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#### **ABSTRACT**

This seven lesson curriculum sequence is designed to help teachers teach principles of Rational Behavior Training (RBT) which targets thinking behaviors, feeling behaviors, and behavioral responses to the environment. The program is appropriate for students with social and emotional disabilities and also develops reading, writing, spelling, language arts, and problem solving skills. Lesson plans typically include: learning objectives, a lesson goal, learning activities, closure/homework, and materials needed. Basic information and behavioral skills focus on: (1) how the brain works to create emotions; (2) how to control the brain, and thus, the emotions; (3) how to use five criteria for rational thinking, feeling, and behavior; (4) how to determine if current habits of perceiving, thinking, feeling, and behaving are rational or irrational; (5) how to systematically change any irrational thinking, feeling, and behavioral habits into rational habits; (6) how to practice new rational habits by using relaxation techniques and imagery; and (7) how to recognize common irrational cognitive styles and replace them with rational cognitive styles that result in a sense of renewed well-being. (DB)

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### RATIONAL BEHAVIOR TRAINING

\* \* \* \* \*

# A SEVEN LESSON SEQUENCE FOR TEACHING RATIONAL BEHAVIOR SKILLS TO STUDENTS WITH SOCIAL AND EMOTIONAL DISABILITIES

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From the following materials by Maxie C. Maultsby, Jr., M.D.

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#### NOTES TO TEACHERS

Rational Behavior Training (RBT) is a neurobehavioral model of rational self-help and behavioral change. RBT targets thinking behaviors, feeling behaviors, and behavioral responses to the environment. RBT is based on over two decades of rigorous research. The research has documented that individuals who have a firm knowledge of how emotions are created, who learn how to change their cognitive belief systems, and who diligently practice their new cognitive styles tend to enjoy healthier thinking habits, more comfortable feeling responses, and more productive behaviors. RBT is amenable to classroom intervention because it is a didactic model. It is teachable. It is sequential. It is academic. It contains reading, writing, spelling, language arts, and problem solving skills. RBT is adaptable to meeting the needs of students in special education programs.

This seven lesson curriculum sequence is designed to help you teach the very basic RBT concepts. The lessons are based upon the sophisticated theoretical constructs inherent to RBT. It should be emphasized that RBT, in its totality, cannot be taught in seven sessions alone. However, if your students have acquired the basic RBT skills after completing the seven lesson sequence, they will have the tools to practice rational thinking, comfortable feelings, and goal-producing behaviors in their daily lives. The basic knowledge and behavioral skills that your students will learn include:

- How their brain works to create emotions;
- How they can control their brains, and thus, their emotions;
- How to use the five criteria for rational thinking, feeling, and behaving;
- How to determine if their current habits of perceiving, thinking, feeling, and behaving are rational or irrational;
- How to systematically change any of their irrational thinking, feeling, and behavioral habits into rational habits;
- How to practice their new rational habits by using relaxation techniques and imagery;
- How to recognize common irrational cognitive styles and replace them with rational cognitive styles that result in a sense of renewed well-being.

Good luck with your RBT teaching experience. It is hoped that both you and your students will become convinced that the practice of rational thinking, feeling, and behaving leads to staying uncrazy in this crazy world! It is further hoped that, equipped with the tools of rational behavior skills, your students will forever be:

LEARNING; LCVING; REMAINING DRUG FREE; and HAVING A BALL!



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### Rational Behavior Skills

### PRE-POST TEST

	YES	NO
1. I, and only I, can control my emotions.		
2. If a new idea feels wrong, it must be wrong.		
3. My heart controls my feelings.		
4. Facts and opinions are the same.		
5. Feelings are only one part of a total emotion.		
6. Self-talk is what causes me to feel the way \ feel.		
7. I know the five rules for rational thinking.		
8. If my behavior follows 3 of the 5 rational rules, it is rational.		
9. Facts are the same as truth.		
10. The camera rule of thumb helps me know what the facts are.		
11. Rational Self Analysis (RSA) is a type of homework.		
12. Well-done RSAs help us form irrational opinions.		
13. RSAs only contain descriptions of how I feel now.		
14. Rational Emotive Imagery (REI) is pretending.		
15. If I relax with deep breathing exercises, it will not last long.		
16. It is best to do REI at least twice a day.		
17. REI helps me imagine my rational behavior.		
18. Fallible Human Being is the only fair name to call anyone.		
19. Anger and sadness are caused by using irrational shoulds.		
20. I can feel better about myself and my life if I think rationally.		



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### LESSON #1: HOW THE BRAIN WORKS TO CREATE EMOTIONS

#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Describe how the brain works.
- 2. Define objective reality.
- 3. Define subjective opinion.
- 4. Describe how the brain works to create emotions.

#### GOAL OF THE LESSON

"Today we are going to learn how the brain works to create our emotions. The brain is the most complex organ of our body. It controls our physical actions, our hearing, our vision, and many of our automatic bodily functions. The brain also controls our emotions. We can control our brain to create the emotions that we want to feel. If we know how the brain works, we can control how we feel about things that happen in our lives and how we feel about ourselves. Instead of feeling angry, sad, or other negative emotions, we can create calm and/or happy emotions. However, it takes knowing how the brain works to create emotions and it also takes practice in learning new, more positive, emotions."

#### LEARNING ACTIVITIES

- 1. Use Transparency #1 to teach **how the brain works**. Use as much repetition as necessary to assure that students have the basic concepts. Elicit frequent responses from students until you are sure that they have mastered the knowledge.
- 2. Use Transparency #2 to teach the concept of **objective reality** and continue to use direct instruction techniques.



- 3. Use Transparency #3 to teach the concept of **subjective opinion** and continue to use direct instruction techniques.
- 4. Use Transparency #4 to elicit examples and non-examples of **subjective opinion and objective reality**. Model some examples from your own

  experience first. Then have students present examples from their experiences.
- 5. Use Transparency #5 to teach how the brain works to create emotions and continue to use direct instruction techniques.

#### CLOSURE/HOMEWORK

Use Transparency #6 (Homework Assignment Sheet #1) to teach students how to write down their own experiences. Teach them how to write down:

- 1. Objective Reality: What happened. The facts only
- 2. Subjective Opinion: What they **thought** about what happened.
- 3. How they **felt** about what happened.
- 4. What they did (their behaviors).

Use Homework Assignment Sheet #1 for the homework assignment. Ask students to write down at least three of their own experiences after school today. Be sure that they understand that they are to write down four things: (a) what happened or the facts only; (b) what they thought about what happened; (c) how they felt about what happened; and (d) what they did (their behaviors). Tell students to bring in their homework assignments to the next class session. Their written experiences will be used to learn about the anatomy of an emotion.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- For theoretical background, read <u>Part I: Introduction</u> and <u>Part II: The Neuropsychophysiologic Basis of RBT</u> in <u>Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).



### **OUR BRAIN CONTROLS:**

- WHAT WE PERCEIVE
- 2. WHAT WE THINK ABOUT WHAT WE PERCEIVE
- 3. HOW WE FEEL ABOUT WHAT WE THINK
- 4. HOW WE BEHAVE

### WE CONTROL OUR BRAINS, SO WE CAN CONTROL:

- 1. HOW WE THINK
- 2. HOW WE FEEL
- 3. HOW WE BEHAVE

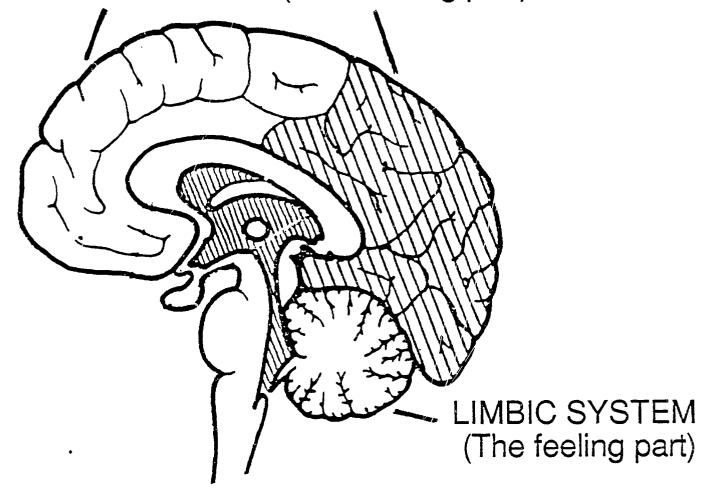
### THE BRAIN IS COMPOSED OF:

- 1. THE NEOCORTEX: THE THINKING PART
- 2. THE LIMBIC SYSTEM: THE FEELING PART



## THE BRAIN

NEOCORTEX (The thinking part)



WE CAN CONTROL OUR FEELINGS BY CONTROLLING THE THINKING PART OF

**OUR BRAINS** 



# **OBJECTIVE REALITY IS:**

- 1. WHATEVER IS FACTUAL
- WHATEVER CAN BE RECORDED BY A CAMERA, 2. TAPE RECORDER, OR OTHER OBJECTIVE RECORDING DEVICE
- 3. RELATED TO EXTERNAL EVENTS ONLY
- 4. HAS NOTHING TO DO WITH OUR OPINIONS **ABOUT THE FACTS**
- 5. IS THE SAME FOR EVERYBODY
- IS INDEPENDENT OF OTHER PEOPLE'S 6. OPINIONS, BELIEFS, VALUES
- 7. CANNOT BE CHANGED
- IS NOT CONTROLLED BY THE BRAIN 8.



# SUBJECTIVE OPINION IS:

- 1. WHAT WE THINK AND BELIEVE ABOUT FACTS AND EVENTS
- 2. IS DETERMINED BY THE THINKING PART OF OUR BRAINS (THE NEOCORTEX)
- 3. NOT ALWAYS BASED ON OBJECTIVE REALITY
- 4. THINKING THAT HAS BECOME A HABIT
- 5. CAN LEAD TO NEGATIVE, NEUTRAL, OR POSITIVE EMOTIONS
- 6. CAN BE CHANGED IF WE WANT TO CHANGE IT
- 7. IS CONTROLLED BY THE BRAIN
- 8. OUR OPINIONS MAKE MORE SENSE IF THEY ARE BASED ON THE FACTS (or objective reality)



# MEDICAL FACTS ABOUT THE BRAIN

THE BRAIN IS THE MAIN HUMAN ORGAN
OF PERCEPTIONS AND THOUGHTS

WE CONTROL THE THINKING PART
OF OUR BRAINS

PEOPLE CAUSE THEIR OWN

EMOTIONAL FEELINGS BY THE WAY

THEY USE THEIR BRAINS

WE CAN CONTROL HOW WE FEEL

# **EXAMPLES AND NON-EXAMPLES**

SUBJECTIVE OPINION	OBJECTIVE REALITY
THIS CLASS IS BORING.	THIS CLASS IS ABOUT RATIONAL BEHAVIOR. I THINK IT IS BORING.
I DON'T UNDERSTAND THIS STUFF. I AM A STUPID PERSON.	I DON'T UNDERSTAND THIS STUFF YET. THAT DOES NOT MEAN! AM A STUPID PERSON.
THIS STUFF ISN'T RELEVANT TO ME. IT'S STUPID.	I THINK THIS STUFF IS STUPID. BUT IT IS RELEVANT TO ME BECAUSE IT IS ABOUT THE BRAIN AND I HAVE A BRAIN.
I CAN'T HELP THE WAY I FEEL.	I CAN HELP THE WAY I FEEL BECAUSE I CAN CONTROL THE WAY I THINK.



### HOW THE BRAIN CREATES AN EMOTION

FIRST: THE BRAIN SEES, HEARS, OR

PERCEIVES AN EXTERNAL EVENT

SECOND: WE THINK ABOUT WHAT WE

**PERCEIVE** 

OUR NEOCORTEX DOES THIS

THIRD: WE FEEL SOMETHING

OUR LIMBIC SYSTEM DOES THIS

FOURTH: WE BEHAVE

**WE ACT** 

WE DO SOMETHING



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Assignment: Write down at least three of your own experiences after school today. Be sure to write down three things: (a) what happened or the facts only; (b) what you thought about what happened; and (c) how you felt about what happened. Bring your homework assignment to the next class. Your written experiences will be used to learn about the anatomy of an emotion.

#### EXPERIENCE #1

A.	What	happened?	Try	to	write	down	the	facts	only

B. What did you think about what happened?

C. How did you feel about what happened?

D. What did you do?



### Homework: How the Brain Works to Create Emotions

Assignment: Write down at least three of your own experiences after school today. Be sure to write down three things: (a) what happened or the facts only; (b) what you thought about what happened; and (c) how you felt about what happened. Bring your homework assignment to the next class. Your written experiences will be used to learn about the anatomy of an emotion.

#### **EXPERIENCE #1**

A. What happened? Try to write down the facts only.

- B. What did you think about what happened?
- C. How did you feel about what happened?

D. What did you do?



#### **EXPERIENCE #2**

- A. What happened? Try to write down the facts only.
- B. What did you think about what happened?
- C. How did you feel about what happened?
- D. What did you do?

#### EXPERIENCE #3

- A. What happened? Try to write down the facts only.
- B. What did you think about what happened?
- C. How did you feel about what happened?
- D. What did you do?



#### LESSON #2: THE ANATOMY OF AN EMOTION

#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Define Part A of an emotion, the actual event.
- 2. Define Part B of an emotion, the student's self-talk.
- 3. Define Part C of an emotion, how the student felt.
- 4. Describe a total emotion or the anatomy of an emotion.

#### REVIEW

Review the previous lesson including how the brain works, objective reality, subjective opinion, and how the brain works to create an emotion. You might want to ask a student volunteer to describe an experience which he/she reported on Homework Assignment #1.

#### GOAL OF THE LESSON

"Today we are going to learn about the anatomy of an emotion. In your biology and health classes, you have learned about the anatomy, or the parts, of your body. It is as important to know about the parts of an emotion as it is to know about the parts of our bodies. We can control some parts of our bodies such as our legs and arms. We cannot control some parts of our bodies such as our heartbeat and breathing. It is the same with emotions. We cannot control what we perceive. That is, we cannot control outside events or what happens in the real world. However, we can control how we think about what happens and how we feel about what happens. It is important to know about the parts of an emotion so we can think better and feel better about what happens in our lives and about ourselves."



#### LEARNING ACTIVITIES

- 1. Use Transparency #1 to introduce the three parts of an emotion. Emphasize that a feeling and an emotion are not the same. A feeling is only one part of a total emotion.
- 2. Use Transparency #2 to teach Part A of an emotion. Emphasize that Part A is what we perceive from the real world an event that we see, hear, touch, or remember. We cannot control the facts of the real world. Once the facts are inside our head, we <u>can</u> control how we think and feel about them. Elicit examples from students. At this point, simply ask them to describe something that has recently happened in their lives.
- 3. Use Transparency #3 to teach Part B of an emotion. Emphasize that we can control Part B, which is the self-talk portion, or what we think about what happened. Elicit examples from students.
- 4. Use Transparency #4 to teach Part C of an emotion. Emphasize that we can control Part C, which is the feeling portion, or our gut reaction.
- 5. Use Transparency #5 to review the ABCs of an emotion. Use repetition and elicit frequent student responses until you are assured that they have mastered the basic concepts of the ABCs of an emotion.

#### CLOSURE/HOMEWORK

Use Transparency #6 (Homework Assignment Sheet #2) to teach students how to describe a negative emotion, a neutral emotion, and a positive emotion. Complete an example for each before giving the homework assignment.

Use Homework Assignment Sheet #2 for the homework assignment. Ask students to report three experiences using the ABCs of an emotion format. Ask them to report one <u>negative</u> experience, one <u>neutral</u> experience, and one <u>positive</u> experience. Tell students to bring in their homework assignments to the next class session. Their assignments will be used to learn about the criteria for rational thinking and behaving.



An additional or alternative homework assignment could be to have the students read Chapter 1 in <u>You and Your Emotions</u> (pp. 3-22) and complete the activities on page 11 and pages 18-21. If you choose to use these workbook activities, do the first one together in class.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- Supplemental materials for students: Chapter 1 in <u>You and Your Emotions</u> by Maultsby and Hendricks.
- 3. Teachers: For theoretical background, read <u>Chapter 4</u>: <u>Rational Cognitive-Behavioral Learning Theory</u> and <u>Chapter 7</u>: <u>How to Start RBT</u> in <u>Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- 4. Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and Tranquilizers: Booklet 1. Your Emotional ABCs</u> by Maxie C. Maultsby.



# THE ANATOMY OF AN EMOTION IS AS SIMPLE AS

# ABC

AN EMOTION IS MADE UP OF THREE PARTS:

A. WHAT YOU NOTICE ABOUT A CERTAIN EVENT OR HAPPENING

**PLUS** 

B. YOUR THOUGHTS ABOUT WHAT YOU NOTICE. THIS IS CALLED YOUR <u>SELF-TALK</u>

**PLUS** 

C. YOUR GUT FEELINGS

A feeling and an emotion are not the same. A feeling is only one part (PART C) of a total emotion.



Transparency #1: ABCs of an emotion

# THE ABCs OF AN EMOTION

A. WHAT YOU NOTICE

B. YOUR SELF-TALK

C. YOUR GUT FEELING

Which usually leads to some kind of:

**BEHAVIOR** 

or

YOU DO SOMETHING



# PART A

Before you have a new emotion, what do you usually do first? You <u>notice</u> something. You perceive a real, external event. Or you imagine or remember an event.

# PART A OF AN EMOTION IS:

- OUR PERCEPTIONS OF THE EVENT, OR WHAT HAPPENED
- SOMETHING THAT WE SEE, HEAR, TOUCH, SMELL, OR REMEMBER
- SOMETHING THAT WE CAN TAKE A PICTURE OF
- ONCE INSIDE OUR HEAD, OUR BRAIN CAN MAKE THE EVENT SEEM DIFFERENT FROM WHAT REALLY HAPPENED



# PART B

After something happens, we think about what happened. This is our self-talk. The thinking part of our brain (the neocortex) does this. We can think negative, neutral, or positive thoughts. Our thoughts become habits after enough practice.

# PART B OF AN EMOTION IS:

- WHAT WE THINK ABOUT AFTER SOMETHING HAPPENS
- WHAT WE SAY TO OURSELVES AFTER SOMETHING HAPPENS
- OUR SELF-TALK
- SELF-TALK THAT IS EITHER NEGATIVE, NEUTRAL, OR POSITIVE
- SOMETHING THAT WE <u>CAN</u> CONTROL



# PART C

After we think about something, we feel a certain way. This is our gut feeling. The feeling part of the brain (the limbic system) does this. How we feel depends upon how we think, or our self-talk. We can control our self-talk, so we can control how we feel.

# PART C OF AN EMOTION IS:

- OUR GUT FEELING
- CONTROLLED BY OUR SELF-TALK
- NEGATIVE, WHEN OUR SELF-TALK IS NEGATIVE
- NEUTRAL, WHEN OUR SELF-TALK IS NEUTRAL
- POSITIVE, WHEN OUR SELF-TALK IS POSITIVE



### **EXAMPLE**

# A. THE EVENT

"I am in class".

# B. YOUR SELF-TALK

	(Negative)	(Neutral)	(Positive)
C.	"This is dumb" "I am stupid" "I am bored"  YOUR GUT FE	"I will try" "It's OK" "I'll survive"  ELING	"How fun!" "I like this!" "Interesting!"
	(Negative)	(Neutral)	(Positive)
	Angry Depressed	Calm	Happy Excited

IF WE KNOW OUR EMOTIONAL ABCs, WE CAN THINK BETTER AND FEEL BETTER ABOUT OURSELVES



ASSIGNMENT: Describe three experiences - one when you felt bad, one when you felt neutral, and one when you felt good. Use the Homework Sheet to divide your experiences into the three parts of an emotion.

### MY POSITIVE EXPERIENCE

A. THE EVENT OR WHAT HAPPENED (What you could take a picture of; the facts only)

B. YOUR SELF-TALK (List your thoughts about what happened)

C. YOUR GUT FEELING (How you felt. Be sure to use a feeling word such as mad, sad, calm, happy, good, etc.)



### MY NEGATIVE EXPERIENCE

A. THE EVENT OR WHAT HAPPENED (What you could take a picture of; the facts only)

B. YOUR SELF-TALK (List your thoughts about what happened)

C. YOUR GUT FEELING (How you felt. Be sure to use a feeling word such as mad, sad, calm, happy, good, etc.)



### MY NEUTRAL EXPERIENCE

A. THE EVENT OR WHAT HAPPENED (What you could take a picture of; the facts only)

B. YOUR SELF-TALK (List your thoughts about what happened)

C. YOUR GUT FEELING (How you felt. Be sure to use a feeling word such as mad, sad, calm, happy, good, etc.)



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### MY POSITIVE EXPERIENCE

A. THE EVENT OR WHAT HAPPENED (What you could take a picture of; the facts only)

B. YOUR SELF-TALK (List your thoughts about what happened)

C. YOUR GUT FEELING (How you felt. Be sure to use a feeling word such as mad, sad, calm, happy, good, etc.)





#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Define the term <u>rational</u>.
- 2. Define the term irrational.
- 3. List the five criteria for rational thinking and rational behavior.
- 4. Evaluate negative, neutral, and positive emotions using the five criteria for rational thinking and rational behavior.

#### REVIEW

Review the ABCs of an emotion. The critical skill for the students to maintain is the ability to break down an emotion into the three parts: (A) the event; (B) the self-talk; and (C) the gut feeling.

#### GOAL OF THE LESSON

"Today we are going to learn the five criteria, or rules, for rational thinking and rational behavior. Rational means sensible. Rational means thinking and behaving in ways that are in our best interest. Rational thinking and behaving helps us feel the way we want to feel and achieve our goals. It has been proven in the medical field that if a person follows the five rules of rational behavior, they will enjoy emotional well-being. If you can commit the five rules to memory, you will always be able to know when you are, or when you are not, acting in your best interests. If you are not, then you can change that. We will learn more about how to make those changes later. But first, you need to know the five rules."



#### LEARNING ACTIVITIES

- 1. Use Transparency #1-2 to teach the definition of rational and irrational.
- 2. Use Transparency #3-7 to teach the Five Rational Rules.
- 3. Use Transparency #8 to review the Five Rational Rules.

With this lesson, use the traditional direct instruction techniques. For example, when teaching Rational Rule 1 say: "Rational thinking is based on obvious facts.

What is rational thinking based on?" Students respond, "the obvious facts." "Facts are a part of the real world outside the mind. Facts are a part of the what?" Students respond, "the real world." "Facts can be recorded by something such as a video camera. We know that a reported event is factual if it can be what?" Students respond, "recorded."

#### CLOSURE/HOMEWORK

Use Transparency #9 (Homework Assignment Sheet #3) to introduce the homework assignment. Tell the students to use the five rational rules to make a poster for their room, the refrigerator in their kitchen, their classroom, or some place where it can be easily seen and referred to. Also, have students read Chapter 2 in You and Your Emotions and complete the exercise on pages 36-37. Do the first exercise together in class.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- 2. Supplemental materials for students: Chapter 2 in <u>You and Your Emotions</u> by Maultsby and Hendricks.
- 3. Teachers: For theoretical background, read <u>Chapter 8: From the Unlikely to the Here and Now in Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and Tranquilizers</u>: <u>Booklet 2, Improving Your Emotional ABCs Rationally</u> by Maxie C. Maultsby.



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WE ARE GOING TO LEARN TWO NEW WORDS:

1. RATIONAL: WHAT MAKES SENSE

2. IRRATIONAL: THE SENSE OF NONSENSE



# WHAT IS IRRATIONAL?

- 1. DOES NOT CONSIDER THE FACTS
- 2. IS BASED ON OPINION
- 3. CAN MAKE US FEEL BAD WITHOUT EVEN KNOWING IT
- 4. CAN MAKE US DO SELF-DESTRUCTIVE THINGS WITHOUT EVEN KNOWING IT
- 5. DOES NOT HELP US REACH OUR GOALS
- 6. DOES NOT FOLLOW 3 OUT OF THE 5 RATIONAL RULES



## WHAT IS RATIONAL?

- 1. IS BASED ON THE FACTS
- 2. IS BASED ON OBJECTIVE REALITY
- 3. IS FREE FROM OPINION
- 4. IS SELF PRODUCTIVE
- 5. HELPS US GET WHAT WE WANT
- 6. HELPS US FEEL HOW WE WANT TO FEEL
- 7. FOLLOWS AT LEAST 3 OUT OF THE 5 RATIONAL RULES

WE ARE GOING TO LEARN THE FIVE RATIONAL RULES NOW.



### **RATIONAL RULE 1**

# Rational Thinking and Behavior are Based on Obvious Facts

- Facts are part of the real world outside the mind.
- Facts exist whether or not people know about them, like them, or accept them.
- Facts = objective reality.
- Truth is not the same as obvious facts. Truth is merely what people believe.
- To separate truth or beliefs from fact, use the camera rule of thumb.
- When you describe an event, ask yourself if you could see your description on a video tape.
- If the camera could not record your description, your description is not factual. It is your belief, or your subjective opinion.
- For optimum emotional health, base your opinions and beliefs on facts.



## **RATIONAL RULE 2**

## Rational Thinking and Behavior Help You Protect Yourself From Probable Harm

- Because you are alive and here in this room, you are choosing to live (rather than die).
- Since you are choosing to live, you have two choices about how to live.
- You can choose to live self-destructively, or
- You can choose to live self-protectively.



For example,

## Self-Destructive Thinking

## **Self-Protective Thinking**



 Right doesn't always win. In fact, you can be dead right but still end up being just plain dead.



Transparency #5: Rational Rule 3

## **RATIONAL RULE 3**

## Rational Thinking and Behavior Help You Achieve Your Short- and Long-Term Goals

- When you are honest with yourself, you do things mainly for one reason - hope.
- You hope to get something you want.
- Many of the things that you want to do today should be related to what you want to do tomorrow or sometime in the future.
- Happy people base their thinking and behavior on their future hopes and goals.



## For example,

## Short-Term Thinking

## Short- and Long-Term Thinking





#### **RATIONAL RULE 4**

## Rational Thinking and Behavior Help You Prevent Significant Conflict With Other People

- Significant conflict is the amount you don't want
   to have.
- It doesn't help you.
- You act to avoid it.
- Irrational thinking can put you in significant conflict with others.
- Rational thinking helps you avoid conflict with others.



## For example,

Conflict Producing Thoughts

**Conflict Preventing Thoughts** 





## **RATIONAL RULE 5**

## Rational Thinking and Behavior Help You Feel the Way You Want To Feel

- Irrational thinking can create significantly painful feelings, such as anger, depression, and low self esteem.
- If you have painful feelings at least 60% of the time, you are thinking irrationally.
- You can act to avoid painful feelings by thinking rationally.



For example,

Pain-Producing Thoughts

Pain-Preventing Thoughts



 You can feel better about your life and about yourself by knowing your emotional ABCs and by following the 5 rational rules.



#### THE FIVE QUESTIONS FOR RATIONAL THINKING

1. IS MY THINKING HERE FACTUAL? Future

2. WILL MY THINKING HERE HELP ME PROTECT MYSELF FROM PROBABLE HARM?

Happiness

and

3. WILL MY THINKING HERE HELP ME ACHIEVE MY SHORT- AND LONG-TERM GOALS?

Goals

4. WILL MY THINKING HERE HELP ME AVOID CONFLICT WITH OTHERS?

 $\mathsf{C}_{\mathsf{ome}}$ 

5. WILL MY THINKING HERE HELP ME <u>FEEL</u> THE WAY I WANT TO FEEL?

From

Positive Self-Talk and Following the 5 Rules

(Mnemonic Device)



## REMINDER

- YOUR THOUGHTS, FEELINGS, AND ACTIONS WON'T OBEY ALL FIVE OF THE RATIONAL RULES ALL OF THE TIME.
- SOMETIMES YOU CAN'T KNOW WHAT THE OBJECTIVE FACTS ARE.
- SOMETIMES ONE OR MORE OF THE RULES WILL BE IRRELEVANT TO YOUR SITUATION.
- SO, HOW DO I KNOW IF MY THOUGHTS, FEELINGS, AND ACTIONS ARE RATIONAL?
- THOUGHTS, FEELINGS, AND ACTIONS CAN BE CALLED RATIONAL IF THEY OBEY AT LEAST <u>THREE</u> OF THE FIVE RULES.



ASSIGNMENT: Below are the five rational rules. Use the five rational rules to make a poster for your room, the refrigerator in your kitchen, your classroom, or some place where it can easily be seen and referred to. Be creative with drawings, charts, or anything else that will help you remember the five rational rules.

#### FIVE RATIONAL RULES

RATIONAL RULE 1	Rational thinking is based on obvious facts.
RATIONAL RULE 2	Rational thinking and behaving help me protect myself from probable harm.
RATIONAL RULE 3	Rational thinking and behaving help me achieve my short- and long-term goals.
RATIONAL RULE 4	Rational thinking and behaving help me prevent significant conflict with other people.
RATIONAL RULE 5	Rational thinking and behaving help me feel the way I want to feel.



#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- Use the camera rule of thumb to determine obvious facts when describing an event.
- 2. Use the five rational rules to determine if his/her self-talk is rational or irrational.
- Establish rational emotional goals.
- 4. Establish rational behavioral goals.

#### REVIEW

Review the five rational rules. Ask for student volunteers to share their posters listing the five rules. For this review, take as much time as necessary to assure that the students are familiar with the five rational rules. Allow the students to refer to their posters, any posters you have in the classroom, any written notes, etc., to refresh their memories. Give each student a wallet card listing the five rational rules. The ultimate goal is for each student to <u>permanently</u> commit the five rules to his/her memory.

#### GOAL OF THE LESSON

"Today we are going to learn how to check our thinking, feeling, and actions to see if they are rational. That is, we will be able to tell if we are thinking, feeling, and doing things that are in our best interests. It is a medical fact that most people don't want to think and feel miserable (unless they are on drugs or have a sick brain). However, most people don't know how to change their negative thinking so that they can feel better and act in ways that they will get them what they want. Today we are going to learn how to check, or analyze, cur thinking. We are going to also learn how to set goals that will make us feel better and act better. This is called Rational Self Analysis or RSA."



#### LEARNING ACTIVITIES

- 1. Use Transparency #1 to teach how to use the camera rule of thumb to check if perceptions of an event are based on objective reality.
- 2. Use Transparency #2 to teach how to determine if a person's self-talk is rational or irrational.
- Use Transparency #3 to teach students how to set desirable emotional and behavioral goals.

#### CLOSURE/HOMEWORK

- 1. Use Transparency #4 (Homework Assignment Sheet #4) to guide the students in: (a) using the camera rule of thumb; (b) using the five rules to check for rational or irrational self-talk; and (c) to establish desirable emotional and behavioral goals. Tell students to complete Homework Assignment Sheet #4, using one of their own experiences, and bring it to the next class session.
- 2. Select at least two of the exercises on pages 50-59 in You and Your Emotions.

  Tell the students to complete the exercises. Assure the students that they can use any of the examples that are in the exercises. At this point, the purpose is for the students to begin "going through the motions" of writing a very basic RSA.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- 2. Supplemental materials for students: Chapter 3 in <u>You and Your Emotions</u> by Maultsby and Hendricks.
- Teachers: For theoretical background, read <u>Chapter 14</u>: <u>Written Rational Self-Analysis</u> in <u>Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- 4. Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and Tranquilizers: Booklet 3. The ABCs of Rational Self Analysis</u> by Maxie C. Maultsby.



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## THE CAMERA RULE OF THUMB

## Remember that an emotion is made up of 3 parts

- A. WHAT WE NOTICE, OR THE EVENT
- B. OUR SELF-TALK
- C. OUR GUT FEELING
- The very first thing we want to do when learning to feel better is to make sure that we describe the EVENT with THE FACTS ONLY.
- As you describe an event, imagine a camera taking a picture. Only what you can see, hear, smell, or touch should be reported.
- Remember, the EVENT is described with the facts only. This is a report of the objective reality of the situation. No opinions allowed!



## **EXAMPLE #1**

REPORTED EVENT	CAMERA CHECK (THE FACTS ONLY)
MY MOM AND DAD ARE ALWAYS PICKING ON ME FOR NOT DOING MY HOMEWORK.	MY MOM AND DAD AREN'T "ALWAYS" PICKING ON ME. THAT WOULD MEAN THEY WERE DOING IT 24 HOURS EVERY DAY. THEY AREN'T EVEN "PICKING" ON ME. THAT IS MY OPINION. THEY DON'T EVEN TOUCH ME. THEY MERELY TELL ME TO DO MY HOMEWORK MORE OFTEN THAN I WOULD LIKE THEM TO.



#### **EXAMPLE #2**

REPORTED EVENT	CAMERA CHECK (THE FACTS ONLY)
MY BOSS REALLY CHEWED ME OUT FOR NOT DOING MY JOB.	MY BOSS DIDN'T "CHEW ME OUT." HE DIDN'T EVEN TOUCH ME. HE SAID SOME WORDS. HE SAID "YOU MADE A MESS OF THAT JOB."



## IS MY SELF-TALK RATIONAL?

- We just learned how to describe an event or situation using the facts only.
- The second thing we do when learning to feel better is to list our self-talk.
- Then we use the five rational rules to see if our self-talk is rational or irrational.
- If our self-talk does not follow at least THREE of the rules, then it is irrational.
- Then we simply change our self-talk so it is rational.
- When we diligently practice the new rational selftalk we begin to feel better and get what we want.



## EXAMPLE

REPORTED EVENT	CAMERA CHECK
My boss chewed me out for not doing my job	My boss didn't "chew" me out. He didn't touch me. He said the words, "You made a mess of the job."
REPORTED SELF-TALK	RATIONAL SELF-TALK
1. He's a jerk.	1. "He's a jerk" is an untrue statement. It's not the facts. He's a human being who acted in a jerky way, in my opinion.
2. I'm a wimp for not sticking up for myself.	2. "I'm a wimp" is not factual. I'm not a wimp. I'm a human being who didn't tell my boss what I actually did and didn't do.
3. I always get blamed for everything.	3. This self-talk is not factual. I do not "always" get blamed. It is not happening 24 hours a day. If people accuse me wrongly, I can calmly tell them the facts.
4. Nobody cares about me.	4. This is not factual. "Nobody" means not one person on earth. I have friends and family who care about me. Also, I care about me and I'm somebody.
5 Rational Rules	
<ol> <li>Based on facts?</li> <li>Protect me from harm?</li> <li>Help me reach my goals?</li> <li>Avoid conflict with others?</li> <li>Help me feel how I want to feel?</li> </ol>	
This is where you ask yourself if your self-talk follows the 5 rules.	(From <u>You and Your Emotions</u> )

#### DO I FEEL THE WAY I WANT TO FEEL?

- We just learned how to see if our self-talk is rational or irrational.
- The next thing we do is to list how we felt. This feeling is usually followed by some kind of action.
- If we didn't feel and act the way we wanted to, then we simply practice the new self-talk which will help us feel better.
- It is important to state how we <u>want</u> to feel in a similar situation.
- It may seem hard at first, but after practicing the new rational self-talk, the good feelings will happen. This is a medical fact!



Transparency #3: Setting emotional and behavioral goals

## **EXAMPLE**

CAMERA CHECK
My boss didn't "chew" me out. He didn't touch me. He said the words, "You made a mess of the job."
RATIONAL SELF-TALK
1. "He's a jerk" is an untrue statement. It's not the facts. He's a human being who acted in a jerky way, in my opinion.
"I'm a wimp" is not factual. I'm not a wimp. I'm a human being who didn't tell my boss what I actually did and didn't do.
3. This self-talk is not factual. I do not "always" get blamed. It is not happening 24 hours a day. If people accuse me wrongly, I can calmly tell them the facts.
4. This is not factual. "Nobody" means not one person on earth. I have friends and family who care about me. Also, I care about me and I'm somebody.
DESIRED FEELINGS
CALM



## THE REPORTED FEELINGS:

# MAD AND ANGRY SAD AND DEPRESSED DOWN ON SELF

## PROBABLY RESULTED IN SELF-DEFEATING BEHAVIOR:

NOT DOING WORK
SAYING NEGATIVE THINGS TO BOSS
STOMACH ACHE

#### THE DESIRED FEELINGS:

CALM

WILL PROBABLY RESULT IN GOAL-PRODUCING BEHAVIOR:

GETTING WORK DONE
GETTING A RAISE
HAVING FUN AFTER WORK



REPORTED EVENT	CAMERA CHECK
MY SELF-TALK	MY RATIONAL SELF-TALK
••	-
·	
MY FEELINGS	HOW I WANT TO FEEL

#### **5 Rational Rules**

- 1. Based on facts?
- 2. Protect me from probable harm?
- 3. Help me reach my short- and long-term goals?
  4. Help me avoid significant conflict with others?
  5. Help me feel the way I want to feel?



#### RATIONAL SELF ANALYSIS (RSA)

REPORTED EVENT	CAMERA CHECK
MY SELF-TALK	MY RATIONAL SELF-TALK
-	
MY FEELINGS	HOW I WANT TO FEEL

#### 5 Rational Rules

- 1. Based on facts?
- Protect me from probable harm?
   Help me reach my short- and long-term goals?
   Help me avoid significant conflict with others?
   Help me feel the way I want to feel?



#### LESSON #5: HOW TO WRITE A RATIONAL SELF ANALYSIS

#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Write an objective description of an external event.
- 2. Change irrational self-talk by writing rational alternatives for his/her self-talk.
- 3. Change negative feelings by writing down positive feeling goals.
- 4. Use the Rational Self Analysis (RSA) format to begin practicing more positive self-talk and better feelings.

#### REVIEW

Review the basics of the Rational Self Analysis (RSA). Use Transparency #1-4 from the previous lesson to conduct this review. Emphasize the importance of using the camera rule of thumb in the Da Section, using the five rational rules to check the rational self-talk in the Db Section, and establishing realistic feeling and behavioral goals in the E Section.

#### GOAL OF THE LESSON

"Today we are going to learn how to write a complete Rational Self Analysis, or RSA. Written RSAs help you practice thinking better and feeling better. RSAs help you get what you want out of life. Like learning any other new skill, regular practice will improve your skills. So, if you practice rational thinking, feeling, and behaving on a regular basis, you will increase the chances of feeling the way you want to feel and getting what you want out of life. There are seven steps for writing an RSA. We are going to learn those steps now."



#### LEARNING ACTIVITIES

- 1. Use Transparency #1 to teach the standard format for writing an RSA.
- 2. Give the students a copy of Transparency #1. Use Transparency #2 to teach the seven steps for writing an RSA. Once you have taught the seven steps, repeat this instruction. Tell students to think of a personal experience and fill in their RSA forms for each step as you repeat it.

#### CLOSURE/HOMEWORK

- Tell students to complete all exercises on pages 50-59 in <u>You and Your</u>
   <u>Emotions</u>. Assure the students that they can use any of the written examples for camera checks and self-talk that are in the exercises. Complete part of the first exercise together in class.
- 2. Tell students to write two personal RSAs (Homework Assignment Sheet #5).

  Tell students to complete all seven steps for analyzing: (a) a <u>negative</u> experience when they felt bad; and (b) a <u>positive</u> experience when they felt good. The purpose for having students write an RSA on a positive experience is to reinforce their already existing rational thinking and behaving.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- Supplemental materials for students: Chapter 3 in <u>You and Your Emotions</u> by Maultsby and Hendricks.
- Teachers: For theoretical background, read <u>Chapter 14</u>: <u>Written Rational Self-Analysis</u> in <u>Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and Tranquilizers</u>: <u>Booklet 3. The ABCs of Rational Self Analysis</u> by Maxie C.
   Maultsby.



## STANDARD RSA FORMAT

A. REPORTED EVENT	Da. CAMERA CHECK of A
Your description of what happened goes here.	If A is not factual, the factual and objective description goes here.
B. SELF-TALK	Db. RATIONAL SELF-TALK
A list of your thoughts about what happened goes here.	Your new rational self-talk goes here.
1.	1.
2.	2.
3.	3.
4.	4.
Etc.	Etc.
C. CONSEQUENCES	E. EXPECTED NEW BEHAVIORS
A list of how you <u>felt</u> and what you <u>did</u> goes here.	A list of the feelings you <u>want</u> to feel and how you <u>want to act</u> goes here.
CURRENT FEELINGS AND ACTIONS	DESIRED FEELINGS AND ACTIONS

#### 5 Rational Rules

- 1. Based on facts?
- Protect me from probable harm?
   Help me reach my short- and long-term goals?
   Help me avoid significant conflict with others?
   Help me feel the way I want to feel?



## REFER TO YOUR RSA FORMAT AS WE GO THROUGH THESE STEPS

## FIRST STEP

On the left hand side of your paper write the A Section. The A Section is what happened. Simply write the facts as you saw them and experienced them.

Think of a recent experience that you have had and write it in the A Section now.

## SECOND STEP

Write the B Section. The B Section is where you list your self-talk. This is a list of thoughts that were going through your mind when you had the experience. Put a plus (+) sign if the thought was good, and a minus (-) sign if the thought was bad. Number each thought.

Write at least three of your self-talks in the B Section now. Remember to number each one.



## THIRD STEP

Write how you <u>felt</u> and what you <u>did</u> in Section C. These are the consequences of your self-talk. Be sure to use feeling words for describing how you felt. Words such as "mad," "angry," "sad," "calm," "happy," etc. Use action words to describe what you did. Words such as "punched a hole in the wall," "cried," "walked away," "smiled," etc.

Write how you felt and what you did in Section C now.

## **FOURTH STEP**

Repeat the five rational rules to yourself. They are listed on the bottom of your RSA sheet.

## FIFTH STEP

Write the Da Section. This is the camera check of the A Section. Ask yourself, "Would a movie camera have recorded the events in Section A as I described them?" Then honestly answer yourself. If your answer is no, simply rewrite what happened, using the facts only, in the Da Section. Do that now.



## SIXTH STEP

Write the Db Section. First, ask yourself if your self-talk in the B Section was rational by asking the five rational questions. For any of your self-talk that is <u>not</u> rational, write new, positive self-talk in the Db Section. Make sure that you check your new written self-talk with the five rational rules. Write one of your new self-talks in the Db Section now.

This is the hardest part of writing an RSA. That is because you are learning something new - a new way of thinking. Just like any other new skill (like playing the piano, learning to drive, etc.), it takes practice to get good at it. Writing frequent RSAs helps you practice your new thinking.

Remember, when you think better, you feel and act better!

## SEVENTH STEP

Write how you want to feel and what you want to do in the E Section. These are your feeling and action goals. That is, what are the good feelings and positive actions that you want for the future when you are in this situation? Write your positive feeling and action goals in the E Section now.



## **REVIEW**

STEP 1: Write A. What happened.

STEP 2: Write B. A list of your self-talks.

STEP 3: Write C. How you felt and what you did.

STEP 4: Write or review the five rational rules.

STEP 5: Write Da. The camera check of A.

STEP 6: Write Db. Your positive, rational self-talks.

STEP 7: Write E. The way you want to feel and act.



## A WELL DONE RSA

EACH DAY,

**KEEPS** 

**BAD FEELINGS AND ACTIONS** 

AWAY!!



## STANDARD RSA FORMAT

	<del></del>
A. REPORTED EVENT	Da. CAMERA CHECK of A
(What happened?)	(If A is not factual, the factual and objective description goes here.)
`	
B. SELF-TALK	Db. RATIONAL SELF-TALK
(List your thoughts about what happened.)	(List your new rational self-talk.)
11.	1.
1	
2.	2.
3.	3.
4.	4.
C. CONSEQUENCES	E. EXPECTED NEW BEHAVIORS
(Current Feelings/Actions)	(Desired Feelings and Actions)
	<u>                                      </u>

#### 5 Rational Rules

- 1. Based on facts?
- Protect me from probable harm?
   Help me reach my short- and long-term goals?
   Help me avoid significant conflict with others?
   Help me feel the way I want to feel?



#### LESSON #6: HOW TO DO RATIONAL EMOTIVE IMAGERY

#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Imagine an external event based on obvious facts and objective reality.
- 2. Imagine him/herself using positive self-talk in an unpleasant, painful, or uncomfortable situation.
- 3. Imagine feeling calm in an unpleasant, painful, or uncomfortable situation.
- 4. Use Rational Emotive imagery (REI) to practice positive self-talk and calm feelings in a variety of situations.
- 5. Use REI to practice positive self-talk which builds self-esteem.

#### REVIEW

Review RSA format. During this review, concentrate on the Da, Db, and E Sections of the RSA. That is, reinforce describing the event with the <u>facts</u> only, using rational self-talk, and establishing goal-producing feeling and action goals.

#### GOAL OF THE LESSON

"Today we are going to learn how to do Rational Emotive Imagery or REI. REI helps us practice our new self-talk in a safe place. REI is simply an exercise in imagining our new self-talk, our new feelings, and our new actions which get us what we want. Doing REI can help us feel calm, unafraid, and/or confident in uncomfortable situations. If we know how to do REI, we can practice our new thinking skills anywhere. We can practice them while walking to school, riding the bus, before we go to bed, etc. REI helps us think better, feel cetter, and act better. And it's easy!"



#### LEARNING ACTIVITIES

- 1. Use Transparency #1 to explain the basics of Rational Emotive Imagery.
- 2. Use Transparency #2 to teach the six steps of doing Rational Emotive Imagery.
- Use Transparency #3 to teach the REI Script format.

#### CLOSURE/HOMEWORK

Use Transparency #4 (Homework Assignment Sheet #6) to introduce the homework assignment. Tell students to practice the Self Acceptance REI Script at least three times before the next class session. Tell students to fill in the questions at the end of the REI Script. (1. How I felt after practicing this REI. 2. What I did after practicing this REI.) Use the REI Format Sheet to assign students to write their own REI scripts.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- Supplemental materials for students: Chapter 4 in <u>You and Your Emotions</u> by Maultsby and Hendricks.
- 3. Teachers: For theoretical background, read <u>Chapter 15</u>: <u>Rational Emotive</u> <u>Imagery in Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and</u>
   <u>Tranquilizers: Booklet 4. The Rational Use of Your Brain</u> by Maxie C. Maultsby.



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## RATIONAL EMOTIVE IMAGERY or

## REI

#### **REI HELPS YOU TO:**

- 1. CREATE A MENTAL MAP FOR FEELING AND ACTING THE WAY YOU WANT TO
- 2. HELPS YOU READ AND PRACTICE YOUR MENTAL MAP SO THAT YOU FEEL AND ACT BETTER MOST OF THE TIME

REI IS NOT: PRETENDING

REI <u>IS</u>: PRACTICING



## STEP ONE

First, read the Da, Db, and E sections of one of your best RSAs. Remember, the Da section is the Camera Check, or the facts only. The Db section is your new positive self-talk. And the E section is how you want to feel and act in that situation.

## STEP TWO

Relax!! How? With the Instant Better Feeling Maneuver. Here's how. Let's do it together.

- Sit comfortably in your chair.
- Close your eyes.
- Slow your breathing rate to between 4-6 intakeoutput cycles per minute.
- The main idea is to do slow, comfortable, relaxed breathing: 4-6 intake-output cycles per minute.
- It's almost impossible to do anything but relax if you continue to breathe at that slow rate.



# STEP THREE

With your eyes closed and breathing slowly, picture yourself as vividly as possible in your situation. This is the Camera Check Section (Da) of your RSA.

# STEP FOUR

Keep imagining your Camera Check Section. Repeat your new positive self-talk statements from the Db Section of your RSA.

## STEP FIVE

As you continue to imagine yourself in the Camera Check situation and thinking your new self-talks, imagine yourself having your new E Section feelings and behaviors.

# STEP SIX

Repeat your imagery over and over for at least 10 minutes.



# REVIEW OF STEPS FOR REI

STEP 1: Read Da, Db, and E section of your RSA.

STEP 2: Relax! Do the slow breathing exercise.

STEP 3: Picture yourself in your Camera Check situation.

STEP 4: Think your new rational self-talk.

STEP 5: Imagine feeling and acting how you want to feel and act.

STEP 6: Repeat your imagery for 10 minutes.

Do a 10 minute REI when you get up in the morning and at night before you go to bed.



# REI SCRIPT FORMAT

## "I AM ....."

(TELL THE <u>FACTS</u> HERE - WHERE YOU ARE, WHAT YOU SEE, AND WHAT YOU HEAR. THIS IS TAKEN FROM THE CAMERA CHECK SECTION OF YOUR RSA. SPEAK AS THOUGH IT IS HAPPENING <u>NOW</u>. RELAX!)

## "I THINK ....."

(IMAGINE YOURSELF <u>THINKING</u> YOUR RATIONAL, POSITIVE THOUGHTS. THIS COMES FROM THE Db PART OF YOUR RSA.)

## "I FEEL ....."

(IMAGINE <u>FEELING</u> THE WAY YOU WANT TO FEEL. THIS COMES FROM THE E PART OF YOUR RSA.)

# "THEREFORE, I ....."

(IMAGINE AS VIVIDLY AS POSSIBLE THINKING, FEELING, AND <u>DOING</u> WHAT YOU DECIDE IS RATIONAL - HOW YOU WANT TO THINK, FEEL, AND BEHAVE.)



## SAMPLE SELF ACCEPTANCE REI SCRIPT

FIRST

Sit or lie in a comfortable position and slow your breathing down to between 4-6 cycles per minute. That is, inhale with a full deep breath, then exhale and count to ten (10) slowly. Repeat the cycle ten times.

SECOND

Imagine yourself in a situation. Be sure your image would pass the camera rule of thumb.

THIRD

Repeat the following self-talks:



# SAMPLE SELF ACCEPTANCE REI SCRIPT

"I AM				
At school with my friends and teachers. Some of them like me. Some of them don't. I am relaxed."				
"I THINK				
I accept myself as a Fallible and Worthwhile Human Being who sometimes makes mistakes.				
I am responsible for all of my thoughts, feelings, and actions. I can change the ones I don't like.				
I can change my behaviors when I have made a mistake with new thoughts, feelings, or actions.				
I am the most important person to me and I like myself and accept myself as worthy."				
"I FEEL				
Calm."				
"THEREFORE, I				
Greet others with a smile, do my work on time, have fun during lunch and recess, and go home feeling good."				
How I felt after this REI:				
What I did:				



#### MY OWN REI SCRIPT

**1	Δ	M	60

(TELL THE <u>FACTS</u> HERE - WHERE YOU ARE, WHAT YOU SEE, AND WHAT YOU HEAR. THIS IS TAKEN FROM THE CAMERA CHECK SECTION OF YOUR RSA. SPEAK AS THOUGH IT IS HAPPENING <u>NOW</u>. RELAX!)

#### "I THINK ....."

(IMAGINE YOURSELF <u>THINKING</u> YOUR RATIONAL, POSITIVE THOUGHTS. THIS COMES FROM THE Db PART OF YOUR RSA.)

#### "I FEEL ....."

(IMAGINE <u>FEELING</u> THE WAY YOU WANT TO FEEL. THIS COMES FROM THE E PART OF YOUR RSA.)

#### "THEREFORE, I ....."

(IMAGINE AS VIVIDLY AS POSSIBLE THINKING, FEELING, AND <u>DOING</u> WHAT YOU DECIDE IS RATIONAL - HOW YOU WANT TO THINK, FEEL, AND BEHAVE.)



#### THE SIX STEPS FOR DOING REI

#### STEP ONE

First, read the Da, Db, and E sections of one of your best RSAs. Remember, the Da section is the Camera Check, or the facts only. The Db section is your new positive self-talk. And the E section is how you want to feel and act in that situation.

#### STEP TWO

Relax!! How? With the Instant Better Feeling Maneuver. Here's how.

- Sit or lay in a comfortable place.
- Close your eyes.
- Slow your breathing rate to between 4-6 intake-output cycles per minute.
- The main idea is to do slow, comfortable, relaxed breathing: 4-6 intakeoutput cycles per minute.
- It's almost impossible to do anything but relax if you continue to breathe at that slow rate.

#### STEP THREE

With your eyes closed and breathing slowly, picture yourself as vividly as possible in your situation. This is the Camera Check Section (Da) of your RSA.

#### STEP FOUR

Keep imagining your Camera Check Section. Repeat your new positive self-talk statements from the Db Section of your RSA.

#### STEP FIVE

As you continue to imagine yourself in the Camera Check situation and thinking your new self-talks, imagine yourself having your new E Section feelings and behaviors.

#### STEP SIX

Repeat your imagery over and over for at least 10 minutes. Do REI in the morning when you get up and at night before you go to bed.



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#### LESSON #7: GETTING RID OF IRRATIONAL BELIEFS

#### LEARNING OBJECTIVES

Upon completion of the lesson, the student will know how to:

- 1. Define irrational, self-defeating beliefs.
- 2. Define rational beliefs.
- 3. Describe why the terms "must," "should," and "have to" are usually used irrationally.
- 4. Describe alternative self-talk for "must," "should," and "have to."
- 5. Describe the term "fallible human being" and how to use it as a tool for rational thinking and behaving.

#### REVIEW

"You have learned the basic skills of rational thinking and behaving. You have learned how the brain works. You have learned the anatomy of an emotion. You have learned the five rational rules. You have learned how to do Rational Self Analysis or RSA. You have learned how to do Rational Emotive Imagery, or REI, to practice your new thinking, feeling, and acting. Just like any other skill, it is important to practice regularly. Remember to practice your RSAs and REIs twice a day if at all possible."

#### GOAL OF THE LESSON

"Today we are going to learn some of the very common, but very irrational beliefs that many people have. We are also going to learn some simple ways to change those ways of thinking so that we can prevent feeling angry, depressed, or nervous. Instead, we can think differently, feel better, and do things that are in our best interest and get us what we want, both now and in the future."



#### LEARNING ACTIVITIES

- 1. Use Transparency Set #1 to teach the concept of Fallible Human Being.
- 2. Use Transparency Set #2 to teach the concept of Rational Shoulds.
- 3. Use Transparency Set #3 to teach the Common Self-Defeating Beliefs and Rational Alternatives.
- 4. These Transparency Sets are tools only. Use your own creativity to restructure the learning activities, based on the ability levels and response of the students. You may need to proceed slower or faster. You may need to translate some of the concepts into "their language." It is best to teach these concepts in small groups (3-5) if possible. The learning of these concepts will enhance the students' rational behavior skill repertoire.

#### CLOSURE/HOMEWORK

Administer the RBT Post-test. When all students are finished, collect all answer sheets. After the answer sheets have been collected, go over the test answers. Reinforce correct answers generously.

If possible, assign students F.SAs and REIs at least three times a week. Solicit the support of your teacher aid, site counselor, behavior technician, parents, and any other persons who might be in a position to reinforce the rational thinking, feeling, and actions of your students at home, at school, and in the community.

#### MATERIALS NEEDED FOR THIS LESSON

- 1. This lesson plan, including transparencies and homework sheet.
- Supplemental materials for students: Chapter 5 and 6 in <u>You and Your</u>
   <u>Emotions</u> by Maultsby and Hendricks.
- 3. Teachers: For theoretical background, read <u>Chapter 13 Cognitive-Emotive</u>

  <u>Dissonance</u> in <u>Rational Behavior Therapy</u> by Maxie C. Maultsby (1990).
- 4. Teachers: Additional teaching concepts appear in <u>Freedom From Alcohol and Tranquilizers: Booklet 5. Wanting Vs. Craving</u> by Maxie C. Maultsby.

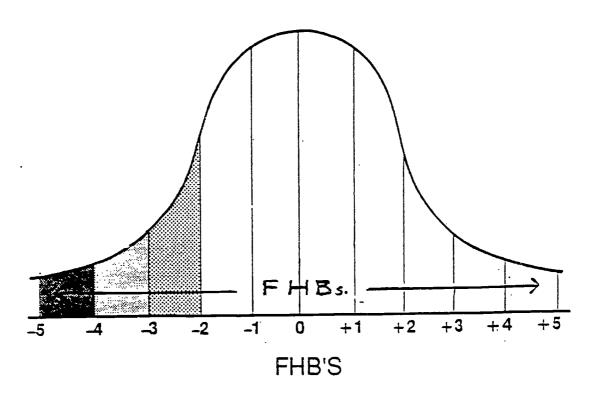


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## A BASIC RBT CONCEPT

WE ARE ALL BETTER OFF IF WE LEARN TO ACCEPT OURSELVES AND OTHERS UNCONDITIONALLY AS BEING WHAT WE ARE NOW AND SHALL FOREVER REMAIN -- FALLIBLE HUMAN BEINGS

## Fallible Human Beings



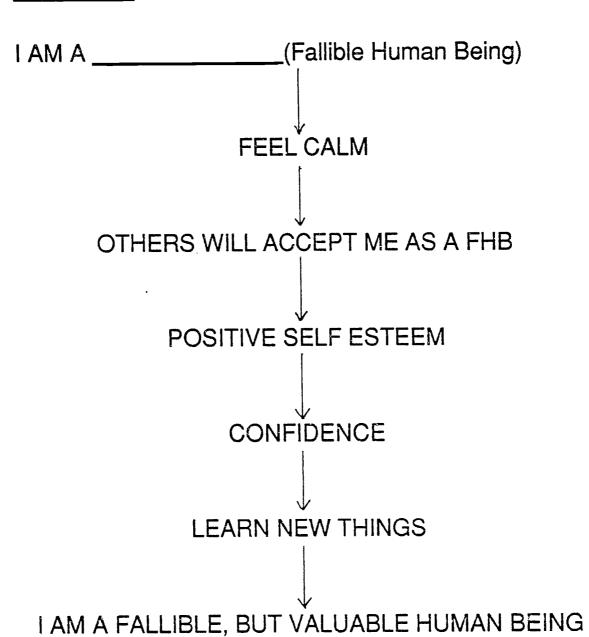
- WE MUST STRIVE TO AVOID NAME CALLING
- THE ONLY RATIONAL NAME FOR ANYBODY IS
   F H B



#### FHB SCRIPT

# **IRRATIONAL** I AM \_\_\_\_\_(WORTHLESS, STUPID, ETC.) FEEL BAD OTHERS WILL HATE ME AS MUCH AS I HATE **MYSELF ANXIETY AVOIDANCE** NOT LEARNING NEW THINGS I AM WORTHLESS

#### **RATIONAL**





#### FHB, AS A HUMAN LABEL IS:

- 1. UNCHANGEABLE
- 2. EQUAL FOR ALL
- 3. UNDEBATABLE

#### FHB KEEPS US AWARE OF:

OUR HUMAN QUALITIES PROPENSITY FOR MISTAKES

## FHB FIGHTS IMPLICIT ATTITUDES OF:

KNOWING EVERYTHING — EGO (inflated)

ALL POWERFUL

MUSTURBATION
SHOULD'S
HAVE TO'S
SELF PUT DOWNS — EGO (deflated)



#### FHB REMINDS US OF OUR:

BIOLOGICAL NATURE
HUMAN ABILITY TO THINK (Rationally)

FHB IMPLIES THAT THERE IS <u>NO</u> BEHAVIOR WHICH CAN DESCRIBE A PERSON

ONLY <u>PERSONALITY</u> CAN DESCRIBE A PERSON -AND PERSONALITY IS SIMPLY MADE UP OF LEARNED BEHAVIOR WHICH CAN BE UNLEARNED, IF SO DESIRED

FHB APPLIES TO <u>ALL</u> HUMAN BEINGS "I'M A FHB, YOU'RE A FHB"



WE CANNOT RATIONALLY CALL ANYONE A NAME OTHER THAN FHB

TO ACCEPT OURSELVES AND OTHERS AS FHBs, WE AVOID BEING PREOCCUPIED ABOUT OURSELVES, AND CAN RESPOND TO OTHERS

IF WE ACCEPT THE CONCEPT OF FHB
OURSELVES AND COMMUNICATE IT TO OTHERS,
WE FREE OURSELVES UP TO GO ON WITH THE
BUSINESS OF:

.LIVING;

LOVING; and

HAVING A BALL!!



#### **MUSTERBATION**

- 1. IMUST: DO, SHOULD DO EVERYTHING
  NOBLY WELL...AND BE APPROVED BY
  YOU...IF NOT, IT IS AWFUL, TERRIBLE; I AM A
  SLOB -- THIS LEADS TO SHITHOOD.
- 2. <u>YOU MUST</u>: DO WELL BY ME; TREAT ME ROYALLY...IF YOU DO NOT, IT IS AWFUL, <u>YOU ARE THE TURD</u>, SLOB, ETC.
- 3. THE <u>WORLD MUST</u>: GIVE ME EVERYTHING AND DO IT EASILY, QUICKLY, NO WORK ON MY PART...OR, IF NOT, THE WORLD IS A ROTTEN PLACE, IT'S ALL THE WORLD'S FAULT...I CAN'T STAND IT...I WILL KILL MYSELF.

MUSTERBATION IS THE RESULT OF USING IRRATIONAL SHOULDS IN OUR SELF-TALK.

LET'S LEARN ABOUT THAT.



# **SHOULDS**

## THERE ARE TWO KINDS OF SHOULDS:

- RATIONAL
- IRRATIONAL

RATIONAL SHOULD = EVERYTHING IS ALWAYS
THE WAY IT HAS TO BE <u>NOW</u>

FOR EXAMPLE: IF I DRINK COFFEE THAT'S TOO HOT, MY MOUTH SHOULD BURN. THAT FACT DOES NOT MEAN THAT I'D BE GLAD I DRANK SUCH HOT COFFEE; NEITHER DOES IT MEAN THAT I HAVE TO OR WILL GO ON DRINKING COFFEE THAT'S TOO HOT. THE FACT THAT MY MOUTH SHOULD BURN WHEN MY COFFEE IS TOO HOT MERELY MEANS THAT: EVERYTHING IS ALWAYS THE WAY IT HAS TO BE NOW.



THE <u>NOW</u> IS VERY IMPORTANT. IT MEANS THAT THE FACTS AND EVENTS EXISTING AT THAT TIME MADE THE PRESENT RESULTS <u>UNAVOIDABLE</u>.

NOW REFERS ONLY TO THE PRESENT. IF PRESENT EVENTS CHANGE, THE PRESENT SITUATION WILL CHANGE IN THE <u>FUTURE</u>.

RATIONAL SHOULDS MAKE SCIENCE POSSIBLE. RATIONAL SHOULDS PROTECT YOU FROM THE IRRATIONAL SHOULDS.



<u>IRRATIONAL SHOULD</u> = SAYING ONE THING AND MEANING ANOTHER. SAYING "I DEMAND..." AND MEANING "I WANT..."

IRRATIONAL SHOULDS REFER TO SOMETHING THAT ISN'T RATHER THAN TO SOMETHING THAT IS.

IRRATIONAL SHOULD - "YOU SHOULD TREAT ME MORE KINDLY" SAYS:

- 1. I BELIEVE YOU <u>ARE NOT</u> TREATING ME KINDLY ENOUGH, AND
- 2. I <u>WISH</u> OR <u>WANT</u> YOU TO TREAT ME MORE KINDLY.



BUT, THE FACT THAT YOU ARE NOT TREATING ME AS KINDLY AS I WANT INDICATES THAT THE FACTS, AS THEY NOW ARE, DO NOT PERMIT YOU TO DO IT. THUS, THE SHOULD IS AN IRRATIONAL SHOULD.

MOST PEOPLE BECOME ANGRY WHEN THEY USE IRRATIONAL SHOULDS. THUS, THEY BECOME IRRATIONALLY ANGRY. THEY <u>DEMAND</u> OF OTHERS, BUT THEY HAVE NO RIGHT TO <u>DEMAND</u>.

JUST BECAUSE WRONGS AND INJUSTICES ARE AS THEY SHOULD BE TODAY, DOES NOT MEAN THAT THEY HAVE TO REMAIN. NOR DOES ANYONE HAVE TO GET IRRATIONALLY ANGRY ABOUT THEM BEFORE CORRECTING THEM.



MOST PEOPLE <u>DO NOTHING</u> ABOUT WRONGS AND INJUSTICES UNTIL THEY GET <u>IRRATIONALLY</u> ANGRY.

THIS DOESN'T MEAN THEY <u>HAVE TO</u> GET ANGRY. IT IS ONLY THEIR <u>HABIT</u>.

WE <u>DO</u> HAVE A CHOICE. WE DON'T <u>HAVE TO</u> GET ANGRY FIRST TO CORRECT WRONGS AND INJUSTICES.

REALLY, <u>WITHOUT</u> THE IRRATIONAL ANGER, WE CAN USUALLY DO <u>MORE</u> IN <u>LESS</u> TIME TO CORRECT THE WRONGS AND INJUSTICES.



# THE KEY

TO BE <u>RATIONALLY CONCERNED</u>
INSTEAD OF <u>IRRATIONALLY</u> ANGRY,
SAD, OR DEPRESSED.

## HOW?

- AVOID USING "SHOULD, MUST, OR HAVE TO" IN YOUR SELF-TALK
- INSTEAD, USE "HOPE TO" OR "WANT TO" IN YOUR SELF-TALK



I HAVE TO FEEL THE WAY I FEEL AND THAT'S IT. THAT'S JUST ME. I HAVE NO CHOICE IN THE MATTER.

## **RATIONAL BELIEF #1**

IN ANY SITUATION, I CAN CHOOSE TO FEEL THE WAY I WANT TO FEEL. I <u>DO</u> HAVE A CHOICE IN THE MATTER.



I CAN'T ACCEPT MYSELF WITHOUT THE LOVE AND/OR APPROVAL OF THOSE I WANT IT FROM.

## **RATIONAL BELIEF #2**

I CAN ACCEPT MYSELF WITHOUT THE LOVE OR APPROVAL OF ANYONE.



IF I DON'T DO EVERYTHING EXACTLY RIGHT, OR IF I'M NOT THE FIRST, THAT PROVES I'M A WORTHLESS SLOB.

#### **RATIONAL BELIEF #3**

I CAN CALMLY ACCEPT MYSELF REGARDLESS OF WHETHER OR NOT I BEHAVE THE WAY I WANT.



OTHER PEOPLE OR THINGS OUTSIDE OF ME MAKE ME FEEL THE EMOTIONS I FEEL.

#### **RATIONAL BELIEF #4**

I, AND I ALONE, CAUSE ALL OF MY EMOTIONAL FEELINGS SO I'LL JUST CAUSE ME TO FEEL AS GOOD AS I WANT.



IF I DON'T LIKE MY SCHOOLWORK, OR THE PEOPLE, OR THE SCHOOL THAT REQUIRES ME TO DO THINGS, THEY HAVE NO RIGHT TO BE MAD AT ME OR TO PUNISH ME IF I MESS UP OR REFUSE TO DO ANYTHING ALL TOGETHER.

#### **RATIONAL BELIEF #5**

IF I DO WELL THE THINGS I'M SUPPOSED TO DO, EVEN IF I DON'T LIKE THEM, I'LL KEEP MYSELF OUT OF TROUBLE AND HELP MYSELF GET SOME THINGS I WANT.



MY WAY IS THE ONLY "RIGHT," "CORRECT," OR "JUST AND FA!R" WAY TO DO THINGS.

## **RATIONAL BELIEF #6**

MY WAY IS JUST THAT - MY WAY. OTHER PEOPLE HAVE THEIR WAY AND HAVE A RIGHT TO THEIR WAY JUST AS I DO.



I SHOULD USE ALL MY ABILITIES FULLY AND ACHIEVE AS MUCH AS I CAN. IF I DON'T, I SHOULD FEEL GUILTY.

## **RATIONAL BELIEF #7**

I FREELY CHOOSE TO DEVELOP ANY OF MY ABILITIES AND TO PURSUE ANY PERSONAL GOALS THAT I THINK I MAY ENJOY.



THE WAY I ACT TELLS ME WHAT TYPE OF PERSON I AM. (IF I ACT STUPIDLY, THEN I'M A STUPID PERSON.)

## **RATIONAL BELIEF #8**

RATIONAL PERSON = A HUMAN BEING
RATIONAL PERSON = A RATIONAL PERSON'S
BEHAVIOR



I HAVE TO FEEL BAD IF THE PERSON I LOVE LEAVES ME OR DIES. MY WILLINGNESS TO SUFFER PROVES HOW MUCH I LOVED THAT PERSON. IF I DON'T FEEL BAD, THAT PROVES I NEVER REALLY LOVED THAT PERSON IN THE FIRST PLACE.

#### **RATIONAL BELIEF #9**

MY BEING UPSET OVER A LOVED ONE LEAVING ME OR DYING ONLY PROVES THAT I HAVE UPSET MYSELF. MY BEING UPSET HAS NOTHING TO DO WITH HOW MUCH OR HOW LITTLE I LOVED THAT PERSON.



I CAN'T ACCEPT MYSELF UNLESS I HAVE A
GIRLFRIEND OR BOYFRIEND, HAVE FRIENDS, OR
AM LOVED BY WORTHWHILE PEOPLE. OR
UNLESS I'M INVOLVED IN A CAUSE THAT'S
GREATER OR MORE WORTHWHILE THAN I AM.

#### **RATIONAL BELIEF #10**

I CAN CALMLY ACCEPT MYSELF REGARDLESS OF WHO I AM, WHO I'M GOING WITH, OR WHO I KNOW. I'M WITH OTHER PEOPLE JUST SOME OF THE TIME, BUT I AM ALWAYS WITH ME, AND I CAN CHOOSE TO LIKE THAT.



I JUST HAVE TO BE UPSET IF PEOPLE (ESPECIALLY THOSE CLOSE TO ME) DON'T BEHAVE THE WAY THEY SHOULD.

#### **RATIONAL BELIEF #11**

I CAN CALMLY ACCEPT THE FACT THAT EACH PERSON SHOULD FOLLOW HIS OR HER OWN MIND BECAUSE THAT'S ALL THEY CAN DO. IF OTHERS DISAGREE WITH ME, THEN I CAN TRY TO INFLUENCE THEM TO CHANGE THEIR MINDS AND I'LL USUALLY DO A MUCH BETTER JOB OF INFLUENCING THEM IF I REFUSE TO GET UPSET, ANGRY, AND DEPRESSED. I DON'T HAVE TO GET UPSET UPSET IF OTHERS DON'T CHANGE THEIR MIND.



#### **A RATIONAL PERSON'S MOTTO:**

DON'T BELIEVE EVERYTHING THEY TOLD YOU.

JUST BELIEVE WHAT THEY TOLD YOU THAT'S

RATIONAL.

HOW DO YOU TELL WHICH BELIEFS ARE RATIONAL? SIMPLE -- CHECK THEM WITH THE FIVE RATIONAL RULES.



## Rational Behavior Skills

#### PRE-POST TEST

	YES	NO
I, and only I, can control my emotions.	х	
2. If a new idea feels wrong, it must be wrong.		Х
3. My heart controls my feelings.		X
4. Facts and opinions are the same.		X
5. Feelings are only one part of a total emotion.	Х	
6. Self-talk is what causes me to feel the way I feel.	х	
7. I know the five rules for rational thinking.	х	
8. If my behavior follows 3 of the 5 rational rules, it is rational.	X	
9. Facts are the same as truth.		x
10. The camera rule of thumb helps me know what the facts are.	X	
11. Rational Self Analysis (RSA) is a type of homework.	Х	
12. Well-done RSAs help us form irrational opinions.		X
13. RSAs only contain descriptions of how I fee! now.		X
14. Rational Emotive Imagery (REI) is pretending.		X
15. If I relax with deep breathing exercises, it will not last long.		X
16. It is best to do REI at least twice a day.	х	
17. REI helps me imagine my rational behavior.	Х	
18. Fallible Human Being is the only fair name to call anyone.	Х	
19. Anger and sadness are caused by using irrational shoulds.	Х	
20. I can feel better about myself and my life if I think rationally.	Х	



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From the following materials by Maxie C. Maultsby, Jr., M.D.:

- Maultsby, M. C. & Hendricks, A. (1974). You and Your Emotions. Appleton, WI: Rational Self-Help Books/I'ACT.
- Maultsby, M. C. (1978). The Rational Behavioral Alcoholic-Relapse Prevention Treatment Method. Lexington, KY: Rational Self Help Aids, Inc.
- Maultsby, M. C. (1980). Your Guide to Emotional Well Being: The Handbook of Rational Self Counseling (2nd Edition). Lexington, KY: Rational Self-Help Aids. Inc.
- Maultsby, M. C. (1982). Freedom From Alcohol and Tranquilizers. Booklets 1-5. Lexington, KY: Rational Self-Help Books.
- Maultsby, M. C. (1986). Coping Better...Anytime. Anywhere: The Handbook of Rational Self-Counseling. Appleton, WI: Rational Self-Help Books/I'ACT.
- Maultsby, M. C. (1990). Rational Behavior Therapy. Appleton, WI: Rational Self-Help Books/l'ACT.

These, and other rational self-counseling materials, are available from:

Rational Self-Help Aids/I'ACT 3939 Spencer Street Appleton, WI 54914

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