

Identifying and Working Through Character Defects

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.

Identifying and Working Through Character Defects Volume II; Subject Seven; Pages: Subject 7-24 – 7-29

| 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><i>All</i> human beings have personality traits that cause them problems from time to time. Individuals with Substance and Psychiatric Disorders can develop personality traits that cause them problems. This is especially true when these disorders remain untreated and as the person continues to struggle with what are actual <i>symptoms</i> of these disorders.</p> <p>Another way of looking at it is when “alcohol” is taken away from “alcoholic” a person ends up with the “<i>ic</i>.” The “<i>ic</i>” represents the traits that developed while alcoholism and other drug addiction went untreated. This “<i>ic</i>” often includes what is called “character defects.” It only makes sense that for addiction to remain active, a person would develop traits that might include being distrustful, selfish, judgmental, unreliable, impatient, and others. It’s just a fact of the way addiction distorts a person’s emotions, thinking, and perceptions.</p> <p>It is <i>really</i> important to remember that even though a person developed a character defect – like arrogance for example – that does not mean they are actually an arrogant person. It means they may have developed “arrogant traits” to protect themselves from feeling so vulnerable from the things they did in addiction. Or to protect themselves from the difficult reality of coping with the symptoms of a Psychiatric Disorder like “helplessness” in depression or a sense of “worthlessness” of a Mood Disorder. These character defects continue into recovery. That means a person will need to identify, acknowledge, and work on character defects to remain in recovery over time. Today we will talk about identifying character defects and working through character defects.</p> | 5 Minutes  |

Identifying and Working Through Character Defects; Volume II; Subject Seven; Pages: Subject 7-24 – 7-29

| Psychoeducation Part I: Topics & Focus | Pages & Location | Presentation Suggestions | | | | Time- Frame | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------------------|--|---------------------------------|----|-------------------------------|---|---|--------|---|---------------------------------|----|-------------------------------|---|------------|---|-------------|----|-----------------|---|------------|---|------------|----|------------|---|-----------|----|------------|----|-------------------|---|-----------------|----|------------|----|-----------|---|---------------------------------------|----|------------------|--|--|
| Character Defects | Subject 7-24 | Summarize three paragraphs | | | | 30 Minutes  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Letting Go of Control | Subject 7-24 – 7-25 | 1. Summarize brief paragraph. 2. Read “ <i>Bob’s Recovery Story About Character Defects</i> ” to the group. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Identifying Character Defects | Subject 7-25 – 7-26 | Discuss the character defects found in the table below using the explanations in the text: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tbody> <tr> <td data-bbox="136 527 178 576">1</td> <td data-bbox="186 527 714 576">ALIBIS</td> <td data-bbox="722 527 764 576">7</td> <td data-bbox="793 527 1270 576">EXTREME GUILT, SHAME, & REMORSE</td> <td data-bbox="1278 527 1320 576">13</td> <td data-bbox="1350 527 1780 576">PASSIVE-AGGRESSIVE TENDENCIES</td> </tr> <tr> <td data-bbox="136 583 178 631">2</td> <td data-bbox="186 583 714 631">ANTISOCIAL</td> <td data-bbox="722 583 764 631">8</td> <td data-bbox="793 583 1270 631">FALSE PRIDE</td> <td data-bbox="1278 583 1320 631">14</td> <td data-bbox="1350 583 1780 631">PROCRASTINATION</td> </tr> <tr> <td data-bbox="136 638 178 686">3</td> <td data-bbox="186 638 714 686">COMPULSIVE</td> <td data-bbox="722 638 764 686">9</td> <td data-bbox="793 638 1270 686">IMPATIENCE</td> <td data-bbox="1278 638 1320 686">15</td> <td data-bbox="1350 638 1780 686">RESENTMENT</td> </tr> <tr> <td data-bbox="136 693 178 742">4</td> <td data-bbox="186 693 714 742">DEPENDENT</td> <td data-bbox="722 693 764 742">10</td> <td data-bbox="793 693 1270 742">INTOLERANT</td> <td data-bbox="1278 693 1320 742">16</td> <td data-bbox="1350 693 1780 742">SELF-CENTEREDNESS</td> </tr> <tr> <td data-bbox="136 748 178 797">5</td> <td data-bbox="186 748 714 797">ENVY & JEALOUSY</td> <td data-bbox="722 748 764 797">11</td> <td data-bbox="793 748 1270 797">NARCISSISM</td> <td data-bbox="1278 748 1320 797">17</td> <td data-bbox="1350 748 1780 797">SELF-PITY</td> </tr> <tr> <td data-bbox="136 803 178 852">6</td> <td data-bbox="186 803 714 852">EXCESSIVE FEARS, WORRIES, & ANXIETIES</td> <td data-bbox="722 803 764 852">12</td> <td data-bbox="793 803 1270 852">OVERLY SENSITIVE</td> <td></td> <td></td> </tr> </tbody> </table> | | | | | | | 1 | ALIBIS | 7 | EXTREME GUILT, SHAME, & REMORSE | 13 | PASSIVE-AGGRESSIVE TENDENCIES | 2 | ANTISOCIAL | 8 | FALSE PRIDE | 14 | PROCRASTINATION | 3 | COMPULSIVE | 9 | IMPATIENCE | 15 | RESENTMENT | 4 | DEPENDENT | 10 | INTOLERANT | 16 | SELF-CENTEREDNESS | 5 | ENVY & JEALOUSY | 11 | NARCISSISM | 17 | SELF-PITY | 6 | EXCESSIVE FEARS, WORRIES, & ANXIETIES | 12 | OVERLY SENSITIVE | | |
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| 2 | ANTISOCIAL | 8 | FALSE PRIDE | 14 | PROCRASTINATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | COMPULSIVE | 9 | IMPATIENCE | 15 | RESENTMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | DEPENDENT | 10 | INTOLERANT | 16 | SELF-CENTEREDNESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | ENVY & JEALOUSY | 11 | NARCISSISM | 17 | SELF-PITY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | EXCESSIVE FEARS, WORRIES, & ANXIETIES | 12 | OVERLY SENSITIVE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skill Building Exercise and Discussion - Suggestions for topic discussion: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>To the Group:</u></p> <ol style="list-style-type: none"> 1. What comments do you have? 2. Do you relate to some of these particular “character defects?” 3. How did these traits benefit you during addiction? For example, “I became dependent on others because I could not take care of myself well.” “I became antisocial so people would leave me alone.” 4. Even if some of these traits protected you from hurt in the <i>past</i> – what traits do you identify with that are <i>not</i> helpful <i>now</i> in your recovery? 5. Which one(s) will you begin to change first? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Break | | | | | | 10 Minutes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |


Identifying and Working Through Character Defects; Volume II; Subject Seven; Pages: Subject 7-24 – 7-29

| Psychoeducation Part II: Topics & Focus | Pages & Location | Presentation Suggestions | Time-Frame with Crisis Processing | Time-Frame without Crisis Processing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|---|--|-------------------|--|-----------------|--|----|---------------|----|----------|---|---------|---|-------------|----|-------------|----|----------------|---|-------------|----|-----------|----|-------------------|----|-------------|---|----------|----|-------------|----|------------------|----|-----------------|---|------------|----|-------|----|------------|----|--------------|---|-----------------|----|------------|----|----------------|----|----------------|---|------------|----|-------------|----|-----------|----|---------------|
| Other defects of character can include... | Subject 7-29 | <ol style="list-style-type: none"> State as many of the additional examples of character defects as time allows from the table below. Ask group members to acknowledge – perhaps even a show of hands – which ones they relate to. | <p>15 Minutes</p> | <p>20 Minutes</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr><td style="width: 5%;">1</td><td style="width: 20%;">ARROGANCE</td><td style="width: 5%;">8</td><td style="width: 10%;">DISTRUST</td><td style="width: 5%;">15</td><td style="width: 15%;">INSENSITIVITY</td><td style="width: 5%;">22</td><td style="width: 10%;">RUDENESS</td></tr> <tr><td>2</td><td>CONCEIT</td><td>9</td><td>EGOTISTICAL</td><td>16</td><td>INSINCERITY</td><td>23</td><td>SELF-RIGHTEOUS</td></tr> <tr><td>3</td><td>CONTROLLING</td><td>10</td><td>GOSSIPING</td><td>17</td><td>INTELLECTUALIZING</td><td>24</td><td>SELFISHNESS</td></tr> <tr><td>4</td><td>CRITICAL</td><td>11</td><td>GRANDIOSITY</td><td>18</td><td>IRRESPONSIBILITY</td><td>25</td><td>SPIRITUAL PRIDE</td></tr> <tr><td>5</td><td>DISHONESTY</td><td>12</td><td>GREED</td><td>19</td><td>JUDGMENTAL</td><td>26</td><td>STUBBORNNESS</td></tr> <tr><td>6</td><td>DISORGANIZATION</td><td>13</td><td>IMMORALITY</td><td>20</td><td>POSSESSIVENESS</td><td>27</td><td>UNFAITHFULNESS</td></tr> <tr><td>7</td><td>DISRESPECT</td><td>14</td><td>INGRATITUDE</td><td>21</td><td>PREJUDICE</td><td>28</td><td>UNRELIABILITY</td></tr> </table> | | | | | 1 | ARROGANCE | 8 | DISTRUST | 15 | INSENSITIVITY | 22 | RUDENESS | 2 | CONCEIT | 9 | EGOTISTICAL | 16 | INSINCERITY | 23 | SELF-RIGHTEOUS | 3 | CONTROLLING | 10 | GOSSIPING | 17 | INTELLECTUALIZING | 24 | SELFISHNESS | 4 | CRITICAL | 11 | GRANDIOSITY | 18 | IRRESPONSIBILITY | 25 | SPIRITUAL PRIDE | 5 | DISHONESTY | 12 | GREED | 19 | JUDGMENTAL | 26 | STUBBORNNESS | 6 | DISORGANIZATION | 13 | IMMORALITY | 20 | POSSESSIVENESS | 27 | UNFAITHFULNESS | 7 | DISRESPECT | 14 | INGRATITUDE | 21 | PREJUDICE | 28 | UNRELIABILITY |
| 1 | ARROGANCE | 8 | DISTRUST | 15 | INSENSITIVITY | 22 | RUDENESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | CONCEIT | 9 | EGOTISTICAL | 16 | INSINCERITY | 23 | SELF-RIGHTEOUS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | CONTROLLING | 10 | GOSSIPING | 17 | INTELLECTUALIZING | 24 | SELFISHNESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | CRITICAL | 11 | GRANDIOSITY | 18 | IRRESPONSIBILITY | 25 | SPIRITUAL PRIDE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | DISHONESTY | 12 | GREED | 19 | JUDGMENTAL | 26 | STUBBORNNESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | DISORGANIZATION | 13 | IMMORALITY | 20 | POSSESSIVENESS | 27 | UNFAITHFULNESS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | DISRESPECT | 14 | INGRATITUDE | 21 | PREJUDICE | 28 | UNRELIABILITY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Working Through Character Defects | Subject 7-27 | Summarize brief table shown below of the two levels of working on character defects. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1" style="width: 100%; border-collapse: collapse; margin: 0 auto;"> <tr><td style="width: 5%;">1</td><td style="width: 95%;">Changing those traits that cause you problems.</td></tr> <tr><td>2</td><td>Developing traits you don't have but would like to have.</td></tr> </table> | | | | | 1 | Changing those traits that cause you problems. | 2 | Developing traits you don't have but would like to have. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Changing those traits that cause you problems. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Developing traits you don't have but would like to have. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Changing Personality Traits | Subject 7-29 | Summarize two paragraphs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Skill Building Exercise and Discussion - Suggestions for topic discussion: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><u>To the Group:</u></p> <ol style="list-style-type: none"> Remember these character defects typically developed as a protection or defense. Character defects also develop as the addiction hijacks the brain and as the production of toxicity from alcohol and other drugs alters the personality. Character defects can be worked through even though they may be difficult to identify. It does take great effort to be objective, but it is an important process for continued recovery. In other words, people with alcoholism, drug addiction, or psychiatric disorders are no more self-centered, controlling, dishonest, intolerant, etc. than the general population. They do, however, develop traits that will need to be changed in recovery so a person can feel comfortable in their own skin and develop emotional recovery. The tables in Twelve-Step Meetings are surrounded by people world-wide that are on this same journey. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Identifying and Working Through Character Defects; Volume II; Subject Seven; Pages: Subject 7-24 – 7-29

| Psychoeducation Part II: Topics & Focus | | Pages & Location | Presentation Suggestions | | | Time-Frame with Crisis Processing | Time-Frame without Crisis Processing | | | | | | |
|--|--------------------------|------------------------------------|--|----|--------------------------------|-----------------------------------|--------------------------------------|-------------------|--------------------------|------------------------------------|--|--|--|
| Specific problem personality traits fall into the following categories... | | Subject 7-28 – 7-39 | 1. Briefly summarize – using the text – the “Descriptions of Behaviors” related to the ten categories listed in the table below. 2. Ask the group – as you go – which five problem traits they want to discuss from the “Suggestions For Changing The Trait(s)” also located in the text. | | | 15 Minutes | 20 Minutes | | | | | | |
| 1 | THE ANTISOCIAL TRAIT | 5 | THE PASSIVE-AGGRESSIVE TRAIT | 8 | THE CONTROLLING OR RIGID TRAIT | ↓ | ↓ | | | | | | |
| 2 | THE AVOIDANT TRAIT | 6 | THE SELF-CENTERED TRAIT | 9 | THE IMPULSIVE TRAIT | | | | | | | | |
| 3 | THE PASSIVE TRAIT | 7 | THE PERFECTIONIST TRAIT | 10 | THE DEPENDENT TRAIT | | | | | | | | |
| 4 | THE AGGRESSIVE TRAIT | | | | | | | | | | | | |
| Skill Building Exercise and Discussion - Suggestions for topic discussion: continued | | | | | | | | | | | | | |
| To the Group: <ol style="list-style-type: none"> Which five traits would you like to focus on in this group today? This discussion will follow this format: <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">PERSONALITY TRAIT</th> <th style="width: 33%;">DESCRIPTORS OF BEHAVIORS</th> <th style="width: 33%;">SUGGESTIONS FOR CHANGING THE TRAIT</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? What are your thoughts about the suggestions for changing the _____ trait? Is that something you would be able to practice? Other thoughts or comments? <p>Give yourself a pat on the back – this type of objectivity and work is hard and you are doing it!</p> | | | | | | | | PERSONALITY TRAIT | DESCRIPTORS OF BEHAVIORS | SUGGESTIONS FOR CHANGING THE TRAIT | | | |
| PERSONALITY TRAIT | DESCRIPTORS OF BEHAVIORS | SUGGESTIONS FOR CHANGING THE TRAIT | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| Crisis Processing | | | | | | Time-Frame | | | | | | | |
| <ol style="list-style-type: none"> Ask the group member(s) to tell the group what happened. Explore options and/or develop an immediate plan for coping. Allow the group to offer support. | | | | | | 10 Minutes | | | | | | | |

Identifying and Working Through Character Defects; Volume II; Subject Seven; Pages: Subject 7-24 – 7-29

| “Paper Work” | Time-Frame |
|---|--|
| Group participants fill out Group Notes. | 5 Minutes |
| Group Closure | Time-Frame |
| Recommended INSPIRATIONAL HANDOUT “ <i>Twelve Steps and Twelve Traditions</i> ” located at the back of Subject Seven. Presentation suggestions include: <ol style="list-style-type: none"> 1. Read the handout to the group, <i>or</i> 2. Give a copy to each group member to take home and to read in the group, <i>or</i> 3. Ask a group participant to read out loud to the group. | 5 Minutes  |