

# 10

## Responding to Everyday Problems Facilitator Notes

### Main Learning Points from last session: *Processing What Happened*

1. Discuss feelings.
2. Give unconditional caring and support.
3. Set realistic expectations and limits.
4. Discuss lessons learned by everyone.

### Review Personal Practice Options from last session.

#### Tips for this Session

1. This is the last session of workbook 9. This is an exciting event and should be celebrated.
2. You will find a certificate of achievement to award to the participants in recognition of their accomplishments.
3. Because this is a family and friend workbook, you may want to have a Completion or Closure Ceremony including all family and friends who participated in group or individual family sessions. If possible, you might even have a small reception for everyone afterwards. Enlist the help of participants for a pitch-in.

If you are interested in an outcomes measurement for this workbook, you may want to consider using the Personal Growth Initiative Scale (PCIS), developed by Christine Robitschek, Ph.D., or the Quality of Life Index by Dr. W. O. Spitzer, 1980.

The PGIS (Christine Robitschek, Ph.D) is a 9 question, self-report instrument that yields a single scale score for personal growth initiative. Personal growth initiative is a person's active and intentional involvement in changing and developing as a person. The PGIS consists of nine items that are rated on a Likert scale from 1 = Strongly Disagree to 6 = Strongly Agree. Item scores are summed to obtain a total PGI score. There is evidence that high scores on the PGIS are strongly positively related to psychological well-being and lower scores are related to psychological distress. Reliability and validity

evidence has been strong. The PGIS takes about 5 minutes to complete, and there is no time limit. <http://www.ppc.sas.upenn.edu/ppquestionnaires.htm#ASQ>

The Quality of Life Index, by Dr. W. O. Spitzer, has both a 5 topic self-rating scale and a 5 topic clinician scale, which allows clinicians to compare their impressions to a client's perception. The dimensions measured Activity, Daily Living, Health, Support, and Outlook. The clinician version measures from 0 - 2 with 0 indicating lower quality and 2 indicating higher quality of life. This instrument has been used in many studies and is considered a reliable and valid tool.

The editors believe these scales fit the content of this workbook well. These and other health measures can be found in McDowell, (2006).

## Suggestion for Topic Introduction and Relevance to Participants

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*“Can you think of an example when you were able to keep calm during a time of trouble? Sometimes we can keep our balance more easily than other times, right? Not being able to remain completely calm in times of trouble is pretty common. What happens when we take care of everyone and everything except ourselves?”*

(Listen and respond to their comments.)

*“We can get pretty overwhelmed, can’t we? It is important that you take care of yourself, especially during difficult times. How can you keep a better balance in your life? What can you do to take care of yourself?”*

(Wait for responses.)

*“To finish this workbook, we will talk about how to respond to everyday problems.”*

T – topic introduction  
R – relevance to participant  
I – identify objectives  
M – materials for session  
M – motivate to use

## Review of Session 9: Processing What Happened



### Main Learning Points of Session 9

What were the main learning points of Session 9? If you did not attend the last session, you may guess, and also write the answers as people say them:

1. Discuss f\_\_\_\_\_s.
2. Give u\_\_\_\_\_l caring and support.
3. Set realistic e\_\_\_\_\_s and limits.
4. Discuss lessons l\_\_\_\_\_d by everyone.

### Personal Practice Option Review:

What personal practice option(s) did you choose?

Did you complete your personal practice yet?

**1. Yes.** How did it go? \_\_\_\_\_  
\_\_\_\_\_

**2. No.** What got in the way of completing your practice?  
\_\_\_\_\_  
\_\_\_\_\_

If you still plan to complete your practice, when will you do it?  
\_\_\_\_\_  
\_\_\_\_\_

**3. I didn't choose a personal practice option.**

# Topic Assessment



Mark one:  Pre  Post

**Directions:**

1. Read each question carefully.
2. Read every answer before marking one.
3. Mark only one answer to each question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**1. I am confident I know how to respond to everyday issues.**

Strongly Disagree       Disagree       Neither Agree Nor Disagree       Agree       Strongly Agree       Unsure

Strongly Disagree       Disagree       Neither Agree Nor Disagree       Agree       Strongly Agree

**At the end of the session, answer these questions before turning in this paper:**

**3. This session helped me.**

Strongly Disagree       Disagree       Neither Agree Nor Disagree       Agree       Strongly Agree

**4. What I liked about this session:** \_\_\_\_\_

\_\_\_\_\_

**5. How this session could have been better for me:** \_\_\_\_\_

\_\_\_\_\_

# Responding to Everyday Problems

## Objectives for this Session

1. Identify 2 skills for responding to everyday problems.
2. Identify 2 responses that are likely to be less effective for dealing with everyday problems.

**Skills for responding to everyday problems.** It is unlikely that you will encounter crisis and emergency situations on a daily basis. However, you are likely to deal with day-to-day problems fairly often. Many of the skills you have learned and practiced will probably be helpful when coping with everyday problems. In addition, this session includes some additional skills that may be useful in daily life.

Effective skills	Ineffective skills
1. Thinking before taking action.	1. Reacting without thought.
2. Connecting behavior with feelings.	2. Targeting only behavior.
3. Determining the source.	3. Reacting only to surface emotions.
4. Taking care of yourself.	4. Disregarding your own health and wellness.

### **Ineffective skill: Reacting without thought.**

Our lives are so busy that it can be tempting to react immediately to each issue, problem, or situation that happens. It may seem as though that is the fastest way to resolve issues. However, immediate reactions are often more emotional, more critical, less effective, and less helpful than thinking things through.

### **Effective skill: Thinking before taking action.**

We usually deal with problems most constructively when we take time to consider a situation and thoughtfully choose a way to respond. Many problems do not require an instant response. Whenever possible, think about the issue and consider at least two possible responses before taking action.

## Responding to Everyday Problems

(continued)



### Practice thinking before taking action.

This is what I will say to myself to allow time to think before I take action:

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**Main Learning Point #1**

**Think before taking action.**

### Ineffective skill: Targeting only behavior.

“Stop slamming doors!”

### Effective skill: Connecting behavior with feelings.

“You have been storming around and slamming doors. You seem really angry today.”



### Practice connecting behavior with feelings.

Behavior I have noticed: \_\_\_\_\_

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Statement that connects that behavior with feelings: \_\_\_\_\_

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**Main Learning Point #2**

**Connect behavior with feelings.**

## Responding to Everyday Problems

(continued)

### **Ineffective skill: Reacting only to surface emotions.**

“Go calm down and quit slamming doors.”

### **Effective skill: Determining the source.**

“I would like to know what you are so angry about. Let’s talk about what is bothering you.”



### **Practice determining the source.**

Behavior I have noticed: \_\_\_\_\_

\_\_\_\_\_

Questions or statements that encourage exploration of the source: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **Main Learning Point #3**

**Determine the source.**

### **Ineffective skill: Disregarding your own health and wellness.**

Sometimes it can be tough to keep a balance in your life. It takes a lot of time and energy to look after others, solve problems, and still take care of everyday responsibilities like the laundry. During times of trouble, you may forget to take care of yourself. Not getting enough sleep, not eating right, drinking more caffeine, not exercising, and skipping fun activities tends to have an accumulative impact. You become more vulnerable.

### **Effective skill: Taking care of yourself.**

In spite of, if not because of, the problems and crises you may encounter, you need to make time to take care of yourself. Make conscious choices everyday to recharge your own batteries. Do not let yourself become run down. Make it a point to get plenty of sleep at night. Choose healthy eating. Take time to maintain exercise, interests, hobbies, and social activities. Carve out time for yourself from each day.

## Responding to Everyday Problems

(continued)



### Plans for taking care of myself.

These are the most important things I will do to consciously take care of myself everyday: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Main Learning Point #4**

**Take care of yourself.**

We all know how important it is to take care of ourselves, but we tend to let this slip during troubled times. Think, write, or talk about what you will do to make self-care a priority, even during crisis: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**This is the final session in this workbook. Congratulations!** Was it helpful to attend these sessions with each other? Let's take a few minutes to talk about what you are taking away from these sessions. What was the most important information or skill you gained?

## Review & Moving Forward



The *main learning points* of this session are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Move Forward—Choose a Personal Practice Option

It's important to practice new knowledge and skills. Although this is the last session in this workbook, you may still want to practice this important topic. Please choose one option from the list below:

- 1. STUDY.** I am going to reread my handout at least once.
- 2. SHARE.** I will share my handout with someone in my support system. I will ask \_\_\_\_\_ to read it and talk with me about it.
- 3. DISCUSS.** We will talk about how to take care of ourselves, and help each other through everyday problems.
- 4. OTHER:** \_\_\_\_\_

***Congratulations! You have finished workbook 9!***