

6-Session CB Depression Prevention Intervention Group Facilitator Script

General Notes for Facilitators:

- Plan which sections of the session the facilitator and co-facilitator will lead before the session starts.
- Be physically active. Get out of your chair to point to material on the board. Look over participants' shoulders when reviewing homework (this gives you a change see exactly what they wrote down while still giving them some privacy). You can also ask the group members to get out of their chairs and come write on the board.
- The homework assignments are very important to the strength of the intervention. When assigning homework at the end of each session, ask participants how and when they will complete their assignments. When reviewing homework completion at the beginning of each session, ask what participants did and what it was like. Did it improve their mood? Why or why not?
- Be sure to define the terms that you're using. Participants may have limited verbal skills and it may take them a while to get a firm grasp on some of the words that you'll be using.
- Distinguish between emotion and thought. When asking for a Consequence or Belief, clarify whether you are asking for an emotion or a thought. People often think they are describing a feeling when it's really a thought (e.g., "I feel you are criticizing me" is actually a thought).
- When in doubt about participants' understanding of a concept, ask them to provide examples that illustrate that concept.
- Before you review the concepts that were introduced in the previous session, ask group members what they remember about the topic. (This is a good sign of how well the previous material was presented)

SESSION 1**I. Introduction****(20 minutes)****A. Before session begins, write the agenda on the board:**

Welcome
 Introductions
 Confidentiality
 Triangle diagram
 Changing Thinking
 Changing Doing
 Goals
 Home Practice

B. Overview (5 minutes)**The group facilitator will:**

- Welcome members to the group.
- Explain the purpose of the groups: to learn skills to overcome feelings of sadness, and to prevent future depression from occurring.
- Briefly review agenda (on board)
- Remind participants that the group will meet for 6 sessions.
- Explain payment and assessment schedule.
- Introduce the idea of “on your own” assignments
 - These assignments are meant to be brief, will not critiqued by anyone, and are meant to aid in further thinking about concepts introduced during group sessions.
 - Important progress is made between sessions; participants will get the most out of the group if they complete all work.
 - Assignments will be checked off at the beginning of the group session, mainly to troubleshoot any problems that participants may have.
- Mention the benefits of being in the group and the past successes of these type of groups
- Congratulate members on making an effort to take charge of their mood!

C. Making Connections (10 minutes)

Web activity: Each member (and facilitators) shares why they are attending the group as well as one thing they do well or like about themselves. A ball of yarn is passed to each person as they speak and is then passed to the next person until a “web” is formed between participants. The web activity may not be necessary in male groups. However, male participants should introduce themselves and share why they are attending the group as well as one thing they do well or like about themselves.

- The group facilitator should start. Throughout the activity, the group facilitator should respond empathically as individuals describe feelings of sadness or experiences that have prompted them to attend the group. Reiterate that they are in the right place and point out commonalities between group members.
- Point out that all members are connected by common problems (i.e. sadness, anxiety, etc) and common goals (to feel better).

D. Confidentiality (5 minutes)

- Facilitators use web analogy again to point out how each member of the group is a necessary part of the structure (we all help support one another). Discuss the need for regular attendance.
- Discuss the importance of keeping confidentiality within the group (By keeping what is said in the group confidential, we respect each other's privacy so everyone feels comfortable sharing thoughts and feelings).
- Explain that confidentiality applies to facilitators too. Facilitators will keep confidentiality, but group members also need to keep confidentiality to ensure that everything that is said in the group stays in the group.
- Explain that the only exceptions to this rule include if you tell us that you plan to hurt yourself or someone else, if you tell us about past or ongoing child abuse, or if you tell us about something that you're doing that is very dangerous. Explain that we must break confidentiality in these cases in order to keep you safe.

II. Triangle of feelings, thoughts, and behaviors**(25 minutes)****A. Overview (5 minutes)**

Triangle diagram: The facilitator will have a large flip board (or other graphic aid) with a diagram of triangle that illustrates the way thoughts, feelings, and behaviors influence one another. Provide participants with the triangle handout.

- Discuss the relationship between the way we think, feel, and act. Point out reciprocal relationships and ask group members to give examples of how this might be true for them.
- Explain to participants that the focus of this group will be on disrupting this triangle by focusing on changing THINKING and changing DOING, and this in turn will improve how we feel. Changing thinking and doing is easier than changing feelings directly.
- Ask members of the group to generate an example of each component.
 - If the group members cannot come up with examples, the facilitator should generate examples for the group.
 - Ask group members to write their examples next to the corresponding component of the triangle diagram on the board.

B. Changing THINKING (10 minutes)

ABC diagram: The facilitator will present the ABC diagram to the group using the flip board. Provide participants with the ABC diagram handout so that they can follow along.

- Review each component
 - A: Activating event (what's happening??)
 - B: Beliefs (negative thoughts)
 - C: Consequences (How you feel, what you do)
- Ask members of the group to generate an example of each component.
 - If the group members cannot come up with examples, the facilitator should generate examples for the group.
 - Ask group members to write their examples next to the corresponding component of the ABC diagram on the board.

Identifying Negative Thoughts: Provide participants with the "Identifying Negative Thoughts" handout. Participants should individually mark negative thoughts that are familiar to them.

- Point out that we all experience negative thoughts frequently.
- It's important to identify these negative thoughts because we must become aware of them before we can change them, which we'll work on in future sessions.
- Ask each group member to identify at least one negative thought.

- Point out the potential costs of such negative thinking, eliciting suggestions from group.

C. Changing DOING (10 minutes)

- Refer to the Triangle diagram that was used earlier in the session, pointing out that feelings and behavior are also connected.
- Ask group members how their feelings affect the way they act (and vice versa).
- Provide an example of how feelings affect behavior: (Often, when we're feeling down, we lose energy and motivation for everything, including things we used to enjoy.)
- Ask participants: "What is the result of this?" (We get even less pleasure when we need it most.)
- You can wait until you're happy and then you'll probably just naturally do more OR you can do more fun things even if you don't feel like it, and it will probably bring your mood up a bit.

Complete the "Having More Fun" handout. Participants should list a variety of activities that they have fun doing.

- Ask participants to share some of the activities on their lists.
- Facilitators should help if participants are struggling to come up with appropriate pleasurable activities.

III. Goals

(15 minutes)

A. Set Goals (7 minutes)

Complete "Setting a Goal" handouts: Participants should think of a goal that they would like to work towards in the next six weeks that will improve the way they feel.

- Ask each group member to share his or her goal.
- Emphasize the need for each participant to help other group members in achieving their goals.

B. Motivation Enhancement (5 minutes)

Go through the pros and cons of coming to the group versus the pros and cons of not coming to the group. Generate at least two items for each pro or con. Also list as a group "What are some problems you definitely have that will be addressed by the group? What are some problems you *might* have that will be addressed by the group?" Our goal is to enhance each group member's motivation for returning to the next session.

C. Home practice Assignment (3 minutes)

Describe how home practice will help participants accomplish their goals by maximizing time between sessions. It will help them apply the things we talk about in group to their own lives, which will help them reach their goals.

- Mood Journal: As part of their home practice, participants should "catch" and record negative thoughts and activating events throughout the week, recording at least one of each in their mood journals each day.
 - Also ask participants to rate how strongly they believe each negative thought on a scale from 1 to 100.
 - Explain the mood rating scale. The scale ranges from 1 (very sad) to 7 (very happy). Ask participants to rate their overall mood for each day using the scale.
 - The purpose of the mood journal is to practice becoming aware of our negative thoughts so that we can then change them.
- Participants should also complete one activity from their "Having More Fun" lists before the next session.
 - Ask participants how and when they are going to complete their activity.

- Ask participants if they have any questions about the home practice assignments.

IV. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials needed for Session 1:

Ball of Yarn

Large flip board or other graphic aid with the triangle diagram and ABC diagram

In-Session Tracking form

Session 1 Handouts:

Triangle of Thoughts, Feelings, and Behaviors.

ABC Method of Analyzing Your Emotions

Identifying Negative Thoughts

Having More Fun

Setting a Goal

Mood Journal (Session 1)

SESSION 2**I. Agenda*****(1 minute)***

Write on board before session begins and briefly review

Review

Check-in

Changing Thinking

Changing Doing

Home Practice

II. Review***(4 minutes)***

Begin with broad questions about the material from last week's session and narrow as needed (if participants struggle to come up with the answers).

Questions: Who remembers the triangle diagram? Who can explain what it represents? Who remembers the ABC diagram? Activating events, beliefs, consequences – what are they and how do they influence each other?

III. Check In***(10 minutes)*****A. Home Practice Review *(10 minutes)***

- Check in with each participant to make sure that they have completed their mood journal for the past week. However, do not ask participants to read from their journals at this point.
- Check in with each participant to make sure that they have completed one activity from their Having More Fun lists. Ask each participant to read an activity they completed in the past week and share with the group how doing it made them feel.
- Complete the homework section of the In-Session Tracking form, indicating how much homework each participant completed.
- Ask participants if they have any questions about home practice.

IV. Changing Thinking***(30 minutes)*****A. Giving Compliments *(15 minutes)***

Giving Compliments Activity: In pairs, group members “interview” one another for 5 minutes using suggested interview questions from the “Thinking More Positively” Handout

- After the interviews, ask each group member to share two positive things about his or her partner and two positive things about himself or herself.
- Point out the effect of positive thoughts on mood and the difficulty that participants have when giving compliments to themselves. The purpose of this exercise is to help you come up with positive thoughts you could have about yourself.
- Tell participants that from now on, the goal is to increase the number of positive thoughts and decrease negative thinking.

B. “What’s the Alternative?” (15 minutes)

Challenging Negative Thoughts: Introduce the concept of positive thought to challenge negative thoughts. Provide participants with the “Challenging Negative Thoughts: What’s the Alternative?” handout.

- Consider the kind of things you say to a friend – you focus on the positive things because you feel they are a good person and deserve good things.
- The techniques we're going to learn next have to do with changing your thoughts in order to control your reactions to stressful situations, using positive counterthoughts.
- Encourage participants to ask: “Is there another way of looking at this situation/interpreting what is going on?”
 - Practice “What’s the Alternative?”: As a group, go through the activating events on the “Practice with ‘What’s the Alternative?’” handout, coming up with beliefs and consequences that might be triggered by these events. Ask group members for alternative ways of thinking about the activating event and how the alternative way of thinking might change beliefs and consequences.
 - Ask members to try this approach with examples from their mood journals. Encourage group members to help one another challenge negative thoughts.
 - There is not a single “right” counterthought to a given negative thought. There are many different possibilities, and it is up to you (participants) to figure out what alternative thought makes the most sense to you.
 - Generate as group the benefits of positive thoughts (versus the cost of negative thoughts).

V. Changing Doing*(10 minutes)***A. Rewards and punishments**

- Discuss the concept of reinforcement. Use the example of training a pet.
- Point out that participants are learning new behaviors, and it is important to reinforce these new behaviors.
 - Rewards will help strengthen new behaviors
 - Rewards will improve mood
 - Pass out the “You Deserve a Reward” handout and ask participants to complete it before the next session.
- Modeling rewards: Facilitators pass out a small token (ex: one Starburst candy) to participants as a reward for attending the second session.

VI. Home Practice Assignment*(5 minutes)***A. Mood journal**

- Continue tracking negative thoughts and activating events
- Add positive counterthoughts using the “What’s the alternative?” approach.

B. Complete two additional “Having more fun” activities.

Ask group members how and when they are going to complete their two activities.

C. Troubleshoot any potential problems that participants may have in completing the home practice. Any suggestions for remembering to complete it? Ask participants why we want them to do the home practice (as we discussed last week, if you use the techniques at home they can help improve your mood). What you do outside of group is much more important for your mood and stress level than what you do here.

VII. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials Needed for Session 2

Small token reward (e.g. a Starburst candy)

In-Session Tracking form

Session 2 Handouts:

Thinking More Positively Sample Interview Questions

Challenging Negative Thoughts: What's the Alternative?

Practice with "What's the Alternative?"

You Deserve a Reward

Mood Journal (Session 2)

SESSION 3**I. Agenda****(1 minute)**

Write on board before session begins and briefly review
 Review
 Check-in
 Changing Thinking
 Changing Doing
 Home Practice

II. Review**(4 minutes)**

Begin with broad questions about the material from last week's session and narrow as needed (if participants struggle to come up with the answers).

Questions: Who remembers what techniques we used last week to challenge our negative thoughts?

(If they don't know, ask how we come up with alternative thoughts). What about rewards? What do they do? How can we use them to help us challenge our thoughts?

III. Check In**(10 minutes)****A. Home Practice Review (10 minutes)**

- Check in with each participant to make sure that they have completed their mood journal for the past week. However, do not ask participants to read from their journals at this point. Did you feel like you were able to apply the things we talked about last week? Did it have any effect or impact on your mood?
- Check in with each participant to make sure that they have completed one activity from their Having More Fun lists. Ask each participant to read an activity they completed in the past week and share with the group how doing it made them feel.
- Complete the homework section of the In-Session Tracking form, indicating how much homework each participant completed.
- Ask participants if they have any questions about home practice.

IV. Changing Thinking**(20 minutes)****A. Review A-B-C model (10 minutes)**

- Ask one or two participants to provide an example of the A-B-C model. This example does not have to be from their mood journals, but can be if the participant chooses to share one.

B. "Where's the evidence?" (10 minutes)

- Explain the "Where's the Evidence" approach using the metaphor of being a detective, looking for clues that support or challenge a negative thought. Provide participants with the "Challenging Negative Thoughts: Where's the Evidence?" handout.
- Ask participants to select one negative thought from the previous week and challenge it using the "Where's the Evidence?" approach.
- Role Play: Pass out the "Practice with 'Where's the Evidence?'" handout. In pairs, participants use vignettes to replace negative thoughts with positive counterthoughts.

V. Changing Doing**(15 minutes)****A. Rewarding Each Other (5 minutes)**

- Each group member shares a negative thought and counterthought from previous week.
- Facilitator “rewards” participants for sharing the negative thought and counterthought using a small token.
 - Bonus rewards can be given out to group members who are supplying help to others, etc.

B. Review Rewards Assessment Sheet (10 minutes)

- Remind participants that rewards come in many forms: material, behaviors, even positive thoughts.
- Rewards can be small (to reinforce small things) or large (to reinforce more difficult behaviors).
- Imagining the reward you will get can help motivate you to get through a difficult situation
 - Pass out the “Contract” handout.
 - Discuss the purpose of the contract: to reward you for changing your thinking and doing
 - Complete contracts; facilitator should work with each participant to draft contract for rewards schedule for upcoming week.
 - Ask each group member what activities they should be doing more of and how they will reward themselves for completing these activities.

VI. Motivation Enhancement**(5 minutes)**

In the next few weeks we’re going to continue to learn more techniques to challenge negative thoughts and handle stress in your life. You may feel like you’ve already gotten something out of the group or you may not feel like it is helping yet. Let’s talk again about the pros and cons of continuing to come to group versus not coming.

VII. Home Practice Assignment**(5 minutes)**

- Complete mood journals replacing negative thoughts with positive ones using “What’s the Alternative and/or “Where’s the Evidence?” approach
- Implement rewards schedule on the contract.
- Having More Fun: Choose one person you enjoy spending time with but have not seen lately. Make appointment to spend time/talk with them. Ask each group member who they are going to spend time with.
- Any potential problems? Suggestions on how participants can deal with those problems?

VIII. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials Needed for Session 3

Small token reward

In-Session Tracking form

Handouts

Challenging Negative Thoughts: Where’s the Evidence?

Practice with “Where’s the Evidence?”

Contract

Mood Journal

SESSION 4**I. Agenda****(1 minute)**

Write on board before session begins and briefly review
 Review
 Check-in
 Changing Thinking
 Changing Doing
 Home Practice

II. Review**(4 minutes)**

Begin with broad questions about the material from last week's session and narrow as needed (if participants struggle to come up with the answers).

Questions: Who remembers what techniques we used last week to challenge our negative thoughts?
 Who can tell me why it's important to look for the evidence that your negative thought is true?

III. Check In**(15 minutes)****A. Home Practice Review (10 minutes)**

- Check in with each participant to make sure that they have completed their mood journal for the past week. However, do not ask participants to read from their journals at this point.
- Check in with each participant to make sure that they have completed one activity from their Having More Fun lists. Ask each participant to read an activity they completed in the past week and share with the group how doing it made them feel.
- Check in to see if participants completed their contract of rewards. Were you able to reward yourself? Do you think it is helping to reinforce positive thinking and activities?
- Complete the homework section of the In-Session Tracking form, indicating how much homework each participant completed.
- Ask participants if they have any questions about home practice.

IV. Changing Thinking**(20 minutes)****A. Review A-B-C model (10 minutes)**

- Ask participants to provide examples from their mood journals from the previous week

B. "What if it's true?" (10 minutes)

- Point out to participants that we have a tendency to catastrophize or overestimate how bad things will be if our negative thought is true. Provide participants with the "Challenging Negative Thoughts: What if it's True?" handout.
- Therefore, it is important to answer "what if?" and then develop plan for coping with the situation. Sometimes this means changing our thoughts about the situation, while other times this means changing our behavior in order to avoid the situation or prevent it from happening again.
- Ask group members to use an example of a negative thought from previous week and complete the "Challenging Negative Thoughts: What if it's True?" handout.
- Practice "What if it's True?": As a group, go through the activating events on the "Practice with 'What if it's True?'" handout, coming up with beliefs and consequences that might be triggered by these events. Ask group members what it would mean if these beliefs and consequences were true. How could participants then think about and deal with these events differently?

V. Changing Doing*(20 minutes)***A. Getting out of the negative rut (10 minutes)**

- Introduce the idea of a rut: a comfortable path, the path you always use, so it has been worn down
- There are different types of ruts that can cause us to feel bad
 - Sometimes we do the same fun activities over and over again—so much that they’re not fun anymore. In these cases, we should try other fun activities to get out of a rut.
 - Other times, we seem to have only one solution to our problems, and sometimes that solution doesn’t work. In these cases, we should think of new solutions that we can implement when a problem arises.
- It is hard to change paths, even though it doesn’t take you where you want to go.
 - How can you get out of the negative rut?
 - Elicit ideas from group.
- Pass out the “Practice Getting Out of the Negative Rut” handout. In pairs, use the vignettes on the handout to brainstorm ways to get out of negative ruts
- Remind the group that it’s important to try different ways to get out of the negative rut. Choosing the right activity, or changing thinking first, may be crucial

B. Complete “Getting out of the Negative Rut” forms*(10 minutes)*

- Pass out the “Getting out of the Negative Rut” handout.
- Ask group members to share ideas for disrupting their negative moods. Facilitators should troubleshoot and ask other group members to help elicit ideas.
- Participants should record their ideas of things to do to get out of the negative rut on the handout.

VI. Home Practice Assignment*(5 minutes)*

- A. Mood journal
 - Complete mood journal using “What if it’s true” approach to generate positive counterthoughts.
- B. Ask participants to choose one **physical** activity from the “Having More Fun” list and complete it. Ask each participant what physical activity they will do in the next week.
- C. Remind participants to reward themselves according to the contract during the upcoming week
- D. Ask participants to implement one “Getting out of the Negative Rut” solution to negative mood.
- E. Ask for suggestions for dealing with potential problems. Also remind participants of the rationale for doing the home practice.

VII. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials Needed for Session 4

In-Session Tracking form

Session 4 handouts

Challenging Negative Thoughts: What if it’s True?

Practice with “What if it’s True?”

Practice Getting out of the Negative Rut

Getting out of the Negative Rut

Mood Journal

SESSION 5**I. Agenda*****(1 minute)***

Write on board before session begins and briefly review
 Review
 Check-in
 Changing Thinking
 Changing Doing
 Home Practice

II. Review***(4 minutes)***

Begin with broad questions about the material from last week's session and narrow as needed (if participants struggle to come up with the answers).

Questions: Who remembers what techniques we used last week to challenge our negative thoughts?

What were some of the ways to cope with your negative thought if it is true? What is a negative rut? What are some ways to get out of a negative rut?

III. Check In***(15 minutes)*****A. Home Practice Review *(10 minutes)***

- Check in with each participant to make sure that they have completed their mood journal for the past week. However, do not ask participants to read from their journals at this point.
- Check in with each participant to make sure that they have completed one activity from their Having More Fun lists. Ask each participant to read an activity they completed in the past week and share with the group how doing it made them feel.
- Check in to see if participants were able to implement one of the getting out of a negative rut techniques.
- Complete the homework section of the In -Session tracking form, indicating how much homework each participant completed.
- Ask participants if they have any questions about home practice.

B. Past Week Review *(5 minutes)*

- Ask participants if they would like to share a significant event from past week

IV. Changing Thinking***(20 minutes)*****A. Planning Ahead *(5 minutes)***

- Participants are likely to experience negative thoughts in the future.
- Ask participants: "When are these most likely?"
 - Stressful situations
 - Major changes
 - Ambiguous situations
- We can predict some of the negative thoughts that we'll have in these situations.
 - We should develop a "prevention plan" for how we will counter-think/counter-act these negative thoughts that may occur
 - That will make it easier for us to deal with the situation when it arises.

B. Daily Hassles (15 minutes)

- Introduce the idea of Daily Hassles and contrast them with Major Events
 - Daily hassles are stressful things that we have to deal with fairly frequently. They've happened in the past and we can usually expect them to happen again.
 - On the other hand, major events are stressful experiences that happen once in a blue moon, and they may or may not be predictable
 - Ask participants to begin thinking about stressors that have impacted them in the past; they will be discussed following week.
- Ask participants to complete the "Planning Ahead: Daily Hassles" handout for themselves
- Differentiate between controllable versus non-controllable hassles
- Work together as group to develop a plan for each participant.

V. Changing Doing*(15 minutes)***A. Future Fun (10 minutes)**

- Emphasize the importance of continuing to schedule enjoyable activities
- Ask participants to complete the "Planning Future Fun" lists
 - Some things should be daily, weekly, or monthly
 - Discuss possible obstacles and how to overcome them.

B. Rewarding Goals (5 minutes)

- Review the concept of big rewards for particularly challenging tasks
- Ask participants to consider how they will reward themselves for completing the group next week.

C. Motivation Enhancement (5 minutes)

One more group session. We will really work on preparing you for future problems and tough times and we'll also see how you're doing on your goals. Go over pros/cons of attending the last session vs. the pros/cons of skipping. Come up with at least two items as a group from each section.

VI. Home Practice Assignment*(5 minutes)*

- A. Continue mood journal
- B. Complete activity from "Having More Fun" list. Ask participants what activity they will do.
- C. Use method of "Getting out of the negative rut"
- D. Use Daily Hassle plan for one predicted daily hassle.
- E. Contract reward schedule for one of these tasks.
- F. Possible problems? Suggestions for dealing with them?

VII. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials Needed for Session 5

In-Session Tracking form

Handouts for Session 5

Planning Ahead: Daily Hassles

Planning Future Fun

Mood Journal

SESSION 6**I. Agenda*****(1 minute)***

Write on board before session begins and briefly review

- Review
- Check-in
- Termination
- Changing Thinking
- Changing Doing
- Goal Review
- Summary

II. Review***(4 minutes)***

Begin with broad questions about the material from last week's session and narrow as needed (if participants struggle to come up with the answers).

Questions: What are some of the different types of stressful situations that we talked about last week to plan for? Daily hassles, major life changes, controllable vs. uncontrollable.

III. Check In***(10 minutes)*****A. Home Practice Review *(10 minutes)***

- Check in with each participant to make sure that they have completed their mood journal for the past week. However, do not ask participants to read from their journals at this point.
- Check in with each participant to make sure that they have completed one activity from their Having More Fun lists. Ask each participant to read an activity they completed in the past week and share with the group how doing it made them feel.
- Check in to see if they completed one getting out of a negative rut technique and part of their plan for daily hassles.
- Complete the homework section of the In-Session Tracking form, indicating how much homework each participant completed.
- Ask participants if they have any questions about home practice.

B. Past Week Review *(5 minutes)*

- Ask participants if they would like to share a significant event from past week

IV. Termination***(10 minutes)*****A. Discuss possible issues surrounding termination**

- Ask group members to share their feelings about ending the group
- If these feelings are negative, ask group members to use positive counterthoughts to replace the negative thoughts or to come up with a prevention plan for how they will deal with the group ending.

V. Changing Thinking***(15 minutes)*****A. Planning Ahead *(5 minutes)***

- Review the concept of “inoculating” oneself from negative thoughts by planning ahead

B. Major Life Events (10 minutes)

- Introduce the concept of major life events
- Ask group members to generate a list of potential future life events that may cause negative thoughts.
- Generate potential negative thoughts these events may trigger.
- Complete the “Planning Ahead: Major Life Events” handout and develop plans for coping with these events.

VI. Changing Doing*(15 minutes)***A. “If at first you don’t succeed. . .”**

- Sometimes coping strategies don’t work out the way we planned
- That is why it is important to come up with a back-up plan (or two).
- As group, complete two vignettes to model this technique. Use vignettes from previous “Practice with...” handouts.
- Provide participants with the “Plans B&C for Coping with Bad Feelings” handout. Participants should use this handout on their own to cope with negative thoughts and sad feelings that may arise in the future.

VII. Goal Review*(10 minutes)*

- Ask group members to share their original goals**
- Discuss ways in which they accomplished goals. Other group members/facilitators should help others to see the positive steps they have taken to achieving goals.**
- Facilitators congratulate group on their accomplishments.**

VIII. Summary Statements**A. Summarize what you (the facilitator) appreciated about the group as a whole, or, if time allows, what you appreciated about each group member.**

- Example group statement: I want to thank you all for trying hard to embrace and implement some of the concepts that were introduced in the group. I’ve seen changes in all of you since you started the group.
- Example individual statement: Billy, I want to thank you for being so open about some of the conflicts that you’ve had with your friends. That probably wasn’t easy for you to do, but it definitely made a significant contribution to the group.

B. Remind participants to use their prevention plans

- You have probably gotten used to coming to the group and you may look forward to it each week, so you might experience a small letdown with it ending.
- That’s normal and to be expected, so remember to implement your prevention plans if you have negative thoughts about ending the group or any other negative thoughts that come up in the future.

IX. In-Session Tracking. After participants leave, complete the attendance and participation sections of the In-Session Tracking form.

Materials Needed for Session 6

In-Session Tracking form

Session 6 Handouts

Planning Ahead: Major Life Events

Plans B&C for Coping with Bad Feelings