In-Processing Resilience Training Instructor Manual

Developed by CSF2 Directorate of Curriculum and Karen Reivich, Ph.D., University of Pennsylvania

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Introduction: Resilience and Resilience Competencies

Rationale: A basic understanding of resilience provides a rationale for the skills the participants will learn. Self-awareness, Self-regulation, Optimism, Mental Agility, Strengths of Character, and Connection are competencies that contribute to resilience. Each of the skills that are included in the In-Processing Resilience Training builds resilience by targeting one or more of the Resilience Competencies.

Objective: Grow and thrive in the face of challenges and bounce back from adversity. Build Resilience Competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement.

Skill Overview and Recommended Timing:

<table>
<thead>
<tr>
<th>Skill Overview</th>
<th>Slides:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1 Introduction: In-Processing Resilience Training</td>
<td>2-8</td>
<td>15 mins</td>
</tr>
<tr>
<td>0.2 Introduction: Resilience</td>
<td>9-10</td>
<td>5 mins</td>
</tr>
<tr>
<td>0.3 Introduction: Resilience Competencies</td>
<td>11-13</td>
<td>20 mins</td>
</tr>
</tbody>
</table>

Introduction Total Time: 40 mins
Instructor Directions:

1. Welcome participants to the course.
2. Introduce the course as part of Comprehensive Soldier & Family Fitness (CSF2).
3. Distribute workbooks and point out the various sections.
“Soldiers are, and will always be, the centerpiece of our Army. The readiness and resilience of our Soldiers, Civilians and Family Members is dependent on their physical, mental and emotional fitness.”

- - GEN Raymond Odierno, CSA

- Resilience will improve the quality of your life and your Family’s life while you’re in the Army and beyond
- You will participate in a two day resilience training that will help build your psychological fitness

**Instructor Directions:**

1. Ask a participant to read the quote by GEN Odierno.
2. Ask for questions regarding the purpose of the training.
Instructor Directions:

1. Encourage participants to be engaged throughout the training.

- Fully apply yourself while you are participating in this training (turn off cell phones, BlackBerries, etc.)
- Complete each Practical Exercise to the best of your ability
- Participate in discussions
- Ask questions
- Be receptive
Evaluations completed by Army and Civilian scientists show that Soldiers who receive resilience training report higher levels of psychological health.

Therefore, this training is meant to give Soldiers, DA Civilians and Family Members the tools for success:
- Help healthy people stay healthy while facing the challenges common to Army life
- Teach long-lasting skills that will help Soldiers succeed in all aspects of life
- Prevent self-defeating behaviors and lead to stronger, more ready units and Families

Instructor Directions:

1. Review the points on the slide with the participants.
Instructor Directions:

1. Review the future steps of resilience training with the participants.

Key Points:

1. Resilience training will be delivered throughout your time in the Army.
Instructor Directions:

1. Explain the structure of the training to the participants:
   - Six episodes and seven resilience skills
   - Each skill will follow the same flow:
     1. Introduction to and lecture on the skill by the Instructor
     2. 10-15 minute video episode of the skill being used
        - The 6 episodes of the video depict 7 of the resilience skills taught in the Master Resilience Training course (Episode 1 has two parts)
     3. Group discussion of how the skill was used in the episode
     4. Practical Exercise in which participants learn how to use the skill
     5. Debrief of the Practical Exercise
     6. Summary of the skill
What is Resilience?

- Resilience: “The ability to grow and thrive in the face of challenges and bounce back from adversity.”
- Built through a set of Resilience Competencies that enable:
  - Mental toughness
  - Optimal performance
  - Strong leadership
  - Goal achievement
- A resilient individual is one who is willing to take calculated, necessary risks and to capitalize on opportunity.

Instructor Directions:

1. Note that the first bullet on this slide is consistent with literature from CSF2.
Instructor Directions:

1. Explain that it is not just a lucky few who can be resilient. Resilience is built upon skills that anyone can learn.
2. Point out that even the most resilient Soldiers have non-resilient moments and that everyone can increase his or her resilience.
3. Explain that the tennis ball can serve as a visual cue for resilience throughout the course.

Key Points:

1. Everyone can enhance his or her resilience.
Instructor Directions:

1. Review the key points of each Resilience Competency.

Key Points:

1. Self-awareness is essential for resilience.
   • You can be a more effective Soldier by being aware of your thoughts, feelings, and reactions, because some thoughts, feelings, and reactions hinder effectiveness and others enhance effectiveness.

2. Self-regulation is essential for resilience.
   • You can be a more effective Soldier by regulating your impulses, emotions, and behaviors, because being in control is critical both in the Army and in your personal life.

- 1. Self-awareness:
  - Identify thoughts, emotions, and behaviors
  - Identify patterns in thinking and behavior, particularly counterproductive patterns
  - Be open and curious

- 2. Self-regulation:
  - Regulate impulses, emotions, and behaviors to achieve goals
  - Express emotions appropriately
  - Stop counterproductive thinking
3. Optimism:
   - Hunt for what is good
   - Fight the negativity bias
   - Remain realistic
   - Identify what is controllable
   - Maintain hope
   - Have confidence in self and team

4. Mental Agility:
   - Think flexibly and accurately
   - Take other perspectives
   - Identify and understand problems
   - Be willing to try new strategies

Instructor Directions:

1. Review the key points of each Resilience Competency.
2. Explain to participants that the negativity bias is the tendency to spend more time noticing and thinking about negative experiences than positive experiences. Tell the participants that they will learn more about the negativity bias during the first skill, Hunt the Good Stuff.
3. Emphasize that Mental Agility is the ability to look at situations from multiple angles.

Key Points:

1. Optimism is essential for resilience.
   - You can be a more effective Soldier by maintaining hope and identifying the areas where you have control, because Optimism and hope keep us motivated and willing to work hard under tough circumstances.
2. Mental Agility is essential for resilience.
   - You can be a more effective Soldier by thinking flexibly and accurately and being willing to try new strategies, because in a complex world where situations are in constant flux, being flexible and accurate in your perceptions increases the likelihood of success.
Instructor Directions:

1. Review the key points of each Resilience Competency.

Key Points:

5. Character Strengths are essential for resilience.
   - You can be a more effective Soldier by identifying your Character Strengths and pulling from them to overcome challenges, because knowing your Character Strengths and the Character Strengths of others adds value to knowledge of skills and talents.

6. Connection is essential for resilience.
   - You can be a more effective Soldier by building strong relationships and by being willing to give and receive help, because accomplishing a mission requires teamwork and deep trust of your fellow Soldiers.
## Episode 1a: Hunt the Good Stuff

### Rationale:
Dr. Seligman and colleagues developed an activity to help people notice positive experiences in order to enhance their gratitude and positivity. Thinking about why events go well, what the positive events mean, and how to create circumstances that enable more good things to occur encourages gratitude and molds a style of thinking that promotes optimism about the future.

### Objective:
Counter the negativity bias, create positive emotion, and notice and analyze what is good.

### Target:
Optimism is a primary target of Hunt the Good Stuff.

### Skill Overview and Recommended Timing:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Slides</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.1 Hunt the Good Stuff: Introduction and B.L.U.F.</td>
<td>14-15</td>
<td>5 mins</td>
</tr>
<tr>
<td>1a.2 Hunt the Good Stuff: Skill Review</td>
<td>16</td>
<td>10 mins</td>
</tr>
<tr>
<td>1a.3 Summary of Video and Watch Episode 1: Hunt the Good Stuff</td>
<td>17-18</td>
<td>20 mins</td>
</tr>
<tr>
<td>1a.4 Hunt the Good Stuff: Video Discussion</td>
<td>19</td>
<td>10 mins</td>
</tr>
<tr>
<td>1a.5 Hunt the Good Stuff: Practical Exercise</td>
<td>20</td>
<td>10 mins</td>
</tr>
<tr>
<td>1a.6 Hunt the Good Stuff: Debrief Practical Exercise</td>
<td>21</td>
<td>5 mins</td>
</tr>
<tr>
<td>1a.7 Hunt the Good Stuff: Summary</td>
<td>22</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Episode 1a Total Time:** 65 mins
Instructor Directions:

1. Introduce Hunt the Good Stuff.
Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.

Key Points:

1. Hunt the Good Stuff helps to build the Resilience Competency of Optimism and gratitude.
2. Hunt the Good Stuff builds positive emotions, which have been shown to increase creative thinking, undo the physiological effects of negative emotion, and enhance resilience.
Instructor Directions:

1. Review the points on the slide.
2. Explain that the negativity bias is the tendency to pay more attention to the bad than the good.
3. Explain that this activity has been studied by researchers and has been found to lead to a variety of positive outcomes, as described on the slide.

Key Points:

1. You can counteract the negativity bias through this simple exercise.
2. Noticing the good things in our lives has important bottom-line outcomes that will also increase resilience.
3. The positive outcomes listed on the slide result from increasing gratitude.
Instructor Directions:

1. Explain to participants that they are about to watch the first episode of the video.
2. Review the characters and summary of the video with the participants.

Key Points:

1. The In-Processing Resilience Training video is a narrative about the lives of three Soldiers in the 10th Sustainment Brigade/10th Mountain Division at Fort Drum in New York.
   - SPC Stephanie Martinez is a 23-year-old 92Y Supply Specialist. She is divorced and currently living with her boyfriend.
   - SGT Mike Lerning is a 32-year-old 91B Mechanic. He is married and has one daughter.
   - SSG David Garrett is a 28-year-old 88M Truck Driver. He is divorced but is now remarried. He has two sons from his first marriage.

2. The Master Veteran, an imaginary character, appears in these Soldiers’ lives at times when they are struggling and need guidance. The Master Veteran steps in and teaches them the resilience skill that they need at that moment. He is a Veteran of the United States Army and was awarded the Silver Star Medal.

3. At the end of each episode, the main characters review the skill they just learned in a Master Resilience Training (MRT) class with Dr. Karen Reivich. Dr. Reivich is one of the leading researchers on resilience and is one of the founders of the MRT course.
### Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.
2. Play Episode 1a: Hunt the Good Stuff.

- Watch Episode 1a: Hunt the Good Stuff (HTGS).
- While watching the video, pay attention to the good things SPC Martinez, SSG Garrett and SGT Lerning identify.
- What do you notice about SPC Martinez, SSG Garrett and SGT Lerning’s mood and energy throughout the episode?
Instructor Directions:

1. Review the discussion questions with the participants.

Examples of Appropriate Answers:

1. Each character identified a good thing that happened to them recently:
   - SPC Martinez’s boyfriend made her lunch
   - SSG Garrett made the promotion list
   - SGT Lerrning’s daughter drew him a picture and put it in his backpack

2. Practicing Hunt the Good Stuff affected the three Soldiers in a few ways:
   - Caused them to smile and laugh
   - Caused them to reflect on the important people in their lives
   - Caused them to have an increase in energy and start running faster
Instructor Directions:

1. Have the participants record six good things that relate to PCSing with a reflection on each. Direct them to complete this exercise on page 5 in the Participant Guide.
2. Have the participants share their good things in groups of three.
3. Ask for a few volunteers to share one of their good things with the group. Remind them to also share their reflection on the good thing.
4. Have the participants repeat the HTGS activity on the morning of the second day.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 7 in the Participant Guide.
3. Review the HTGS debrief questions with the participants by asking for volunteers to respond to the questions on the slide.
4. Mention to participants that Hunt the Good Stuff is something that they can do with their families.
5. When discussing the last bullet on the slide ("What are some strategies you can use to make Hunt the Good Stuff a regular habit?"), point out the Hunt the Good Stuff Journal in the back of the workbook. Tell the participants that this Journal is to get them started with keeping a Hunt the Good Stuff Journal.
   • Tell them that more information on the research behind Hunt the Good Stuff and how it works can be found on page 2 in their Hunt the Good Stuff Journal.
   • Note that it is not homework, but encourage the participants to try out the Journal.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.

Key Points:

1. Hunt the Good Stuff to counteract the negativity bias.
2. Hunt the Good Stuff helps to build the Resilience Competency of Optimism.
Episode 1b: Energy Management/Tactical Breathing

Rationale: Energy levels impact one’s ability to perform in one’s personal and professional lives. Effectively managing one’s energy is possible but requires deliberate and diligent effort. Tactical Breathing (Deliberate Breathing) is a tool that, when used regularly, allows one to manage energy levels and facilitate optimal performance.

Objective: Modulate energy to a level that is appropriate for the Task at hand and that allows optimal performance.

Target: Self-regulation is a primary target of Energy Management.

Skill Overview and Recommended Timing:

<table>
<thead>
<tr>
<th></th>
<th>Slides</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1b.1 Energy Management/Tactical Breathing: Introduction and B.L.U.F.</td>
<td>24-25</td>
<td>5 mins</td>
</tr>
<tr>
<td>1b.2 Energy Management/Tactical Breathing: Skill Review and Practical Exercise</td>
<td>26-30</td>
<td>25 mins</td>
</tr>
<tr>
<td>1b.3 Watch Episode 1: Energy Management/Tactical Breathing</td>
<td>31</td>
<td>20 mins</td>
</tr>
<tr>
<td>1b.4 Energy Management/Tactical Breathing: Video Discussion</td>
<td>32</td>
<td>10 mins</td>
</tr>
<tr>
<td>1b.5 Tactical Breathing: Practical Exercise</td>
<td>33-34</td>
<td>20 mins</td>
</tr>
<tr>
<td>1b.6 Energy Management/Tactical Breathing: Debrief Practical Exercise</td>
<td>35</td>
<td>5 mins</td>
</tr>
<tr>
<td>1b.7 Energy Management/Tactical Breathing: Summary</td>
<td>36</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Episode 1b Total Time:** 90 mins
Instructor Directions:

1. Introduce Energy Management/Tactical Breathing.
**Instructor Directions:**

1. Review the B.L.U.F. statements.
2. Note that Tactical Breathing is sometimes referred to as Deliberate Breathing.
3. Tell participants that they will practice the technique of Tactical Breathing and identify its benefits for both performance and recovery.

**Key Points:**

1. Regular and deliberate effort is required to manage our energy so that we have enough of it when we need it. Energy management is particularly important in moments of extreme stress, when performance matters the most.
   - Recovery must be managed deliberately. It should be handled as seriously as physical training.
   - Even hectic, demanding situations permit one or two deliberate breaths.
   - Look for opportunities to engage in Tactical Breathing throughout the day.
Instructor Directions:

1. Tell participants that they are now going to talk about Energy Management. The method of Energy Management that they will focus on is Tactical Breathing.

2. Tell participants to brainstorm specific ways they perform. Have them think about the things they do in their lives that they care about and want to do well on, and record these things on page 9 in the Participant Guide. Explain that some of these things will cause them to feel some pressure to do well, and that that pressure can be from themselves or from others.
   - Steer participants to think about a variety of areas: specific Soldiering performances, parenting, public speaking, hobbies, sports, etc.

3. Discuss with the participants how Soldiers perform in a variety of ways in every area of their lives.
Instructor Directions:

1. Explain that some performances require a higher level of energy activation than others.
2. Tell participants to look at the performances they came up with and put a down arrow next to the ones that require a lower level of energy activation i.e., that require some amount of calm. Ask participants to share examples of performances that require a lower level of activation, i.e., firing a weapon, giving a briefing, pitching a module, starting an IV, etc.
3. Tell participants to look at the performances they came up with and put an up arrow next to the ones that require a higher level of energy activation i.e., that require a burst of energy. Ask participants to share examples of performances that require a higher level of activation, i.e., taking a PT test, powerlifting, sprinting, etc.

Key Points:

1. The amount of energy necessary for any given performance fluctuates depending on the nature of the performance.
Instructor Directions:

1. Tell participants that knowing where their energy level needs to be is half the battle. It is important to then have strategies in place to make that shift to self-regulate their energy level. Discuss with participants what strategies they already use to amp up and to ramp down.

2. Note that some strategies are more effective than others. It is important to have a technique in place that works.

3. Ask participants to brainstorm and write down three specific times when they could benefit from having an effective strategy in place to shift their energy (up or down). Tell participants to record these times on page 10 in the Participant Guide.

4. Tell participants that they are going to learn about one specific tool (Tactical Breathing) that they can use to manage their energy/amp up and ramp down more deliberately.

5. Point out that everyone breathes, but we usually don’t pay any attention to the process. Breathing in a way that takes deliberate effort and control over your physical, mental, and emotional states is what makes the skill you’ll learn today “tactical.”
Instructor Directions:

1. Discuss the following benefits of Tactical Breathing:
   • Promotes ATP synthesis: ATP synthesis provides energy for your muscles. Tactical Breathing gives your muscles more energy when they need it most.
   • Reduces Blood Lactate: Reduces pain following physical exertion
   • Restores Energy: When you practice Tactical Breathing on a daily basis, it will actually increase your energy level so you have more energy when you need it.
   • Healing and Daily Recovery: Allows your body to heal faster.
   • Manage Pain: How might Tactical Breathing help with pain management? The answer is that because pain is experienced in the brain, managing your physical and mental state can reduce the experience of pain.
   • Helps Anxiety & Depression: There’s evidence that Tactical Breathing reduces the symptoms of anxiety and depression.
   • Helps Insomnia: Doing Tactical Breathing before bed can help you fall asleep more easily.

Key Points:

1. During breaks in action (recovery), Tactical Breathing facilitates various health- and performance-promoting changes.
Instructor Directions:

1. Discuss the performance benefits on the slide.
2. Ask students to identify a specific performance when each of these performance benefits would be useful:
   - Precision, Accuracy, and Motor Control, e.g., smooth trigger squeeze, starting an IV, etc.
   - Memory and Recall, e.g., test-taking, learning a module, reciting a module, etc.
   - Composure, Poise, and Self-Control, e.g., getting chewed out, any performance when you're especially nervous, etc.
   - Enhance Concentration and Mental Agility, e.g., contingency planning, during an important conversation, etc.

Key Points:

1. During high demands (performance), Tactical Breathing promotes composure, poise, self-control, precision, accuracy, and motor control as well as enhanced memory, recall and attention.
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.

Instructor Directions:

1. Review the discussions questions with the participants.

Examples of Possible Participant Responses:

1. Prior to and as she started the qualification, SPC Martinez:
   • Was worried that she would not perform well
   • Had a fast heartbeat and was visibly nervous

2. SPC Martinez received guidance to:
   • View the situation as an opportunity rather than a setback
   • Focus on her breathing
   • Be accepting of her mistake (“okay, let it go”)

3. As a result of taking these steps, SPC Martinez:
   • Slowed her heartbeat
   • Became less anxious
   • Changed her negative emotion to positive
   • Gained more physical control, which allowed her to perform more optimally

4. Tactical Breathing also enables faster recovery if used during and after stressful events
Instructor Directions:

1. Tell participants to turn to page 10 in the Participant Guide.
2. Lead participants through the Tactical Breathing exercise using the following instructions:
   - Tell participants to sit up straight and uncross their legs and arms (to allow for easier circulation of blood). [Note: participants are NOT to lie down, put their heads down, or slump down in their chairs. Lights are to be left on. The intent of this exercise is for students to understand that this is a skill to be learned and practiced, and that when it is, it can be used under any circumstances.]
   - Instruct participants to try to breathe all the way down into their abdomens, making their stomachs move in and out as they breathe while keeping their shoulders and chest relaxed and still.
   - The second step is to mentally quiet the mind. Explain that with each exercise, participants will direct their attention to ONE thing rather than just clearing their minds. The idea is that by focusing fully on one thing, there will be fewer distractions moving into their heads.
   - The third step is to neutralize or slow down emotionally. However, there are benefits to integrating some positive emotions like gratitude.
Instructor Directions:
1. Lead participants through the Practical Exercise using the following instructions:
2. Tell participants that we are going to go through some Tactical Breathing exercises.
3. Tactical Breathing + 5-second cadence
   • Tell participants to "sit up straight in your chair, uncross your arms, and uncross your legs. Take slow, deep breaths all the way down into your abdomen, pushing your belly out as you inhale, and pulling it in as you exhale. To get you into a slow breathing rhythm, for the next several breaths count five seconds in your head as you inhale and five seconds as you exhale for about two minutes."
   • Debrief: What was that like? What was challenging/easy about that? Invite students to write down some notes about their experience.
4. Tactical Breathing + Relaxation cue
   • Tell participants that "now we're going to try something different. Sit up straight in your chair, uncross your arms, and uncross your legs. Take slow, deep breaths all the way down into your abdomen, pushing your belly out as you inhale, and pulling it in as you exhale. Maintain that pace of breathing all the way down into your abdomen, but each time you exhale say the word 'relax' in your head for about two minutes."
   • Debrief.
5. Tactical Breathing + Focus on sensation
   • Tell participants to "sit up straight in your chair, uncross your arms, and uncross your legs. Take slow, deep breaths all the way down into your abdomen. Continue to breathe very slowly and deeply, all the way down into your abdomen. This time really tune in your attention to the sound of your breathing, just listen to that sound as you continue to take slow, deep breaths for about two minutes."
   • Debrief.
6. Tactical Breathing + Positive emotion
   • Tell participants to "sit up straight in your chair, uncross your arms, and uncross your legs. Take slow, deep breaths all the way down into your abdomen. Let's try one more variation. Keep breathing slowly and all the way down into your abdomen. This time, think about the last time you felt positive emotion (maybe you were laughing, or felt love for someone else, or felt grateful for something). Take yourself back to that moment and try to relive it and actually experience that positive emotion again as you continue breathing for about two minutes."
   • Debrief.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 12 in the Participant Guide.
3. Tactical Breathing becomes most effective, and you get the recovery benefits from it, when you practice it on a daily basis. Ask students to identify and write down 2-3 specific times when they can practice Tactical Breathing (e.g., immediately before breakfast, right after getting in bed, before getting out of the car after driving home, every time they use a bathroom, etc.). Tell participants to record these times on page 11 of the Participant Guide.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.
**Episode 2: Avoid Thinking Traps**

**Rationale:** Drs. Aaron Beck and Martin Seligman identified common patterns in thinking that are problematic, particularly when one is under stress. These Thinking Traps undermine mental toughness and performance and lead to an inaccurate understanding of the situation. One can use the Mental Cues and Critical Questions to avoid the Traps and to see the situation more accurately.

**Objective:** Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

**Target:** Mental Agility is a primary target of Avoid Thinking Traps.

**Skill Overview and Recommended Timing:**

<table>
<thead>
<tr>
<th>Step</th>
<th>Slides:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Avoid Thinking Traps: Introduction and B.L.U.F.</td>
<td>38-39</td>
<td>10 mins</td>
</tr>
<tr>
<td>2.2 Avoid Thinking Traps: Skill Review</td>
<td>40-50</td>
<td>20 mins</td>
</tr>
<tr>
<td>2.3 Watch Episode 2: Avoid Thinking Traps</td>
<td>51</td>
<td>10 mins</td>
</tr>
<tr>
<td>2.4 Avoid Thinking Traps: Video Discussion</td>
<td>52</td>
<td>10 mins</td>
</tr>
<tr>
<td>2.5 Avoid Thinking Traps: Practical Exercise</td>
<td>53-56</td>
<td>10 mins</td>
</tr>
<tr>
<td>2.6 Avoid Thinking Traps: Debrief Practical Exercise</td>
<td>57</td>
<td>10 mins</td>
</tr>
<tr>
<td>2.7 Avoid Thinking Traps: Summary</td>
<td>58</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Episode 2 Total Time:** 75 mins
Instructor Directions:

1. Introduce Avoid Thinking Traps.
Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.
3. Explain that Avoid Thinking Traps does not mean always second-guessing your intuition. Intuition is critical for Soldiers.

Key Points:

1. Avoid Thinking Traps helps to build the Resilience Competency of Mental Agility and can enable optimal performance.
2. Identifying Thinking Traps enables you to avoid them in the future.
Instructor Directions:

1. Review the definition of Thinking Traps.
2. Ask for questions/comments.

Key Points:

1. Thinking Traps are common.
2. Thinking traps are rigid patterns in our thinking.
3. Thinking Traps interfere with our ability to be accurate in assessing situations or individuals.
You arrive at your new post and your housing forms did not get processed correctly. You think, “This new post is so unorganized! These people mess everything up!”

**Jumping to Conclusions:**
Believing one is certain about a situation despite having little or no evidence to support it

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**Instructor Directions:**

1. Ask a participant to read the scenario. (Note that the slide builds.)
   - Mention to the participants that the scenario is an example of an Activating Event. Tell the participants that an Activating Event is the who, what, when, and where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions.

2. Ask the participants to describe the nature of the Thinking Trap.

3. Review the Thinking Trap and read the definition. Emphasize that Jumping to Conclusions is when you are CERTAIN about a situation despite having LITTLE or NO EVIDENCE to support it.

4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Jumping to Conclusions can lead to a variety of Consequences, including the emotions of sadness, anger, or guilt.

5. Point out that people who jump to conclusions are often impulsive in their emotions and reactions.

6. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

**Key Points:**

1. Jumping to Conclusions is when you are certain about a situation despite having little or no evidence to support it. Point out that when you are certain of something, you stop fact finding and gathering data.

2. Jumping to Conclusions is the *mother of all Thinking Traps*, meaning that all Thinking Traps are some form of Jumping to Conclusions.

Instructor Directions:

1. Ask a participant to read the scenario.
   (Note that the slide builds.)
2. Ask the participants to describe the nature of the Thinking Trap.
3. Review the Thinking Trap and read the definition. Emphasize that Mind Reading is when you ASSUME that you know what another person is THINKING or when you EXPECT ANOTHER PERSON to know what you are THINKING.
4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Mind Reading can lead to the emotions of sadness, anger, or guilt. Mind Reading can prevent effective communication.
5. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

Key Points:

1. Emphasize that this Thinking Trap has two components: assuming you know what someone is thinking and expecting another person to know what you’re thinking.
2. The Thinking Trap of Mind Reading is common in close relationships.
Instructor Directions:

1. Ask a participant to read the scenario. (Note that the slide builds.)
2. Ask the participants to describe the nature of the Thinking Trap.
3. Review the Thinking Trap and read the definition. Emphasize that Me, Me, Me is when you believe YOU are the SOLE CAUSE of EVERY problem you encounter.
4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Me, Me, Me can lead to the emotions of guilt, sadness, or embarrassment.
5. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

Key Points:

1. Me, Me, Me is when you believe that you are the sole cause of every problem you encounter.
2. There are times when it’s important to take full responsibility for a situation if warranted. However, it is also critical to look at all of the possible contributing factors to a problem. This allows an accurate root cause analysis and also allows the people around you to be accountable for their actions.
Instructor Directions:

1. Ask a participant to read the scenario. (Note that the slide builds.)
2. Ask the participants to describe the nature of the Thinking Trap.
3. Review the Thinking Trap and read the definition. Emphasize that Them, Them, Them is when you believe that OTHER PEOPLE or CIRCUMSTANCES are the SOLE CAUSE of EVERY problem you encounter.
4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Them, Them, Them can lead to the emotion of anger and the reaction of aggression.
5. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

Key Points:

1. Them, Them, Them is when you believe other people or circumstances are the sole cause of every problem you encounter.
2. It’s critical to look at all of the possible contributing factors to a problem. This allows for an accurate root cause analysis and also allows for the individual to take responsibility for his/her actions and identify areas that need growth and development.
Instructor Directions:
1. Ask a participant to read the scenario. (Note that the slide builds.)
2. Ask the participants to describe the nature of the Thinking Trap.
3. Review the Thinking Trap and read the definition. Emphasize that Always, Always, Always is when you believe that NEGATIVE EVENTS are UNCHANGEABLE and you have LITTLE or NO CONTROL over them.
4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Always, Always, Always can lead to the emotion of sadness and the reaction of withdrawing.
5. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

Key Points:
1. Always, Always, Always is when you believe that negative events are unchangeable and that you have little or no control over them.
2. Identifying where you have control is critical to resilience.
Instructor Directions:
1. Ask a participant to read the scenario. (Note that the slide builds.)
2. Ask the participants to describe the nature of the Thinking Trap.
3. Review the Thinking Trap and read the definition. Emphasize that Everything, Everything, Everything is when you believe that you can JUDGE one’s WORTH/CHARACTER based on a SINGLE EVENT or believe that what caused the problem is going to NEGATIVELY AFFECT MANY AREAS of one’s life.
4. Ask participants to share examples of times they fell into this Trap and explore how the Trap affected their Consequences (emotions and reactions). Everything, Everything, Everything can lead to hopelessness, helplessness, and giving up.
5. Discuss how this Thinking Trap could undermine resilience and the participants’ effectiveness as Soldiers by keeping them from seeing the situation accurately.

Key Points:
1. Everything, Everything, Everything is when you believe that you can judge one’s worth or character based on a single event, or when you believe that the cause of your problems is going to negatively affect many areas of one’s life.
2. There are two parts to the Everything, Everything, Everything Thinking Trap.
3. Judging a person’s worth based on a single event, or character assassination, limits one’s ability to target behavior to affect change. Believing that the cause of problems will negatively affect most areas of one’s life is the inability to quarantine problems or compartmentalize problems into one area of life.
Instructor Directions:

1. Review the six Thinking Traps.
2. Ask for questions regarding the definition of each Trap.
3. Point out that Always, Always, Always and Everything, Everything, Everything are the most toxic Thinking Traps (note that they turn red on click).
   - Emphasize this is because these Traps lead to hopelessness and helplessness.

Key Points:

1. The combination of the Always, Always, Always and Everything, Everything, Everything Thinking Traps leads to helplessness and hopelessness.
Instructor Directions:

1. Review the points on the slide.

Key Points:

1. Mental Cues and Critical Questions are the way out of a Thinking Trap.
2. Mental Cues help you to focus your attention on what you need to do.
3. Critical Questions retrain your brain to notice important information you missed in the heat of the moment.
4. Detecting patterns in Thinking Traps will help you avoid them in the future if you start to use the appropriate Mental Cues and Critical Questions.

- You can avoid Thinking Traps by:
  - Identifying the pattern you fall into
  - Stating the Mental Cue
  - Asking the Critical Question to identify important information you missed
Instructor Directions:

1. Review each of the Mental Cues (e.g., slow down) and Critical Questions for each Thinking Trap.
2. Ask participants to comment on how the Mental Cues and Critical Questions will help the individual notice critical information missed because of the Thinking Trap.
Instructor Directions:

1. Review each of the Mental Cues (e.g., slow down) and Critical Questions for each Thinking Trap.
2. Ask participants to comment on how the Mental Cues and Critical Questions will help the individual notice critical information missed because of the Thinking Trap.
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.
2. Play Episode 2: Avoid Thinking Traps.
Instructor Directions:

1. Review the discussion questions with the participants.

Examples of Appropriate Answers:

1. SSG Garrett fell into the “Me, Me, Me,” “Always, Always, Always,” and “Everything, Everything, Everything” traps:
   - “I’m always jacking things up.”
   - “Everything I do seems to fall apart.”
2. SGT Lerrning fell into the “Them, Them, Them” trap:
   - “It’s [SSG Garrett’s] fault I just got chewed out by the Motor Sergeant.”
   - “And the Motor Sergeant, all he does is sit on his butt all day…”
3. These Traps may cause SSG Garrett and SGT Lerrning to miss critical information about a situation.
4. If SSG Garrett continues to fall into the “Always” and “Everything” Thinking Traps, it might lead him to feel helpless and as if he has no control over any situation.

Key Points:

1. The Master Veteran helped SSG Garrett look outward by asking the Critical Question “What else led to this problem that’s not just me?” He also helped SSG Garrett see what he could control, rather than what he could not. This helped SSG Garrett see that he completed a few tasks (topping off the tank, replacing the lug nut, and lifting the vehicle) that actually helped the situation.
2. The Master Veteran helped SGT Lerrning look inward by asking the Critical Question “How did I contribute to this problem?” This helped SGT Lerrning see that he contributed to the problem (by not leaving the manual open, not having the checklist by SSG Garrett, and not picking up some service parts he needed), and that it was not only SSG Garrett who was holding up the vehicle repairs.
Instructor Directions:

1. Direct participants to turn to page 15 in the Participant Guide.
2. Tell participants to choose two examples from examples 1-4 to complete.
3. Tell participants to label each thought as a Thinking Trap. Tell participants that it is possible that a thought illustrates more than one Thinking Trap.
4. Refer participants to the definitions of the Thinking Traps on page 13 in the Participant Guide.
5. After participants have completed two examples, review a few examples of appropriate answers for each of the four examples. Examples of appropriate answers are below and on the next page.

Examples of Appropriate Answers:

1. You get into a fight with your spouse about moving. You think ...
   a. “Always, Always, Always and Everything, Everything, Everything”
   c. “Me, Me, Me and Everything, Everything, Everything”
   d. “Always, Always, Always and Everything, Everything, Everything”

2. On your way to work you can’t find the building you’re looking for and show up a half hour late. You think ...
   a. “Jumping to Conclusions and Everything, Everything, Everything”
   b. “Jumping to Conclusions, Mindreading, and Everything, Everything, Everything”
   d. “Me, Me, Me, Always, Always, Always, and Everything, Everything, Everything”
Examples of Appropriate Answers (continued):

3. You send a long email to your new command about your current housing situation asking for their advice, and you get a one sentence reply. You think …
   a. “He doesn't care about my situation. He only cares about himself.”
   b. “There's nothing I can do to fix my housing situation.”
   c. “I shouldn't have bothered my command with this. I knew I shouldn't have sent that email.”
   d. “My command is mad at me.”

4. Your new squad does not complete a task exactly as you wanted them to. You think …
   a. “They should have known not to do that!”
   b. “I am terrible leader.”
   c. “These Soldiers are lazy.”
   d. “They did this on purpose. They don’t respect my leadership.”
Instructor Directions:

1. Direct participants to turn to page 17 in the Participant Guide.

2. Tell participants to choose one example from examples 5, 6, and 7 on pages 17-19. Tell the participants that for the example they choose, they will generate six thoughts one might have about the situation; one thought that illustrates each of the six Thinking Traps. Make sure the participants label the Thinking Traps that they generate. Tell them that they can refer to the list of Thinking Traps on page 13 in the Participant Guide.

3. Review a few examples of appropriate answers for each of the three examples. Ask for volunteers to share the thoughts they generated. Call on other participants and ask them which Thinking Traps the thoughts illustrated. Examples of appropriate answers are below and on the next page.

Examples of Appropriate Answers:

5. Your shipments do not arrive on their estimated arrival date. You think...

   • Jumping to Conclusions: “Our belongings are lost in another state somewhere.”
   • Mind Reading: “My wife thinks I’m an idiot for messing this up.”
   • Me, Me, Me: “I shouldn’t have chosen that shipping company.”
   • Them, Them, Them: “The management of the shipping company is so incompetent.”
   • Always, Always, Always: “Moving never goes smoothly when you PCS.”
   • Everything, Everything, Everything: “What kind of a disorganized post is this? If they can’t even get my belongings here on time, how can they complete their missions?”
Examples of Appropriate Answers (continued):

6. You get in a fight with your spouse because you were not able to be around to help unpack. You think...
   - Jumping to Conclusions: “We’ll keep finding things to fight about.”
   - Mind Reading: “He/She should have known the kind of stress I’m under trying to get adjusted to a new unit.”
   - Me, Me, Me: “I’m not holding up my end of the bargain. I should have organized my time better.”
   - Them, Them, Them: “My new command shouldn’t have kept me working late on my second week here.”
   - Always, Always, Always: “We always fight about how to divide up the work, especially since we had our second child.”
   - Everything, Everything, Everything: “She’s right. I should have helped more. What kind of husband am I to uproot my entire family and move them halfway across the country and away from their family?”

7. You and your new battle buddy miss a deadline on a project. You think...
   - Jumping to Conclusions: “I am going to get written up. This was an important project and I blew it.”
   - Mind Reading: “My new battle buddy thinks he can’t trust me. He probably wonders why I got promoted to a supervisory role.”
   - Me, Me, Me: “I should have studied up on those new procedures more.”
   - Them, Them, Them: “This was an impossible mission. Nobody could accomplish it on such a tight suspense.”
   - Always, Always, Always: “I’ll never have the same kind of battle buddies that I had back at Ft. Bragg.”
   - Everything, Everything, Everything: “I’m a loser. I can’t do anything right.”
Record your own notes here:

- What did you learn from this activity?
- Which Thinking Traps do you tend to fall into?
- How do Thinking Traps interfere with your performance and relationships?
- When PCSing, what are some primary triggers of falling into Thinking Traps?
- How can you minimize falling into these Thinking Traps in the future?

Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 20 in the Participant Guide.
3. Review the Avoid Thinking Traps discussion questions with the participants by asking for volunteers to respond to the questions on the slide.
Record your own notes here:

Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.

Key Points:

1. Avoid Thinking Traps helps to build the Resilience Competency of Mental Agility.
2. Thinking Traps are common.
3. Thinking Traps are problematic because they limit the information we notice in a situation.
4. Mental Cues and Critical Questions will help you to avoid Thinking Traps and gather more information.
Episode 3:  
Put It In Perspective

Rationale: Catastrophizing leads people to waste critical energy ruminating about the irrational worst case outcomes of a situation. Catastrophizing creates high levels of anxiety, decreases focus, increases helplessness, and prevents people from taking purposeful action. The goal of Put It In Perspective is to lower anxiety so that one can accurately assess a situation and deal with it.

Objective: Stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing Worst Case thoughts, generating Best Case thoughts, and identifying the Most Likely outcomes of a situation.

Target: Optimism is a primary target of Put It In Perspective.

Skill Overview and Recommended Timing:

<table>
<thead>
<tr>
<th>Skill Overview</th>
<th>Slides:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Put It In Perspective: Introduction and B.L.U.F.</td>
<td>60-61</td>
<td>10 mins</td>
</tr>
<tr>
<td>3.2 Put It In Perspective: Skill Review</td>
<td>62-65</td>
<td>15 mins</td>
</tr>
<tr>
<td>3.3 Watch Episode 3: Put It In Perspective</td>
<td>66</td>
<td>15 mins</td>
</tr>
<tr>
<td>3.4 Put It In Perspective: Video Discussion</td>
<td>67</td>
<td>10 mins</td>
</tr>
<tr>
<td>3.5 Put It In Perspective: Practical Exercise</td>
<td>68-69</td>
<td>25 mins</td>
</tr>
<tr>
<td>3.6 Put It In Perspective: Debrief Practical Exercise</td>
<td>70</td>
<td>5 mins</td>
</tr>
<tr>
<td>3.7 Put It In Perspective: Summary</td>
<td>71</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

Episode 3 Total Time: 85 mins
Instructor Directions:

1. Introduce Put It In Perspective.
Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.
3. Emphasize that this is a skill for people who are stuck in Worst Case or catastrophic thinking.
4. Differentiate Catastrophizing from identifying and planning for the Worst Case. Identifying the potential Worst Case and having a plan to deal with it, if it were to happen, is what Soldiers do. Catastrophizing—when you are stuck in your head and are generating catastrophic fantasies—is not helpful.
5. Make the point that Put It In Perspective is especially important when one is depleted because that is when the tendency to catastrophize is greatest.
6. Mention that Catastrophizing is not simply pessimism; it’s rumination that prevents purposeful action.

Key Points:

1. Catastrophic thinking prevents purposeful action and creates panic.
2. Put It In Perspective helps to build Optimism.
3. Put It In Perspective lowers anxiety so that you can assess and deal with the situation.
Instructor Directions:

1. Review the points on the slide.
2. Explain that Catastrophizing is triggered by an Activating Event.
3. Explain the three styles of Catastrophizing and further describe how the images relate to each style:
   - Downward spiral: An Activating Event occurs and your brain starts to tell a story that gets increasingly negative and improbable, causing the person to get increasingly anxious as the story goes on. Your brain is like a “runaway train.”
   - Scattershot: An Activating Event occurs and you start thinking about many disconnected, catastrophic events.
   - Circling: An Activating Event occurs and your thoughts about one bad outcome keep repeating. The thoughts do not necessarily get more negative, but they continue to occur repetitively.
4. Note that the skill of PIIP is especially helpful for the downward spiral and scattershot styles.

Key Points:

1. Catastrophizing is when a person is lost in his or her head, and the thoughts are not reality-based.
2. Catastrophic thoughts cause anxiety and prevent purposeful action.
Instructor Directions:

1. Review the point on the slide.
2. Ask for questions and comments about the difference between catastrophic thinking and contingency planning.
3. For example, it is adaptive to have a contingency plan for what you would do if the moving van is late. It is not adaptive to have a plan for what you will do if the moving truck is hit by a train and blows up.

Key Points:

1. Catastrophic thoughts cause you to get stuck in your head. They prevent problem solving and contingency planning.
Instructor Directions:

1. Review what triggers catastrophic thinking.
2. Ask if participants have any triggers they want to add.
3. Have participants generate specific examples of times when they or a family member might catastrophize on page 23 in the Participant Guide. Note that these situations are Activating Events.
4. Have them share these ideas with the group.

Examples of Appropriate Answers:

1. You receive a text from your new command stating “See me ASAP.”
2. You bring your family to the local mall for the first time and while standing in line at the food court, your child disappears.
3. You pre-registered for CDC (Child Development Center) and your name was inadvertently taken off the waiting list.
4. You are late for a meeting and can’t find the building on post.
5. Your teenager is going out driving for the first time in the area you just moved to.
Instructor Directions:

1. Review the points on the slide.
2. Refer participants to page 24 in the Participant Guide so they can see how the steps are laid out on the worksheet.
3. Emphasize that order is very important.
   • The skill always starts with describing the Activating Event.
4. Then, you must capture the Worst Case, generate the Best Case, and identify the Most Likely outcomes. Capturing the Worst Case and then generating the Best Case (in that order) “jolts” people out of their anxiety so they are better able to identify the accurate Most Likely outcomes of a situation.
   • Point out that the Most Likely outcomes may not be all positive, but identifying them allows one to develop a plan.
5. The final step is to develop a plan for dealing with the Most Likely outcomes.

Key Points:

1. When using the skill of PIIP, always follow the order of the 5 steps: Describe the Activating Event, Capture Worst Case, Generate Best Case, Identify Most Likely outcomes, and then Develop a Plan.
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.
Instructor Directions:

1. Review the discussion questions with the participants.

Examples of Appropriate Answers:

1. SSG Garrett fell into the downward spiral style of catastrophic thinking. His thoughts spiraled downward until he was imagining the Worst Case scenario.

2. SSG Garrett’s catastrophic thinking led him to feel extremely anxious: his heart was racing, his hands were sweating, and he felt sick to his stomach. He reacted by pacing, and he was not able to fall asleep.

3. The steps the Master Veteran showed SSG Garrett were the steps for PIIP:
   - Describe the situation that triggered your catastrophic thoughts
   - Capture your Worst Case thoughts
   - Generate the Best Case thoughts
   - Identify the Most Likely outcomes
   - Develop a plan of action for dealing with the Most Likely outcomes

4. After using the skill, SSG Garrett was able to calm down. He realized that the reason Janelle was not coming to the phone was probably that she was listening to her headphones while vacuuming and did not hear the phone ring. He decided he would call her the next morning, and he was able to get some sleep.
Instructor Directions:

1. Refer participants to page 24 in the Participant Guide.
2. Using SSG Garrett's situation, guide the participants through the steps of the PIIP worksheet. As you go over the steps below, tell participants to fill in the answers in the appropriate boxes on the worksheet.
   - **Step 1:** Describe SSG Garrett's Activating Event from Episode 3 in a brief sentence. Include who, what, where, and when, e.g., “One night while deployed, SSG Garrett called his wife multiple times on her cell phone but was unable to reach her.”
     - Point out that catastrophic thoughts seem real in the moment. This is proven by the strong way our bodies react (e.g., anxiety, hands sweating, heart racing, confused thinking, agitation, etc.).
   - **Step 2:** Help participants Capture the Worst Case in the Worst Case column of the worksheet (the column the farthest to the left), e.g., “Janelle got into a car accident and is injured.”
   - **Step 3:** Then help participants to generate the Best Case in the Best Case Column (the column the farthest to the right), e.g., “The prize patrol came to notify Janelle that she had won a million dollars.”
     - Explain that the negativity bias may often make it difficult to generate the Best Case.
   - **Step 4:** Help participants identify the Most Likely outcomes in the Most Likely column of the flip chart (the middle column), e.g., “Janelle was vacuuming with headphones on and didn’t hear the phone ring.”
     - Encourage participants to include feelings and behaviors, not just events (e.g., “I’ll be uptight until I reach her and hear her voice.”).
   - **Step 5:** Ask participants to name three to five action steps that SSG Garrett can take to deal with the Most Likely outcomes, e.g., Tactical Breathing, leaving a voicemail, etc.”
Instructor Directions:

1. Refer participants to pages 25 and 26 in the Participant Guide.
2. Participants should work in pairs.
3. Participants choose one of the Activating Events that triggered catastrophic thinking from the Activating Events that they generated in the Participant Guide on page 23. Working with their partner, participants should Capture the Worst Case, Generate the Best Case, and Identify the Most Likely outcomes. Participants then develop a plan with their partners for dealing with the Most Likely outcomes.
4. Once the participants have completed the first worksheet using the first partner’s example, they should complete the second worksheet using the second partner’s example.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 27 in the Participant Guide.
3. Review the Put It In Perspective debrief questions with the participants by asking for volunteers to respond to the questions on the slide.
4. Ask participants which column was most difficult to complete (Worst, Best, Most Likely) and to talk about what made that column difficult for them.
5. Remind participants that even if they do not typically catastrophize, this is an important skill to learn in case they catastrophize in the future and so that they can help others who are catastrophizing.
6. Point out that this skill is only used when one is catastrophizing about a situation, not every time there is a problem.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.
5. Reinforce that the order matters for PIIP.

Key Points:

1. Put It In Perspective helps to build the Resilience Competency of Optimism.
2. Catastrophizing prevents people from taking purposeful action.
3. PIIP enables a person to stop Catastrophizing, identify the Most Likely outcomes, and develop a plan for dealing with them.
1. Have the participants record six good things with a reflection on each. Direct them to complete this exercise on page 6 in the Participant Guide.

2. Have the participants share their good things in groups of three.

3. Ask for a few volunteers to share one of their good things with the entire class. Remind them to also share their reflection on the good thing.
**Episode 4:**
**Real-Time Resilience**

**Rationale:** Counterproductive thoughts sometimes interfere with the ability to effectively engage with the Task at hand. Real-Time Resilience is used to lower anxiety and anger and to enhance a person’s attention and positive attitude.

**Objective:** Shut down counterproductive thinking to enable greater concentration and focus on the Task at hand.

**Target:** Optimism is a primary target of Real-Time Resilience.

**Skill Overview and Recommended Timing:**

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<thead>
<tr>
<th></th>
<th>Slides</th>
<th>Time</th>
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<tbody>
<tr>
<td>4.1 Real-Time Resilience: Introduction and B.L.U.F.</td>
<td>74-75</td>
<td>5 mins</td>
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<tr>
<td>4.2 Real-Time Resilience: Skill Review</td>
<td>76-78</td>
<td>15 mins</td>
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<td>4.3 Watch Episode 4: Real-Time Resilience</td>
<td>79</td>
<td>10 mins</td>
</tr>
<tr>
<td>4.4 Real-Time Resilience: Video Discussion</td>
<td>80</td>
<td>10 mins</td>
</tr>
<tr>
<td>4.5 Real-Time Resilience: Practical Exercise</td>
<td>81-83</td>
<td>25 mins</td>
</tr>
<tr>
<td>4.6 Real-Time Resilience: Debrief Practical Exercise</td>
<td>84</td>
<td>10 mins</td>
</tr>
<tr>
<td>4.7 Real-Time Resilience: Summary</td>
<td>85</td>
<td>5 mins</td>
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**Episode 4 Total Time:** 80 mins
Instructor Directions:

1. Introduce Real-Time Resilience.
Real-Time Resilience helps to build Optimism.

Real-Time Resilience involves proving your thoughts false with evidence, thinking optimistically, and putting the situation in perspective.

Real-Time Resilience is the skill of fighting back against counterproductive thoughts as soon as they occur so you remain task-focused and motivated.

Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.
3. Explain to participants that Real-Time Resilience is an internal skill to challenge one’s own counterproductive thinking.

Key Points:

1. Real-Time Resilience helps to build Optimism.
2. Real-Time Resilience allows you to fight back against counterproductive thoughts with evidence, thinking optimistically, and putting the situation in perspective; it is like mental boxing.
3. Real-Time Resilience allows you to stay task-focused and motivated.
Instructor Directions:

1. Point out that this is a skill to get “back in the game” when counterproductive thoughts are interfering with the Task at hand.
2. Stress that this skill is to used to lower anxiety, anger, or other strong emotions enough so that one can perform under tough circumstances.
3. Reinforce that this is an internal skill to challenge one’s own counterproductive thinking and not to argue back against others.

Key Points:

1. Real-Time Resilience helps you to stop counterproductive thinking so you can get back to the Task at hand, and be on top of your game mentally.
2. Real-Time Resilience is an internal skill that is not to be used to argue back against others.
Instructor Directions:

1. Tell participants that you will practice the skill first by using specific sentences to frame the Real-Time Resilience response. These Sentence Starters help structure the response so that it is effective. Review each of the three Sentence Starters and give an example. Pick a counterproductive thought and demonstrate how to use each Sentence Starter. Use the situation below or one of your own.

   Activating Event: I made a decision that negatively affects my Soldiers, and now I have to lead a patrol.
   - **Counterproductive Thought 1**: They will never trust me again.
   - **RTR response**: That’s not completely true because I acted quickly once I realized my error. I took responsibility, and I demonstrated leadership by correcting the situation.
   - **Counterproductive Thought 2**: My CO will think I’m useless.
   - **RTR response**: A more optimistic way of seeing this is that he’ll understand that I corrected the situation and will not make the mistake again.
   - **Counterproductive Thought 3**: I’m never going to get promoted.
   - **RTR response**: The most likely implication is that I’ll need to work extra hard to solidify my reputation, and I can talk with my 1SG to get his advice.

Key Points:

1. The Sentence Starters help you structure your thinking so that you craft effective Real-Time Resilience responses.
Instructor Directions:

1. Teach the three pitfalls of RTR using the Activating Event: “I have to take the APFT right after I arrive at my new duty station.”
   - **Counterproductive Thought 1:** I’m not fast enough to run two miles in that amount of time.
   - **Pitfall response (Dismissing the grain of truth):** I am the best athlete in the world!
   - **Counterproductive Thought 2:** I am not ready to take this today.
   - **Pitfall response (Minimizing the situation):** Who cares if I fail? No big deal.
   - **Counterproductive Thought 3:** I didn’t train enough for this!
   - **Pitfall response (Rationalizing or excusing one’s contribution to the problem):** That’s because I have been too busy with the move. They shouldn’t make me take the APFT right after I arrive here!

2. Emphasize that pitfalls are problematic because we do not really believe them so they did not “knock out” our counterproductive thoughts.

3. Remind participants to use the “gut check” (we feel the power of the response in our bodies) to determine whether they have crafted a strong response or if they have fallen into a pitfall. Sometimes what may sound like a pitfall to others passes the “gut check” for the individual using the skill.

Key Points:

1. When learning RTR there are three common mistakes people make (dismissing, minimizing, rationalizing).
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.

- Watch Episode 4: Real-Time Resilience
- While you are watching the video, pay attention to SGT Lerrning’s counterproductive thoughts.
- When he fights back against his counterproductive thoughts, what makes his Real-Time Resilience responses effective and powerful?
Instructor Directions:

1. Review the discussions questions with the participants.

Examples of Appropriate Answers:

1. SGT Lerrning used the following evidence (underlined) to fight back against his counterproductive thoughts:
   - **Counterproductive thought 1:** This is your last convoy. You and all your battles are going to die.
   - **Resilient response 1:** We did a **patrol last week**. The gun trucks are solid and proficient. We’re going to get out of here safe.
   - **Counterproductive thought 2:** The recovery vehicle is going to break down. Then we are really screwed. We’ll be sitting ducks and it will be all your fault because you screwed up your job.
   - **Resilient response 2:** That's not going to happen. I did a **thorough PMCS on it**, and even if it does break down, this is what we’re trained for. Our team is proficient and has trained on all types of battle drills.
   - **Counterproductive thought 3:** We’re going to take on enemy fire and there’s no way you can recover the vehicle fast enough. You’re going to get everyone killed.
   - **Resilient response 3:** Not gonna happen. I’ve **practiced this drill multiple times** and I’m quick at recovering a vehicle. My command **trusts me** and selected me to run this mission.
Instructor Directions:

1. Read the Task at hand out loud.
2. Read the counterproductive thoughts one at a time.
   • After each counterproductive thought, ask the participants to provide a Real-Time Resilient response (examples of appropriate answers are below).
3. Respond to the first set of counterproductive thoughts as a large group to show the participants how the exercise will work. Make sure to demonstrate the difference between a pitfall response and a strong response.

Examples of Appropriate Answers:

1. Possible Real-Time Resilience responses for the counterproductive thoughts on the slide include:
   a. The most likely implication is I won’t fail, and even if I’m not as successful as I ultimately will be, I can keep peoples’ trust by being open to their feedback and implementing their advice. (Put it in Perspective)
   b. That’s not true. I beat three deadlines during my first week at my last duty station. (Evidence)
   c. That’s not true. I have my battle buddies and my spouse/significant other. (Evidence)
   d. A more optimistic way of looking at it is that everyone needs help at times – asking for help is not a sign of weakness. (Optimism)
   e. That’s not true. I work hard and my supervisors notice, which is why I was promoted the last time. (Evidence)
**Instructor Directions:**

1. Refer participants to page 29 in the Participant Guide.

2. Project the first Task at hand so that each participant can record their Real-Time Resilience response to each counterproductive thought in the appropriate boxes on the worksheet.

3. At the end of the Practical Exercise, have the participants split into pairs and check each others’ responses for pitfalls and evidence.

4. After participants have checked each other’s work, ask for volunteers to provide examples of Real-Time Resilience responses for each counterproductive thought (examples of appropriate answers are below).

**Examples of Appropriate Answers:**

1. Possible responses for the counterproductive thoughts for Task at hand #1 include:
   a. That’s not true. I have successfully given briefs in the past, and I have methods to help me if I get nervous, like Tactical Breathing. (Evidence)
   b. The most likely implication is the brief will go fine, and if I make a mistake I can correct myself and move on. (Put it in Perspective)
   c. A more optimistic way of seeing this is that everyone has failed at one time or another, including me. I will use lessons learned from past failures to do even better this time. (Optimism)
   d. That’s not completely true. When I was downrange I successfully led my battle buddies on many missions and we made it home safely. (Evidence)
   e. The most likely implication is I will deliver the brief successfully, and if I make a mistake my CO will respect my ability to recover quickly. (Put it in Perspective)
Instructor Directions:

1. Refer participants to page 30 in the Participant Guide.
2. Give participants the instructions for completing the second part of the exercise:
   - The participants will work in pairs.
   - One partner will go first. They will choose an example and explain their example to the second partner. The second partner will then provide counterproductive thoughts one at a time. After each counterproductive thought, the first partner will respond with a Real-Time Resilience response. If the response fell into one of the pitfalls, the first participant should stop and re-craft the response to make it stronger.
     - Encourage participants to use the Sentence Starter to craft strong responses.
   - Once the pair has completed the Practical Exercise using the first partner’s example, they should complete the Practical Exercise again using the second partner’s example, with the first partner providing the counterproductive thoughts and the second partner responding with Real-Time Resilience responses.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 31 in the Participant Guide.
3. Ask participants which pitfall was the most difficult to avoid.
4. Remind the participants to avoid the pitfalls (dismissing, minimizing, rationalizing) and to come up with a stronger response if they fall into one of the pitfalls.
5. Ask participants what was most challenging about RTR and discuss.
6. Reiterate that RTR becomes easier with practice and builds confidence. After practicing RTR over time, counterproductive thoughts will not come back as strong or as quickly.

Key Points:

1. Participants had an initial opportunity to practice RTR but will need to practice in their daily lives to fully master the skill.
2. It is easy to fall into the pitfalls. It will take practice to come up with strong responses.
3. One vivid piece of evidence can make a response much stronger. If a person’s response creates a picture in his/her mind, it is usually strong enough to shut down the thought.
4. There is a risk of over-relying on this skill. Some problems require a more thorough skill, such as Put It In Perspective.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.
5. Emphasize the importance of the practice piece of Real-Time Resilience, and that when learning you should go “as fast as you can, as slow as you need to.”

Key Points:

1. Real-Time Resilience is used to fight counterproductive thoughts and focus on the Task at hand.
2. Real-Time Resilience helps to build the Resilience Competency of Optimism.
Episode 5: Assertive Communication

Rationale: Different styles of communicating can facilitate or hinder interpersonal problem solving. Aggressive, Passive, and Assertive Communication are styles—not personality types—that can be developed, and the IDEAL model is a method that facilitates Assertive Communication.

Objective: Communicate clearly and with respect. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

Target: Connection is a primary target of Assertive Communication.

Skill Overview and Recommended Timing:

<table>
<thead>
<tr>
<th>Episode</th>
<th>Description</th>
<th>Slides:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Assertive Communication: Introduction and B.L.U.F.</td>
<td>87-89</td>
<td>10 mins</td>
</tr>
<tr>
<td>5.2</td>
<td>Watch Episode 5: Assertive Communication</td>
<td>90</td>
<td>15 mins</td>
</tr>
<tr>
<td>5.3</td>
<td>Assertive Communication: Video Discussion and Skill Review</td>
<td>91-97</td>
<td>30 mins</td>
</tr>
<tr>
<td>5.4</td>
<td>Assertive Communication: Practical Exercise</td>
<td>98-100</td>
<td>20 mins</td>
</tr>
<tr>
<td>5.5</td>
<td>Assertive Communication: Debrief Practical Exercise</td>
<td>101</td>
<td>10 mins</td>
</tr>
<tr>
<td>5.6</td>
<td>Assertive Communication: Summary</td>
<td>102</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

Episode 5 Total Time: 90 mins
Instructor Directions:

1. Introduce Assertive Communication.
2. Assertive Communication is used when there is a problem or an issue that you want to address in a way that respects the other person and strengthens the relationship.
Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.
3. Point out that Assertive Communication involves being flexible because you are adjusting communication so that it can be received by the other person.
4. Reinforce that we are NOT suggesting that Assertive Communication is always the best way. We will describe two other styles (Passive and Aggressive) that may also be necessary depending on the situation.
5. Highlight that resilience involves being flexible.
6. Explain that the IDEAL model will be introduced during the video and that it will be discussed afterwards.

Key Points:

1. Assertive Communication helps to build Connection.
2. Assertive Communication is Confident, Clear, and Controlled (3 Cs). Tell the participants that they will learn more about the 3 Cs in a few minutes.
3. Flexibility is key for effective communication.
Instructor Directions:

1. Review the three styles of communication.

Key Points:

1. Aggressive Communication can take on many forms. Some key indicators are talking down, blaming, and disrespect.
2. Passive Communication can take on many forms. Some key indicators are poor eye contact, backing down, and withdrawing.
3. Assertive Communication is normally the most effective way to communicate. Some key indicators of Assertive Communication are remaining Confident, Clear, and Controlled.

- Aggressive Communication is blaming, talking down, and is not controlled or respectful.
- Passive Communication is appeasing, fearful, and lacking in clarity.
- Assertive Communication helps you solve problems by remaining Confident, Clear, and Controlled.
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.
2. Play Episode 5: Assertive Communication
Instructor Directions:

1. Refer participants to the Communication Styles worksheet on page 33 in the Participant Guide.
2. Tell the participants to work in small groups to fill in the “descriptors” and “unspoken messages” boxes in the Aggressive column on the worksheet according to what they saw during SSG Garrett’s first conversation with Chris. (Note that the slide builds – make sure not to reveal the answers before the participants have filled in the column on their own.)
   - Explain that “unspoken messages” are the things that are communicated indirectly from one person to the other through body language, tone of voice, etc.
3. After participants have filled in both boxes in the Aggressive column, click to reveal the answers in the “descriptors” and “unspoken messages” boxes for the Aggressive style and review them with the participants as a group.

Examples of Appropriate Answers:

1. Descriptors of Aggressive Communication:
   - **Body language:** takes up more room; distance between them is too close; gestures such as pointing
   - **Voice:** loud; mild profanity; sarcasm
   - **Other person’s response:** could be intimidated; could fight back; problem does not get resolved
   - **Other:** must have last word, talking over the person, ineffective emotion; talking down; uses “you” and blaming; exaggerates, using words like “always” and “never;” does not ask for other person’s point of view

2. Unspoken messages of Aggressive Communication:
   - I don’t respect you
   - Your opinion does not matter
   - I am always right

3. Overall description of style: SSG Garrett used an accusatory, harsh, loud tone when talking to his son, Chris. He called him names (lazy slob) and did not give Chris a chance to explain himself. He sent Chris the unspoken message that Chris’ feelings and opinions don’t matter.
**Instructor Directions:**

1. Tell the participants to work in small groups to fill in the “descriptors” and “unspoken messages” boxes in the Passive column on the worksheet according to what they saw during SSG Garrett’s second conversation with Chris. (Note that the slide builds – make sure not to reveal the answers before the participants have filled in the column on their own.)

2. After participants have filled in both boxes in the Passive column, click to reveal the answers in the “descriptors” and “unspoken messages” boxes for the Passive style and review them with the participants as a group.

**Examples of Appropriate Answers:**

1. **Descriptors of Passive Communication:**
   - **Body language:** poor eye contact; slumping
   - **Voice:** stammering; low volume
   - **Other person’s response:** might take control of the conversation; might get annoyed that the message is so unclear or taking too long; problem does not get resolved
   - **Other:** quiet; no eye contact; withdrawn; sulking; submissive; fearful; appeasing; never really figure out what the problem is; backs down

2. **Unspoken messages of Passive Communication:**
   - I am never right
   - My opinion does not really matter
   - This is not that important to me

3. **Overall description of style:** SSG Garrett used a quiet, submissive, tentative tone when talking to his son, Chris. He did not address the problem and danced around the subject by talking about how he hated math when he was in school. He sent Chris the unspoken message that helping Janelle wasn’t that important and that Chris shouldn’t have too many responsibilities around the house.
Instructor Directions:

1. Review points on slide and discuss those that do not come out during the discussion.
2. Underscore the “3 C” mnemonic to help the participants remember the critical ingredients of Assertive Communication.
3. Emphasize that the goal of this unit is to increase participants’ flexibility in communication so that they are able to choose and use the style of communication that is most appropriate in any given situation.

Key Points:

1. Assertive Communication is Confident, Clear, and Controlled.
Instructor Directions:

1. Review the definitions of Confident, Clear, and Controlled.
2. Note that “Confident” refers to the speaker and how he/she approaches the conversation; “Clear” refers to the message; “Controlled” refers to the relationship—ensure that you are “tracking” the other person and changing your word choice, body language, tone, etc. to keep the conversation positive.
Instructor Directions:

1. Introduce the IDEAL Model for Assertive Communication.
2. Reinforce that the “I” happens “before crossing the line” in the IDEAL model, meaning that this step is done on your own before the conversation happens.

Key Point:

1. The IDEAL Model can help you to craft an Assertive conversation.
2. The “I” is done before communication with the other person begins.
3. Re-engage later—sometimes it is necessary to take a break from a conversation and come back to it.
4. Communication styles that work in one setting (for example, work) don’t work in another (for example, home).
5. Completing all of the steps of the IDEAL model is not always necessary. It depends on what the situation calls for.
6. IDEAL steps are guide posts and do not need to be done in order.
**Instructor Directions:**

1. Tell the participants to work in small groups to fill in the "descriptors" and "unspoken messages" boxes in the Assertive column on the worksheet according to what they saw during SSG Garrett’s third conversation with Chris. (Note that the slide builds – make sure not to reveal the answers before the participants have filled in the column on their own.)

2. After participants have filled in both boxes in the Assertive column, click to reveal the answers in the "descriptors" and "unspoken messages" boxes for the Assertive style and review them with the participants as a group.

**Examples of Appropriate Answers:**

1. **Descriptors of Assertive Communication:**
   - **Body language:** good posture; confident; good eye contact; appropriate amount of distance
   - **Voice:** even tone
   - **Other person’s response:** might apologize for whatever part they played in the problem; receptive to the conversation; friendship/relationship is maintained; agrees to the solution, though problem may not be 100% resolved in this conversation
   - **Other:** Okay to express annoyance or irritation, but controlled; asks if it is a good time to talk; asks for the other person’s point of view; holds the other person accountable; solution to the problem is concrete and collaborative

2. **Unspoken messages of Assertive Communication:**
   - Both of our opinions matter
   - We can solve the problem together
   - I respect you and I respect myself

3. **Overall description of style:** SSG Garrett used a calm, reasonable, understanding tone when talking to his son Chris. He held him accountable for not helping Janelle while still asking for Chris’ side of the story. He clearly described the problem and suggested a possible solution to it, asking for Chris’ opinion on if he thought it was reasonable or not. He sent Chris the unspoken message that everyone in the house is accountable for their actions and that everyone’s opinions and schedules need to be respected.
Instructor Directions:

1. Ask the participants how SSG Garrett went through each of the steps of the IDEAL model.
   
   - **I:** Before SSG Garrett started the conversation with Chris, he thought about what he wanted to get out of the conversation. He decided that he did not want to be conflict-avoidant or hostile, but Confident, Clear, and Controlled.
   
   - **D:** SSG Garrett described the problem objectively at the beginning of their conversation, e.g., “I understand you were supposed to help Janelle out.” “There’s been a few times this week you were supposed to help Janelle with something, but didn’t do it.”
   
   - **E:** SSG Garrett expressed his concerns about Chris not helping Janelle with the chores, e.g., “We’ve all been really busy lately. While I’m at work you need to help Janelle. Take some responsibility around the house.”
   
   - **A:** SSG Garrett asked his son a few different times why he did not help Janelle, which gave Chris a chance to tell his side of the story, e.g., “Is there a reason why you don’t want to help her?” SSG Garrett also asked his son to make a reasonable change by helping Janelle out with 2-3 chores per week, e.g., “So, it seems reasonable to me that you help Janelle with 2-3 chores per week. Do you agree?”
   
   - **L:** SSG Garrett listed the positive consequences that would happen if Chris helped out around the house, e.g., “We can get things done quicker and have more time to spend as a family.”
**Instructor Directions:**

1. Direct participants to turn to page 34 and 35 in the Participant Guide.
2. Tell participants to think about which communication style they tend to communicate in: Passive or Aggressive.
3. Explain to participants that for the communication style they tend to communicate in, they will find, circle, and correct the mistakes in the corresponding script so that the script becomes Assertive (i.e., if a participant tends to communicate in a more assertive way, he should correct the Assertive script).
   - Tell participants that the Aggressive script is on page 34 and the Passive script is on page 35.
   - Tell participants that if they do not lean towards either style, they should pick one.
4. At the end of the Practical Exercise, review the corrections with the group using the next two slides.

**Key Points:**

1. The dotted line on the worksheet denotes that the “I” should happen before the conversation.
Instructor Directions:

1. Review the mistakes noted on the slide for the Aggressive script.
2. Review the corrections for these mistakes with the group:
   - I: Change to “My new neighbor plays his music too loud. I might be Mind Reading because I am not sure I have ever talked to him about it bothering me before.”
   - D: Change to “A few times this week you have been playing your music too loud, and it kept me and a few of our neighbors awake at night.”
   - E: Change to “I think your music is too loud, and it interferes with my family’s and my sleep.”
   - A: Change to “Do you think it is reasonable for you to stop playing your music by 2100?”
   - L: Change to “If you turn it off at a reasonable hour every night, we’ll get along a lot better.”
Instructor Directions:

1. Review the mistakes noted on the slide for the Passive script.

2. Review the corrections for these mistakes with the group.
   - I: Change to “My neighbor was late picking up my kids three times in the past week. I might be Jumping to Conclusions, because I have not asked her why she was late those three times.”
   - D: Change to “My kids have been late to school a few times in the past few weeks because you did not pick them up on time.”
   - E: Change to “I am concerned that our kids will miss valuable information or get a detention soon if they keep getting dropped off late to school.”
   - A: Change to “Can you please pick them up 30 minutes before the first bell rings?”
   - L: Change to “If you pick my kids up on time, then they will not be late, and I will make sure to help you out when you need an extra hand.”

Below are the mistakes from the Passive script:

- I: Did not identify and understand the problem before starting the conversation
- D: Did not describe the problem
- E: Understated the importance of the problem ("it is not that big of a deal," "sometimes late," "really fine," "don’t worry about it")
- A: Asked in a way that understated the importance of the problem ("maybe try and pick my kids up on time," "if it is not too inconvenient for you")
- L: Did not list the positive outcomes ("no worries if it is too much work")
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.

2. Encourage participants to take notes on page 36 in the Participant Guide.

3. Remind participants that using Assertive Communication does not guarantee that you will get what you want. However, Assertive Communication does help you express your concerns and what you want, even when you do not reach the outcome you would like or the other person does not react in the way you wanted.

4. Explain that by using Assertive Communication, you leave the door open to talking about the topic again at a time when the other person might be more receptive.

5. Point out that even if you do not get the outcome you wanted, when you use Assertive Communication you can be confident that you handled the situation with integrity and showed respect for the other individual. This cultivates strong relationships even when you and the other person do not see eye to eye.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.

Key Points:

1. Assertive Communication helps to build the Resilience Competency of Connection.
2. Assertive Communication is a skill that takes practice.
3. You can choose which style of communication best fits the situation/context.
**Episode 6:**
**Active Constructive Responding**

**Rationale:** Dr. Shelly Gable’s work demonstrates the effects of sharing a positive experience with others and the effect that the other person’s response to our positive experience has on our relationship. Only Active Constructive Responses enhance the well-being of both parties.

**Objective:** Respond to others to build strong relationships.

**Target:** Connection is a primary target of ACR.

**Skill Overview and Recommended Timing:**

<table>
<thead>
<tr>
<th></th>
<th>Slides:</th>
<th>Time:</th>
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</thead>
<tbody>
<tr>
<td>6.1  ACR: Introduction and B.L.U.F.</td>
<td>104-106</td>
<td>15 mins</td>
</tr>
<tr>
<td>6.2  Watch Episode 6: ACR</td>
<td>107</td>
<td>20 mins</td>
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<tr>
<td>6.3  ACR: Skill Review</td>
<td>108-109</td>
<td>15 mins</td>
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<td>6.4  ACR: Video Discussion</td>
<td>110-114</td>
<td>15 mins</td>
</tr>
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<td>6.5  ACR: Practical Exercise 1</td>
<td>115-116</td>
<td>15 mins</td>
</tr>
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<td>6.6  ACR: Debrief Practical Exercise 1</td>
<td>117</td>
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<td>6.7  ACR: Practical Exercise 2</td>
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<td>6.8  ACR: Debrief Practical Exercise 2</td>
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<td>6.9  ACR: Summary</td>
<td>120</td>
<td>5 mins</td>
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**Episode 6 Total Time:** 115 mins
Instructor Directions:

1. Introduce Active Constructive Responding (ACR).
2. ACR is a style of communication that you can use when someone shares good news or a positive experience with you.
Instructor Directions:

1. Review the B.L.U.F. statements.
2. Ask for questions/comments.

Key Points:

1. Active Constructive Responding helps to build the Resilience Competency of Connection.
2. The way you respond when someone shares a positive experience with you will affect the strength of that relationship.
Instructor Directions:

1. Review the points on the slide.
2. Tell the participants that you will describe four typical styles of responding when someone shares good news and that you want them to listen closely to each style and begin to think about which is most common for them.

Key Points:

1. There are four ways people tend to respond when others share good news.
2. Only one of the four styles leads to stronger relationships.
Instructor Directions:

1. Review the items on the slide that the participants should be looking for and thinking about as they watch the video.
2. Play Episode 6: Active Constructive Responding.

- Watch Episode 6: Active Constructive Responding (ACR).
- While you are watching the video, pay attention to the four different ways SGT Lerning responds to his wife and how each of the styles of responding affects her.
Instructor Directions:

1. Emphasize that positive experiences can be big or small.
2. Point out that the meaning associated with the positive experience is determined by the individual initiating the communication.
3. Highlight that ACR is like Hunting the Good Stuff with someone else.

- I maxed my PT test.
- I passed inspection.
- It wasn’t so hot out.
- I finished unpacking.
- I had dinner with my family for the first time in my new home.
- My child had a great first day at school.
Instructor Directions:

1. Review the four cells (note that the slide builds beginning with the Passive Constructive cell).
2. Ask the participants to describe how a person feels when their good news is responded to in each of the four styles (e.g., Passive Constructive: person feels unimportant, misunderstood, embarrassed or guilty; Passive Destructive: person feels confused, guilty, or disappointed; Active Destructive: person feels ashamed, embarrassed, guilty, or angry; Active Constructive: person feels validated and understood).
3. Emphasize that a key word in the Active Constructive box is authenticated. It’s not cheerleading; it’s about helping the other person relive the positive event.
4. Explain that Active Constructive Responding helps you to linger over the good experience a little longer.
5. Point out that Active Destructive is being pessimistic and negative about another person’s good news.
6. Point out that attunement/modulation is also important. That is, it’s important to regulate your response based on the situation and needs of the other person (e.g., if the person who shares good news is modest, offering lots of praise might embarrass him and shut him down).
7. The skill is learning how to be active and constructive in a way that feels right to the other person.

Key Points:

1. ACR is furthering the conversation in an authentic way.
2. One size does not fit all: It is important to modulate your response so that it feels right to the other person.
3. ACR is the only style of responding that builds strong relationships.
Instructor Directions:

1. Discuss SGT Lerrning’s first conversation with Amanda.
2. After the discussion, ask the group which box SGT Lerrning fell into. Then reveal the phrase “Conversation Killer” by clicking the slide.
3. Ask the participants to describe how SGT Lerrning responded to Amanda in the Passive Constructive clip. Ask the participants to describe how SGT Lerrning’s style of responding affected Amanda (examples of appropriate answers below).

Examples of Appropriate Answers:

1. SGT Lerrning did not shift his attention to Amanda when she told him about her good news. He continued playing video games. He used phrases like, “Oh, nice. That sounds great,” but showed no real interest or enthusiasm.
2. Amanda is excited about her good news at first, but then leaves the room disappointed that her husband was not able to celebrate her news with her.
**Instructor Directions:**

1. Discuss SGT Lerrning’s second conversation with Amanda.
2. After the discussion, ask the group which box SGT Lerrning fell into. Then reveal the phrase “Conversation Hijacker” by clicking the slide.
3. Ask the participants to describe how SGT Lerrning responded to Amanda in the Passive Destructive clip. Ask the participants to describe how SGT Lerrning’s style of responding affected Amanda (examples of appropriate answers below).

**Examples of Appropriate Answers:**

1. SGT Lerrning changed the subject to something he was excited about when Amanda told him her good news.
2. Amanda is excited about her good news at first, but then leaves the room confused and irritated that her husband was not able to celebrate her news with her.
Instructor Directions:

1. Discuss SGT Lerrning’s third conversation with Amanda.
2. After the discussion, ask the group which box SGT Lerrning fell into. Then reveal the phrase “Joy Thief” by clicking the slide.
3. Ask the participants to describe how SGT Lerrning responded to Amanda in the Active Destructive clip. Ask the participants to describe how SGT Lerrning’s style of responding affected Amanda (examples of appropriate answers below).

Examples of Appropriate Answers:

1. SGT Lerrning only focused on the negative things about Amanda’s good news. He told her to make sure the tickets were real and that he didn’t want to waste money on a babysitter for their daughter, Jessica, if the tickets turned out to be fake.
2. Amanda is excited about her good news at first, but then leaves the room angry that her husband was not able to celebrate her news with her.
Instructor Directions:

1. Discuss SGT Lerring’s last conversation with Amanda.
2. After the discussion, ask the group which box SGT Lerring fell into. Then reveal the phrase “Joy Multiplier” by clicking the slide.
3. Ask the participants to describe how SGT Lerring responded to Amanda in the Active Constructive clip. Ask the participants to describe how SGT Lerring’s style of responding affected Amanda (examples of appropriate answers below).

Examples of Appropriate Answers:

1. SGT Lerring turned off the video game and responded with interest and enthusiasm when Amanda told him about her good news. He asked questions about her good news that helped her elaborate on the experience and multiply her joy.
2. Amanda is excited about her good news, and when she shares it with her husband she becomes even more excited because of the questions he asks her.
3. This is the only style of responding in the video where Amanda does not leave the room after the conversation. Instead, she sits on the couch with SGT Lerring, showing that Active Constructive Responding builds Connection.
Instructor Directions:

1. In response to first bullet point, ACR is about authentic interest in the person, not the news. Mention that ACR can be easier if you are interested in the news, but authentic interest in the person is most important.

2. In response to the second bullet point, ACR should not be used if the good news is dangerous for the person or others (e.g., a friend plans to take his new motorcycle on a dangerous road after drinking a few beers). Danger trumps ACR.

3. In response to the third bullet point, if there are concerns about the news but the news is not dangerous, ACR can be used first (conversation #1) and concerns can be addressed in a later conversation (conversation #2). Utilizing this strategy, the relationship can be strengthened and concerns can also be addressed.

4. In response to the fourth bullet point, the sharer of good news is responsible for being sensitive to the right time, place, or person to share his or her good news with.
Instructor Directions:

1. Refer participants to page 39 in the Participant Guide.

2. Review SGT Lerrning’s patterns on the slide with the participants. Describe his style of responding and the percentage of time he responds in that style with the various people listed.
   - As you walk participants through the Practical Exercise, explain what to write in each section of the worksheet.
   - Note that Jessica is SGT Lerrning’s daughter and Amanda is his wife.

3. Describe the factors that prevent him from staying in the ACR box (tiredness, moodiness, time urgency, etc.).

4. Make the point that ACR does not mean that you can never share concerns about another person’s good news. However, you can ask yourself whether the concerns need to be pointed out immediately or whether you can first share in the positive experience and then point out concerns in the next conversation.

5. After reviewing the slide with SGT Lerrning’s information, ask for questions/comments and discuss.
Instructor Directions:

1. Refer participants to page 40 in the Participant Guide.
2. Ask the participants to complete the chart just as you demonstrated on the previous slide.
   - Participants list the key people in their lives and think about which box indicates the style of responding that they typically use in conversations with those individuals.
   - Remind participants that it’s okay for the same person to be in multiple boxes.
   - Participants identify factors that lead to non-Active Constructive responses and factors that lead to Active Constructive Responding.
3. After participants have completed the worksheet, ask for a few volunteers to share what they recorded and what they learned about their style of responding through the Practical Exercise.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 42 in the Participant Guide.
3. Discuss the debrief points on the slide.
4. Ask participants how many of them found that they are not always using ACR with the people they care most about, and why they think that is.
5. Ask participants how many of them found one name in more than one box.

Key Points:

1. Many people find that the individuals closest to them are often in boxes other than the ACR box.
Instructor Directions:

1. Refer participants to page 41 in the Participant Guide.
2. Participants work with partners.
3. Person 1 shares a positive experience and Person 2 practices ACR, and then they switch roles.
4. Participants discuss the questions at the bottom of the worksheet.

- Person 1 shares positive experience and Person 2 practices ACR.
- Discuss questions at the bottom of the page and record key learning to share with group.
Instructor Directions:

1. Ask participants what they learned through the Practical Exercise and record critical points on a flip chart.
2. Encourage participants to take notes on page 42 in the Participant Guide.
3. Remind the participants about responsibilities they have when they are responding to someone else's good news: to show authentic interest in the person and to ask questions in order to multiply their joy.
4. If you are in a bad mood, either use some of the resilience skills to improve your mood or ask to talk about it later (the former is a better choice).
5. Point out that conversations can happen in phases. It is possible to be a Joy Multiplier in conversation 1 and to point out concerns in conversation 2. However, if the news is dangerous, you should not use ACR.
Instructor Directions:

1. Review the summary points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other summary points they would add to the list.
5. Emphasize that authenticity is critical in ACR.

Key Points:

1. Effective Praise and ACR help to build the Resilience Competency of Connection.
2. Using ACR does not mean you can’t bring up concerns. Concerns might be valid, but ask yourself if you should share them immediately or in a later conversation.
Final Discussion and Debrief

**Rationale:** The Final Discussion and Debrief is used to wrap up the training, review the skills, and reflect on key learning.

**Objective:** Consolidate learning and identify major themes from The Resilience In-Processing Training.

**Skill Overview and Recommended Timing:**

<table>
<thead>
<tr>
<th></th>
<th>Slides:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final Discussion</td>
<td>122</td>
<td>5 mins</td>
</tr>
<tr>
<td>2. Final Debrief</td>
<td>122</td>
<td>10 mins</td>
</tr>
<tr>
<td>3. Closing</td>
<td>123-124</td>
<td>5 mins</td>
</tr>
</tbody>
</table>

**Final Debrief Total Time:** 20 mins
Instructor Directions:

1. Have participants identify and discuss two or three of the most important things they learned from this course.
2. Tell participants to record the debrief points their group generates on a flip chart or a piece of paper.
3. Have each small group circle their two or three most important debrief points and report these points out to the large group.
4. Discuss these ideas as a large group. Tell participants to record these debrief points on page 43 in the Participant Guide.
Instructor Directions:

1. Review the debrief points.
2. Ask for questions or comments.
3. Clarify any misconceptions.
4. Ask participants if there are any other debrief points they would add to the list.
Thank you for participating in the In-Processing Resilience Training.
In-Processing Resilience Training
Participant Guide

Developed by CSF2 Directorate of Curriculum and Karen Reivich, Ph.D., University of Pennsylvania

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## Table of Contents

### Resilience
- **Hunt the Good Stuff**  
  - Hunt the Good Stuff: Skill Overview  
  - Hunt the Good Stuff: Practical Exercise  
  - Hunt the Good Stuff: Debrief Practical Exercise  
  p. 3  
  pp. 4-7

### Energy Management/Tactical Breathing
- Energy Management/Tactical Breathing: Skill Overview  
  p. 8  
- Energy Management: Practical Exercise  
  p. 9  
- Tactical Breathing: Practical Exercise  
  pp. 10-11  
- Energy Management/Tactical Breathing: Debrief Practical Exercise  
  p. 12

### Avoid Thinking Traps
- Avoid Thinking Traps: Skill Overview  
  pp. 13-20

### Put It In Perspective
- Put It In Perspective: Skill Overview  
  pp. 21-22

### Real-Time Resilience
- Real-Time Resilience: Skill Overview  
  p. 28

### Assertive Communication
- Assertive Communication and the IDEAL Model: Skill Overview  
  p. 32

### Active Constructive Responding
- ACR: Skill Overview  
  pp. 37-38

### Final Discussion and Debrief
- p. 43

### Glossary
- pp. 44-48
Resilience is the ability to grow and thrive in the face of challenges and bounce back from adversity. Resilience can be built through a set of core competencies that enable mental toughness, optimal performance, strong leadership, and goal achievement. A resilient individual is one who is willing to take calculated, necessary risks and to capitalize on opportunity.

**Resilience Competencies:**

1. Self-awareness
2. Self-regulation
3. Optimism
4. Mental Agility
5. Strengths of Character
6. Connection

**Key Principles**

- **Bounce, not break:** Resilient people bounce, not break, when faced with an adversity or challenge.

- **Can be developed:** Everyone can enhance his or her resilience by developing the MRT competencies.
Hunt the Good Stuff is based on research by Martin Seligman and colleagues and by Robert Emmons. Hunt the Good Stuff is when you take the time to notice and reflect on positive experiences in your life. It builds Optimism and positive emotions, such as gratitude.

**Key Principles**

- **Builds** positive emotion, optimism, gratitude (studied by Robert Emmons)
- **Counteracts** the negativity bias
- **Leads to:**
  - Better health, better sleep, feeling calm
  - Lower depression and greater life satisfaction
  - More optimal performance
  - Better relationships
**Instructions:** In groups of three, record six good things that relate to PCSing in the boxes labeled “Good Thing.” After each good thing, write a reflection sentence in the corresponding box labeled “Reflection” using the reflection questions on the slide.

<table>
<thead>
<tr>
<th>Good Thing 1:</th>
<th>Reflection:</th>
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<th>Good Thing 2:</th>
<th>Reflection:</th>
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<tr>
<th>Good Thing 3:</th>
<th>Reflection:</th>
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<tr>
<th>Good Thing 4:</th>
<th>Reflection:</th>
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<tr>
<th>Good Thing 5:</th>
<th>Reflection:</th>
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<table>
<thead>
<tr>
<th>Good Thing 6:</th>
<th>Reflection:</th>
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<tbody>
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<td></td>
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</table>
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<table>
<thead>
<tr>
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<th>Reflection:</th>
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<tr>
<td></td>
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<tr>
<td>Good Thing 2:</td>
<td>Reflection:</td>
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<tr>
<td>Good Thing 3:</td>
<td>Reflection:</td>
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<tr>
<td>Good Thing 4:</td>
<td>Reflection:</td>
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<tr>
<td>Good Thing 5:</td>
<td>Reflection:</td>
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<tr>
<td>Good Thing 6:</td>
<td>Reflection:</td>
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</tbody>
</table>
Hunt the Good Stuff is based on research by Martin Seligman and colleagues and by Robert Emmons. Hunt the Good Stuff is when you take the time to notice and reflect on positive experiences in your life. It builds Optimism and positive emotions, such as gratitude.

**Instructions:** Record important debrief points for Hunt the Good Stuff and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Hunt the Good Stuff. Consider both individual and group applications.
• Our energy levels, whether too low or too high, impact our ability to perform in our personal and professional lives.

• Effectively managing our energy is possible but requires deliberate and diligent effort.

• Tactical Breathing is a tool that, when used regularly, allows you to manage your energy level and facilitates optimal performance.

Key Principles

• **Increase efficiency:** Tactical Breathing causes your body to use energy more efficiently, giving you more energy when you need it.

• **Enhance control:** You can regulate your physiology, thinking, and emotions to perform more optimally.

• **Practice:** Getting the full benefits from Tactical Breathing takes practice.

• **Self-regulation:** Self-regulation is a primary target of Tactical Breathing.
How You Perform

You “perform” all the time. In the space below, list the various things you care about, that you want to do well, that require you to have your head in the game, and perhaps that you have to do under some amount of pressure. Consider performances in your personal and professional life, e.g., hobbies, etc.

______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________
______________________________  ______________________________

Energy Activation and Performance

Some performances require a high level of energy activation or a burst of energy. Other performances require a much lower level of energy.

To perform optimally, you need to know what level of energy activation the performance requires and have the Self-awareness to assess where your energy level is in relation to where it needs to be.

Then you have to have an effective strategy in place to manage your energy level and shift your energy where it needs to be for the performance in front of you.
Tactical Breathing: Practical Exercise

Identify three specific situations in which you could benefit from being able to effectively shift your energy so that you can perform at your best.

1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

1. PHYSICAL FUNDAMENTALS

- Inhale through your nose if possible
- Chest remains still as you inhale
- Breathe slow, low, and deep to a 5/5 cadence...
  - 5-count inhale,
  - 5-count exhale
- As your breath deepens, allow your abdomen, sides, and lower back to expand

2. MENTAL FUNDAMENTALS

- Let your mind become quiet and focused with each breath
- Focus on 5/5 breath cadence or repeat a focus cue on exhale

3. EMOTIONAL FUNDAMENTALS

- Gain greater poise and control with each deep breath
- Experience positive emotion from the past or connected to what you’re about to do
Deep breathing + 5-second cadence

Deep breathing + Relaxation cue

Deep breathing + Focus on sensation

Deep breathing + Positive emotion

Being Deliberate about Tactical Breathing

Like any other skill, to become “good” at Tactical Breathing you’ll need to put in regular practice. Identify three specific opportunities when you will practice Tactical Breathing for at least a few minutes at a time.

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________
‘Tactical Breathing’ is a self-regulation technique that includes physical, mental, and emotional components which together produce an immediate and fundamental change in our physiology—to better prepare for performance and better recover from performance.

Prior to performance, Energy Management/Tactical Breathing prepares us to respond to high demands with greater composure, precision, accuracy, and motor control as well as enhanced memory, recall and attention. During breaks in action (recovery) Energy Management/Tactical Breathing facilitates various health- and performance-promoting changes.

**Instructions:** Record important debrief points for Energy Management/Tactical Breathing and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Energy Management/Tactical Breathing. Consider both individual and group applications.
Thinking Traps

1. **Jumping to Conclusions:**
   Believing one is certain about a situation despite little or no evidence to support it

2. **Mind Reading:**
   Assuming that you know what another person is thinking, or expecting another person to know what you are thinking

3. **Me, Me, Me:**
   Believing that you are the sole cause of every problem you encounter

4. **Them, Them, Them:**
   Believing that other people or circumstances are the sole cause of every problem you encounter

5. **Always, Always, Always:**
   Believing that negative events are unchangeable and that you have little or no control over them

6. **Everything, Everything, Everything:**
   Believing that you can judge one’s worth/character based on a single event or believing that what caused the problem is going to negatively affect many areas of one's life

Mental Cues and Critical Questions

1. **Jumping to Conclusions:**
   Slow down: What is the evidence for and against my thoughts?

2. **Mind Reading**
   Speak up: Did I express myself? Did I ask for information?

3. **Me, Me, Me:**
   Look outward: How did others and/or circumstances contribute?

4. **Them, Them, Them:**
   Look inward: How did I contribute?

5. **Always, Always, Always:**
   Grab control: What is changeable? What can I control?

6. **Everything, Everything, Everything:**
   Get specific: What is the specific behavior that explains the situation? What specific area of my life will be affected?
Key Principles

- **Activating Event**: the who, what, when, and where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions.

- **Thinking Traps are common**: It’s common to fall into a Thinking Trap, particularly when stressed.

- **Thinking Traps narrow our field of vision**: Thinking Traps often lead to missing important information.

- **Notice patterns**: What are the patterns in the Traps you fall into?

- **Use Mental Cues**: Use the Mental Cues to help you notice when you have missed critical information.

- **Use Critical Questions**: Be on the lookout for your common Traps and use the Critical Questions to help broaden your awareness of important information.

- **Mental Agility**: Mental Agility is a primary target of Avoid Thinking Traps.
**Avoiding Thinking Traps: Practical Exercise**

**Instructions:** From examples 1-4, choose two examples to complete. For each example there are four corresponding thoughts that contain Thinking Traps. Label each thought with a Thinking Trap. It is possible that one thought has more than one Thinking Trap.

### 1. You get into a fight with your spouse about moving. You think ...

<table>
<thead>
<tr>
<th></th>
<th>Thought</th>
<th>Thinking Trap(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>“Our marriage is just not cut out for Army life. We are never going to make it!”</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>“My spouse is making this move way more difficult then it needs to be!”</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>“I am really letting my family down. I haven’t been there for them.”</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>“My life is falling apart.”</td>
<td></td>
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</tbody>
</table>

### 2. On your way to work you can’t find the building your looking for and show up a half hour late. You think ...

<table>
<thead>
<tr>
<th></th>
<th>Thought</th>
<th>Thinking Trap(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>“Today is going to be a bad day.”</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>“Everyone thinks I’m unreliable. They are not going to trust me.”</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>“They should have provided me with better directions.”</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>“I am never going to get adjusted here. I can’t figure this place out.”</td>
<td></td>
</tr>
</tbody>
</table>
3. You send a long email to your new command about your current housing situation asking for their advice, and you get a one sentence reply. You think...

a. **Thought:** “He doesn’t care about my situation. He only cares about himself.”
   **Thinking Trap(s):**

b. **Thought:** “There’s nothing I can do to fix my housing situation.”
   **Thinking Trap(s):**

c. **Thought:** “I shouldn’t have bothered my command with this. I knew I shouldn’t have sent that email.”
   **Thinking Trap(s):**

d. **Thought:** “My command is mad at me.”
   **Thinking Trap(s):**

4. Your new squad does not complete a task exactly as you wanted them to. You think ...

a. **Thought:** “They should have known not to do that!”
   **Thinking Trap(s):**

b. **Thought:** “I am a terrible leader.”
   **Thinking Trap(s):**

c. **Thought:** “These Soldiers are lazy.”
   **Thinking Trap(s):**

d. **Thought:** “They did this on purpose. They don’t respect my leadership.”
   **Thinking Trap(s):**
Instructions: From examples 5-7, choose one example to complete. For the example you choose, generate one thought to illustrate each of the Thinking Trap categories.

5. Your shipments do not arrive on their estimated arrival date. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:
6. You get in a fight with your spouse because you were not able to be around to help unpack. You think...

a. Jumping to Conclusions:

b. Mind Reading:

c. Me, Me, Me:

d. Them, Them, Them:

e. Always, Always, Always:

f. Everything, Everything, Everything:
### 7. You and your new battle buddy miss a deadline on a project. You think...

<p>| | |</p>
<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td><strong>a.</strong> Jumping to Conclusions:</td>
<td></td>
</tr>
<tr>
<td><strong>b.</strong> Mind Reading:</td>
<td></td>
</tr>
<tr>
<td><strong>c.</strong> Me, Me, Me:</td>
<td></td>
</tr>
<tr>
<td><strong>d.</strong> Them, Them, Them:</td>
<td></td>
</tr>
<tr>
<td><strong>e.</strong> Always, Always, Always:</td>
<td></td>
</tr>
<tr>
<td><strong>f.</strong> Everything, Everything, Everything:</td>
<td></td>
</tr>
</tbody>
</table>
Avoid Thinking Traps: Debrief Practical Exercise

Drs. Aaron Beck and Martin Seligman identified common patterns in thinking that are problematic, particularly when under stress. These Thinking Traps undermine mental toughness and performance and lead to an inaccurate understanding of the situation. You can use the Mental Cues and Critical Questions to avoid the Traps and to see the situation more accurately.

**Instructions:** Record important debrief points for Avoid Thinking Traps and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Avoid Thinking Traps. Consider both individual and group applications.
The goal of Put It In Perspective (PIIP) is to lower anxiety so that you can accurately assess the situation and deal with it. It is not to pretend “all is well,” to deny real problems, or to take away anxiety completely.

**Catastrophizing**

- Catastrophizing is triggered by an Activating Event.
- Catastrophizing is when you waste critical energy ruminating about the irrational worst case outcomes of a situation.
- Catastrophizing is not the same as identifying the Worst Case and contingency planning. Contingency planning is productive. Catastrophizing is counterproductive.
- Catastrophizing is a slippery slope. It’s downward-spiral thinking.
- Catastrophizing creates high levels of anxiety, decreases focus, and increases helplessness.
- Catastrophizing prevents you from taking purposeful action.

**To Put It In Perspective**

1. Describe the **Activating Event**
2. Capture **Worst Case** thoughts
3. Generate **Best Case** thoughts
4. Identify **Most Likely** outcomes
5. Develop a plan for dealing with **Most Likely** outcomes
Key Principles

- **Catastrophizing depletes energy**: Catastrophizing depletes energy, prevents problem solving, and generates unhelpful anxiety.

- **Order matters**: Stop Catastrophizing by capturing the Worst Case, then generating the Best Case – both of which help you to focus on the Most Likely outcomes.

- **Develop a plan**: Once you are focused on the Most Likely outcomes, develop a plan for dealing with the situation.

- **Optimism**: Optimism is a primary target of Put It In Perspective.
Instructions: What are some Activating Events that have triggered or might trigger catastrophic thinking (e.g., specific examples of times when you or a family member might catastrophize)? List these triggers below.

1.

2.

3.

4.

5.

6.

7.
1. Describe the Activating Event (the situation in which SSG Garrett catastrophized):

2. Capture Worst Case: Capture SSG Garrett’s Worst Case thoughts.

4. Identify Most Likely: Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on SSG Garrett and others.

3. Generate Best Case: Generate SSG Garrett’s equally unlikely Best Case thoughts.

5. Develop a plan for SSG Garrett to deal with the Most Likely outcome:
### Practical Exercise (Group Example 1)

**1. Describe the Activating Event** (a situation in which you catastrophized or might catastrophize):

<table>
<thead>
<tr>
<th>2. Capture Worst Case:</th>
<th>4. Identify Most Likely:</th>
<th>3. Generate Best Case:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture your Worst Case thoughts.</td>
<td>Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.</td>
<td>Generate equally unlikely Best Case thoughts.</td>
</tr>
</tbody>
</table>

**5. Develop your plan for dealing with the Most Likely outcome:**
1. Describe the Activating Event (a situation in which you catastrophized or might catastrophize):

<table>
<thead>
<tr>
<th>2. Capture Worst Case:</th>
<th>4. Identify Most Likely:</th>
<th>3. Generate Best Case:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capture your Worst Case thoughts.</td>
<td>Identify the Most Likely outcomes. Consider feelings, behaviors, events, long and short-term outcomes, and effects on yourself and others.</td>
<td>Generate equally unlikely Best Case thoughts.</td>
</tr>
</tbody>
</table>

5. Develop your plan for dealing with the Most Likely outcome:
Catastrophizing decreases mental toughness and prevents problem solving. You can stop Catastrophizing by Putting It In Perspective: capturing the Worst Case, generating the Best Case, identifying the Most Likely outcomes, and then developing a plan for dealing with the likely implications.

**Instructions:** Record important debrief points for Put It In Perspective and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Put It In Perspective. Consider both individual and group applications.
Real-Time Resilience is used to deal with counterproductive thoughts that are interfering with the ability to effectively engage with the Task at hand. It is used to lower anxiety and anger and to enhance a person’s attention and positive attitude.

**Sentence Starters**

- Use evidence to prove the thought is false.
  - That’s not (completely) true because...
  - Generate a more optimistic way of seeing it.
    - A more optimistic way of seeing this is...
  - Put It In Perspective.
    - The most likely implication is... and I can...

**Pitfalls:** Common mistakes made when responding to counterproductive thoughts

- Dismissing the grain of truth
- Minimizing the situation
- Rationalizing or excusing one’s contribution to a problem

**Key Principles**

- **Accuracy over speed:** Focus on accuracy and passing the gut test, not speed.
- **Practice:** Real-Time Resilience takes ongoing practice.
- **Learning curve:** The pitfalls are common and part of the learning process.
- **Do-over:** When you hear a pitfall, pause and generate a stronger response.
- **Optimism:** Optimism is a primary target of RTR.
**Instructions:** For each Task at hand listed below there are five corresponding counterproductive thoughts. Write a Real-Time Resilience response to each of the counterproductive thoughts use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., “That’s not true because...,” “A more optimistic way of seeing this is...,” “A more likely implication of this is...and I can...”). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one’s contribution to a problem.

**Task at hand #1:** You are about to brief your CO for the first time.

<table>
<thead>
<tr>
<th>Counterproductive Thoughts</th>
<th>Real-time Resilience Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am terrible at giving briefs.</td>
<td></td>
</tr>
<tr>
<td>b. If I don’t get this perfect my career is over.</td>
<td></td>
</tr>
<tr>
<td>c. I’ve failed at everything else; I’m going to fail at this.</td>
<td></td>
</tr>
<tr>
<td>d. I don’t perform well under stress.</td>
<td></td>
</tr>
<tr>
<td>e. I am going to say something stupid and lose all respect.</td>
<td></td>
</tr>
</tbody>
</table>
**Instructions:** Choose an example of a time in your own life when you had a Task at hand to complete, but were having counterproductive thoughts, and write it in the box where it says “Task at hand #2.” Your partner will generate and say aloud counterproductive thoughts you may have been having; record these thoughts in the left-hand column. For each counterproductive thought, generate and say aloud a Real-Time Resilience response; record these responses in the right-hand column. When crafting your responses, use the strategies of evidence, optimism, and put it in perspective. Remember that good evidence is vivid, specific, and concrete. Try to begin each sentence with one of the Sentence Starters (e.g., “That’s not true because...,” “A more optimistic way of seeing this is...,” “A more likely implication of this is...and I can...”). Avoid pitfalls, i.e., dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one’s contribution to a problem.

<table>
<thead>
<tr>
<th>Counterproductive Thoughts:</th>
<th>Real-time Resilience Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td></td>
</tr>
</tbody>
</table>
Real-Time Resilience is the skill of fighting back against counterproductive thoughts as soon as they occur so that you remain task-focused and motivated. Real-Time Resilience involves proving your thoughts false with evidence.

**Instructions:** Record important debrief points for Real-Time Resilience and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Real-Time Resilience. Consider both individual and group applications.
Assertive Communication is important in dealing with family and colleagues (communication that works in combat or with your Platoon Sergeant doesn’t work at home). Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

3 Cs: Confident, Clear, Controlled

- Confident: You believe in your ability to handle the situation and are composed.
- Clear: The message is easy to understand and is not exaggerated.
- Controlled: You are “tracking” the other person and modulate yourself if necessary.

IDEAL Model

- I = Identify and understand the problem
- D = Describe the problem objectively and accurately
- E = Express your concerns and how you feel (when appropriate)
- A = Ask the other person for his/her perspective and then ask for a reasonable change
- L = List the positive outcomes that will occur if the person makes the agreed upon change

Key Principles

- Takes practice: Assertive Communication takes practice.
- Flexibility: Adjust your style of communication to the situation/person you are communicating with.
- Skill, not personality: Communication styles are skills, not personality styles.
- Re-Engage: Take a break from the conversation. Relax/rethink and then try again.
- Connection: Connection is a primary target of Assertive Communication.
**Instructions:** As you watch the Aggressive, Passive, and Assertive Communication clips, pay attention to the specific descriptors (body language, language, voice tone, etc.) that illustrate each of the three styles of communication and record the specific descriptors in the space provided below. After each clip, work together in small groups to fill in the unspoken messages box for the style you just saw.

<table>
<thead>
<tr>
<th></th>
<th>Aggressive</th>
<th>Assertive</th>
<th>Passive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are descriptors of each style (e.g., language, body language, voice, space, pace, etc.)?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What are the unspoken messages that each style sends to the other person?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What is the scenario?**
Your new neighbor plays loud music in his garage a few times a week, and it keeps you awake at night.

<table>
<thead>
<tr>
<th>Identify the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>My new neighbor is so inconsiderate!</td>
</tr>
</tbody>
</table>

**Corrections:**

<table>
<thead>
<tr>
<th>Describe the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are always playing your loud music and it keeps me and all of our neighbors awake all night long. You’re so inconsiderate.</td>
</tr>
</tbody>
</table>

**Corrections:**

<table>
<thead>
<tr>
<th>Express your concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were you raised in a barn with no neighbors? It pisses me off that you don’t have the decency to turn off your music at night.</td>
</tr>
</tbody>
</table>

**Corrections:**

<table>
<thead>
<tr>
<th>Ask for a reasonable change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why the heck do you think anyone on our block wants to hear that terrible noise all night long? You need to stop playing music after 1600.</td>
</tr>
</tbody>
</table>

**Corrections:**

<table>
<thead>
<tr>
<th>List the positive outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You better turn it off, or I will call the cops.</td>
</tr>
</tbody>
</table>

**Corrections:**

---

**Assertive Communication:**
Practical Exercise (Aggressive Communication Script)

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**Instructions**: Below is a script of a passive conversation. Circle at least 10 words or phrases that make the script passive. After you have circled the words or phrases that make the script passive, rewrite the words or phrases in the box that says “Corrections” so that the script is assertive, not passive.

**What is the scenario?**
Your and your new neighbor take turns driving the kids to school. Your neighbor was late picking up your kids two times last week and one time this week.

<table>
<thead>
<tr>
<th>Identify the problem:</th>
<th>Corrections:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Describe the problem:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is half past eight...and...my kids are ready to go to school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Express your concerns:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well, it is not that big of a deal, but my kids are sometimes late for school, but it is really fine. Don’t worry about it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ask for a reasonable change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you maybe try and pick my kids up on time if it is not too inconvenient for you?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List the positive outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It would be great if you could try to make sure the kids get to school on time, but no worries if it is too much to ask!</td>
</tr>
</tbody>
</table>

**Corrections:**
Assertive Communication is Confident, Clear, and Controlled. Assertive Communication can be enhanced through the IDEAL model: I = Identify and understand the problem, D = Describe the problem objectively and accurately, E = Express your concerns and how you feel (when appropriate), A = Ask the other person for his/her perspective and ask for a reasonable change, L = List the positive outcomes that will occur if the person makes the agreed upon change.

**Instructions:** Record important debrief points for Assertive Communication and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of Assertive Communication. Consider both individual and group applications.
Active Constructive Responding (ACR) is based on the work of Dr. Shelly Gable. Dr. Gable studies the effects of sharing a positive experience with others and the effect that the other person’s response to our positive experience has on our relationship.

There are four different types of responses a person can have when someone shares a positive experience. The four responses are:

<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active</strong></td>
<td></td>
</tr>
<tr>
<td>• Authentic interest</td>
<td>• Squashing the event</td>
</tr>
<tr>
<td>• Elaborates the experience</td>
<td>• Negative focus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Passive</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distracted, understated support</td>
<td>• Ignoring the event</td>
</tr>
<tr>
<td>• Conversation fizzles out</td>
<td>• Changing the conversation to another topic</td>
</tr>
</tbody>
</table>

Of the four cells, only **Active Constructive** responses enhance the well-being of both parties. Below are examples of each of the four styles of responding:

- **Active Constructive Responding**: The person responding offers praise, asks questions and helps the sharer to elaborate on the positive experience by eliciting more information and asking questions that draw out details of the situation and its meaning.

- **Passive Constructive Responding**: The person responding is not actively engaged in the conversation and does little to build on the conversation or explore the event.

- **Passive Destructive Responding**: The person responding ignores the event by sidetracking the conversation or switching topics completely.

- **Active Destructive Responding**: The person responding actively points out negative implications of the situation and highlights the downsides of the event.
Key Principles

• **Four types of responding:** There are four ways people tend to respond when others share a positive experience: Active Constructive, Passive Constructive, Passive Destructive, and Active Destructive.

• **ACR:** ACR conveys authentic interest, and the responder helps the sharer think more deeply about the positive experience.

• **Benefits of ACR:** ACR leads to stronger relationships, belonging, well-being, and life satisfaction for both parties.

• **Connection:** Connection is a primary target of Effective Praise and ACR.
What are your patterns?
(SGT Learning Example)

Step 1: Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

Amanda, Jessica, SSG Garrett, my Soldiers

Step 2: Record each individual’s name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

<table>
<thead>
<tr>
<th>Constructive</th>
<th>Destructive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active</strong></td>
<td></td>
</tr>
<tr>
<td>Jessica</td>
<td>Jessica</td>
</tr>
<tr>
<td>(60%)</td>
<td>(20%)</td>
</tr>
<tr>
<td>Amanda</td>
<td>Amanda</td>
</tr>
<tr>
<td>(10%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>My Soldiers</td>
<td>My Soldiers</td>
</tr>
<tr>
<td>(70%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>SSG Garrett</td>
<td>SSG Garrett</td>
</tr>
<tr>
<td>(50%)</td>
<td>(30%)</td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td></td>
</tr>
<tr>
<td>Jessica</td>
<td>Jessica</td>
</tr>
<tr>
<td>(10%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>Amanda</td>
<td>Amanda</td>
</tr>
<tr>
<td>(60%)</td>
<td>(20%)</td>
</tr>
<tr>
<td>My Soldiers</td>
<td>My Soldiers</td>
</tr>
<tr>
<td>(10%)</td>
<td>(10%)</td>
</tr>
<tr>
<td>SSG Garrett</td>
<td>SSG Garrett</td>
</tr>
<tr>
<td>(10%)</td>
<td>(10%)</td>
</tr>
</tbody>
</table>

Step 3: Check for factors that influence your style of communicating.

a. What factors drive you into boxes other than ACR?

- [x] Mood
- [ ] Energy level
- [ ] Busy schedule
- [ ] How your family responded to you while you were growing up
- [x] Focused on self
**Step 1:** Make a list of the key people in your life (e.g., family member, friends, colleagues, Platoon members, etc.).

---

**Step 2:** Record each individual’s name in the box or boxes that indicate your typical way of responding to their positive news. Note the percentage of time you respond in that style (consider what you say, how focused versus distracted you are, your body language, etc.).

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<tbody>
<tr>
<td><strong>Active</strong></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Passive</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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**Step 3:** Check for factors that influence your style of communicating.

a. **What factors drive you into boxes other than ACR?**

- Mood
- Energy level
- Busy schedule
- How your family responded to you while you were growing up

- [ ] Mood
- [ ] Energy level
- [ ] Busy schedule
- [ ] How your family responded to you while you were growing up
**Instructions:** Work with a partner, talking about a positive experience from your life and responding to your partner’s positive experience.

**Person 1: Share a positive experience:** Think of something meaningful and positive that happened in the last week. Describe this to your partner.

**Person 2: Respond:** Practice being Active Constructive by asking questions that help your partner relive the positive experience.

**Discussion:** Before switching roles, answer the questions below about the role you were in. You should answer each question twice, once in the "share" column, and once in the "respond" column.

<table>
<thead>
<tr>
<th>Share</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was comfortable about doing this?</td>
<td></td>
</tr>
<tr>
<td>2. What was uncomfortable about doing this?</td>
<td></td>
</tr>
<tr>
<td>3. What did you learn about yourself through this process?</td>
<td></td>
</tr>
</tbody>
</table>
Active Constructive Responding is based on the work of Dr. Shelly Gable, which demonstrates the positive effects of Active Constructive Responding on relationships.

**Instructions:** Record important debrief points for ACR and ideas for how to use this skill within your personal and professional life. List any ideas you have for formal and informal mechanisms for practicing and reinforcing the skill of ACR. Consider both individual and group applications.
Instructions: In the space below, record your notes on the Final Discussion and Debrief. List any ideas that you or the group has for how to use the skills you have learned in this program within your personal and professional life. Include formal and informal mechanisms for practicing and reinforcing the skills. Consider both individual and group applications.
Activating Event: The who, what, when, where; a situation (challenge, adversity, or positive event) that triggers Thoughts, Emotions, and Reactions

Active Constructive Responding (ACR): An MRT skill used to respond to others to build strong relationships when they talk about positive experiences or describe a success; authentic interest; elaborates the experience; person feels validated and understood and it leads to stronger relationships.

Active Destructive: A way of responding to someone’s positive experience that squashes the event, brings the conversation to a halt, and leaves the person feeling ashamed, embarrassed, guilty or angry.

Aggressive Communication: A communication style marked by talking over the other person, out-of-control emotion, accusatory and denigrating language and body language.

Always, Always, Always: A Thinking Trap; believing that negative events are unchangeable and that you have little or no control over them.

Assertive Communication: An MRT skill used to communicate clearly and with respect by using the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

ATP Synthesis: A process that happens in the cells of the human body that provides energy for muscles.

Avoid Thinking Traps: An MRT skill used to identify and correct counterproductive patterns in thinking through the use of Critical Questions.

3 Cs (Confident, Clear, Controlled): The three adjectives that describe Assertive Communication.

Catastrophizing: Wasting critical energy ruminating about the irrational worst case outcomes of a situation, which prevents you from taking purposeful action, leads to downward spirals, creates high levels of anxiety, decreases focus, and increases helplessness.

Connection: An MRT competency; the capacity for strong relationships; the ability to understand others’ perspectives; a willingness to ask for help; a willingness to support others.
**Critical Questions:** Specific questions that help get around Thinking Traps and broaden your awareness of important information

**Everything, Everything, Everything:** A Thinking Trap; believing that you can judge one’s worth/character based on a single event or believing that what caused the problem is going to negatively affect many areas of one's life.

**Hunt the Good Stuff:** An MRT skill used to counter the negativity bias, create positive emotion, and to notice and analyze what is good

**Icebergs:** Core beliefs and core values that are usually connected to how we think the world “should” operate, assumptions we have about ourselves and others

**Jumping to Conclusions:** A Thinking Trap; believing that one is certain about a situation or what another person is thinking despite having little or no evidence to support it

**Me, Me, Me:** A Thinking Trap; believing that you are the cause of every problem you encounter

**Mental Agility:** An MRT competency; the ability to use flexible and accurate thinking when identifying and understanding problem; a willingness to try new strategies

**Mind Reading:** A Thinking Trap; assuming that you know what another person is thinking, or expecting another person to know what you are thinking

**Negativity Bias:** The tendency to notice and remember the negative aspects of a situation more than the positive aspects; we remember failures more readily than successes, analyze bad events more thoroughly than good events, and think particularly hard when we are thwarted

**Optimism:** An MRT competency; the ability to hunt what is good, remain realistic, identify what is controllable, maintain hope, and have confidence in self and team

**Passive Communication:** A communication style marked by sulking, submissiveness, fearfulness, appeasing, and little or no eye contact
**Passive Constructive**: A way of responding to someone’s positive experience with quiet, understated support; conversation fizzles out and leaves the person feeling unimportant, misunderstood, embarrassed, or guilty

**Passive Destructive**: A way of responding to someone’s positive experience that ignores the event; conversation never starts and leaves the person feeling confused, guilty, or disappointed

**Pessimism**: A tendency to see the worst aspect of situations; having a lack of hope or confidence about the future

**Pitfalls**: Common mistakes made when responding to counterproductive thoughts while practicing Real-Time Resilience. Pitfalls include: dismissing the grain of truth, minimizing the situation, and rationalizing or excusing one’s contribution to a problem.

**Put It In Perspective (PIIP)**: An MRT skill used to stop catastrophic thinking, reduce anxiety, and improve problem solving by capturing Worst Case thoughts, generating Best Case thoughts, identifying the Most Likely outcomes of a situation, and developing a plan to deal with the Most Likely outcomes

**Real-Time Resilience (RTR)**: An MRT skill used to shut down counterproductive thinking to enable greater concentration and focus on the Task at hand

**Resilience**: The ability to grow and thrive in the face of challenges and bounce back from adversity

**Self-awareness**: An MRT competency; the ability to identify one’s thoughts, emotions, and behaviors

**Self-regulation**: An MRT competency; the ability to express emotions appropriately, stop counterproductive thinking, and regulate impulses, emotions, and behaviors in order to achieve goals

**Strengths of Character**: An MRT competency; the ability to use the knowledge of your top Character Strengths to overcome challenges and meet goals

**Tactical Breathing**: An MRT skill used to regulate energy levels so that you can perform more optimally; requires deliberate control of physical, mental, and emotional components
**Thinking Traps:** Overly rigid patterns in thinking that can cause people to miss critical information about a situation or individual

**Them, Them, Them:** A Thinking Trap; believing that other people or circumstances are the cause of every problem you encounter
In-Processing Resilience Training
Hunt the Good Stuff Journal

Developed by Karen Reivich, Ph.D.
**Purpose:** Most people spend far more time thinking about how they can correct something that has gone wrong, worrying about something that is about to go wrong, or simply replaying a failure or setback, than they do noticing and enjoying what has gone right. Evolution has seen to it that we remember failures more readily than successes, that we analyze bad events more thoroughly than good events, and that we tend to think particularly hard when we are thwarted. This predisposition has a clear upside: self-protection; however, it also has a downside: less positive emotion and lower life satisfaction.

Dr. Seligman and colleagues developed an activity to help us notice positive experiences to enhance our gratitude and positivity. Thinking about why events go well, what the positive events mean to us, and how we can create circumstances that enable more good things to occur encourages a consciousness of blessings and molds a style of thinking that promotes optimism about the future.

**Instructions:** Every night this week, write down three positive experiences from the day. They can be small or large, things you brought on, things that you witnessed in others, or things in nature. Next to each positive event that you list, write a reflection (at least one sentence) on any of the topics below:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

**Here is an example:**

**Date:** 9 July 2013

**Good Thing 1:** Yesterday my daughter had a great first day at her new school.

**Reflection:** She has learned how to make friends easily, and I admire that.

**Good Thing 2:** My CO took time from his day to tell me I was doing a good job.

**Reflection:** He cares about all of us and wants us to know that we’re doing good work.

**Good Thing 3:** My buddy had his first round of chemo today.

**Reflection:** I’m grateful that there are good doctors and treatments to help save his life.
Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

Date: ___________________________

Good Thing 1:

Reflection:

Good Thing 2:

Reflection:

Good Thing 3:

Reflection:
Instructions: Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

Date: ___________________________

Good Thing 1:

Reflection:

Good Thing 2:

Reflection:

Good Thing 3:

Reflection:
**Instructions:** Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

<table>
<thead>
<tr>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Thing 1:</td>
</tr>
</tbody>
</table>

**Reflection:**

<table>
<thead>
<tr>
<th>Good Thing 2:</th>
</tr>
</thead>
</table>

**Reflection:**

<table>
<thead>
<tr>
<th>Good Thing 3:</th>
</tr>
</thead>
</table>

**Reflection:**
**Instructions:** Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

<table>
<thead>
<tr>
<th>Date: ___________________________</th>
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<tbody>
<tr>
<td>Good Thing 1:</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
<tr>
<td>Good Thing 2:</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
<tr>
<td>Good Thing 3:</td>
</tr>
<tr>
<td>Reflection:</td>
</tr>
</tbody>
</table>
**Instructions:** Record three good things each day. Next to each positive event that you list, write a reflection (at least one sentence) about:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

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