

## **Enhancing Life Skills:**

A Psychoeducational Model for Self Defeating Behavior that Promotes Resiliency and Self Sufficiency

### **A Comprehensive**

#### **The Process**

The counselor serves as teacher, model, evaluator, encourager, facilitator. -

Client difficulties are viewed as gaps in knowledge rather than maladaptive behaviors.

The client is active in designing his/her individual improvement plan.

#### **THE EMPHASIS**

Psychoeducational techniques include: instruction, modeling new behaviors, role playing, feedback, evaluation, and performance feedback.

Skills to defeat dysfunctional behavior and enhance resiliency

#### **Life Skill Sessions: A Five Step**

1. Instruction (teach),
2. Modeling (show),
3. Role play (practice),
4. Feedback (reinforce), and
5. Own work (apply)

#### **Training Sessions:**

The counselor assumes the role of teacher, role-model, evaluator, encourager, and facilitator,

#### **The Process:**

Groups cover one skill in one or two sessions.

Every member of the group role plays the given skill correctly at least once.

Role playing serves as behavioral rehearsal for future use.

#### **Selected Social Skills:**

- \* perception checking \* conflict mediation \* conflict resolution \*
- \* peer pressure refusal skills \*
- \* responding with praise \* giving
- constructive criticism \* being socially responsible \* problem solving \* assertiveness \*

#### **Selected Emotional Skills:**

- \* Empathy \* Positive self-talk \*
- \* Stress management \* Seeking social support \* Problem solving \* Anger management \*
- Anxiety management \* E.Q. \* Positive affirmations ~. Self-disclosure \*
- \* Carefronting \* Paraphrasing \*

#### **Selected Cognitive Skills:**

- \* Graphic organizers I Mind maps \* Creative Problem solving \* Decision making \* Reducing test anxiety \* SQSR!S2ROS \* Critical thinking \* Analysis for Bias \* PMI \* Scamper \* CAF
- \* Evaluation \* Application \* M.I. \*

#### **The Life Skill Training Format**

As Group Leader:

(I) Present an overview of the social, emotional, or cognitive skill.

Ask a question to help members define the skill in their own words, such as: "Who can define assertiveness?"

"what does assertiveness mean to you?"

#### **As Group Leader**

Make a statement about what will follow: "After we see examples, we will talk about when and how to use the skill,"

Distribute a skill cards and read the behavioral steps

Ask members to follow each step as it is modeled

**Group Leader: Modeling the Soc., Emo., Cog., Life Skill**

- (2) Model the behavior following the steps listed.
- (3) Invite discussion of the skill as modeled.

Encourage a dialogue about how and when to use the skill, and barriers to implementation.

**Group Leader Organizes the Role Play**

- (4) Select two group members: a practicing member who will choose a partner

"where will you be talking?"

"what will be the time of day?"

"What will be the first step of the skill?"

"what will you do if your partner does?"

- (5) The role play begins

**The Group Leader: Provides**

- (6) Process and elicit feedback from group members (the practicing members waits to hear all comments):

Partner processes feelings and reactions

Observers report success at following skill steps/likes and dislikes

Member responds to self satisfaction on a scale of 1-10

**Group Leader: Helps Transfer of**

Practicing member is directed to describe when, where, and with whom they will use the skill

Assign the Homework report to report back to the group at the next meeting.

Direct remaining members to identify situations they will role play at next group meeting.

**Social Literacy Skills**

Categories:

being kind, cooperative, and compliant to reduce defiance, aggression, conflict, and antisocial behavior;

showing interest in people and socializing successfully to reduce behavior problems associated with

withdrawal, depression, and fearfulness

**Social Literacy Skill: How to Apologize**

Identify how you may have hurt or offended someone by word, deed, or action.

Identify ways that you could "make amends" (e.g., send a card, apologize in writing, make a phone call).

Choose the best way to apologize for the current situation

Select a time and place to apologize honestly and sincerely and thank the person for listening

**Social Literacy Skill: Problem Solving**

Use the acronym SOLVE

S tate your problem

O utline your response

L ist your alternatives

V iew the consequences

E valuate your results

**Social Literacy Skill: Anger Management**

Stay in control of the situation

Stay cool - don't give into anger

Stand in the other person's shoes - see things from their perspective

Give the person a way out - let them save face  
Lighten up - things may not be what they seem  
Apologize or excuse yourself

**Social Literacy Skill: Defusing Anger**

1. Let the person express their anger.
2. Don't get defensive - listen attentively.
3. Paraphrase in your own words what you heard to confirm you perception of the situation.
4. Partner to solve the situation together

Keep Talking

Keep listening

Keep Trying

**Emotional Literacy Skills**

Emotional literacy skills fall into categories such as:

knowing the relationships between thoughts, feelings, and actions establishing a sense of identity and acceptance of self

the most visible emotional skills are people skills like empathy, graciousness, and the ability to read social situations

**Emotional Literacy Skill: Self Talk for Stressful Situations**

Prior Preparation

"I have a plan for coping with stress"

"I know how to relax myself"

Entering the Stress Zone "I have a plan, I'll follow it."

Coping with my Emotions

"I can breathe deeply and relax my tense spots."

Rewarding Success

"I made it through, I knew I could

**Emotional Literacy Skill: Listening with Empathy**

Empathy is hearing who the person is, how he or she feels about himself or the situation it involves four steps

1 Listen for feeling from both verbal and nonverbal clues

2. Acknowledge feelings - "you sound irritated, angry, confused. "

**Emotional Literacy Skill: Listening with Empathy**

3. Clarify feelings. Use phrases like "what I hear you feeling is something like.. ""Can you give me an example...

4. Check it out. Paraphrase.. "Let 's see if I understand, what you are saying is..."

**Emotional Literacy Skill: The XYZ Formula for a Complaint**

Criticism are usually voiced as personal attacks rather than complaints which create defensiveness.

"When you did X, lit made me feel Y, and I'd rather you did Z instead."

"when you didn't call to tell me you were going to be late for dinner, I feel unappreciated and angry." "I'd wish you would call to let me know you'll be late.'

**Emotional Literacy Skill: Communicating Feelings in a Non-Blaming Manner**

Negotiation language proceeds as follows:

"When you said or did, I felt

"Can you tell me what you meant?" "What I would like is

"How can we work this out?"

### **Cognitive Literacy Skills**

**We learn.**

100% of what we read

20% of what we hear

30% of what we see

50% of what we both see and hear'

70% of what is discussed with others

89% of what we experience personally

95% of what we teach to someone else

### **Cognitive Literacy Skill: Rock Acronym**

**R**ead carefully for ideas, purpose, organization and point of view

**O**rganize the summary

**C**ondense ideas to one simple complex sentence

**K**eep it short; attend to the author's key words

### **Cognitive Literacy Skill: Analysis for Bias**

**B**e aware of point-of-view

**I**ndicate examples of bias clues (EOIOC):

**E**xaggeration ("never," "always")

**O**vergeneralization

**I**mbalance

**O**pinion as fact ("They say")

**C**harged words ("You don't have to be a rocket scientist to know")

**A**ccount for possible bias by citing proof

**S**tate opinion based on reasoned judgment"