can change how you feel.

WORKBOOK

Ask students to look at the Cathy cartoon on page 8.1.

Leader: Have students identify the Activating event and irrational Belief in the Cathy cartoon. Then ask them to replace the irrational belief with a positive counterthought. Have students write their answers in the appropriate boxes at the bottom of the page. Correct and compare answers. Possible answers are provided below. Note that there are many different possible irrational thoughts to each of these cartoons. Permit adolescents a great deal of leeway in identifying and countering a number of irrational thoughts per cartoon.

Sample Answers to Page 8.1 (Cathy cartoon):

ACTIVATING EVENT: Irving is spending money on some faddish things.

IRRATIONAL BELIEF: "If Irving really loved me, he would spend his money on me, his girlfriend, instead of on faddish stuff for himself."

Q: What could be the UNDERLYING or whole belief is here? Remember, this is the "parent" or main irrational belief; the "Irving" thought above is just one example brought on by this particular activating event.

UNDERLYING BELIEF: "The only way you know people love you is if they buy you lots of things"; teens may have other interpretations.

POSITIVE COUNTERTHOUGHT: "Irving has the right to spend his money on whatever he wants; it doesn't mean he loves me any less."

OR ... “There are other ways that I know people love me (e.g., what they say, caring behavior). Presents are nice, but if I don't get them all the time it doesn't mean that I am unloved.”

Another common type of irrational belief is jumping to conclusions. An example of this type of irrational belief is “If I look and act like everyone else my age I'll be popular, and being popular will make me happy.”

WORKBOOK

Ask students to look at the Garfield and Spiderman cartoons on pages 8.2 and 8.3, and ask them to complete the worksheets.

Leader: Page 8.3 is optional, depending on how much time you have and how well the group seems to be understanding the concepts. Correct and compare answers after the students complete the worksheets on both pages. Possible answers are provided below.

Sample Answers to Page 8.2 (Garfield)

ACTIVATING EVENT: Garfield has to go somewhere with his owner, who is dressed in goofy clothes (Note: Teens may need some help to see that Jon's clothes are “nerdy”).

IRRATIONAL BELIEF: “I'm ashamed to be seen with John. Anyone who sees me spending time with someone who looks “nerdy” may think that I'm a nerd too.”

POSITIVE COUNTERTHOUGHT: “The people who really know me know that I'm not a nerd. People who jump to that conclusion are probably not worth knowing.”

Sample Answers to Page 8.3 (Spiderman)

ACTIVATING EVENT: Spiderman told MJ his secret identity.

IRRATIONAL BELIEF: “MJ should fall into my arms, hopelessly in love, when she finds out my true identity.”

POSITIVE COUNTERTHOUGHT: “I don't know how MJ will react. She may be shocked or need some time to adjust to my true identity.”

III. CONVERTING NONPERSONAL THINKING TO PERSONAL THINKING (10 min.)

Objective

1. To help each student convert nonpersonal thinking to personal thinking by identifying the Activating event and describing his or her personal reaction to it.

Finding the Personal Belief “Behind” Nonpersonal Negative Thoughts

Sometimes when we react to a particular Activating event, we have a negative thought that involves someone or something else, but not ourselves. Here's an example.

BLACKBOARD

Activating Event

Getting poor grades at school.

Nonpersonal Belief

“School sucks! I have bad teachers!”

Consequences

Getting mad, angry, upset, or maybe depressed.

If nonpersonal thoughts make us feel down, they may be **PERSONAL THOUGHTS IN DISGUISE**. Last session, we looked at our personal negative thoughts. Now we're going to look at nonpersonal negative thoughts to see why they make us feel negative or down. We're going to remove the disguise from these thoughts to see if there are any personal thoughts behind them.

We can use the *A-B-C method* with our thought diagrams to do this.

1. Identify the **A**ctivating event.
2. Define the **B**elief.
3. Notice the **C**onsequences; that is, how the event makes you feel.

WORKBOOK

Ask the students to look at the Calvin & Hobbes cartoon sequence on page 8.4.

Let's work on the Calvin & Hobbes cartoon together. I want you to fill out the thought diagram as we discuss the cartoon.

1. What is the nonpersonal negative thought?

A: "You never let me do anything."

2. Identify the Activating Event.

A: Calvin's mom won't let him drive the car.

3. What is the disguised personal belief?

A: "You think that I'm not responsible enough to drive the car. You don't trust me!"

4. What would be a more rational way to think (positive counterthought)?

A: "It's illegal for me to drive the car right now, but mom will let me drive when I'm old enough."

Look at Your Own Nonpersonal Negative Thinking

You might have nonpersonal negative thoughts such as "Fred is a jerk" or "Sally is rude" or "School sucks." These thoughts are the result of some activating event or events. If you can identify the event that caused this thinking, you can uncover the hidden personal thought.

For example, Fred might have failed to do something you expected him to do in a certain situation, or Sally forgot to introduce you to someone you really wanted to meet. The next step is for you to consider whether your expectation was irrational.

WORKBOOK

Ask students to look at the thought diagrams on pages 8.5 and 8.6.

Choose two of the nonpersonal thoughts that you listed on pages 3.6 or 3.7 (Negative Thoughts Baseline). Pick ones you would be willing to share. Write one of them at the top of page 8.5, and write the other one at the top of page 8.6. Then fill in the thought diagram on both pages.

Leader: Have students work on page 8.6 later if there isn't enough time to do it now. If time permits, go over discussion and debriefing as described below.

Now, pair up in twos or threes, and go over your thought diagrams of your nonpersonal thoughts.

Leader: After discussion in pairs/triads, bring group back together for overall discussion.

Q: Any surprises? Any similarities? What are some tricks to recognizing the personal thoughts?

IV. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 8.7.

- 1. Keep recording negative thoughts and positive counterthoughts on page 7.3. Remember to give yourself the larger reward specified in your contract if you achieve your goal five days out of seven.**
- 2. Continue to fill out your Mood Diary (page 1.1).**

Are there any questions?

GROUP LEADER NOTES:

Session 9
THE C-A-B METHOD (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. REVIEW (10 min.)
- II. THE C-A-B METHOD (30 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)

I. HOMEWORK REVIEW (10 min.)

Leader: Keep the review moving along. Limit for each question is 1 to 2 minutes.

1. **Were you able to change the negative thoughts to positive counterthoughts? Did you record your success on page 7.3? Would anyone like to share some examples?**
2. **Were you able to do this at least once every day? Did you reward yourself when you were successful?**
3. **Did you remember to fill out your Mood Diary (page 1.1) every day?**
4. **Have you noticed any improvement in your mood?**

Leader: If teens are connecting the lines of their daily mood ratings on page 1.1, hopefully they should see either an increase in the level of scores, or at least fewer extremely low scores. If teens do not see this pattern, tell them that this is O.K., and that their pattern of mood ratings is a common and normal one.

6. Think of a personal thought that could be behind the nonpersonal thought, “You’re a jerk!”

A: Sample personal thought: “Why do people treat me so badly? What is it about me that makes people want to hurt me, or to treat me so badly?”

II. USING THE C-A-B METHOD (30 min.)

Objective

1. To demonstrate how to analyze negative feelings using the C-A-B approach.

When we're depressed, we often aren't aware of what is making us feel that way. In this situation, the C-A-B method is a useful technique for analyzing our feelings.

The C-A-B method is similar to what we have been doing. The only real difference is that we start by discovering our depressed feeling (*the Consequence*), and work backwards from there. Here's a diagram that will help you understand the C-A-B method.

BLACKBOARD



The Three Steps

1. The first step is to notice the Consequence.

The CONSEQUENCE is what prompts us to take action. We notice that we're upset or depressed, and we want to change the situation. The consequence is the emotional RESULT of some event or thought.

2. The second step is to identify the Activating Event.

Then we look at what has happened to find out what's affecting us. This can be difficult. The ACTIVATING EVENT is the situation that “triggers” the depression.

EXAMPLE. Bill and Steve live across the street from each other. Bill feels depressed, while Steve feels happy. What are the emotional consequences for Bill and Steve?

Leader: Write the answers offered by students on the blackboard.

BLACKBOARD

A	B	C
		Depression (Bill)
		Happiness (Steve)

Bill and Steve both look out the window. It's October, and it's raining again. They both notice that the rain affects their feelings.

What is the ACTIVATING EVENT for Bill and Steve?

BLACKBOARD

A	B	C
October rain		Depression (Bill)
October rain		Happiness (Steve)

Notice that the same activating event resulted in different consequences for Bill and Steve.

- The third step is to determine the BELIEFS that led from the activating event to the consequences.**

This is often the most difficult step. To find the beliefs, you must ask yourself, “What was going on in my head when I was feeling depressed?”

[Note: The following example was adapted from Gerald Kranzler's “You can change how you feel.” Eugene, OR: RETC Press, 1974.]

EXAMPLE. It's October and it's raining again. Bill looks out the window and thinks to himself, "This is awful! Summer is over and now it's going to rain nonstop for six months! I can't stand the clouds and the cold! This is horrible! I'll never have any fun now!"

Across the street, Steve is looking out his window. He is thinking to himself, "This is great! When it's raining here, that means it's snowing in the mountains. I'll be skiing again soon! I can't wait!"

What are Steve's and Bill's beliefs?

BLACKBOARD

A	B	C
October rain	"The rain means I can't have any fun for six months."	Depression (Bill)
October rain	"The rain means I'll be skiing soon."	Happiness (Steve)

What actually caused the different consequences for Steve and Bill?

A: Their different BELIEFS.

Leader: If students suggest that Steve can ski and Bill can't, indicate that for this example they both know how to ski; the only difference is how they interpret the rain.

Review of the three steps in the C-A-B Method

1. What is the first step?

A: Notice the feeling or Consequence: depression, anger, guilt, happiness, etc.

2. What do we do next?

A: Identify the Activating Event.

3. What do we do last?

*A: Determine the **B**elief that led to the Consequence.*

The next step is to ARGUE WITH YOURSELF to decide whether the belief is irrational. We have already practiced this. Ask yourself, “Are there other ways to look at the situation? What are some other possibilities?”

4. How can you recognize irrational beliefs?

A: They are often EXAGGERATIONS, UNREALISTIC EXPECTATIONS of yourself or someone else, or they involve JUMPING TO CONCLUSIONS.)

Leader: Students should focus on the difference between rational and irrational beliefs. Avoid giving too detailed of an explanation of the differences between exaggerations, unrealistic expectations, and jumping to conclusions. In general, we find it is not necessary or desirable to cover all the different types of irrational thought.

5. Look at Bill's beliefs. What is irrational about them? Why?

A: Bill is EXAGGERATING how bad it will be: “This is horrible!” He is also OVERGENERALIZING: “I'll never have any fun now!”

The next step is to replace the irrational beliefs with a positive counterthought that's more realistic.

6. What are some positive counterthoughts that would help Bill look forward to winter, even if he can't ski?

Possible answers: He could focus on the fact that hunting season is coming up, basketball season is starting, he can still have fun spending time with friends, a new TV season is starting, etc..



Optional, if time allows: look at the Spiderman cartoon on page 9.1.

Let's read the Spiderman cartoon together. Then we'll analyze it using the C-A-B method.

Leader: After reading the cartoon, ask students to identify the Consequence, the Activating event, and the irrational Belief. Then have them suggest some positive counterthoughts that could replace the irrational belief.

Possible Answers to page 9.1 (Spiderman):

CONSEQUENCE: Spiderman feels lonely, guilty, and overly responsible.

ACTIVATING EVENT: Keeping his identity a secret.

IRRATIONAL BELIEF: “Because my aunt worries a lot about me, she could never handle knowing who I really am, so I can never tell anyone in the world my identity.”

POSITIVE COUNTERTHOUGHTS: “I should be honest with people, especially those who love me. My old, frail aunt should be confident that I'm smart and strong enough to take care of myself.”

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 9.2.

- 1. Try to meet your session goal, which is to analyze a personal situation by using the C-A-B method and filling out a thought diagram once each day (there are four copies of the thought diagram in your workbook on pages 9.3 through 9.6).**
- 2. Keep recording negative thoughts and positive counterthoughts on your contract (page 7.3). Remember to give yourself the larger reward specified in your contract if you achieve your goal five days out of seven.**
- 3. Continue to fill out your Mood Diary (page 1.1).**

Are there any questions?

Success Activity

- 1. Fill out your Mood Diary for today.**
- 2. If time permits, fill out page 9.3 with a PERSONAL C-A-B situation.**

GROUP LEADER NOTES:

Session 10
DEALING WITH ACTIVATING EVENTS (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. REVIEW (10 min.)
- II. OTHER WAYS TO DEAL WITH ACTIVATING EVENTS (30 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)

I. HOMEWORK REVIEW (10 min.)

Leader: Keep the review moving along. Limit each question to *1 to 2 minutes*.

1. **Did you catch yourself thinking negative thoughts? Did you record your success on your contract (page 7.3)?**
2. **Were you able to change the negative thoughts to positive counterthoughts? Would anyone like to share some examples?**
3. **Were you able to do this at least once every day? Did you reward yourself when you were successful?**
4. **Did you remember to fill out your Mood Diary (page 1.1) every day?**
5. **Have you noticed any improvement in how you deal with stress?**

II. OTHER WAYS TO DEAL WITH ACTIVATING EVENTS (30 min.)

Objectives

1. To present five ways to deal with activating events.
2. To have students determine the best way to handle activating events in cartoons and other examples.

Sometimes, just changing our thinking about a stressful situation doesn't really do enough. Sometimes it's useful to think how you might be able to deal with the Activating Event, or the stressful situation itself. There are four general ways we can deal with stressful Activating Events.

BLACKBOARD

1. Don't respond to them.
2. Change the way we respond to them.
3. Avoid them.
4. Change them.

In the next few sessions, we'll learn some thought interruption techniques that will help us NOT RESPOND to activating events.

We have already learned how to CHANGE the way we respond to activating events by using the A-B-C and C-A-B methods to make our thoughts less negative.

We can also simply AVOID activating events. How can we do this?

A: Schedule time to avoid problem situations, make clear decisions in advance about the people you want to spend time with, and study or make other necessary preparations in order to avoid stressful or negative situations such as failing tests, etc.

Leader: Ask students to offer some specific examples. Try to get the group to problem solve a “problem-avoidance” strategy.

For example, have teens identify re-occurring situations which provoke sadness, anger, etc. (e.g., fights with parents about homework). What can they do to *avoid* this situation? Use brain-storming techniques to generate a list of alternative strategies. In this example, some avoidance strategies might include: doing homework so parent won't bother you; changing the topic when parents bring it up; avoiding being home when parents are there; etc. Ask teens to rank the effectiveness of the solutions; which would they use? How well would it work? Would using this solution make them feel better? Continue with several other problem situations if time allows.

Finally, we might be able to CHANGE the stressful situation or activating events. First, though, in some cases we won't be able to change the stressful situation, either because we couldn't PREDICT it (e.g., when an accident happens), or because we have VERY LITTLE CONTROL over the people or circumstances which are part of the stressful situation (e.g., parents, teachers, school, etc.).

When you're a teenager, its difficult to change a stressful situation like arguing with your parents, taking tests. Can anyone think of other stressful situations that would be difficult to change?

Leader: Ask students to offer some specific examples. Make two columns on the board: CAN'T CHANGE and CAN CHANGE, and list their responses under either column. NOTE: Teens may be overly pessimistic about their ability to change (or at least modify) certain stressful situations with teachers, parents, etc..

If time permits, the group may re-examine stressful situations initially placed under the CAN'T CHANGE column, to see if the BELIEFS about the teen's helplessness in these situations are realistic or irrational. One common irrational teen response is "all or none" thinking, in which they do not see intermediate solutions where both they and their parents/teachers each make some changes in the Activating Event (stressor). Instead, they view the situation(s) as either entirely their way, or entirely their parents' way.

If appropriate, use the C-A-B techniques to challenge these thoughts. Ask, "*Are you **totally** unable to change this stressful situation? Is there anything **YOU** could do differently? How would that change how your parent, teacher, etc., reacts?*"

If time permits, return to the CAN CHANGE column and use group brain-storming to generate solutions for these.

WORKBOOK

Ask students to look at the examples on page 10.1.

On page 10.1, there are examples of some problems you might encounter when you use the C-A-B method to change your thinking. Decide which of the four ways to deal with activating events would be best to use in each of these examples.

Leader: Time limit: 2 or 3 minutes.

WORKBOOK

Ask students to look at the Peanuts cartoon on page 10.2.

Read the Peanuts cartoon on page 10.2, then fill in the thought diagram for Peppermint Pattie.

Leader: When 80% of the students have finished, compare and correct answers.

Sample Answers to Peanuts cartoon (page 10.2)

CONSEQUENCE: Peppermint Pattie feels incompetent, frustrated, and angry with herself.

ACTIVATING EVENT: Receiving a D-minus.

BELIEF (WHOLE THOUGHT): “A D-minus is a terrible grade. This means I’m a total failure, and I’ll never be able to get good grades like everyone else.”

POSITIVE COUNTERTHOUGHT: “The D-minus I got on this test (or assignment) is only a small part of what determines the final grade I’ll receive in this class. I’ll do better next time. And even if I don’t do very well in this class, there are other things that I’m good at, so I’m not a total failure.”

WORKBOOK

Have students fill in the thought diagram for the dark-haired girl in the same cartoon, on page 10.3.

Sample Answers to Peanuts cartoon (page 10.3)

CONSEQUENCE: The dark-haired girl feels incompetent, frustrated, and angry with herself.

ACTIVATING EVENT: Receiving a B-plus.

BELIEF (WHOLE BELIEF): “A B-plus is a terrible grade. This means I didn’t live up to my usual standards, and I’m a total failure. I’ll never be able to get good grades again.”

POSITIVE COUNTERTHOUGHT: “Most people would consider a B-plus to be a good grade. It means I did better on the test (or assignment) than almost everyone else. I know I can do better next time, and I can still get an A in the class.”

WORKBOOK

(Optional: if time permits) Have students turn to page 10.4.

Answer question #1 at the top of the page, then read the Shoe cartoon. Think about the way that the cartoon characters deal with the activating events.

Leader: Discuss some ways to deal with the activating event in the cartoon, and try to come to a consensus regarding which approach would be best. A combination of choices is also a possibility.

WORKBOOK

Ask students to turn to page 10.5.

Now I want you to analyze one of your own situations. Think of a time this week when you were feeling down. Use the C-A-B method to diagram the situation. Replace your irrational beliefs with positive counterthoughts that are more realistic.

If you decide that your beliefs aren't irrational, then think about which course of action would be best for you. How would you deal with the problem situation?

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 10.6.

- 1. Continue analyzing personal situations by using the C-A-B method and filling out a thought diagram once each day (there are four copies of the thought diagram in your workbook on pages 10.7 through 10.10).**
- 2. Keep recording negative thoughts and positive counterthoughts on your contract (page 7.3). Remember to give yourself the larger reward specified in your contract if you achieve your goal five days out of seven.**
- 3. Continue to fill out your Mood Diary (page 1.1).**

Are there any questions?

Success Activity

- 1. Fill out your Mood Diary for today.**

Session 11
MORE C-A-B PRACTICE (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. HOMEWORK REVIEW (15 min.)
- II. C-A-B PRACTICE or SOURCES OF BELIEFS (25 min.)
- III. HOMEWORK ASSIGNMENT (5 min.)

I. HOMEWORK REVIEW (15 min.)

Let's begin by reviewing your homework.

Review Student Progress/Record Forms

1. Did you diagram your negative thoughts using the C-A-B forms (pages 10.7 through 10.10)?
2. Were you able to change your thinking about the stressful situation (the Activating Event) fairly consistently?
3. Did you feel differently after substituting a positive counterthought? Did the stressful situation feel less upsetting?

Team Activity

Leader: Form teams by grouping students in pairs (or form groups of three if there is an odd number of students). Time limit: 4 minutes each, 8 minutes total.

Take turns sharing with your partner one of the thoughts you diagrammed this week. Explain the stressful situation and describe how you handled it, before and after diagramming your thought. You may choose a situation you found difficult to work through on the C-A-B form, and ask your partner's advice. Or, you may share a situation you handled successfully. The time limit for each person is 4 minutes, so you'll need to keep the discussion moving along. I'll give a signal when it's time for the other person's turn. Let's begin now.

Leader: Give a verbal cue at the 4-minute mark, and reassemble the whole group after 8 minutes.

A. Negative Thoughts Contract (page 7.3)

1. Did you record negative thoughts and positive counterthoughts?
2. Were you able to meet your goal five days out of seven? If you were successful, did you remember to give yourself the reward in the contract?

B. Mood Monitoring (page 1.1)

1. Did you remember to record your mood ratings?
2. Have you noticed any improvement in your mood?

II. C-A-B PRACTICE or SOURCES OF BELIEFS (25 min.)

Objective

1. To either practice using the C-A-B method by analyzing a cartoon sequence, or
2. Identify sources of irrational beliefs, and how to counter-act them

Leader: At this point, you may chose one of two alternative topics, or some blend of the two. Some groups (particularly those with fewer members) may feel that a review of the C-A-B method is redundant and boring. However, groups with more adolescents may need this extra practice because not all teens were able to discuss their situations in previous sessions. Using

your discretion, you may skip or shorten the C-A-B review and use the extra time to introduce another topic: *Sources Of Irrational Thinking* (which begins on page66).

ALTERNATIVE TOPIC: MORE C-A-B PRACTICE

WORKBOOK

Ask students to turn to pages 11.1 and 11.2.

Look at the Garfield cartoon on page 11.1. Notice that Garfield has two different feeling reactions in this cartoon.

1. What are Garfield's two feelings?

A: He's happy at first, then embarrassed or humiliated.

2. Would you use the A-B-C method or the C-A-B method to analyze this situation?

A: The C-A-B method would be best, although either method would work.

Use the C-A-B method to analyze the Garfield cartoon. Since there are two feelings, you will need to use two thought diagrams. Fill in the two empty boxes at the bottom of page 11.1. Then turn to page 11.2 and fill in the two boxes at the bottom of the page.

Leader: When most of the students have finished, briefly discuss the answers.

Sample Answers to Garfield (page 11.1):

CONSEQUENCE: Happy, “ha ha” feeling.

ACTIVATING EVENT: Odie is wearing a dog coat to go on a walk.

BELIEF: “Anyone who looks different is funny-looking.”

Sample Answers to Garfield (page 11.2):

CONSEQUENCE: Feeling humiliated, embarrassed.

ACTIVATING EVENT: Garfield is wearing a ridiculous outfit to go on a walk.

BELIEF: “Anyone who looks different is funny-looking.”

In this cartoon, two different Activating events cause two different feelings (Consequences) as a result of the SAME underlying belief (“Anyone who looks different is funny-looking.”).

1. Is the belief irrational?

A: Yes.

2. What would be a more rational belief?

Sample answer: “Feeling comfortable with the way I look is more important than what other people think.”

Small Group Exercise

WORKBOOK

Ask students to turn to page 11.4.

Leader: Have teens break into small groups of 2 or 3, and as a group complete at least one C-A-B form for each adolescent, based on a personal negative thought that may have occurred in the past few days. Use teen workbook page 11.4.

ALTERNATIVE TOPIC: SOURCES OF IRRATIONAL BELIEFS

Q: Where do you think negative or irrational beliefs come from? What are some of the sources?

Leader: ask teens to generate sources. Typical answers include peer group, media (TV, movies), society, and especially parents. Ask teens to give examples of negative thoughts they have which they believe originated from one or more of these sources.

Q: How do these beliefs make their way from [parents, TV, peers] to you? Are you always aware that it is happening?

A: Try to lead group to the theme that the transfer of beliefs is both intentional and unintentional, and that we are often unaware that it is happening.

Q: Who is to blame? Is it reasonable to be mad at parents or friends when you discover that they have may be a source of an irrational or negative belief?

A: CAREFUL! A first reaction is often to get mad. But, this may be a belief that your parents or friends also believe in. They may not even question whether it is true or not. If you look carefully, you may see signs that parents, friends, teachers believe very similar ideas about themselves or the world.

If you discover irrational or negative beliefs that you would like to change, it may be very difficult to do so if this belief is shared by other important people in your life.

Q: Has anyone tried to change a negative belief, but had your positive counterthought challenged by family, friends? What can you do about this? Any tips, suggestions?

Leader: Lead problem solving discussion about ways to change negative beliefs which are shared and/or reinforced by other important persons. Before providing solutions listed below, encourage teens to generate their own solutions. Here are some possible solutions to provide if not generated by teens:

1. Find other persons (e.g., in this group; new friends) who support your more realistic and positive thoughts.
2. Have a discussion with [family, friends] about your attempts to challenge your negative thoughts, and ask for their support in being more realistic and positive.
3. Yell at family members and tell them how stupid they are. This is not such a good idea, is it? What other ways could you say this which would be less likely to start a fight?
4. What if you've tried solution #2 (or #3) without success? You may have to accept that you must take care of your beliefs by yourself; you can't save everyone. Now is a good time to find others who support your more positive outlook.
5. Your positive counterthought may have to be amended with "...*although my family doesn't agree with this, I believe that ...*"
6. If negative beliefs come from society or the media (e.g., "To be happy you must be thin"), you might start a campaign to change these overall beliefs. You're probably not alone; join a group that is trying to change these irrational ideas, or start your own group.

III. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 11.3.

- 1. Fill out a C-A-B form when you catch yourself thinking a negative thought or when you start feeling depressed (pages 11.5 through 11.8). Try to do this at least four times.**
- 2. Continue to fill out your Mood Diary (page 1.1).**

Are there any questions?

Success Activity

- 1. Fill out your Mood Diary for today.**
- 2. If you can remember having a negative thought or feeling depressed earlier today, fill out a C-A-B form.**

Session 12
THOUGHT-STOPPING TECHNIQUES (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. HOMEWORK REVIEW (10 min.)
- II. TECHNIQUES FOR STOPPING NEGATIVE THOUGHTS (20 min.)
- III. PROMPTS or OTHER ACTIVITY (10 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)

I. HOMEWORK REVIEW (10 min.)

Let's begin by reviewing your homework.

Review Student Progress/Record Forms

A. C-A-B Diagrams (pages 11.4 through 11.7)

1. Did you fill out a C-A-B form when you had a negative thought or felt depressed? How often did you do this? Did it help? Does anyone want to review their C-A-B form with the class?

B. Mood Monitoring (page 1.1)

1. Did you record your mood ratings?

2. **Have you noticed any improvement in your mood when you're dealing with stressful situations? Does it seem easier to handle these stressors?**
-

II. TECHNIQUES FOR STOPPING NEGATIVE THOUGHTS (20 min.)

Objectives

1. To present three techniques that can be used to stop negative thinking.
2. To help each student select one of these techniques to try out during the coming week.

Thought Interruption Techniques

During the last few sessions, we've been working on ways to counter or argue with negative and irrational thoughts. Here are some additional techniques we can use to interrupt negative thinking (remember "Don't Respond" as a choice for dealing with Activating Events?).

BLACKBOARD

1. Thought stopping.
2. The rubber band technique.
3. Set aside some "worrying time."

THOUGHT STOPPING. When you're alone and catch yourself thinking negatively, yell "STOP" as loud as you can. Then say, "I'm not going to think about that any more." Gradually change from yelling out loud to thinking "Stop" to yourself. Then you can use the technique in public.

THE RUBBER BAND TECHNIQUE. Wear a rubber band on your wrist and snap it every time you catch yourself thinking negatively. This will help to prevent negative thoughts.

SET ASIDE SOME WORRYING TIME. If you need to think about certain negative things, then schedule a time for it once each week. Make an appointment with yourself for worrying; fifteen minutes should be plenty. Only allow yourself to worry about negative things during that period of time. When you worry, don't do anything else—don't talk, eat, drink, work, or play. Save up your worries during the rest of the week, and only worry about them during this scheduled time (this can work with THOUGHT STOPPING, the first technique).

Group Discussion

Q: What do you think of these three techniques?

Q: Which one of these seems like it would work the best for you?

Q: Do any of these techniques seem “silly” to you? Would you use it anyway?

Q: Why do you think “Worry Time” might work?

WORKBOOK

Ask students to turn to page 12.1.

Q: If you were to use “Worry Time”, what would be a good time for you to use it? Use the schedule on page 12.1 to “make an appointment with yourself” to worry. A good time to schedule “Worry Time” would be just before or just after a stressful situation that is predictable (that is, you know roughly when it might happen).

WORKBOOK

Ask students to turn to page 12.2.

At the top of the page, list the three techniques we have just discussed for stopping negative thinking. Then choose the ONE you would like to try for the next week. Write this as your answer to question #2. If this technique doesn't seem to work, you'll need to try one of the other techniques on the list. Choose which technique you'll use as a back up, and write it on the second line for question #2.

III. PROMPTS or OTHER ACTIVITY (10 min.)

Leader: you have several choices here, depending on your judgement of what the group needs and would enjoy. You can use this time to catch up on sections that the group did not finish in earlier sessions. Or, you can conduct some other group activity, such as a sharing or “cohesion-building” exercise (samples listed below). Finally, you can review cues, “quotes” and musical lyrics which help remind or prompt students to think more positively.

PROMPTS TO THINK MORE POSITIVELY

Remembering to use these techniques is sometimes difficult. It helps to have a reminder. Sometimes that can be a prompt in your life, like brushing your teeth each night. Other people find remembering lyrics to a favorite song will remind them to think more positively. Also, there are some quotes which might help.

Q: What works best to help you remember?

Leader: write four headings on the board: "Cues", "Lyrics", "Quotes", and "Other". Write teen answers under these headings. Brainstorm other solutions if one or more categories is left blank. Other cues are: the bell between classes at school; alarm going off each morning; riding home on the bus after school. Here are some sample quotes about positive thinking and goal setting (a related topic): Quotes and Exercises courtesy of Steve Berg-Smith, from Kaiser Permanente Center for Health Research:

Positive Thinking Quotes:

- We are what we think... With our thoughts we make our world Buddha
Change your thoughts and you change the world Norman Vincent Peale
You feel the way you do right now because of the thoughts you're thinking at this momentD. Burns
If you think you can, you can. And if you think you can't, you're right Mary Kay Ash
What you see (think) is what you get..... Flip Wilson
There is nothing good or bad, that thinking makes it soShakespeare

Goal Setting Quotes

- "You can't hit a home run unless you step up to the plate. You can't catch a fish unless you put your line in the water. You can't reach your goals if you don't try" Kathy Seligman
If your ship doesn't come in, swim out to itJonathan Winters
A person who aims at nothing is sure to hit it..... Dr. J (Julius Erving)
A journey of a thousand miles starts with a single step?
Rome wasn't built in a year?
It takes 20 years to make an overnight success.....?

Sample Activities

The Circle of Excellence

- 1. Stand up and make sure you have at least 4 feet in front of you.
2. Identify one positive thought or behavior that you would like to say or do that would help change the way you feel.
3. Recall a time in your past when you felt really happy, alive, powerful, in control, full of energy.

4. Look down at the floor and imagine that you see a circle - a circle that you could step into. What does this circle look like?
5. Let your eyes come closed; raise your chin and take a few deep breaths.
6. Again, recall this time of being really happy, alive, powerful, in control, full of energy.
7. Let this memory become real. Feel all the feelings.
8. (Pause for a moment to let everyone fully experience being in the circle)
9. When you are ready, step back out of the circle and break the anchor. Then open your eyes.
10. Walk around, stretch, breathe.

11. Again, stand at the circle, look down and see it.
12. Let your eyes come closed, raise your chin, and take a nice deep breath.
13. Picture in your mind's eye the one positive thought or behavior that you would like to say or do more often.
14. When you can see yourself saying or doing something positive, step into the circle and ANCHOR your fingers.
15. Let your feelings of happiness, aliveness, energy, and power surround you.
16. When you are ready, step back out of the circle, knowing that you can have these feelings of happiness, aliveness, energy, and power whenever you choose. It starts with the breath, the step forward, and the anchoring of the fingers. When you're in a tough, challenging, stressful situation, use your anchor to help you out - along with your positive thought.
17. Remember: To ANCHOR - put thumb and forefinger together.

Affirmations

1. Help teens in group to each come up with a positive self statement about themselves (ex. I am capable of getting good grades in school; I can be kind and helpful to my younger sister).
 2. After a period of time of helping the teens identify appropriate and useful affirmations, teens take turns standing and saying (in a clear, strong voice) their positive self-statements.
 3. Affirmation Guidelines:
 - a. Phrase affirmations in the present tense, not in the future. Say it as if it already exists.
 - b. Phrase affirmations in the most positive way you can. Affirm what you want, not what you don't want.
 - c. Always choose the affirmation that feels right; that feels most realistic to you.
 - d. Write your affirmation on a piece of paper and paste it on a mirror, dashboard, telephone, inside your locker - anywhere you see it every day.
-

HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 12.3.

- 1. Continue to fill out your Mood Diary (page 1.1).**
- 2. Use at least one of the three Thought-Stopping techniques between now and next session. Choose which one you will use.**

Success Activity

Fill out your Mood Diary for today (page 1.1).

Session 13
C-A-B IN YOUR LIFE (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.
3. Balloons.

BLACKBOARD

AGENDA

- I. HOMEWORK REVIEW (10 min.)
- II. USING C-A-B IN YOUR LIFE (10 min.)
- III. BALLOON EXERCISE (20 min.)
- IV. HOMEWORK ASSIGNMENT (5 min.)

I. HOMEWORK REVIEW (10 min.)

1. Did you use one of the thought-stopping techniques from last week?
2. Were you able to stop your thinking (worrying) fairly consistently?
3. Did you feel differently after stopping your thoughts or worrying?
4. Which approach do you like better, the C-A-B or the thought-stopping techniques?

Team Activity

Leader: Form teams by grouping students in pairs (or form groups of three if there is an odd number of students). Time limit: 4 minutes each.

Take turns sharing with your partner(s) how you used the thought-stopping techniques the last few days. Explain the situation and describe how you handled it, before and after stopping your thoughts. You may choose a situation you planned to work on, but didn't, and explain how you might make it work next time. You can ask your partner's advice, or

you may share a situation you handled successfully. The time limit for each person is 4 minutes, so you'll need to keep the discussion moving along. I'll give a signal when it's time for the other person's turn. Let's begin now.

Leader: Give a verbal cue at the 4-minute mark, and reassemble the whole group after 8 minutes. Move around the room, offering support, advice, etc..

Mood Monitoring (page 1.1)

- 1. Did you remember to record your mood ratings?**
- 2. Have you noticed any improvement in your mood?**

II. USING C-A-B IN YOUR LIFE (10 min.)

Objective

- To discuss how teens might use the C-A-B method in real-life situations.

This group will be ending soon, so we need to think about how you can make these skills work for you in your everyday life. In this section, we will discuss what could go wrong, how negative thoughts might sneak up on you, and what you can do to prevent these problems from getting worse.

Group Discussion

Q: How will you know when it is a good time to “check yourself” for negative thoughts?

A: Usually, when you are under a lot of stress, or you expect to be.

Q: Do you think that you will need reminders? What kind of reminders would help the most? Other people? Certain kinds of situations? Times of the year?

Q: Are irrational thoughts hard for you to identify? Could you use a friend as a “sounding board”? Is there anyone you could discuss your beliefs with, to check them out?

A: If appropriate, suggest that they may “check-in” with one another outside of this group, if that is comfortable. Teens will often want to share phone numbers, etc.,

at this stage. However, allow them to do this on their own, to avoid pressuring anyone into giving their phone number to someone who they really don't want to give it to.

Q: Has the C-A-B technique become automatic for you? Or, do you have to remember to use it? What would help it become more “automatic”, so that you use it whenever a negative thought occurs?

A: Whenever they catch themselves worrying, or feeling upset is a good clue. Also, whenever anything stressful happens.

Q: Do you feel comfortable changing your thoughts? Does it feel “natural” to you now?

Q: Have you felt more “in control” of your thoughts and beliefs? Has that led you to feel better, or worse, when dealing with stress? How could you feel even better?

Leader: The above questions are just samples, to start the conversation. If teens raise other important, relevant questions, pursue them in a group discussion.

III. BALLOON EXERCISE (20 min.)

Objective

1. An alternative method for getting rid of negative thoughts. *(This activity courtesy of Steve Berg-Smith, Kaiser Permanente Center for Health Research)*

Leader: Give each person a balloon. Have them stretch it out, then hold it in their hand.

FINDING THE NEGATIVE THOUGHT:

1. **Make yourself comfortable.**
2. **Breathe in and out, slowly and deeply. Close your eyes.**
3. **Focus your attention inward, to your “minds eye”. This is the place where in your mind where you can see images _ the “movies”.**
4. **Think about one negative thought that is a problem for you; the main negative thought that brings your mood down.**
5. **Ask yourself these questions, but save your answers for later:**
 - a. **What is this negative thought?**
 - b. **What happens when you think this negative thought?**
 - c. **How do you feel? What do you end up doing?**
 - d. **What does the negative thought feel like?**
 - e. **How much room does it take up, in your life or your mind?**
 - f. **How heavy is it? Does it have sound, or color? What does it look like?**

ELIMINATING THE NEGATIVE THOUGHT:

6. Now, take three deep breaths. With each breath move this negative thought toward your lungs until your lungs are completely full of it.
7. When you can't hold it any longer in your lung, blow it all out into the balloon. Do whatever it takes to empty your lungs. Blow the negative thought into your balloon!
8. Open your eyes and tie the balloon.

DEBRIEF:

9. What's in the balloons?
10. Where did you find it in yourself? In your body? Your mind?
11. What did it look like, sound like, feel like?
12. What do you want to do with your balloons?
 - a. Stomp it?
 - b. Throw it away?
 - c. Hang it someplace?
 - d. Give it to someone?
13. What is most important is that you've got the power to let go of negative thoughts.
14. How did this exercise work for you? Could you use it at home? At school? Is there any way to do it without a balloon?

REPLACING IT WITH A POSITIVE THOUGHT:

15. Now that you've let go, you can replace the negative thought with a positive one.
16. What is a positive thought (a counterthought?) to put in place of the old, negative belief?

IV. HOMEWORK ASSIGNMENT (5 min.)

WORKBOOK

Ask students to turn to the homework assignment on page 13.5.

1. At least once a day, fill out a C-A-B form when you catch yourself thinking a negative thought or start feeling depressed (pages 13.6 through 13.9).
2. Continue to fill out your Mood Diary (page 1.1).

Success Activity

1. Fill out your Mood Diary for today.
2. If you can remember having a negative thought or feeling depressed earlier today, fill out a C-A-B form.

Session 14
PLANNING FOR STRESSFUL SITUATIONS (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.

BLACKBOARD

AGENDA

- I. HOMEWORK REVIEW (5 min.)
- II. EMERGENCY PLANNING (40 min.)

I. HOMEWORK REVIEW (5 min.)

1. Have you been monitoring your mood every day (page 1.1)?
2. Have you noticed any improvement in your mood when dealing with stressful situations? Do they get you “down” as they used to?

IV. PLANNING FOR EMERGENCIES (40 min.)

Objectives

1. To have each student generate a list of major stress events that may occur in the future.
2. To help each student consider how these events will affect his or her behavior, and then come up with a prevention plan.

Even if we practice our skills and try to maintain our gains, there will be times when we begin to feel depressed again. When this happens, it's important to remember that you can still do something to HELP YOURSELF.

The first step is to recognize the kinds of things that can cause or “TRIGGER” your depression. For most people, MAJOR LIFE EVENTS and life changes often lead to depression. These are more than just everyday hassles. Here are some examples:

- 1. SOCIAL SEPARATIONS** such as friends moving away, divorce, or the death of someone close to you.
- 2. HEALTH PROBLEMS** such as getting sick or injured.
- 3. NEW RESPONSIBILITIES AND ADJUSTMENTS** such as a new job or transferring to a different school.
- 4. SCHOOL and JOB PROBLEMS** such as stress from a job or too much work at school.
- 5. FINANCIAL CRISES** such as not having enough money to pay the bills or losing your job (or your parents losing their jobs).
- 6. MAJOR PROBLEMS HAPPENING TO SOMEONE CLOSE TO YOU** such as a good friend moving away, or someone you enjoy working with getting fired.

Major Life Stressors

1. SOCIAL SEPARATIONS
2. HEALTH PROBLEMS
3. NEW RESPONSIBILITIES
4. SCHOOL and JOB PROBLEMS
5. FINANCIAL CRISES
6. MAJOR PROBLEMS FOR SOMEONE CLOSE TO YOU

Life changes don't necessarily have to be negative to BE STRESSFUL and/or cause depression. For example, moving, getting married, and graduating from

high school can affect your mood. Even POSITIVE CHANGES can feel like a major upheaval in your life.

WORKBOOK

Ask students to turn to page 14.1.

What are the MAJOR STRESSFUL EVENTS that might affect you in the near future? Some events are PREDICTABLE (for example, graduation), but others may occur without warning (for example, someone stealing your car). Try to list some of the events that are relatively predictable. Which ones might cause you to think more negative thoughts, and feel more depressed?

Leader: Ask each student to list potential triggers for his or her depression in the first column on page 14.1. Solicit examples and write them on the blackboard. Are there some triggers that several students have in common? Ask students how they can learn to recognize trigger events early. Are there ways to avoid the major life events that are unpredictable? Stress that early recognition of depressive symptoms is critical.

Now that you know what your triggers are, you are ready to anticipate and plan for them. The next step is to think about how each trigger will AFFECT YOUR THINKING. For example, what kinds of negative or irrational thoughts might you have in these situations?

Leader: Ask students to fill out the middle column on page 14.1.

Now look at the last column on page 14.1. In this column, develop a PREVENTION PLAN for each of the major life events you listed in the left-hand column. How can you keep from getting depressed, given the major life events you expect in the near future? Write your plans for preventing depression in the right-hand column. Try to use the A-B-C method, the C-A-B method, the Thought-Stopping techniques, or Worry Time to deal with these problems. However, there may be other things you will need to do to deal with your problems (such as taking some type of action). Write these other things down as well.

Team Activity

Leader: If there is enough time, have students pair up or get together in groups of three. Ask them to give their teammate suggestions about how to deal with the stressful events they are anticipating. Circulate among the groups, offering comments and making suggestions regarding the skills they have learned in class that might be useful. After

each student has had a chance to discuss his or her major life events, bring the whole class back together to share ideas.

GROUP LEADER NOTES:

Session 15
PREVENTING THE “BLUES” (45 min.)

Materials needed for this session:

1. Extra workbooks.
2. Extra pens and pencils.
3. A certificate of graduation for each student.
4. Group Cohesion Questionnaire.
5. Mood Questionnaire.

BLACKBOARD

AGENDA

- I. MAINTAINING GAINS (25 min.)
- II. QUESTIONNAIRES (10 min.)
- III. ENDING THE COURSE (10 min.)

I. MAINTAINING GAINS (25 min.)

Objective

1. To help each student identify everyday problem areas and select skills to cope with them.

Each one of you has put a lot of work into practicing new skills and trying NEW WAYS OF THINKING in this course. I hope that you have found something that will help you gain control over the stress in your life.

Last session, we talked about how to deal with BIG STRESSORS. This session, we want to talk about dealing with small stressor, or HASSLES. We all experience everyday hassles or problems from time to time. This is normal. However, these SMALL THINGS CAN OCCASIONALLY OVERWHELM US and make us feel “blue”.

If you use the skills you've learned, you can reduce the effects of these everyday hassles. Remember—it's easier to PREVENT problems than it is to get rid of them once they get started.

WORKBOOK

Ask students to turn to page 15.1.

Assign priorities to your problem areas using the worksheet on page 15.1. Which ones are most important for you to work on?

- 1. What are your major “everyday” problem areas that you expect might come up in the future? Don't include major catastrophes or major stressors. Just list HASSLE situations (e.g., possible Antecedents).**
- 2. How do these situations make you feel?**
- 3. What type of negative thoughts come up in these situations? (Think A-B-C).**
- 4. How can you cope with these everyday problems? Can you use your C-A-B skills for dealing with these everyday issues? Are these skills ones that you can use every day? How about every week?**
- 5. Decide how you can REMIND yourself to use these skills on a daily or weekly basis. What kind of reminders work best for you?**
- 6. In order to prevent depression, try to BUILD THESE TECHNIQUES INTO YOUR DAILY LIFE so that you can deal with everyday hassles effectively.**

Leader: Ask students which techniques work best for them in dealing with everyday hassles and problems.

Optional: Team Activity

Leader: **If there is enough time**, have students pair up or get together in groups of three. Ask them to give their teammate suggestions about how to deal with the hassles they are anticipating or experiencing. Circulate among the groups, offering comments and making suggestions regarding the skills they have learned in class that might be useful. After each student has had a chance to discuss his or her hassles, bring the whole class back together to share ideas. Remember to leave **25 minutes** for the next two sections.

II. QUESTIONNAIRES (15 min.)

Objectives

1. To have each student complete the Mood Questionnaire, and the “Feelings About the Class” Questionnaire (Group Cohesion).
2. To compare Mood Questionnaires from the beginning and end of the group, and to look for changes over time in Mood Diary scores.

Mood Questionnaire

WORKBOOK

Ask students to turn to the “End of the Course” Mood Questionnaire provided in the Appendix of their workbooks.

You all remember that at the beginning of this class we asked you to fill out a short questionnaire about how you felt. Today, we will again measure how you feel to see how much improvement there is. Please fill out the Mood Questionnaire right now. Please answer the questions honestly; no one else in the class will see your answers.

Leader: After everyone has finished, give instructions for scoring. Teens may notice that the numbers for the responses on four of the statements (#4, #8, #12, and #16) are listed in reverse order. This has been done on purpose, and the teens' score will be correct if they simply add up the numbers they have circled.

To score the questionnaire, add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the highest number to your score.

After you have scored the questionnaire, **COMPARE** your score from today with your score on the same questionnaire at the beginning of the course. Also, take the time to look at your **MOOD DIARY** over the whole course.

I hope that many of you notice a decrease in your scores. If you don't see any decrease, however, don't feel too discouraged. Some people experience a **DELAYED REACTION** to the course, and their moods don't improve until several weeks later.

For those of you who don't see a decrease in your score, have you noticed any other positive changes? For example, do you see a trend in your Mood Diary? Has your relationship with your parents improved? Are you getting along better with your friends? Are you doing better in school?

Leader: Collect the completed Mood Questionnaires from the students. After the session, check the scores and record them in your Record Book. Return the Mood Questionnaires to students before the group ends.

“Feelings About the Class”

Leader:

Please have teens complete the “Feelings about the class” questionnaire (also called the Group Cohesiveness Questionnaire). A pack of 12 blank forms is located in your Record Book. Use the set of forms with “Session 15” printed on the top. Please be certain to have teens record their SUBJECT NUMBER on the tops of the forms. Collect the completed forms, and record adolescents' questionnaire scores in your Record Book.

III. ENDING THE COURSE (10 min.)

Closing Remarks

Leader: It's important to tailor the message you give here to the group of students. The specific words you use are less important than the process itself. The issues to think about are: Do the students have a sense of hope and optimism? Are their goals specific and realistic? Have they had a chance to share their feelings about the class experience? Is there a sense of closure?

Beginnings and endings are important times. Among other things, they provide an opportunity to plan and think about the future.

We have formed a cohesive, supportive group, and each of us has come to depend on the group and its regular meetings in some way. Perhaps you should expect somewhat of a let-down as the course ends. It may be important to develop a plan for dealing with that. For instance, you might want to plan some fun activities during the coming weeks and, in particular, include some extra social activities.

Leader: Close with remarks about having enjoyed the group, being proud of the progress everyone has made, etc. Allow some time for others to make remarks, if they wish, and come to a sense of closure.

Use the remaining time for group socializing, making brief personal contacts with each adolescent. Give each student a certificate of graduation (copy in Leader Manual Appendix).

LEADER MANUAL

APPENDIX

THIS IS TO CERTIFY THAT

**Has Successfully Completed
Fifteen Hours Training
in The Coping with Stress Course
For High School Students**

Group Leader

Date

School

Oregon Health Sciences University

GUIDELINES FOR PROBLEM BEHAVIORS

When to use these Guidelines

Problem behaviors can appear at any time during the group. So, suggestions for addressing them are not included in any one session, but are instead summarized here in the Appendix. In any event, *consult immediately* with your supervisor(s) if significant problem behavior occurs.

If you suspect that you may have problems while conducting your group, you may briefly review how problem behaviors will be dealt with, and ask for suggestions from teens. An appropriate place to review is while discussing “Group Guidelines” in Session 1.

GUIDELINES

1. Address problem behaviors ASAP. If teens believe that problem behaviors will be tolerated, it is almost impossible to re-establish order. If possible, ask problem teens to stay after group for 10 minutes to discuss (see “Individual Interventions” below).
2. Session 1: Review of group rules: This section is rewritten with language re: problem behaviors, staying on task, etc..
3. *GROUP INTERVENTIONS:*
 - a. As needed, review these rules with the group.
 - b. Set up group consequences/rewards: e.g., a reward when group stays on task, and polices itself. This is described in more detail in Session 2 of the CWDA (Treatment) manual.
 - c. Problem solve with group how they can police themselves, using skills learned in the group. For example:
 - i. Define problem behaviors so that all Students know what to avoid.
 - ii. Students keep baseline of their own problem behaviors (PB’s).
 - iii. Each student contracts with the group to keep PB's at a low level
 - iv. Set reward for individuals, and for group.
4. *INDIVIDUAL INTERVENTIONS:*
 - a. After or before groups, meet with individual.
 - b. Review group solutions.
 - c. Teen-generated contract:
 - i. Consider teen a young adult, and ask them to contribute to their own solution.
 - ii. Ask teen to brainstorm with you re: potential solutions.
 - iii. Help teen feel ownership re: solution, but explain that if this “self-control” solution doesn't work, more drastic measures will be taken (e.g., parent + teen contract).
 - iv. Develop a written CONTRACT with teen, using contract form (e.g., CWDA Workbook p. 12.3).
 - v. Review contract each session.
 - d. Parent and teen contract:
 - i. Advance to this step only if the teen contract doesn't work.
 - ii. Ask parent to either arrive early or stay late, and have a brief (10-20 min) session with both.

- iii. Use brainstorming and contract steps (as above) to generate a parent and teen contract.
- iv. Describe the consequence that if this contract fails, teen will be removed from group. Explain to teen and parent that you do not want this to happen.

LEADER MANUAL
APPENDIX

Beginning of the Course Mood Questionnaire

For the following statements, circle the number for each statement which best describes how often you've felt this way DURING THE PAST WEEK:	Rarely or none of the time	Some or a little of the time	Occasionally or a moderate amount of time	Most or all of the time
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I did not feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I could not shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	3	2	1	0
9. I thought life had been a failure.	0	1	2	3
10. I felt fearful.	0	1	2	3
11. My sleep was restless.	0	1	2	3
12. I was happy.	3	2	1	0
13. I talked less than usual.	0	1	2	3
14. I felt lonely.	0	1	2	3
15. People were unfriendly.	0	1	2	3
16. I enjoyed life.	3	2	1	0
17. I had crying spells.	0	1	2	3
18. I felt sad.	0	1	2	3
19. I felt that people disliked me.	0	1	2	3
20. I could not get "going".	0	1	2	3
<p>To score this questionnaire, add up the numbers you've circled. The total is your score. Notice that some of the questions (numbers 4, 8, 12, and 16) are scored in reverse. You should add the numbers as they are printed on the questionnaire.</p>	Your total is: <input style="width: 80px; height: 25px; border: 1px solid black;" type="text"/>			

End of the Course Mood Questionnaire

For the following statements, circle the number for each statement which best describes how often you've felt this way DURING THE PAST WEEK:	Rarely or none of the time	Some or a little of the time	Occasionally or a moderate amount of time	Most or all of the time
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I did not feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I could not shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	3	2	1	0
9. I thought life had been a failure.	0	1	2	3
10. I felt fearful.	0	1	2	3
11. My sleep was restless.	0	1	2	3
12. I was happy.	3	2	1	0
13. I talked less than usual.	0	1	2	3
14. I felt lonely.	0	1	2	3
15. People were unfriendly.	0	1	2	3
16. I enjoyed life.	3	2	1	0
17. I had crying spells.	0	1	2	3
18. I felt sad.	0	1	2	3
19. I felt that people disliked me.	0	1	2	3
20. I could not get "going".	0	1	2	3
<p>To score this questionnaire, add up the numbers you've circled. The total is your score. Notice that some of the questions (numbers 4, 8, 12, and 16) are scored in reverse. You should add the numbers as they are printed on the questionnaire.</p>	Your total is: <input style="width: 80px; height: 25px; border: 1px solid black;" type="text"/>			

CONFIDENTIALITY CONTRACT

1. I agree to keep confidential all personal information I may discover about other adolescents in the Coping With Stress class.
2. I agree not to discuss confidential information about any adolescent with anyone not directly connected with the group.
3. I agree not to talk about class members in places where other people may overhear the conversation.
4. If I have questions about confidential information, I will talk with the class leader before doing anything.

Adolescent

Date

Class Leader

Date

This Is To Certify That

*Has Successfully Completed
Fifteen Hours in the
Coping With Stress Class
for High School Students*

Group Leader

Date

SESSION __

Date: _____

Subject ID# _____

FEELINGS ABOUT THE CLASS

Your class is made up of a small group of people. These questions ask how you feel about your experience with this group. Please do not discuss these questions with your instructor. Your answers are confidential.

1. How often do you think your group should meet?
 - a) Much more often
 - b) More often
 - c) No more often; about the same.
 - d) Less often
 - e) Much less often

2. How well do you like the group you are in?
 - a) Very much
 - b) Pretty much
 - c) It's all right
 - d) Dislike it a little
 - e) Dislike it very much

3. If some members of your group decided to quit the class, would you like a chance to talk them out of it?
 - a) I would try very hard to persuade them to stay
 - b) I would try to persuade them to stay
 - c) I would make a slight attempt to persuade them to stay
 - d) It would make no difference if they left or stayed
 - e) I would definitely not try to persuade them to stay

4. Do you feel that working with the group will help you to meet most of your goals about preventing depression?
 - a) Definitely
 - b) Likely
 - c) Uncertain
 - d) Unlikely
 - e) Definitely not

5. If you could replace members of your group with other "perfect group members", how many would you trade?
 - a) None
 - b) One
 - c) Two
 - d) Three
 - e) Four or more

6. How much do you feel that you are included in the group activities?
 - a) I am included in all the group activities
 - b) I am included in most of the group activities
 - c) I am included in some of the group activities, but not in others
 - d) I don't feel the group includes me in most of the activities
 - e) I don't feel that the group includes me in any of its activities

PLEASE TURN THIS QUESTIONNAIRE OVER AND COMPLETE THE OTHER SIDE

7. How do you feel about your participation in, and contribution to, the group work?
- a) I contribute a great deal
 - b) I contribute a good deal
 - c) I contribute a little
 - d) I contribute very little
 - e) I contribute nothing
8. What do you feel about the length of the class meeting?
- a) Should be much longer
 - b) Should be longer
 - c) The present length is about right
 - d) Should be shorter
 - e) Should be much shorter
9. How do you feel about the instructor?
- a) I am extremely satisfied
 - b) I am satisfied
 - c) I guess she or he is O.K.
 - d) I am dissatisfied
 - e) I am extremely dissatisfied
10. How do you feel about being in a class to treat or prevent depression?
- a) I am very comfortable
 - b) I am comfortable
 - c) Neutral
 - d) I am embarrassed
 - e) I am very embarrassed
11. In the group I have talked about the intimate details of my life:
- a) Very much
 - b) Much
 - c) Some
 - d) A little
 - e) Very little
12. Since the last session I have thought about the group:
- a) Most of the time
 - b) Much of the time
 - c) Some of the time
 - d) Once or twice
 - e) Not at all
13. The atmosphere in the group is:
- a) Very warm
 - b) Somewhat warm
 - c) Neutral
 - d) Somewhat cold
 - e) Very cold
14. This group works together
- a) Very much
 - b) Much
 - c) Some
 - d) A little
 - e) Very little

THANK YOU. PLEASE GIVE THIS QUESTIONNAIRE BACK TO THE INSTRUCTOR.