

Changing Negative Thought Patterns and Habits to Positive Self-Talk Messages

EVIDENCE BASED PRACTICES (EBP): Integrated System of Care; Universal Dual Diagnosis Capabilities; Principles of Empathy and Hope; Motivational Interviewing Approach; Stages of Change Model Design; Strength Based; Skill Building; Solution Focused; Neurochemistry Based Disorders of the Brain; Symptom Identification; Symptom Management; EBP Curriculum Topics, i.e. Nutrition, Stress Management, Cognitive Behavioral, and more...

Consistency in the Group Setting

The importance of *consistency* in a treatment setting can't be overstated. This is especially true when people are placed in vulnerable situations. *Inconsistency* can, at best, increase uncertainty and insecurity for the person receiving services. At worst, unpredictability can create a sense of helplessness while simultaneously decreasing a person's development of self-reliance. In fact, all human beings benefit from a dependable approach in the treatment of chronic disorders. When a person learns they can rely on consistency, they are less stressed and more relaxed. Consistency in the group setting includes the group structure, psychoeducational material, and the approach.

Each agency or facility will have different requirements – such as group receipts or paperwork – however, consistency can still include a structure similar to the following:

1. Group members pick up: a. Clip Board, b. Paper, and c. Pencil/Pen as they enter the room.
2. Group facilitator picks up the group receipts from each person in the group, and/or the group facilitator passes out the sign-in sheet for the group members to sign.
3. Group facilitator provides a Positive Group Beginning, Consistent Psychoeducational Material, Consistent Approach, and a Positive Group Closure.

Psychoeducational Groups and Crisis Event Processing (when requested)

Notes to Facilitator(s):

1. *THE BASICS, Second Edition* meets the definitions and goals of Psychoeducational Groups, Skill Building Groups, and Cognitive Behavioral Groups.
2. Group participants who have become accustomed to Interpersonal Processing Groups – as well as staff who have facilitated them – may find it a challenge to now facilitate Psychoeducational Groups.
3. Likewise, facilitators who may have followed a more lecture-style education presentation, may find it challenging to now devote at least 1/3rd of group time to specific topic discussions and interactions.
4. Both types of groups (Interpersonal Processing Groups and Psychoeducational Groups) are extremely important, yet each has different goals and structure.
5. The structure of Psychoeducational Groups, Skill Building Groups, and/or Cognitive-Behavioral Groups in no way means that there will not be *interaction* – far from it. It just means that the interactions, discussions, and exercises will be about the topic(s) of each group.
6. Facilitators *may* – or not – still want to allow time in each group for the group member(s) to discuss a crisis that may have occurred since the last group.
7. We do know, of course, that *every* person in group is typically experiencing many challenges each and every week; however, most of these incidents are often best resolved in ways other than group time where the event does not pertain to every group member.
8. Suggested responses to a challenge, problem, or crisis can also include suggesting the person contact their primary care provider; schedule a 1:1 appointment; reschedule their next 1:1 to an earlier time; or, meet with the facilitator after group to explore options and develop a plan.
9. A facilitator would, of course, not “*grade*” an event as being worthy or not for group time. If a person requests individual time in the group, then that would be accepted as valid and time allotted at the end of the group.
10. Over time, the group begins to understand the differences between a situation, a challenge, a problem, or a crisis and can make decisions to utilize group time or continue with the current psychoeducational topic.

Prepare Professionals

Suggestions for professionals to prepare themselves for group typically includes:

1. Review all content material, appendices, and/or handouts *prior* to group to avoid a lecturing style.
2. Decide beforehand the *key points* to be covered in each group to produce flexibility for group responses, discussions, or questions.
3. Gain an overall understanding of the content so summarizing is possible in order to create an interactive facilitation style.
4. Determine the group structure to achieve the essential balance between education and discussions.
5. Check group room to be sure there are enough clipboards, pencils or pens, and markers or chalk for the board.
6. Make enough copies of any handouts *before* group.
7. Write any group content on the board *prior* to the beginning of group whenever possible.

Master Guide & Master Tips to Professionals

Note: *The Master Guide* (located at the beginning of Volume I & II) and the *Master Tips to Professionals* (located at the back of Volume I) have many topics to assist in the group process like Master Tip #39: Suggestions For Managing Handouts For Groups (pages Master Tips 64-67). Other tips include:

1. Master Guide: Interactive Style (pages Master Guide 10-11)
2. Master Tip #1: Suggestions for Beginning Group (pages Master Tips 1-4)
3. Master Tip #3: Empathetic Treatment Approach (pages Master Tips 7-9)
4. Master Tip #4: Promoting Hope (page Master Tips 9)
5. Master Tip #5: Maintaining a Consistent, Nonjudgmental, and Positive Attitude (pages Master Tips 10-13)
6. Master Tip #12: Responding to Requests for Copies of APPENDICES (pages Master Tips 27-29)
7. Master Tip #13: Depth of Psychoeducational Content (pages Master Tips 29-30)
8. Master Tip #14: Group Closure Suggestions (pages Master Tips 30-31)
9. Master Tip #16: Motivational Interviewing (pages Master Tips 31-32)

Present Curriculum/Topic

1. It is extremely important that each group participant leave every group with more Psychoeducation than they came in with – which may also include discussing a “familiar topic” yet with a “present-day” focus. Psychoeducational Groups are designed to provide education about all areas related to the management of Substance Use Disorders and Psychiatric Disorders. Psychoeducational Groups are not Interpersonal Processing Groups – even though interaction and processing the particular *psychoeducational topic(s)* is essential to individualizing the topic(s) or skill(s) presented.
2. It is recommended that a minimum of 1/3rd of group time be devoted to interaction (therapeutic counseling *topic* discussions). This can be accomplished – depending on the individual style of the group facilitator(s) – by any “present education-interact/discuss – present education-interact/discuss” combination while still structuring the group to include the curriculum/topic education to be covered.
3. The presentation of material will, of course, be modified by the facilitator to match the functioning skills of group participants. It is important to note, however, that *THE BASICS, Second Edition* was written in a conversational language while taking into consideration a wide-range of symptom acuity and severity. Persons with co-occurring psychiatric and substance disorders benefit from learning about their disorders and how to manage them, as do all individuals with any chronic disorder(s). Each group participant will retain what is meaningful to them at the present time.

Group Beginning Suggestions

A positive group beginning (and ending) is extremely important. There are many ways to begin (and end) a group in a positive way. Suggestions to choose from can include:



1. Reading the Thought For The Day from a meditation book. (Note: Meditation books that also contain an index at the end of the book – such as *Easy Does It* – are helpful in choosing a specific reading that matches the topic(s) presented in group like Self-Esteem.), or
 2. Reading an inspirational or humorous curriculum handout from *THE BASICS, Second Edition*, or
 3. Practicing a deep breathing or a stretching exercise, *or*
 4. Sharing of one thing that each person is grateful for today, *or*
 5. Sharing of one positive thing that he/she did that contributed to their recovery in the past few days, or
 6. Reading an AA Slogan with a brief explanation or AA/NA/Dual Recovery inspirational reading.
- * Recommended Beginning: Breathing Exercise (located on page Master Tips 3)

Practice Curriculum/Topic


Practicing subject material is the best way participants can internalize and personalize the curriculum content. Practice includes the group interactions, worksheets, exercises, handouts, and content discussions.

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Volume I; Subject Two; Pages: Subject 2-66 – 2-67

Based on a 2-Hour group: Two 50 minute segments	Time-Frame
Group Beginning	20 Minutes Total
Positive group beginning (suggestions are located on the previous page).	5 Minutes
<ol style="list-style-type: none"> 1. Brief Group Introductions: (Note: The <i>interactions</i> in a psychoeducational group are discussions about the <i>topics</i>, not interpersonal processing or case management questions which do not apply to the entire group.) <ol style="list-style-type: none"> a. Ask the group members to tell the group their name. b. Welcome any group members who are new to this group or phase. 2. Crisis Processing (when requested and optional): <ol style="list-style-type: none"> a. Ask the group if anyone has experienced a crisis since their last group, and if they need/want additional time in this group to discuss it, i.e. what happened, how they managed the crisis, and/or explore options and develop a plan. b. Let the person(s) know that you will allow time at the end of this group for them to share their experience and receive support from their fellow group members. 	10 Minutes 
<p><u>Summarize Introduction of the Group Topic and Why It's Important:</u></p> <p>Negative thinking patterns become habits over time – sometimes people don't even realize how much they focus on what they <i>can't do</i> or <i>don't have</i>, instead of what they <i>can do</i> and what they <i>do have</i>. This habit can become very strong when it is built on years of repeating negative or pessimistic thoughts over and over again. Habits, strong or not, can always be changed. It takes some effort to turn a negative or pessimistic outlook on life to a positive or optimistic one.</p> <p>In other words, negative thoughts can be <i>challenged</i> and the habit of negative thinking can be <i>changed</i>!</p> <p>Negative thinking can be dark, heavy, and weigh a person down with depression, worry, and anxiety. Negative thoughts <u>can't</u> continue when the light of examination is shone on them, just as if a flashlight opens up a dark room. Challenging negative thinking destroys their existence and the power they have over a person (Daley, 1994).</p> <p>Today we will look at common negative thinking patterns and the positive thinking patterns that work to <i>challenge</i> and then <i>change</i> these non-helpful patterns.</p>	5 Minutes 

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Psychoeducation Part I: Topics & Focus	Pages & Location	Presentation Suggestions	Time- Frame																																							
Optimism and Pessimism	Subject 2-66	1. Summarize paragraph. 2. Read <i>A Little Story About Twins</i> .	30 Minutes																																							
Changing Non-Helpful Patterns and Habits	Subject 2-67	1. Summarize two paragraphs. 2. Give the examples of the “Negative Self-Talk Messages,” the “Action Taken in Place of Defense,” and the resulting “Positive Self-Talk Messages” (shown in the table below).																																								
Put the following information on the board:																																										
<table border="1"> <thead> <tr> <th></th> <th data-bbox="121 496 680 532">NEGATIVE SELF-TALK MESSAGES</th> <th data-bbox="680 496 1325 532">ACTION TAKEN IN PLACE OF DEFENSE</th> <th data-bbox="1325 496 1816 532">POSITIVE SELF-TALK MESSAGES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td data-bbox="121 532 680 578">Read example from table in the text.</td> <td data-bbox="680 532 1325 578">REFRAMING NEGATIVE THOUGHT</td> <td data-bbox="1325 532 1816 578">Read example from table in the text.</td> </tr> <tr> <td>2</td> <td data-bbox="121 578 680 623">Read example from table in the text.</td> <td data-bbox="680 578 1325 623">ACKNOWLEDGING FEELINGS</td> <td data-bbox="1325 578 1816 623">Read example from table in the text.</td> </tr> <tr> <td>3</td> <td data-bbox="121 623 680 669">Read example from table in the text.</td> <td data-bbox="680 623 1325 669">DEVELOPING PERSONAL INSIGHT</td> <td data-bbox="1325 623 1816 669">Read example from table in the text.</td> </tr> <tr> <td>4</td> <td data-bbox="121 669 680 714">Read example from table in the text.</td> <td data-bbox="680 669 1325 714">TAKING RESPONSIBILITY FOR SELF</td> <td data-bbox="1325 669 1816 714">Read example from table in the text.</td> </tr> <tr> <td>5</td> <td data-bbox="121 714 680 760">Read example from table in the text.</td> <td data-bbox="680 714 1325 760">TOLERANCE OF SELF</td> <td data-bbox="1325 714 1816 760">Read example from table in the text.</td> </tr> <tr> <td>6</td> <td data-bbox="121 760 680 805">Read example from table in the text.</td> <td data-bbox="680 760 1325 805">TOLERANCE OF OTHERS</td> <td data-bbox="1325 760 1816 805">Read example from table in the text.</td> </tr> <tr> <td>7</td> <td data-bbox="121 805 680 850">Read example from table in the text.</td> <td data-bbox="680 805 1325 850">ACCEPTANCE OF SELF</td> <td data-bbox="1325 805 1816 850">Read example from table in the text.</td> </tr> <tr> <td>8</td> <td data-bbox="121 850 680 896">Read example from table in the text.</td> <td data-bbox="680 850 1325 896">ACCEPTANCE OF OTHERS</td> <td data-bbox="1325 850 1816 896">Read example from table in the text.</td> </tr> <tr> <td>9</td> <td data-bbox="121 896 680 925">Read example from table in the text.</td> <td data-bbox="680 896 1325 925">TOLERANCE & ACCEPTANCE OF SELF AND OTHERS</td> <td data-bbox="1325 896 1816 925">Read example from table in the text.</td> </tr> </tbody> </table>					NEGATIVE SELF-TALK MESSAGES	ACTION TAKEN IN PLACE OF DEFENSE	POSITIVE SELF-TALK MESSAGES	1	Read example from table in the text.	REFRAMING NEGATIVE THOUGHT	Read example from table in the text.	2	Read example from table in the text.	ACKNOWLEDGING FEELINGS	Read example from table in the text.	3	Read example from table in the text.	DEVELOPING PERSONAL INSIGHT	Read example from table in the text.	4	Read example from table in the text.	TAKING RESPONSIBILITY FOR SELF	Read example from table in the text.	5	Read example from table in the text.	TOLERANCE OF SELF	Read example from table in the text.	6	Read example from table in the text.	TOLERANCE OF OTHERS	Read example from table in the text.	7	Read example from table in the text.	ACCEPTANCE OF SELF	Read example from table in the text.	8	Read example from table in the text.	ACCEPTANCE OF OTHERS	Read example from table in the text.	9	Read example from table in the text.	TOLERANCE & ACCEPTANCE OF SELF AND OTHERS
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Skill Building Exercise and Discussion - Suggestions for topic discussion:																																										
<p>To the Group:</p> <ol style="list-style-type: none"> Will a group member give an example of a negative self-talk message – perhaps one that you have yourself from time to time? Or one that you hear other people say about themselves? Can one or several group members offer an example of an action that could be taken to challenge this negative self-talk message – like <i>Reframing</i> or <i>Acceptance of Self</i> – and what positive self-talk message might result from that action? What other example of a negative self-talk message can someone provide an example of? What action can be taken? What would a possible positive self-talk message be? How about another example? Others? 																																										
Break			10 Minutes																																							

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Skill Building Exercise and Discussion - Suggestions for topic discussion: **Time-Frame**

- To the Facilitator(s):**
1. It's recommended that any group content for this particular group be written on the board *prior* to the beginning of group whenever possible.
 2. The handouts for this group are *Changing Thinking Can Change Attitudes* (Worksheet 1) and *Challenge Negative Thinking: Let the Light Shine In!* (Worksheet 2) which are located at the back of Subject Two.
 3. Presentations of the handouts can include:
 - a. Give each group participant a copy of the two-page handout, *or*
 - b. Copy the information on a transparency for use with an overhead projector, *or*
 - c. Put the main headings on the board for discussion. For example: Worksheet #1: POLARIZED THINKING and then briefly explain each; and, for example, Worksheet #2: AWARENESS and then briefly explain each.

- To the Group:**
- WORKSHEET #1: Changing Thinking Can Change Attitudes
1. In *Identifying Negative Thinking Habits*: How many of these do you relate to? Which ones?
 2. In the *Negative Thinking Patterns that Cause Distress and Hopelessness*: Which of these thinking patterns do you relate to the most?
 3. Which one causes you the most distress?
 4. Which two others do you find familiar?
 5. How do these affect your life? Your relationships with others?
 6. Which one would you decide to change first?
 7. Looking at the examples of that particular negative thinking pattern – like awfulizing – what is a statement you typically think or say when you are “awfulizing” an event, your life, or view of yourself? What is an example of how that can be replaced or changed?
 8. Who else has an example of a negative thinking pattern?
- WORKSHEET #2: Challenge Negative Thinking: Let the Light Shine In! (summarize the 2nd paragraph)
1. In *Which positive thinking patterns will you begin to practice?*: Which one(s) do you already practice or have experienced some success in practicing? (see list in the table below)
 2. Which positive thinking pattern(s) do you think might be the most helpful for you personally?
 3. Which specific one will you begin to practice first?
 4. In *Recovery Activity Shines Light on Negativity*: What is the negative thought you have the most? What are two positive statements that will replace this negative thought using one or more of the following positive thinking patterns?

1	Awareness	3	Positive Affirmations	5	Practice Optimism	7	Accomplishments
2	Distraction	4	Self Acceptance	6	Acceptance of Others		

40
Minutes



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Group “Paper Work”	Time-Frame
Group participants fill out Group Notes.	5 Minutes
Group Closure	Time-Frame
<p>The recommended INSPIRATIONAL HANDOUT is the “<i>We are in charge of our attitudes</i>” which is located at the back of Subject Two. Presentation suggestions include:</p> <ol style="list-style-type: none"> 1. Read the handout aloud to the group, <i>or</i> 2. Hand a copy to a group member and ask a person to read aloud to the group, <i>or</i> 3. Give a copy of the handout to each group member for them to take home and to read in group. 	<p>5 Minutes</p> 