

Session 7—Thinking Skills



Most Important Task for this Session

- By the end of this session, participants should be introduced to labeling thoughts as helpful and unhelpful.

Agenda

1. Check-in and homework review—pay special attention to how discussions went with support people
2. Introduce the concept of unhelpful thoughts
3. Explore and challenge negative thoughts
4. Assign Session 7 At-Home Worksheet—**Thought Record Log** and the Worksheet—**Weekly Goal Guide**

1. Check-In

- Write/share the agenda on the board or shared screen; write/share the check-in questions below on the board or shared screen.
- Reinforce for arriving on time and bringing back the folder.

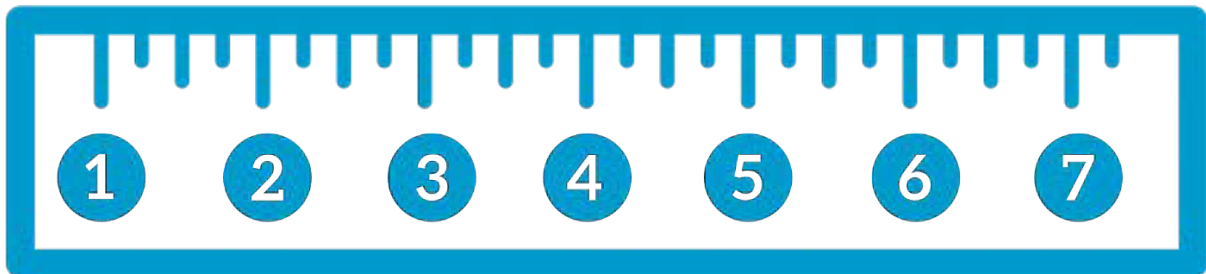
Check-in Questions

Ask participants to answer the four questions. Spend time discussing if homework is not complete or the folder has been lost. Reinforce for all attempts.

1. What is your long-term goal (where would you like to be one year from now)?
2. What is your 3-month goal?

3. Can you please share your At-Home Worksheet—**Weekly Goal Guide** (what you assigned for yourself and what you completed)?
4. “What is your **Motivation and Importance Rating** today on a scale of 1 to 7?” (Scale 1; “Not at all motivated” – 7; “Extremely motivated”)

Motivational Rating



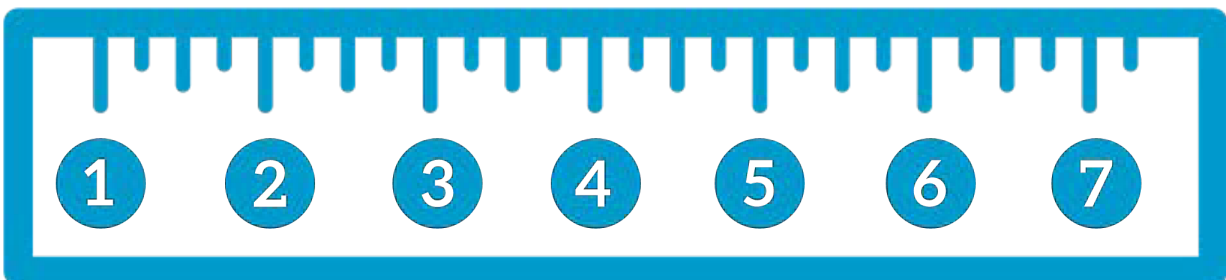
Not at all motivated

Somewhat motivated

Extremely motivated

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.” (Further the [Change Talk](#).)

Importance Ruler



Not at all important

Somewhat important

Extremely important

Suggested facilitator dialogue: “You chose a _____. List three reasons why you chose this and not a lower number.”

2. Unhelpful Thoughts

Facilitator-led activity: Introduce the concept of often common but unhelpful thoughts. Give examples of how hopeless or negative thoughts can creep in when we have setbacks working on our goals. For example, if we fail a school test, we may think “*I am never going to pass this—maybe I should drop the class.*” Instead of, “*I need to study more so I can pass.*”



Unhelpful thoughts are thoughts that get in the way of the goal.

Discuss the rationale for examining our thoughts—tie to previous **Change Talk**—and ask participants how thoughts/thinking patterns have helped or hurt them meet goals in the past.

Ask participants for examples of negative thoughts they have had while working on their goals. Use role-play of a recent situation where participants have experienced in-the-moment negative thoughts.

Start to name the types of negative thoughts that pop up for the person (for example, Always/Never, Jumping to Conclusions, Feelings as Facts, etc.). For more examples, see the [In-Session 9 Worksheet—Thinking Patterns](#).

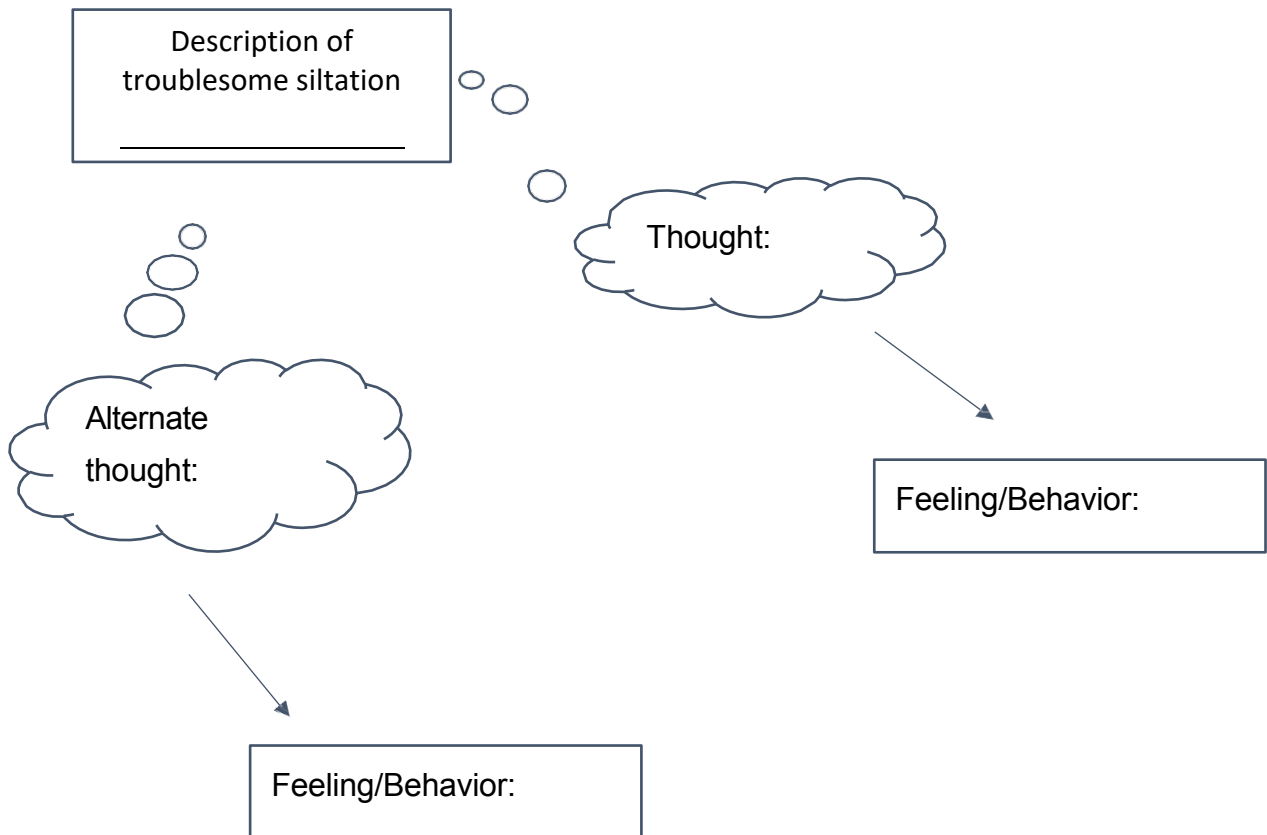
3. Explore and Challenge Negative Thoughts

Facilitator-led dialogue: For each participant, identify an unhelpful thought and ask these questions:

- About the evidence for and against the unhelpful thoughts.
- About the impact of responding to thoughts and consequences of not responding.

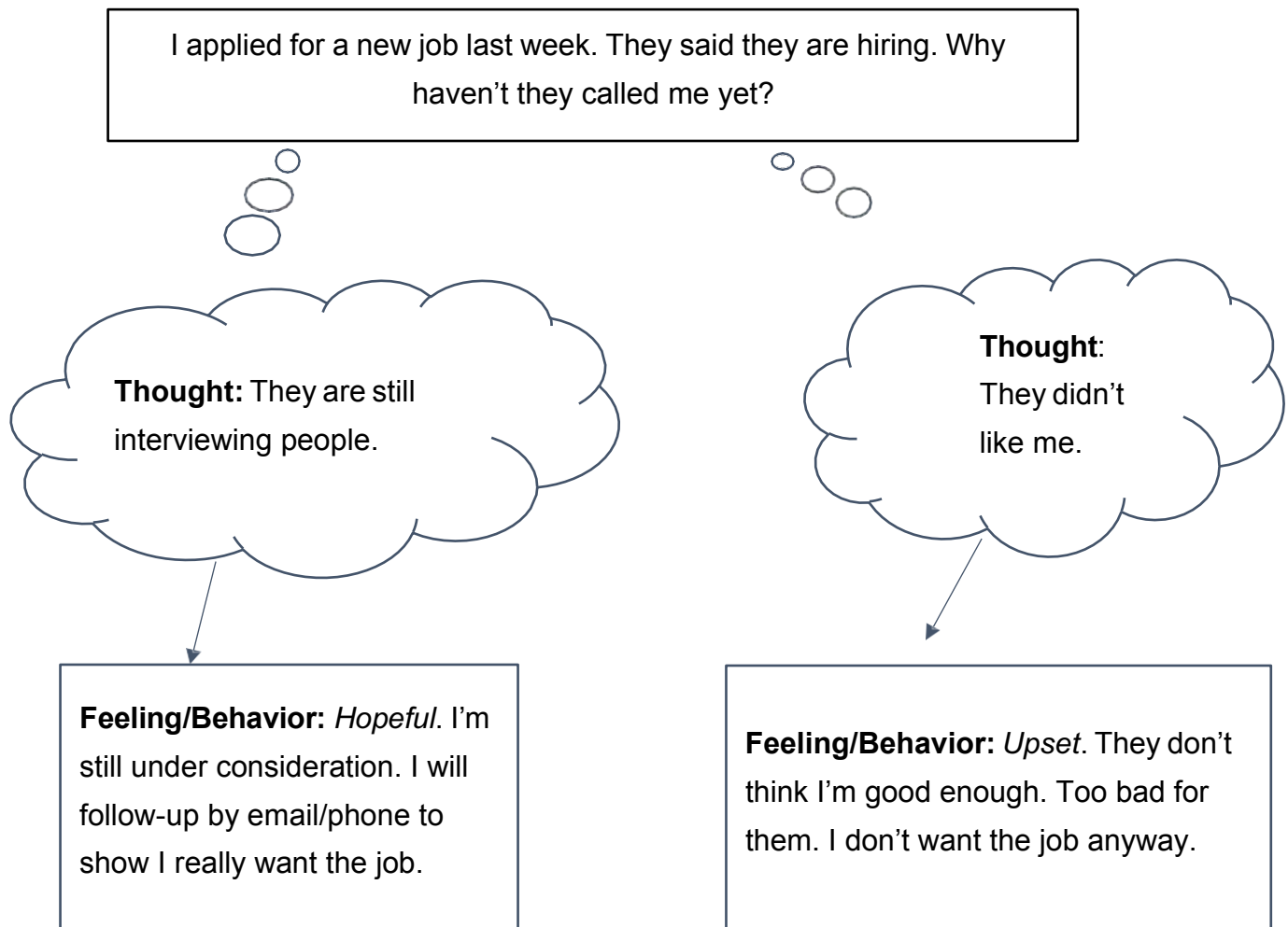
- To help participants gain distance from the thought, ask them to think about what they might tell a friend or family member in the same situation. Use the **Thought Monitoring Diagram** as a guide.

Thought Monitoring Diagram



(See an example of a completed Thought Monitoring Diagram on the next page.)

Example: Thought Monitoring Diagram



4. At-Home Practice



1. Introduce the idea of thought monitoring. Provide participants with the Session- 7 At-Home Worksheet—**Thought Record Log** to record two to three instances of negative thinking in the upcoming week.
2. Also ask participants to complete the **Weekly Goal Guide** with two small steps toward their goal.

**Session 7 At-Home Worksheet—
Thought Record Log**

Name: _____

Date: _____

Situation	Thoughts	Body Sensations	Emotions
<i>Who's involved? What day? Where? When?</i>	<i>What's going through your mind (thoughts and images)?</i>	<i>What feelings did you experience in your body?</i>	<i>What emotions came up?</i>