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RATIONAL-EMOTIVE THERAPY: A TREATMENT MANUAL

Arthur Lange, Ed.D.



Prepared as part of NIMH grant
No. 1 RO1 MH42035
"Prevention of Relapse in Sex Offenders"
D.R. Laws, Ph.D., Principal Investigator

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ACQUISITIONS

The purpose of this manual is to train therapists to conduct 20 hour and a half sessions using Rational-Emotive therapy techniques. Three target objectives will be the focus of the sessions:

- 1) Teaching patients to challenge and ultimately eliminate the rationalizations used to justify pedophilic behaviors.
- 2) Teaching patients to increase their sense of self efficacy in two ways - a) I can control these deviant behaviors, b) I can be interpersonally skilled in adult relationships.
- 3) Increasing self adequacy - increasing one's interpersonal effectiveness through cognitive and behavioral skills training.

More generally, the goals for treatment are to have patients take responsibility for their own behavior, to exercise greater self control, and, for some, to develop better social skills. The bottom line is total abstinence from deviant sexual behavior by getting the behavior under control and keeping it under control.

Session One: Understanding the A B C's of R.E.T.
Teaching the A B C's of Rational Emotive Therapy

Since this is the first actual treatment session it makes sense to clarify what the 20 weeks will entail before starting with the substantive purpose of session one: understanding the A B C's and how to use them.

Keep this introduction brief and to the point. First state the goals of the 20 weeks:

- 1) eliminate rationalizations and denials that pedophiles use to justify their deviant behavior and deny responsibility for their own actions.
- 2) increase their convictions that they can control their deviant thoughts and behaviors.
- 3) increase their conviction that they can have successful and pleasurable relationships with adults.
- 4) increase their interpersonal effectiveness in adult interactions.

Next, state the ultimate goal of total abstinence by getting the behavior under control and keeping it under control.

These comments may warrant some elaboration or discussion but keep it brief. You can now move right into the A B C's. I'll present here a way that you could present the A B C's. It is not offered as "the" way but only as a very tangible example of how you can do it.

"Let`s get started. There are only three things that human beings can do, we do them all the time, 24 hours a day, you are doing all three right now. The first thing we do is thinking, some of you are guessing what the three things are, some of you are thinking about something I've said about the goals of treatment, and some of you are thinking about something totally different, but we are always thinking! The second thing we do is feel something and I don't mean hot or cold, pain, or tired but some emotion like angry, anxious, frustrated, excited, happy, upset, calm, depressed, or guilty. Sometimes the feeling is

strong and sometimes we're barely aware of it, but we are always feeling something. And thirdly, we are always behaving.

You might pick one person and point out several small behaviors.

You see, Bill, you just moved your finger and now you've shifted in your seat and now you're smiling and hoping I'd stop this real soon. Bill, even if you didn't move a muscle, sitting in that chair is a behavior. As long as we are alive, we are behaving inside (heartbeats, breathing) and outside.

Now we all know that we think, feel, and act. That's nothing new, but it's a great place to start because the next question to ask is: why do I think, feel, and act the way I do in specific situations? Some of us might explain our behavior, any behavior, by saying "that's the way I am" or "I've always been that way" or "I was born that way" as though it's genetic or hereditary. Others would say, "no, I've been conditioned. My past experiences and other people make me feel and act the way I do today."

Well, both are somewhat true because they both can influence who you are today, but there is a third explanation that is the most powerful and important of all. You have the capacity to direct and control the way you think, feel and act and the only reason people often don't is because they don't know how. Knowing how to be powerful and how to exercise self control and how to take good, healthy care of yourself is not something everyone knows or was born with. These sessions are designed to give you the skills and techniques to direct and control the way you want to handle situations so that you are more powerful and you are taking better care of yourself every day. After you've practiced

these skills they become part of your natural way of dealing with situations but at first you must practice systematically and consciously every day.

The first thing I want to show you is the model for directing and controlling your thinking, feelings, and behaviors, it's called the A B C's.

Use a blackboard and put A B C at top as wide apart as possible.

Now, there are three screwball feelings that always keep us from handling situations effectively. They are excessive anxiety, anger, depression, and guilt. By excessive, I mean that you over-reacted by your own judgment. You know when you have gotten overly angry, upset, frustrated, or anxious about something most of the time. I am not saying you should never be angry, anxious, sad, or guilty, but only when you are over-reacting does it get you in trouble.

You might put the four feelings on the board off to the side of the A B C's and include the word excessive above them.

Now, A's represent any situation or person in a situation where you might get overly anxious, angry, depressed or guilty. Think of some general situations that people often over-react to. They don't have to be major events, just day-to-day situations on the job or in your personal life."

Note: Dr. Laws and I decided it would be better to start with general situations rather than those related to deviant sexual behavior because a) it would be more comfortable and b) we will need to work on general situations later when we get to self efficacy and self adequacy. Get the participants to list about 10 - 12 situations on the job or in their personal lives; give some examples yourself but get them to do most of the work. Example: job interview, performance evaluation,

being criticized by boss especially unfairly, speaking in front of a group, dealing with traffic, dealing with a difficult colleague, meeting new friend, meeting possible romantic relationships, dealing with conflicts with relatives, spouses, lovers, moving, changing jobs, divorce, ending a relationship, loneliness, boredom.

"O.K., we have lots of A's, now C's represent two things, your feelings and your behavior in these situations. For example, you are going to an important job interview, what's the likely feeling if you got yourself overly something?

Refer back to the four excessive feelings on the board and have them choose the most likely.

O.K., anxiety. Now what are some things you might do while you are in the outer office waiting to go into the interview?

Get the participants to list behaviors: fidget, pace up and down, sweat, rifle through a magazine upside down. You pick three more A's using ones that they contributed and try to use ones that would lead to different emotional responses - anger, anxiety, depression, guilt. Get the participants to describe the behaviors that result from that feeling.

O.K. Now here's the first major point about the A B C's - feelings cause behaviors. The way you feel in a situation will determine how you act. But that's only the beginning. Feelings may cause behaviors, but what causes us to feel the way we do in a specific situation? Most people make this mistake: they believe that A's cause C's and it is not true but we think that way, we talk that way, and we act that way. If I saw someone looking very upset about something and I asked what's wrong, they'd typically say it was because of some A - I've been on the freeway for two hours and I missed my appointment or I've got an important job interview this afternoon. It's very natural to explain our feelings and behavior by saying A's cause it, but it simply isn't

true. A's do not cause C's. People and things do not cause us to feel and act the way we do. Actually what really happens is that we run into a person or situation or problem at point A and then something happens to us at point B and then we feel and act at point C. What do you think we do at point B?

The participants might say "you choose, decide, react, size up, judge, etc. They all fall under the rubric - we think."

That's right, we think about the situation and then we feel and act at point C. The way you think at point B actually determines how you feel and act at point c.

I would go so far as to say, it's not what is true at point A that counts, it's what you think is true at point B that will determine how you feel and act at point C. If you think that you can't stand criticism you will have difficulty when your boss criticizes you fairly or unfairly. If you worry (think) too much about what people think of you, you will fear rejection and avoid situations where you might get rejected. If you believe that you can't stand it when "things" don't run smoothly, then you will make yourself upset and frustrated when they don't.

What I am saying is that each of us is responsible for our actions and reactions at point C. As much as we would like to put the blame on the A's (it's easier and more comfortable), it is not true."

At this point have the participants give their own examples of how B's cause C's using either the examples of A's cited earlier or new ones. Encourage them to ask questions and check their understanding of the relationship between A's, B's, and C's.

Homework: Have the participants return with four completed examples of the A B C model where they: 1)

cited the situation, 2) identified the feelings and behaviors at point C, and 3) listed the thoughts at point B that caused them to feel and act as they did at point C.

During this session, do not use any situations that involve deviant sexual behavior but you might make reference to them and that you will work on them next week.

* See Appendix V for handout for Session One.

Session Two: Three Types of Thinking

First discuss homework. Be sure that everyone has accurately completed descriptions of real situations using the A B C model. Clarify any mistakes or questions.

Second, begin the teaching aspect of this session.

"If B's, your thoughts, are the cause of your actions at point C, we better understand more about how we can think at point B. There are three ways you can think at point B. You can think irrational thoughts, rational thoughts, or rationalizations. The bad news is that two of the three ways you could think are lousy, that is, they lead to emotional over-reactions and dysfunctional behavior.

The first type of thinking you could do is irrational thinking. There are two types of irrational thinking, the first is called catastrophic thinking. We catastrophize about all kinds of events.

Note: this information should be put on the board and added to as the presentation continues:

Irrational Thinking	Rational Thinking	Rationalization
---------------------	-------------------	-----------------

Every catastrophic thought could start with the phrase:

"What if...?" For example, you are going to a very important job interview, what are some of the "what if's" you could ask yourself that by the time you get there you're a nervous wreck?

Get answers to this questions and elaborate on "what if's" people might think before, during and after the interview. Get the group fully involved in citing "what if's." You might also cite an example related to personal rejection and the "what if's" that go along with it.

It's the answer to the question that makes it catastrophic. You could think "What if the interviewer asks me to explain my last three years of work?" and plan an answer. That's not a catastrophic thought, that's problem solving. But if you asked "What if the interviewer asks me to explain my last three years of work?" and the answer is "That would be awful. That would be terrible!" Then you are catastrophizing. That's why we call this type of thinking "awfulizing." We want you to recognize when and how you are "awfulizing" about things in specific situations."

Note: the blackboard should now look like this:

Irrational Thinking	Rational Thinking	Rationalization
---------------------	-------------------	-----------------

1) Catastrophic thinking

"What if...? Awful!"

Awfulizing

"The second type of irrational thinking is called absolutistic thinking, another ten dollar term. Absolute thinking comes out in an entirely different form: "I must, I should, I've got to, I have to, I need to, I ought to...." Instead of awfulizing, sometimes we are extremely self critical where we are constantly criticizing our every behavior: I should have handled that person more assertively, I shouldn't let people talk to me that way, I've got to be more successful, I should be able to handle these situations better.

Sometimes the critical thoughts run all day long. It sounds like the guy on the Federal Express commercial who talks so fast you can't hear him, only it's in our own head. We learn very early in our lives to be self critical and to "should" on

ourselves and some of us get very good at it. We "should" on ourselves without even noticing."

Note: the blackboard can now include:

Irrational Thinking	Rational Thinking	Rationalization
---------------------	-------------------	-----------------

1) Catastrophic thinking

"What if...? Awful!"

Awfulizing

2) Absolutistic thinking

I must, I should, I've got to, I need to, I have to, I ought to...

Shoulding

"At the exact opposite end of the continuum is rationalization. Instead of over-reacting like with awfulizing and shoulding, rationalizations are exactly the opposite: "so what," "who cares," "big deal;" they are cons and denials. Sex offenders use rationalizations regularly and they are great at it. What are some of the rationalizations sex offenders use to justify their own behavior?"

This is a critical question. Be sure to get the participants focused on how they 1) rationalize behaviors that they know are the beginnings of their deviant behavior chain, 2) rationalize their own deviant sexual behavior by claiming the child enjoyed it, 3) rationalize by denying the severity or frequency of their deviance by denying violent aspects of the behavior or the extent of sexually deviant behavior in which they have engaged.

"Rationalizations are designed to avoid self criticism and to try to legitimize behaviors which are pleasurable but are not acceptable. They are denials of major parts of the reality of the

situation. And they leave you vulnerable to engage in dangerous behavior.

Besides rationalizing deviant sexual behavior, sex offenders often also rationalize their ability to exercise self control: "I can't help myself," "I've always been like this," "Maybe I was born this way," "I can't control my thoughts or my actions", "It's too powerful, I can't stop myself." These are cons and denials that leave you powerless to use the resources you do have to control your own behavior and they imply that you are therefore not responsible for what you do. That's a con and you are denying your own power to exercise self control."

At this point you might ask the participants to give examples of ways they con themselves out of taking responsibility by disavowing their ability to control themselves. The blackboard would now look like this:

Irrational Thinking	Rational Thinking	Rationalization
1) Catastrophic thinking "What if...? Awful!" <u>Awfulizing</u>		so what who cares big deal cons denials
2) Absolutistic thinking I must, I should, I've got to, I need to, I have to, I ought to... <u>Shoulding</u>		(list examples of rationalizations justifying deviant behavior, denying severity, and denying ability to exercise self control)

"The third type of thinking, rational thinking, is the most functional and most powerful of all. These thoughts are stated as Realist (vs. catastrophic) Preferences (vs. absolutes): I want, I'd like, I'd prefer, It would be better if... For example, when you are anxious about someone rejecting you or angry and

frustrated about a failure, instead of awfulizing and shoulding about it, you would force yourself to think in terms of preferences. If you failed at some task, it's unfortunate, you might be disappointed but it's not awful, terrible, and horrible, nor should you "should" on yourself for having failed.

Conversely, if you find yourself rationalizing or justifying deviant thoughts or actions, you would attack the rationalizations, the cons, and replace those thoughts with more rational alternatives like: "I am responsible for my actions and I can control myself if I choose to do so. I do have the power to decide what I'll do. I might like these fantasies of deviant behavior but I don't have to have them. I decide what I think about and how I act."

At this point in the session get participants to volunteer specific situations where they might get overly anxious, angry, depressed, or guilty. Have them identify the thinking that causes the feelings and actions at point C and have them categorize the thinking as awfulizing, shoulding or rationalizing. Then have them identify more rational alternatives. Start with day-to-day work or social situations which may lead to anxiety, anger, depression or guilt. Then move to situations where the participants use rationalizations to justify deviant behavior, to deny its severity, or to deny their ability to control their thoughts or actions. Have them develop rational alternatives to attack the rationalizations.

Homework: have the participants return with at least four incidents where they over-reacted with excessive anxiety, anger, depression, or guilt or where they found themselves awfulizing, shoulding, or rationalizing and have them list the specific thoughts they thought. They do not have to have challenged them or substituted rational alternatives but if they do, have them list the rational attacks they used.

* See Appendix V for handout for Session Two.

Session Three: The Ten Irrational Ideas

Start the session with a brief review of irrational, rational, and rationalized thinking asking the participants to describe each or give examples. It's essential that they develop a readily available ability to recognize all three types of thinking and to tell the differences among them. Review the homework assignment emphasizing the ability to discriminate between irrational, rational, rationalized thinking. Try to get examples of all three contexts: a) adult, day-to-day interactions or situations, b) rationalizations of deviant thoughts or actions, c) rationalizations of one's ability to exercise self control.

After going through several examples and clarifying misunderstandings, present the list of then irrational ideas to each group member.

"Here is a list of 10 irrational beliefs that most of us have actually believed at some time in some situation. The 10 beliefs are generalizations, they are not the actual thoughts you think in a specific situation. The first four are the most important of all because they occur most often and are the most powerful. The first irrational belief has to do with worrying too much about what others think of you. It leads to awfulizing and avoidance of adult situations where you might get rejected. It leads to being overly sensitive to criticism, defensiveness, and conflict with adults. The second belief has to do with fear of failure. If you are afraid to fail you will not take risks, avoid many situations you could have enjoyed, be overly competitive, be overly self critical and critical of others. The third belief usually leads to low frustration tolerance. If things don't go right, I can't stand it and I'll get very upset. This kind of self indulgences often leads to deviant behavior as a safe compensation for the

frustrations you didn't deal with. When you get overly upset because things are not going right or because you weren't treated fairly, deviant behavior often returns or increases. Consequently challenging these beliefs is essential rather than avoiding them. Lastly, if rejection or failure occurs or if things don't go right, then someone is to blame. The tendency to blame oneself leads to a low self worth and a tendency to blame others leads to rationalizations justifying your deviant behavior. The alternative is not to seek blame but to accept responsibility when it is appropriate and to do what it takes to change.

The other six ideas influence us all to some extent, but sex offenders tend to believe #7, #8, and #9 as well. These three beliefs are what rationalization is all about: it's easier to avoid or deny unpleasant truths, other people and situations make me do what I do and I have little or no responsibility for my actions, my past determines how I think and act today and I have little control over myself. All three of these are cons. Each one has a little bit of truth to it, but they get used and abused to avoid taking responsibility for our behavior."

At this point ask the participants to cite specific examples of what they think in specific situations that would fall under the three general rationalizations cited above. The purpose of this session for the participants is to recognize and categorize the types of thinking they do that either supports deviant sexual behavior or contributes to their not handling adult situations.

Homework: Have the group members record at least four incidents where they were either awfulizing, shoulding, or rationalizing and have them select which of the ten irrational ideas are supporting or underlying the specific thoughts in that situation. The purpose is to get the participants to be thinking about their thinking using the categories of

awfulizing, shoulding, and rationalizing and to tie them to the ten irrational beliefs. The group members must know these principles cold or they cannot use the techniques fully.

* See Appendix V for handout for Session Three.

Session Four: Four Steps for Cognitive Restructuring

This session is the one to pull all the cognitive information together and to apply it to specific situations. First, review the homework assignment, checking to see that the participants can accurately connect awfulizing, shoulding, and rationalizing to the ten irrational beliefs. Then pass out the sheet with the four steps for cognitive restructuring.

"This four step process is what we have been building up to in the last three sessions. This is the process you can use to challenge and change any rationalizing or over-reacting you might do that contributes to deviant sexual behavior. If you are going to get control of the behavior you also need to get control of the thinking you do that gets the whole sequence started.

Let's go through the four steps. I want you to work on a specific situation that's real for you where you think you were overly upset, frustrated, anxious, angry, depressed, or guilty. In step one you are to identify your 'internal dialogue,' that's what you were thinking to yourself, the specific thoughts, about yourself, the others in the situation, or the situation. For example, if I had a performance evaluation and it was a bad one and I found myself getting very upset about it, what are some of the things I might be thinking to myself about myself that would make me upset? What might I be thinking to myself about the others in the situation like my boss? And what might I be thinking to myself about the situation (I get a bad evaluation and that means I have no future here and I have to get another job, that's awful!)? Take a minute to write out all the thoughts that came to your mind in your own situation about yourself, the

others, or the situation itself. You might have more thoughts in one category than the other two, but check all three for any thinking that contributed to your over-reaction.

In step two, you simply identify which of the ten irrational ideas from the list we used last week are supporting your thinking in your situation. Is it #1 fear of rejection, #2 fear of failure, #3 low frustration tolerance or unfairness, some type of rationalization like #7, #8, or #9, or one of the others on the list? More than one irrational belief is often operating so check them all out.

Now that you know what thinking is causing this over-reaction and what irrational beliefs are behind it, you can attack them and change them. In step three, you ask yourself two questions. First, what is true that you were thinking? For example, let's say I had the performance evaluation and it was a negative one. It's true that I am criticized; I did get a bad evaluation; it means I won't get promoted; I am not respected as fully as I'd like by my boss; I may choose to look for another job. All that is true. Then I ask myself what is not true. It is not true that I can't stand to be criticized. It is not true that I have to have my boss's respect. It is not true that it would be awful if I didn't get promoted or if I had to look for another job. It is not true that I am a failure. Nor is it true that getting upset or depressed is going to make things any better.

Now the key to this process is what do you think to yourself instead of the awfulizing, shoulding, or rationalizing you had been doing in step one. One tendency might be to go to the other

extreme and rationalize: so what if I got a bad evaluation, I don't like this lousy job anyway; oh, that boss is a jerk, he doesn't know anything about my work; it's all other people's fault and they are using me as the scapegoat; I just have a personality conflict with him, he's threatened by me. Surely in some cases these explanations may have some truth to them, but they are often distortions or avoidances. Try substituting realist preferences: I want, I'd like, I'd prefer, it would be better if... For example, in my situation, I'd like to have gotten a good evaluation; I'm disappointed in the one I got, but it's not awful, terrible and horrible; I'd like to have the respect and support of my boss because he can influence my advancement, but I don't have to advance here; I am not a failure because I have not done well at this job; if I disagree with the evaluation, I can do everything I can to correct his misunderstanding or I can leave; if his evaluation is accurate, then I need to either shape up my work or do something else, but getting upset or depressed is not doing me any good. I don't like getting a bad evaluation, but it's not awful, terrible or horrible.

List several rational thoughts that you could think to yourself that are directly challenging the awfulizing, shoulding, or rationalizing you did in step one in your own situation".

Go over these four steps with as many participants as you can in the time remaining. For homework, have each participant come back with four situations that they have analyzed using the four step process. Have them write down responses and bring them in. Also have them be prepared to go through the four steps in three specific situations that they didn't handle as well as they would like. The situations could be in any of the following categories:

- a) difficulty handling an adult interaction
- b) rationalizing/justifying their deviant sexual behavior
- c) denying the severity of their past deviant behavior
- d) denying their ability to control their deviant behavior
- e) not taking responsibility for their actions or thoughts

Explain at the end of session four that the next six sessions will be devoted to practicing the application of these cognitive techniques.

* See Appendix V for handout for Session Four.

Session Five: Changing Non-rational Cognitions Supporting Sexual Deviance

In the first four sessions, participants have learned the basics of R.E.T. and how to change faulty thinking. This session (and the next five) focuses on the application of these techniques to the non-rational thoughts that justify sexual deviance.

The first step is to explain why sex offenders develop a distortion belief system. This explanation is based upon the principles of cognitive dissonance. You might start this explanation with something like the following statement:

"Child molesters engage in a behavior that most of society finds seriously unacceptable. The sex offender knows he is engaging in a behavior that is socially unacceptable and may, at first, feel guilty, depressed, or anxious. In order to reduce those unpleasant feelings, the child molester usually tries to justify the behavior and make sense out of it so it doesn't appear so bad. Therefore, society is wrong in his particular case and he then doesn't have to deal with the uncomfortable feelings. The trouble is that the child molester ends up with a set of thoughts and beliefs about his deviant behavior that is distorted and inaccurate. He could continue to use these distortions to justify deviant fantasies and deviant behavior. Changing those distorted beliefs is an important part of getting control over sexually deviant behavior."

After saying this type of introduction, the participants might be quite cautious and defensive because you are speaking directly about one of their most powerful cons. You might want to lighten up a bit by giving some non-threatening examples of situations where we rationalize or justify behavior that is "wrong" legally or societally: ripping off the phone company, speeding, not helping a friend, taking pens, paper, equipment, etc. from work,

failing a test or job interview, getting fired. Ask the participants to think of specific justifications people use to explain these events so that they do not reflect badly on themselves. Note that many of these rationalizations may take a fact (stealing from work "it was a lousy company anyway," "everybody was doing what I did") and then interpret that fact ("therefore, it's o.k. to do it") to justify their own wrong behavior. It's a natural inclination to want to justify our own inappropriate behavior, but it is not a functional or healthy solution. You might have the participants generate a list of more rational thoughts about each situation:

<u>Non-Rational</u>	<u>Rational</u>
Speeding: I have to get somewhere fast; there's little traffic on the road.	The speed limit is 55 and if I go over that, I may get a ticket or hurt someone. I may choose to speed, but I am violating the law.
Fired: The boss is a jerk; I didn't like that job anyway.	I did get fired and it is worth figuring out what I may have done to contribute to that.
Stealing from work: Everybody does it; this company stinks anyway.	They may all do it, but that does not make it right; it is still stealing.
Failing Test: It was a dumb test anyway; who cares, big deal.	I'm disappointed and I'd like to figure out what I need to do to improve.

The point of exploring these lighter topics is to get the participants to think in terms of taking responsibility for their own thoughts and actions.

Then ask the participants to each come up with a list of the thoughts child molesters come up with to justify their deviant fantasies and deviant behavior. The focus is on the justifications, not the fantasies and behaviors themselves.

Sex offenders also often rationalize the degree of violence they have engaged in by playing it down or denying it altogether. Have the group members give examples of specific rationalizations they have used to avoid facing their violent behavior. Secondly,

what could they say to themselves that is more rational? For example: "I did hurt that child badly and I very much regret that. I do take responsibility for it and my job is to make sure I do not do that again. I am not going to con myself by playing down the severity or by denying it. I did do it and I can never do it again."

Then have them complete the Cognition Scale developed by Abel, Becker, et al. (See Handout for Session 5 in Appendix IV and Cognition Scale with Brief Comments for Therapist in Appendix IV.)

Homework: Have each participant list two more thoughts they have used to justify deviant fantasies or behavior they did not think of in the session.

Session Six: Changing Non-rational Cognitions Supporting Sexual
Deviance

Review homework with brief discussion of any cognitions added to the list.

At this point, select several rationalizations commonly used and state them as if you were a child molester and believed these justifications. Have one or two participants at a time challenge those rationalizations with more rational statements. When possible, show how the ten irrational beliefs (session 3) and the four cognitive restructuring steps (session 4) can be applied. The purpose is to get the participants, themselves, to challenge these distortions and substitute more accurate, rational thoughts which do not justify deviant fantasies and deviant behavior. Depending on the time remaining, you can discuss the role play just conducted if there are reactions or do a second one.

Continue role reversals two or three more times using one or two different cognitions each time with different group members. Have one or two participants challenge your justifications.

Homework: have each participant pick two specific thoughts that they have used in the past to justify their deviant thoughts and behavior and come back with rational challenges to them written out.

Session Seven to Ten: Practicing Cognitive Restructuring

Review homework assignment of challenging two justifications used in the past. Have participants state their beliefs and their challenges and have group add or fine tune any improvements on their efforts. Give this homework assignment every week.

After reviewing homework, conduct actual role plays with individual members as they state their justifications. Guide them through the four steps of cognitive restructuring (Session Four) and help them to develop alternative, accurate statements which do not support deviant fantasies and behaviors. Get the participants to do as much of the challenging as possible. If they are confused or stuck, help them with suggestions but keep the focus on them challenging their own justifications.

This process is easy to understand but it is very difficult to do, so take the time to go through the challenges of all the distortions listed in the group. Thorough application is the goal for these sessions.

Session Eleven: Strengthening Self Efficacy

This is the first of three sessions designed to apply R.E.T. principles to changing two types of cognitive distortions supporting self inefficacy: 1) beliefs that they cannot control their deviant behavior and thoughts and 2) beliefs that they are not able to have successful, pleasurable relationship with adults.

Just as with the previous sessions challenging rationalized justifications for deviant behavior, the focus of these sessions is to help the participants take responsibility for their own behavior and to exercise greater self control.

This session starts with an explanation: "It often seems like you can't control the deviant fantasies and deviant behaviors, that once they start you can't or won't stop them. Some people think they have no will power and then in frustration start rationalizing to justify and quickly give up trying to control their thoughts. It's similar to the way a dieter deals with eating dessert at a restaurant or a compulsive gambler faces betting on the races. Besides the rationalizations or justifications, what are some of the things people might think in these two situations to convince themselves that they have no will power? (For example: I can't help myself; it's out of my control; maybe I was born this way; once I start, I can't stop; I've always been this way; I'm just a weak person; it just happens; how can I help it, it's too hard.")

After justifying some of these thoughts, walk the group through the four steps of cognitive restructuring (Session Four) applying them to these thoughts. For example:

- Step 1: Identify the internal dialogue
 "I can't help myself, it's out of control"; "I'm weak; I've always been like this."
- Step 2: Identify the underlying irrational beliefs
 #7 It is easier to avoid difficulties, responsibilities, and uncomfortable situations than to face them.
- #8 People and external things make me feel and act the way I do and I

have little ability to direct and control my feelings and behaviors.

#9 Your past remains all important and because something once strongly influenced your life, it has to keep determining your feelings and behavior today.

#6 I can't stand it when I don't find quick and good solutions to my problems.

Step 3: Challenge:

What is true? I still have the fantasies. I still imagine doing the deviant behaviors. I still seem susceptible.

What is not true? I am not fixed in cement. I can change. It is not out of my control.

Step 4: Substitute specific new thoughts:

- 1) I do not have to have these thoughts.
- 2) I can control these thoughts.
- 3) Just because I have done these deviant behaviors for some time I do not have to continue them.
- 4) Just because I have found these thoughts and behaviors to be pleasurable, I do not have to continue them.
- 5) I can take each day at a time and be responsible for my thoughts and actions.
- 6) I am not weak, weakness has nothing to do with it.
- 7) I can choose not to engage in these thoughts and behaviors.
- 8) I can be responsible for my thoughts and actions and I can change them.

After giving a demonstration example like the one above, have the participants pair up with one person listing the thoughts they have actually used to relinquish their responsibility and self control. Have each partner guide the participant through the four steps of cognitive restructuring. This process seems easy to understand but it is very difficult to

do. The goal is to get the participants to use these four steps on their own in real situations.

After one person in each pair has completed the four steps, stop and check how effectively they were able to apply the steps. What was clear, where did they get stuck, was there any confusion? Get several people to do a quick rundown of their four step process.

Session Twelve: Strengthening Self Efficacy

This session begins by asking participants to discuss situations that may have arisen over the past several weeks where they had an opportunity to take responsibility for deviant thoughts or behaviors. What did they do that worked; what did not work and why? The goal here is to get participants to realize that these techniques for cognitive control require sustained effort and practice, practice, practice. They are not miraculous transformations, they require hard work. Help participants fine tune how they might have handled specific situations differently by changing their thinking.

After reviewing real situations, have the participants pair up again with the person who was guiding his partner through the four cognitive restructuring steps last session now being the person working on changing his thinking. His partner now becomes the guide. Again, after everyone has had an opportunity to work through the four steps, check for any confusion or difficulty in applying the four steps. Since sessions eleven and twelve are the only two sessions devoted to self inefficacy, maximize practice and application.

Session Thirteen: Social Efficacy and Social Adequacy

The focus of this session is on the second aspect of social efficacy facing many sex offenders: I can have functional and pleasurable adult relationships. Many sex offenders avoid adult relationships for a variety of developmental reasons and then create a belief system that perpetuates that avoidance distance. First ask the participants to discuss any aspect of their adult relationships that they have found unsatisfying. At first keep it general and not necessarily sexually based. (I don't get along with people at work, I keep to myself. My wife doesn't like to be close, she's always nagging me.) Do not allow this discussion to be a gripe or whine session. Keep the statements focused on specific aspects of their adult lives that have been unsatisfying and list them. Then ask them to consider what conclusions they may have reached about themselves or others (most people don't like me, I'm a loner, I don't need other adults, I'm not very good at relationships, I don't enjoy adult relationships, adult relationships are fake, most people stink).

First use the four step cognitive restructuring model to challenge some of the statements generated by the group. The purpose is to help the participants change the general belief that they cannot have satisfying and successful adult relationships. Have the participants work in pairs with the four steps in order to change their own faulty convictions.

After sufficiently challenging the general beliefs about not being able to handle adult relationships or not finding them pleasurable, it is time to move to the more specific aspects of social adequacy which may inhibit social risk taking and interpersonal effectiveness. The assumption here is that sex offenders often engage in deviant behavior not only because they find it intrinsically pleasurable but also because they are afraid, frustrated, resentful, depressed, pressured, angry, or upset about their adult relationships and retreat to deviant behaviors where they have greater control. Consequently, participants are taught how to remove the cognitive causes of such emotional over-reactions to adult relationships.

Have the participants make a list of five situations they have felt uncomfortable in or have avoided that involve interactions with adults. They would ideally be personal situations (discussing a disagreement

with your spouse, meeting new people, being emotionally close with someone, asking your spouse or lover to change a behavior) or they might also be work related (dealing with a critical, demanding boss, going to a job interview, giving a presentation in a group, getting fired, having job pressures).

Explain that deviant behavior often increases when one's adult relationships are not working well. Select one of the situations generated on the lists (have participants share six or seven examples and pick one that is representative) and demonstrate the A B C's. Then demonstrate the four steps of cognitive restructuring as they apply to the situation. You are not only showing the participants how their faulty thinking led them to inappropriate or avoidant behavior in the first place but also how to alter that faulty thinking in the specific situation.

After demonstrating, have the participants practice in pairs applying the four steps process to specific situations cited on the lists they created earlier. Monitor the progress of the pairs carefully because the ability to employ these steps in real situations requires a great deal of guided practice.

Sessions Fourteen and Fifteen: Strengthening Social Adequacy

These two sessions will focus on the application of the cognitive restructuring steps to adult situations that have been difficult for the participants to handle. The emphasis should be on practice, practice, practice. You might do one demonstration at the beginning of each session for the whole group to observe and then have them work in pairs. Switch the pairs at intervals if desirable, but keep them practicing.

- Session Sixteen: 1) Non-verbal Behavior
2) Unassertive, Assertive, and Aggressive Behavior

"Today we are going to focus on the power of how you say it not what you say. It would be nice to believe that what you say is really what counts but the truth is how you present yourself is at least as important and maybe more important than what you say. For example, if you express your opinion but you do it in an unconvincing, flat, unenthusiastic manner, others will not take you as seriously. If you express that same opinion in an arrogant, pushy, 'know it all' manner, they will also react negatively and for different reasons. Non-verbal behavior, everything about how you come across except the words themselves, greatly influences other people's impressions of you. If you want to be more interpersonally effective you need to look at how you come across as well as what you say.

Let's do an exercise to demonstrate the power of non-verbal behavior."

Do the exercise entitled Inane Topics in Responsible Assertive Behavior, Lange and Jakubowski. The exercise is fully described in chapter two. See Appendix VII in this manual.

"Today we are also going to cover three different ways you can handle any interpersonal situation. All three work to some extent but two of the three lead to bad feelings and frustrating relationships. When you are dealing with someone, you will behave either in an unassertive, an assertive, or an aggressive manner. Now sometimes we get these words confused. We even call assertive

behavior aggressive sometimes. Some people get confused about what is passive, or polite, or rude, or hostile. The first thing we can do is be clear about what we mean by the three terms."

Note: Put the three words on the blackboard:

Unassertive

Assertive

Aggressive

"What are some words that come to mind when you think of unassertive people; what are some words that describe unassertive behavior?"

List all the words you get from the group under unassertive on the board. Typical words would be passive, shy, weak, quiet, apologetic, wimpy, jerk, meek, introverted, no confidence, scared, chicken, worrier. Put them up there even if you may not agree and get as many as you can (10 to 20) from the group.

"O.K. now there are two problems with some of these words that we often use to describe unassertive people. First, some of them are vague. For example, one person's meek is another person's polite. And when is a person wimpy? Some of the words we use to describe behavior are unclear. The second problem is even more important: you could take some of these words and put them under the term assertive or even aggressive and they would be true there, too. For example, you've heard the term passive aggressive that describes someone who is indirectly hostile. I've seen some people be apologetic but do it in an assertive manner. What we mean here under unassertive is someone who is overly apologetic when it's unnecessary. I've seen people be very quiet but their look was a hostile, aggressive stare. The point is that some of these words don't discriminate between unassertive, assertive, and aggressive behavior. What we need are a few words

that we can use to tell the difference between the three behaviors so we can accurately judge what we are doing in a specific situation."

Note: Erase the words just put on the board and replace them with the following:

"Unassertive behavior is indirect, dishonest, and avoidant. Now, avoidant is the easiest to understand. You just didn't say anything. You wanted to express yourself but you didn't say anything because you were anxious. That is not to say you should always open your mouth every time you think of something to say. Many times you choose not to say anything because it's not important or because it made sense not to speak up at that time. We are avoidant when we do not speak up when we want to because we were anxious. Dishonest means that if you do speak up you don't really say what you wanted to say. You are not being honest with yourself. It's not necessarily true that you are lying to someone else, you just may not be honest with yourself. Indirect is the most important of the descriptors. For example, if I say 'Is anyone else cold in here?' and if no one says yes I just let it drop, I'm being very indirect. What are some of the things I'm indirectly saying? (I'm cold, I'd like someone to agree with me, if they don't, I won't do anything about it, I'll just suffer.) Another example is saying 'I can't' when you mean 'I'd rather not.' We often come up with excuses rather than deal directly with people. We often express ourselves by innuendo rather than being more direct about what we think, how we feel, what we'd like. I want to remind you though that this right to express

yourself does not mean you can say anything you want to anyone regardless of how nasty or rude it might be because, if you recall, both people have the right to be treated with respect.

Now, assertive behavior conversely is direct, honest, and appropriate. Direct vs. indirect and honest vs. dishonest discriminate unassertive from assertive behavior. When we distinguish between assertive and aggressive behavior, the issue of appropriateness comes into play. For example, if I walk up to (pick a member of the group) and say Name, you've been in this group for a long time now and you never say anything intelligent. When the hell are you going to start using your brain before you open your mouth. Maybe you don't have a brain. If you can't say something reasonably intelligent just keep your mouth shut. Now if Name doesn't know karate, I may be able to go on here. Even though he knew I was just acting, it can still be uncomfortable to be talked to that way. Was I direct with Name? (Yes.) Let's say I was not acting and this was a real situation Name encountered. The person speaking to him would have been honest. But would you say I was assertive or aggressive with Name? (Aggressive.) Why? Because I was not appropriate. Now that's a vague term. Let's be specific. The difference between assertive and aggressive behavior is that aggressive behavior is always a put-down. It is always demeaning in some way. It is a violation of the other person's personal rights. What right of Name's did I violate? (His right to respect.) I was putting him down."

Note: The board should look like this now:

Unassertive	Assertive	Aggressive
Indirect	Direct	Indirect or Direct
Dishonest	Honest	Honest or Dishonest
Avoidant	Appropriate	Put-down Demeaning
Violates Own Personal Rights	Maintains own personal rights & rights of others	Violates personal rights of others

"As you can see on the board, aggressive behavior can be direct or indirect, honest or dishonest; that is not what discriminates it from assertive behavior. It's the put-down quality that makes the difference.

Now there's one more thing we need to cover today. Within assertive behaviors are three types of assertions that are very effective. They actually fall on a continuum as they become increasingly strong. They are: empathic assertions, simple assertions, and confrontive assertions.

Put these on the board.

Emphatic assertions show some understanding for the other person's position even though you are asserting yourself.

For example, 'I'd like to help you out, Joe, but I have other plans that day.' or 'I know you're angry about this and I do want to talk with you about it about it, but only if we can do it without fighting.' In both cases, you are showing some

understanding for the other person's position or their feelings. You are not saying they are right or wrong nor are you criticizing them. Notice also that after showing your understanding you go on to assert yourself, too.

Simple assertions are just that. Simple, straightforward expressions of your feelings, preferences, opinions, likes, dislikes, etc. For example, I like you; will you stop criticizing me; I'd like to go to the movies; I want to talk about making the relationship better; I disagree, I think we need to be more balanced in the time we put into work and our personal lives. These are random examples of simple assertions. They are usually brief, to the point, and have little empathy. The third type of assertion, confrontive assertion, is the most important because they are best used in conflict situations where it's easy to be unassertive or aggressive. Confrontation often involves expressing criticism. We tend to believe that criticism is bad but actually it's essential for any ongoing personal or working relationship to be successful. Confrontive assertions are based on the assumption that it's okay to express criticism if you don't put the person down in the process. The ability to express criticism without a put-down is one of the great all time communication skills. Few people do it well without making a conscious effort because we often have gotten pretty fed up by the time we confront, consequently, the disapproving put-down comes out along with the criticism. I want to give you one type of confrontive assertion that has three components. First, think of a situation where someone is doing something that has negative

consequences for you. For example, a colleague at work keeps missing deadlines and it affects your work; someone keeps interrupting you or criticizing you; someone agrees to do something and doesn't deliver. Think of a real situation in your life where you would like to confront someone.

The first part of the confrontation is to state the behavior of this person clearly. What is it they are doing? Be specific and just for the sake of this exercise, start with the phrase 'When you...'. For example, when you continually interrupt me and correct the way I pronounce words...; when you don't get your report done by the deadline; when you agree to do the dishes and vacuum and you don't do it..

The second component of a confrontive assertion is to state the consequences to you. For example, when you continually interrupt me and correct the way I pronounce words, I lose my train of thought and I don't enjoy spending time with you as much; when you don't get your report done by the deadline, I am not able to get my work completed and I get pressured by my boss; when you agree to do the dishes and vacuum and you don't do it, I wind up doing it myself or it doesn't get done and I find I can't rely on your word.

The last component of the confrontive assertion is to state how you feel. And I mean how you feel and not what you think about it. Use a feeling words, like... and I'm concerned about that,... and that's really frustrating to me,... and I don't like that at all.

Now if you notice, there are two things missing in this type of confrontation. What do you notice is not part of this type of confrontation. (No put-down and no solution.) Are you expressing a criticism (yes)? But is there a put-down (no)? In addition, there's no solution. We recommend a basic rule of thumb: always leave a rate one way out. Give a person one opportunity to agree with you and offer to correct the behavior. If they don't respond, then the next step is to ask them directly to change their behavior. Remember, assertive behavior will not guarantee that you will get cooperation. Assertive behavior does maximize the probability of cooperation and minimizes the potential for defensiveness.

There is nothing difficult to understand about assertiveness but it's very difficult to do. Don't be fooled by its simplicity. Assertive behavior can have a profound effect on your interpersonal effectiveness."

Give the participants a handout with the differences between unassertive, assertive, and aggressive behavior. Also, give them a handout with the three types of assertions and one with the three components of a confrontive assertion.

Have them practice confrontive assertions in pairs using the seven step behavior rehearsal model. One person makes the confrontation and the recipient does not even respond but is responsible for taking them through the seven steps. If time remains, have the pairs switch or go beyond the initial confrontation and practice several more interactions where the partner might be defensive or difficult in some way.

The homework assignment is to have each group member bring back one specific assertions situation to work on in the group and to practice in at least one real situation, the confrontation assertion technique learned in this session.

* See Appendix V for handout for Session Sixteen.

Session Seventeen: Conversation Skills

Again, briefly review what the group members are doing during the week to apply the cognitive and the assertion techniques learned.

"Today we are going to focus on two basic conversational skills. Everyone has learned something about how to carry on a conversation but most of us could always do better. These two skills can make a major difference in your ability to carry on adult conversations comfortably and effectively.

The first conversational skill is how to ask open and closed questions. If you want to carry on an interesting conversation, the best way to avoid working too hard to carry the conversation is to be able to ask good open-ended questions. Closed questions start with do you or don't you, is it or isn't it, are you or aren't you. They only require limited (sometimes one word) responses. For example, do you know anybody at the party; do you work for the airlines too; do you like it in San Francisco; don't you think the lecture was interesting; did you enjoy the concert/movie? Open-ended questions start with what, how and sometimes why. They are designed to get the maximum response from the other person. You can never make someone converse with you but open-ended questions give people an easier opportunity to talk and also take some of the pressure off you. For example, how do you come to be here at the party; what did you think of the concert/movie; what kind of work do you do; what do you like about your work; how did you come to be in that type of work; what do you like about living in San Francisco? These questions are not

designed to be brilliant, incisive, or thrilling. They are good examples of simple, open-ended questions which give someone else an opportunity to express their opinions or to elaborate. As the conversation continues the content might become more interesting, but open-ended questions are still recommended over closed.

The second skill has actually two parts: paraphrasing and reflecting. Paraphrasing is the ability to hear what someone else has said to you and repeat it back in your own words. If you are going to use this technique effectively, it's very important that you do it without being phony or sounding like a parrot. If you want to let the other person know you are listening and that you understand, paraphrasing is a great response. For example, a friend might say to you: 'I'm so fed up with Joe. He makes promises all the time and then he never keeps them. Even things like agreeing to meet for lunch and then he doesn't show up.' Which of the following responses is a paraphrase?

- 1) Well, maybe it's the way you treat him, he doesn't seem to be a bad guy to me.
- 2) He's a jerk.
- 3) You think he's not very responsible and doesn't keep his commitments.
- 4) Oh, that's just Joe. He is always like that.

Number three is the paraphrase. Notice that there is no judgment or agreement or questioning or advising or opinion giving. It's just a restatement of what the other person has said. Now if you also say something about how the person is feeling about what they said, then you are adding a reflection, a second part. You might

hear the feeling in the tone of the person's voice or in how they say what they're saying. If it's not clear, don't go off guessing or you'll sound like you're psychologizing the person, but when it's clear, like the statement about Joe above, you might add a reflection like this: You're really angry because Joe's been so irresponsible.

These two skills, open-ended questioning and paraphrasing/reflecting, when used along with all your other typical responses like expressing opinions and feelings, advising, suggesting, and stating facts can have an amazing effect on the quality of your conversations. If done genuinely, others feel more understood and they see you as being truly interested in what they are saying."

At this point have a group member pair up with the therapist and have that person simply share a concern or a problem or something that has been on his mind. The therapist is to demonstrate the use of paraphrasing, reflecting, and open-ended questions as they are integrated with more typical responses. The conversation should be genuine and not stilted or "professionalized" in the worst sense of the word.

Then have the group members pair up and practice carrying on conversations using the open-ended questions, paraphrasing, and reflecting. One person should discuss a topic while the other person practices the skills for five minutes. Then have the pairs switch around.

* See Appendix IV on the use of surrogates during practice.

Homework: Practice the conversational skills in a real situation at least once a day. The goal is to get the skills integrated so fully that they become part of the participants' regular repertoire without conscious attention. Also, have them bring in at least two situations they would like to handle better that they could work on next week.

* See Appendix V for handout for Session Seventeen.

Session Eighteen: Practicing Assertive Behavior

In this session, the participants will be taught a seven stage model for behavior rehearsal. Self adequacy focuses on developing the actual skills necessary to function successfully in adult relationships. It is understood that the group members will vary widely in their interpersonal skills. It is assumed that many of the participants will be more inclined to pursue adult relationships if they actually have functional skills in their repertoire and therefore will be less inclined to engage in deviant sexual behavior. You might introduce the session in the following manner.

"Before we work on any specific situations, I want to introduce another set of techniques you can use to handle some situations more effectively. Up to now we have focused exclusively on changing your thinking in situations, particularly thinking that involves justifying your deviant thoughts or behaviors, denying their severity, denying your ability to control your emotions or behavior, and avoiding uncomfortable adult interactions or situations. Now we are getting ready to work on developing more effective behaviors in adult relationships. We are going to work on several different aspects of effective behavior during the next few weeks. The first step is to learn a seven step model for practicing handling specific situations. Any time you would like to handle a particular interaction more effectively you can use this model before you deal with the situation or after the situation to figure out how you could have handled it better.

First, think of a specific situation that you have difficulty handling. It might be at work, at home with your spouse or your lover, or with a stranger, a relative, a neighbor, or a

salesperson. Think of a situation you may be avoiding or one which you haven't handled as well as you would like. It might be a conflict situation or you might just be anxious, upset, or depressed about it. It's got to be a situation that involves dealing with someone else.

Next, figure out your goals for the situation. Start with your outcome goals. What is it you would like to see happen as a result of the interaction. For example, if you work with a difficult colleague you may want the person to stop being so negative or critical. If you are dealing with your spouse or lover, you might want to be able to get closure on a difficult subject without arguing. If you want to meet someone who is a stranger and who is attractive to you, you might want to see the person again. You pick the situation and the outcome goals you want. Then, ask yourself what behavior you need to engage in to accomplish those outcomes or to make it more likely that they will happen. These are behavioral goals. Maybe you want to express a criticism without putting the other person down; maybe you want to discuss a difficult topic without arguing; maybe you want to carry on a brief conversation and ask to get together again.

The key to effective communication lies in your ability 1) to be clear about what outcomes you want and 2) to be able to figure out what behaviors it takes to accomplish those goals.

The third step in the behavior rehearsal process has to do with identifying the 'personal rights' you and the person you are dealing with have in the situation. There are five basic personal rights: 1) the right to expect respect; 2) the right to express

your opinions, feelings, attitudes, values, preferences, 3) the right to decide what to do with your time; 4) the right to decide what to do with your body; 5) the right to decide what to do with your property. We'll do a lot more with this idea of personal rights in two sessions, but right now it's important to know that you have these rights but so does the other person. Especially, in the case of children, they have the right to be respected and to recognize that they are not expected to make adult decisions about what they want, but you are responsible for your actions. Trying to convince yourself that children have the 'right' to choose to be sexual is a con and a denial of the difference between children and adults. We're talking here, however, about the personal rights in adult-to-adult relationships. You have these rights and so does the other person. Consequently, you do not have the right to be rude or hostile under the guise of the right to express yourself because you are then violating the other person's right to be treated with respect. We will work on this more, but for now, the ability to recognize your personal rights and to maintain a regard for the rights of others is essential for effective communication.

In step four you work on any of the awfulizing, shoulding, and rationalizing you might be doing that's keeping you from handling the situation effectively. This step is where you use all the techniques you've been practicing the past few weeks.

Step five is where you practice handling the situation itself. We'll do some practice in here. You can also practice some situations in your head or even out loud. You might even

want to get a friend and practice some situations before you actually try the real situation. When you practice, keep it in small segments and stop before you get bogged down. We'll do several practices in our sessions so that you will get the hang of it.

In step six, after you practice, ask yourself what you like about what you said and how you said it. Think of everything you can, don't stop after just one or two things you liked. Even if in general, you were dissatisfied think first of what you did like.

In step seven ask yourself what you could do differently to make your behavior even more effective. What suggestions do you have for improvement? What could you add to what you said; what could you leave out; what could you change? Focus on your behavior. You might also plan how you will handle any difficult responses from the other person like if they get defensive, silent, nasty, or upset. How would you handle that?

Have a handout prepared with the seven steps on it and give them out for future use.

Seven Steps for Practicing Effective Behavior

- 1) Identify a specific situation clearly that you would like to handle more effectively; pick something that requires interacting with someone else.
- 2) Determine your outcome goals for the interaction first and then list the behaviors you want to engage in to accomplish those goals.
- 3) Cite the personal rights that you have in the situation and the rights of the others: respect, express yourself, time, body, property.

- 4) Attack any awfulizing, shoulding, or rationalizing you might be doing that gets in the way of handling this situation effectively. Use the 4 step process for cognitive restructuring.
- 5) Practice what you want to say in small segments, with someone else if you can.
- 6) After practicing once, cite all the things you liked about what you said and how you said it. Don't stop until you've thought of everything.
- 7) What suggestions do you have for improvement? What could you do differently to be even more effective? What could you add, leave out, or change in what you said?

Note: You can use this model to go over real situations after they happen, too. Instead of practicing at step five, you do the real thing, then do steps 6 and 7 to assess yourself.

After presenting the seven step model, have the group members state some of the specific situations they would like to handle more effectively (as indicated on their homework sheets). Select one that you believe is representative and walk through the seven steps with the person who offered it.

Lastly, have the group work in pairs with one person working on a real situation and the other guiding him through the seven steps and playing the role of the person with whom the group members want to talk in practice step 5. Use of surrogates is appropriate at this time (see Appendix IV).

Homework: Have the participants come back with four specific thoughts or behaviors they would like to work on changing in the last two sessions. These changes could be in any of the categories cited up to this point in training:

- 1) Rationalizations justifying deviant sexual thoughts or behaviors.
- 2) Rationalizations denying the degree of seriousness or violence engaged in during deviant sexual acts.
- 3) Denials of responsibility or the ability to exercise self control over deviant sexual thoughts or behaviors.

- 4) Denial of one's ability to have successful and pleasurable adult relationships.
- 5) Faulty thinking (irrational or rationalized thoughts) that becomes a barrier in specific adult interactions like fear of rejection, fear of failure, low frustration tolerance or blame.
- 6) Specific behaviors that would improve one's ability to be effective and successful in specific adult situations.

Sessions Nineteen and Twenty: Practicing of Cognitive and Behavioral Techniques and Development of Self Affirmations

These are the last two sessions and are, therefore, designed to put everything from all the previous sessions together. Start with a review of the participant's efforts during the week. What did they do, what did they like that they did, what could they have handled differently?

You might explain that you are going to review all the material learned from the start. This is not a test in the literal sense, but it is an effort to determine if the participants have a cursory knowledge of the principles and techniques presented or if they have actually learned them and can repeat them with understanding.

Ask individuals factual questions regarding the material presented: what are the A's in the A B C' model; what are the three types of thinking you can do at point B; what are the four most common irrational beliefs from the list of ten; what are the four steps of cognitive restructuring; what are the three components of a confrontive assertion; what are the characteristics of unassertive, assertive, and aggressive behavior? These are just some of the questions you might review. Be sure to ask questions about how participants rationalize their deviant sexual behavior, how they deny their severity, how they deny their ability to exercise self control and how they avoid certain adult relationships. Rather than creating a set of stock questions before the session begins, it is better to develop the questions as the group goes through the sessions in order to maximize their relevance.

The majority of time in this session should be devoted to practice of cognitive restructuring and behavior rehearsal using the four step cognitive and seven step behavioral models. Have the group work in pairs and coach where necessary. Use of surrogates appropriate at this time (see Appendix IV).

During the last hour, two tasks need to be completed. First, have each group member list several affirmations he can say to himself regularly in each category that is appropriate to him: statements that counter rationalizations justifying their deviant behavior, statements that counter denials of the severity of their behavior, statements that counter

the denial of their ability to exercise self control, and statements that counter their tendency to avoid or over-react to adult interactions. Stated in a more positive way, have each person develop a list of affirmations which 1) affirm their responsibility for their own actions, 2) admit to the actual severity of their deviant behavior, 3) affirm their ability to exercise self control, and 4) attack the irrational beliefs that lead to avoidance and over-reaction in adult situations. Encourage them to state these affirmations daily until they have replaced the rationalized or negative thoughts.

Secondly, have each person list their plans for continued practice. Not every member of the group needs to work on all the possible problem areas (rationalization, denial, low self efficacy, low self adequacy, non-assertiveness in adult relationships, fear of failure, fear of rejection, low frustration tolerance). Have each group member develop an action plan in writing as to how they will continue to attack each area that does warrant action.

You might end the session with each person stating one action plan they will carry out in the immediate future.

* See Appendix V for handout for Session Twenty.

APPENDIX I

Essential Reading for Conducting Twenty Sessions
on R.E.T. and Assertion

- Abel, G.G., Becker, J.V., Cunningham-Rathner, J., Rouleau, J.L., Kaplan, M., and Reich, J. (1984) The treatment of child molesters. Atlanta: Behavioral Medicine Laboratory, Emory University.
- Ellis, A. and Becker, I. (1982) The guide to personal happiness. Los Angeles: Wilshire Books.
- Ellis, A. and Grieger, R. (Eds.) (1977) Handbook of rational-emotive therapy. New York: Springer.
- Ellis, A. and Harper, R. (1979) The new guide to rational living. Los Angeles: Wilshire Books.
- Lange, A.J. and Jakubowski, P. (1976) Responsible assertive behavior: cognitive-behavioral procedures for trainers. Champaign, IL: Research Press.
- Jakubowski, P. and Lange, A.J. (1978) The assertive option. Champaign, IL: Research Press.
- Walen, S.R., DiGiuseppe, R. and Wessler, R.L. (1980) A practitioner's guide to rational-emotive therapy. New York: Oxford University Press.

APPENDIX II

Goal Attainment Scales

Stage I

- 1) Participants can accurately define what happens at points A, B, and C of the A B C model and can apply the model to real situations.
- 2) Participants can recognize and discriminate between the following types of thinking: awfulizing, shoulding, rationalizing, rational thinking.
- 3) Participants can recognize which of the ten irrational beliefs are supporting their thinking, feelings, and behavior in a specific situation.

Stage II

- 1) Participants admit their deviant sexual behavior.

LOW 1 2 3 4 5 HIGH

- 2) Participants take responsibility for their behavior.
- 3) Participants do not rationalize or justify their deviant sexual behavior.
- 4) Participants admit the severity of their behavior.

Stage III

- 1) Participants believe they are able to control their deviant sexual thoughts and behaviors.
- 2) Participants believe that they can engage in adult relationships and interactions successfully.
- 3) Participants are able to change the rationalizations they used to avoid adult interactions and relationships by applying the four step cognitive restructuring process.

Stage IV

- 1) Participants are able to change their irrational thinking (awfulizing and shoulding) to rational thinking in adult situations using the four step cognitive restructuring process.

Appendix II Continued

- 2) Participants are able to discriminate between unassertive, assertive, and aggressive responses they might use in specific situations.
- 3) Participants are able to practice assertion situations using the seven step model for behavior rehearsal.
- 4) Participants are able to demonstrate empathic, simple, and confrontive assertions as they would apply to real situations.
- 5) Participants can recognize six non-verbal behaviors that contribute to how they are perceived and can accurately assess the effectiveness of their own behavior on those dimensions.
- 6) The participants can engage in effective conversation using the two skills of paraphrasing/reflecting and open-ended questioning.

Outcome Goals

- 1) Participants are able to engage in assertive behavior in adult situations which previously were handled non-assertively.
- 2) The participants are able to control their deviant sexual thoughts.
- 3) The participants are able to control their deviant sexual behavior.

APPENDIX III

Integrity Questions

The following questions are to be used by an R.E.T. trained observer who will view three 15 minute tapes from each of the three six week stages of the R.E.T. training. Nine tapes will be reviewed. The purpose is to determine the degree to which the therapist is actually doing R.E.T. training toward the three goals: removal of rationalizations, increasing self efficacy, and increasing self adequacy. After reviewing the three tapes from the first six weeks (Stage I), the R.E.T. expert should rate the therapist on a nine point scale (one is low, ten is high) on the three questions for Stage I below. The same procedures should be used with the questions for Stage II tapes and Stage III tapes.

Stage I

- 1) Is the therapist either teaching, demonstrating, or having the group practice a skill or technique that is an element of Rational-Emotive Therapy?
- 2) Is the therapist accurately representing R.E.T. in his explanation of R.E.T. theory and techniques?
- 3) Is the therapist keeping the group focused on the principles or tasks to be learned in that session as they relate to controlling the use of rationalizations or increasing self efficacy?

Stage II

- 1) Is the therapist teaching, demonstrating, or having the group practice a cognitive skill or technique that is consistent with R.E.T. principles?

Appendix III Continued

- 2) Is the group practicing the application of the R.E.T. principles and techniques learned in Stage I?
- 3) Is the therapist correctly applying the cognitive techniques to the participants' real situations involving rationalizations?

Stage III

- 1) Is the therapist teaching, demonstrating, or having the group practice a cognitive skill or technique that is consistent with R.E.T. principles?
- 2) Is the group practicing the application of R.E.T. principles and techniques learned in Stage I?
- 3) Is the therapist correctly applying the cognitive techniques to the participants' real situations involving self efficacy?

Stage IV

- 1) Is the therapist on task by teaching, demonstrating, or having the group members practice assertiveness and communication skills?
- 2) Is the therapist accurately presenting the principles of assertive behavior and effective communication?
- 3) Is the therapist integrating the use of cognitive techniques and behavioral techniques as applied to real situations involving self adequacy?

APPENDIX IV

Use of Surrogates

During sessions 18, 19, and 20 where participants will be practicing specific assertion situations using the seven step behavior rehearsal model, it is most useful to utilize surrogates. The surrogates will be a male and a female actor and actress who will be available during the session to work in demonstrations in front of the group and with any of the paired practices. The sole purpose of the surrogate is to play the role of someone the group member wishes to encounter in a more assertive manner. The group member is always himself; the surrogate acts the part of the person the group member will be dealing with in the real situation, thereby giving the group member an opportunity to practice in a more realistic manner.

The group member who is practicing being assertive is to tell the surrogate how to act (defensively, critically, sarcastically, passively). The goal is to approximate how the real person might act. The therapist should be careful to be certain the surrogate does not overdo the acting and thereby make it impossible for the participant to successfully practice the assertion. Otherwise, encourage the participant and the surrogate to make the practice as real as possible.

SESSION 5

Cognition Scale with Brief Comments for Therapists

IF A YOUNG CHILD STARES AT MY GENITALS, IT MEANS THE CHILD LIKES WHAT HE (SHE) SEES AND IS ENJOYING WATCHING MY GENITALS: In reality, children look at any strange behavior, be it fires in buildings, accidents, or men exposing themselves. Anything that is bizarre is temporarily attended by a child.

A MAN (OR WOMAN) IS JUSTIFIED IN HAVING SEX WITH HIS (HER) CHILDREN OR STEP-CHILDREN, IF HIS WIFE (HER HUSBAND) DOESN'T LIKE SEX. This is a fairly frequent distortion; other child molesters rather easily see through this abnormal belief and can confront it with ease.

A CHILD 13 OR YOUNGER CAN MAKE HER (HIS) OWN DECISIONS AS TO WHETHER SHE (HE) WANTS TO HAVE SEX WITH AN ADULT OR NOT. Many child molesters believe in what they term intergenerational sex; they take the position that sometime in the future, our society will condone intergenerational sex and if they could simply belong to such a society, they would be very happy; we point out to them first of all, that they are not in another society, and they are in a society that will arrest them for their involvement with children, therefore, they should deal with the realities of this world as it now exists; we further point out that irrespective of one's moral beliefs about whether a child can make such a decision, from the simple vantage point of informed consent, children can not give informed consent to participate with adults. Because they are children, they are under undue coercion since they are asked by an adult (they have always been taught to do what adults say) to participate in sexual activities. Children do not know the natural consequence, at present or in the future, of others finding out about their sexual involvement with adults. The reason children can not make other contractual agreements such as purchasing automobiles, buying homes, etc., is that children are not allowed to make such decisions, due to their age. Participation in sexual acts with adults is a similar decision.

A CHILD WHO DOESN'T PHYSICALLY RESIST AN ADULT'S SEXUAL ADVANCES, REALLY WANTS TO HAVE SEX WITH THE ADULT. We point out that children have been taught all of their lives to respect the wishes of adults, and always do what adults tell them to do. This is their experience in the family, and while they attend grade school and high school. Because of this difference in power structure between adults and children, they have learned not to physically resist. Furthermore, their small size makes it exceedingly unlikely that they would attempt to physically resist an adult.

IF A 13 YEAR OLD (OR YOUNGER) CHILD FLIRTS WITH AN ADULT, IT MEANS HE (SHE) WANTS TO HAVE SEX WITH THE ADULT. Our society encourages our children to be friendly with others. This does not mean, however, that a 13 year old child is aware that smiling to a child

molester might indicate a request to have sexual intercourse; children only become aware of this after they are offended upon.

SEX BETWEEN A 13 YEAR OLD (OR YOUNGER) CHILD AND AN ADULT CAUSES A CHILD NOT EMOTIONAL PROBLEMS. Most offenders cannot appreciate the possible emotional consequences to a child, because they have no training at identifying emotional consequences of their behavior. We point out that sometimes those who are well trained to identify such emotional consequences, are unable to accurately predict the future impact of child molestation on a child. Therefore, to conclude that one knows that he is causing no emotional damage to the child is simply a wild guess by an untrained person.

HAVING SEX WITH A CHILD IS A GOOD WAY FOR AN ADULT TO TEACH THE CHILD ABOUT HAVING SEX. This is not an unusual comment from child molesters; teaching of sexual behavior (if it is truly teaching and not the abuse of the child sexually) should occur in an open format, in front of others and with the showing of teaching material to the child and other children, in front of the families of those children involved. This way, information can be clearly understood and appreciated by the child and the family member who will answer questions in the future related to sexual material.

IF I TELL MY YOUNG CHILD (STEP-CHILD OR CLOSE RELATIVE) WHAT TO DO SEXUALLY AND THEY DO IT, THAT MEANS THAT THEY WILL ALWAYS DO IT BECAUSE THEY REALLY WANT TO. Here the patients learn that children are taught to mind adults throughout their lives, and complying with those instructions (especially if told to do things by one's close relatives) is encouraged and in some cases demanded. Since compliance with adult behavior is demanded, it hardly means that if the child does it, the child really wants to.

WHEN A YOUNG CHILD HAS SEX WITH AN ADULT, IT HELPS THE CHILD TO LEARN HOW TO RELATE TO ADULTS IN THE FUTURE. In actuality, when talking with children who have been touched by adults, they report that the experience was quite distasteful to them, it taught them to be fearful and frightened of adults, and as a consequence, they have avoided sexual activities and, therefore, live a more isolated, withdrawn life.

AN ADULT, JUST FEELING A CHILD'S BODY ALL OVER WITHOUT TOUCHING HER (HIS) GENITALS, IS NOT REALLY BEING SEXUAL WITH THE CHILD. If the intent of the molester is to become sexually aroused by carrying out the behavior, whether it be exposing his genitals to the child, showing pornographic literature to children, talking with them in sexual ways, or touching their bodies, the fact they are seeking sexual satisfaction is evidence that the activity is sexual. The fact that most men have erections during this behavior further proves this point.

I SHOW MY LOVE AND AFFECTION TO A CHILD BY HAVING SEX WITH HER OR HIM. If a child is taught that being sexual is the way one expresses love and affection, then the child will learn that he or

she should have sex with anyone he or she loves or has affection for; in reality, having sexual activities with children will cause the child to feel greater aversion towards the adult, and less expression of love and affection will actually occur. This is contrary to the goals of the offender.

IT IS BETTER TO HAVE SEX WITH YOUR CHILD (OR SOMEONE ELSE'S CHILD) THAN TO HAVE AN AFFAIR. This is a poor rationalization for child molestation, and has no moral or ethical basis behind it.

IF AN ADULT HAS SEX WITH A YOUNG CHILD, IT PREVENTS THE CHILD FROM HAVING SEXUAL HANG-UPS IN THE FUTURE. Recent research indicates that 80% of women who have been molested as children have major sexual problems as a result of being a victim of a sexual assault.

Other commonly held conceptions which repeatedly occur in group are: When a young child walks in front of me with no or only a few clothes on, she (he) is trying to arouse me.

My relationships with my daughter (son) or other child is strengthened by the fact that we have sex together.

The only way I could harm a child when having sex with him (her) would be to use physical force to get her (him) to cooperate.

APPENDIX V

Handouts

Preceding page blank

SESSION 1

I Four Disruptive Feelings

Excessive

- 1) anxiety
- 2) anger
- 3) depression/burn out
- 4) guilt

II A B C Model

A	B	C
Situations or people in situations Examples: job interview; working with difficult colleague; meeting new people; being criticized; ending a relationship; divorce; death in the family; performance evaluation; freeway traffic; money problems; new job; teenagers; relatives; parents; neighbors	Your thinking	1) Your feelings 2) Your behavior feelings behavior

Major points:

- 1) Feelings cause behaviors. The way you feel in a situation will determine how you handle it, how you act. For example: if you are excessively anxious about speaking to a group you will likely be fidgety, your voice will quake, you may blank out, and perspire.
- 2) But what causes you to feel the way you do? Most people incorrectly believe A's (the situation or person) makes me feel and act as I do. If you notice that someone is upset and ask why, they invariably say it's because of some A (I've just been on the freeway for two hours, I'm gong into my annual performance evaluation in a few minutes, I just got called on the carpet by my boss and it wasn't even my fault, Sue/Bill is seeing someone else). A's do not cause C's. B's, the way we think about the situation or person, causes us to feel and act as we do. It is not what is actually true in the world that counts; it is what we think is true that will determine how we feel and act in specific situations.

A

B

C

Situation

Your thinking

Your feelings
and behaviors

- 3) We have the power to direct and control the way we think in specific situations, therefore, we can also control how we feel and act. People and events do not make us act as we do. We can decide how we want to handle situations and to it.

SESSION 2

Three Types of Thinking

<u>Irrational Thinking</u>	<u>Rational Thinking</u>	<u>Rationalizations</u>
1) Catastrophic Thinking "What if...? That would be awful, terrible horrible; I can't stand it!"	Realistic Preferences I want, I'd like, I prefer, it would be better if...	So what Who cares Big deal Not my fault Whatever Doesn't bother me
<u>Awfulizing</u>	Resultant feelings at point C: regret, disappointed, unfortunate, frustrated	Cons Denials
2) Absolutistic Thinking "I must, I should, I've got to, I have to, I need to, I ought to..."		

Shoulding

Points:

- 1) Irrational thinking (awfulizing and shoulding) leads to greater worry, negativity, reduced effectiveness, reduced productivity, lower morale, lower self esteem, stress, anxiety, anger, depression, burn out and guilt.
- 2) Rationalization leads to procrastination, avoidance, lack of responsibility for oneself, poor decision-making, and an absence of listening.
- 3) Rational thinking leads to coping effectively with day-to-day problems and difficulties, maximizing your capabilities, improved relationships, and greater happiness.
- 4) To increase your use of rational thinking requires practice, practice, practice of the four step cognitive restructuring techniques included in this training. If you teach yourself to think in terms of preferences you will sometimes feel disappointed, regret, that it's unfortunate but not awful, terrible and horrible to the point where you incapacitate yourself; nor will you con yourself by rationalizing and denying your responsibility for your own actions.

SESSION 3

Irrational Beliefs

1. Fear of Rejection
I must be liked (loved) and respected (approved) by everyone I make significant all the time (and it is awful if I am not).
2. Fear of Failure
I must be thoroughly competent, adequate, and achieving at everything I do. Extreme: Perfectionism.
3. Fairness
People and things should always turn out the way I want them to and I should always be treated fairly (and it is awful when either does not happen).
4. Blame/Punishment
If I am rejected, if I fail, or if I am treated wrongly or badly then someone deserves to be strongly blamed or punished. (Sometimes I should blame or punish myself because I decide, "It was my fault.")
5. Rumination
If something seems threatening or fearsome, I must become terribly occupied with it, upset about it, and make myself miserable (anticipatory anxiety).
6. Perfect Solutions Exist
It is awful and horrible (I can't stand it) when I don't find quick and good solutions to my problems. (A perfect solution exists for every problem.)
7. Avoidance
It is easier to avoid difficulties, responsibilities, and uncomfortable situations than to face them.
8. I Am Not Responsible
People and external things make me feel and act the way I do (upset me, make me miserable) and I have little ability to direct and control my feelings and behavior.
9. Past Conditions
Your past remains all-important and because something once strongly influenced your life, it has to keep determining your feelings, and behavior today.
10. Detachment
You can achieve happiness (safety or security) by getting involved in and doing nothing or by passively and uncommittedly "living."

The irrational beliefs were originated by Dr. Albert Ellis and slightly modified by Dr. Arthur Lange and Dr. Steven Sultanoff.

SESSION 4

4 Steps in Cognitive Restructuring

Arthur J. Lange

Step 1) Identify the internal dialogue (thoughts) in a specific situation that lead to excessive or unwanted anxiety, anger, guilt, or depression.

Identify:

- a) Thoughts about yourself
- b) Thoughts about the others involved
- c) Thoughts about the situation

Step 2) Identify any of the ten irrational ideas that might be supporting the thinking in Step #1.

Step 3) Challenge any irrational or rationalized thinking in Steps #1 and #2 by identifying:

- a) What is true that you are thinking
- b) What is not true that you are thinking
- c) Identify any catastrophic ("What if...?"), awfulized ("It would be awful!"), or absolutistic ("I must, I should...") thinking

Step 4) Substitute specific rational thoughts that when thought, lead to less anxiety, anger, guilt or depression. These thoughts must be directly counter to the thoughts that were disruptive.

Session 5COGNITION SCALE

Read each of the statements below carefully, and then circle the number that indicates your agreement with it.

1. Strongly agree
2. Agree
3. Neutral
4. Disagree
5. Strongly disagree

	<u>Strongly</u> <u>Agree</u>			<u>Strongly</u> <u>Disagree</u>
If a young child stares at my genitals it means the child likes what she (he) sees and is enjoying watching my genitals.	1	2	3	4 5
A man (or woman) is justified in having sex with his (her) children or step-children, if his wife (husband) doesn't like sex.	1	2	3	4 5
A child 13 or younger can make her (his) own decision as to whether she (he) wants to have sex with an adult or not.	1	2	3	4 5
A child who doesn't physically resist an adult's sexual advances, really wants to have sex with the adult.	1	2	3	4 5
If a child flirts with an adult, it means he (she) wants to have sex with the adult.	1	2	3	4 5
Sex between a 13 year old (or younger) child and an adult causes the child no emotional problems.	1	2	3	4 5
Having sex with a child is a good way for an adult to teach the child about sex.	1	2	3	4 5
If I tell my young child (step-child or close relative) what to do sexually and they do it, that means they will always do it because they really want to.	1	2	3	4 5
When a young child has sex with an adult, it helps the child learn how to relate to adults in the future.	1	2	3	4 5

Children don't tell others about having sex with a parent (or other adult) because they really like it and want to continue. 1 2 3 4 5

Sometime in the future, our society will realize that sex between a child and an adult is all right. 1 2 3 4 5

An adult can tell if having sex with a young child will emotionally damage the child in the future. 1 2 3 4 5

An adult, just feeling a child's body all over without touching her (his) genitals, is not really being sexual with the child. 1 2 3 4 5

I show my love and affection to a child by having sex with her (him). 1 2 3 4 5

It's better to have sex with your child (or someone else's child) than to have an affair. 1 2 3 4 5

An adult fondling a young child or having the child fondle the adult will not cause the child any harm. 1 2 3 4 5

A child will never have sex with an adult unless the child really wants to. 1 2 3 4 5

My daughter (son) or other young child knows that I will still love her (him) even if she (he) refuses to be sexual with me. 1 2 3 4 5

When a young child asks an adult about sex, it means that she (he) wants to see the adult's sex organs or have sex with the adult. 1 2 3 4 5

If an adult has sex with a young child, it prevents the child from having sexual hang-ups in the future. 1 2 3 4 5

When a young child walks in front of me with no or only a few clothes on, she (he) is trying to arouse me. 1 2 3 4 5

My relationship with my daughter (son) or other child is strengthened by the fact that we have sex together. 1 2 3 4 5

If a child has sex with an adult, the child will look back at the experience as an adult and see it as a positive experience. · 1 2 3 4 5

The only way I could do harm to a child when having sex with her (him) would be to use physical force to get her (him) to have sex with me. 1 2 3 4 5

When children watch an adult masturbate, it helps the child learn about sex. 1 2 3 4 5

An adult can know just how much sex between him (her) and a child will hurt the child later on. 1 2 3 4 5

If a person is attracted to sex with children, he (she) should solve that problem himself (herself) and not talk to professionals. 1 2 3 4 5

There's no effective treatment for child molestation. 1 2 3 4 5

Gene G. Abel & Judith U. Becker, 1984.

SESSION 16

I Three Types of BehaviorUnassertive

indirect

dishonest

Violates own
Personal RightsAssertive

direct

honest
and
appropriateexpression of
opinions,
feelings,
attitudes,
preferences, etc.Maintains own
Personal Rights
and Rights of
OthersAggressive

indirect or direct

honest or dishonest
put-down
demeaningViolates Personal
Rights of
OthersII Three Types of Assertions

- 1) Empathic Assertion (show understanding for other person)
- 2) Simple Assertions
- 3) Confrontive Assertions (see below)

III Confrontive Assertion Components

<u>Component</u>	<u>Examples</u>
1) State the behavior of the other person clearly. "When you..."	1) When you interrupt me and criticize my idea in a put-down manner.. when you don't get your work done by the deadline...
2) State the consequences to you.	2) I don't enjoy discussing things with you...; I get reprimanded by my boss and I don't meet my own deadlines.
3) Express how you feel.	3) and that's frustrating; and I'm seriously concerned about this.

Notes:

- 1) There is no put-down, but you are criticizing the person.
- 2) There is no immediate solution suggested. Remember: Always leave a rat one way out. If the person does not respond cooperatively, then it is suggested that you either ask for or tell them the particular change you want, depending upon who you are addressing and the situation.

Session 16Non-verbals Checklist:Non-verbal Behaviors:

eye contact
 hand gestures
 head gestures
 facial expressions
 general body language
 proximity
 appearance
 touching

Voice Qualities:

tone
 pitch
 accentuation
 volume
 rapidity
 clarity
 ums and ahs (noises)

Other:

SESSION 17

Conversation Skills

I Open-ended Questions vs. Closed Questions

How	Is it
What	Isn't it
(Sometimes) Why	Do you
	Don't you
	Are you
	Aren't you

Examples of open-ended questions:

What did you like about the movie?

How do you come to be at this party?

What prompted you to say that?

Why are you taking that job?

How can we settle this disagreement?

Points:

- 1) Open-ended questions give the other person great opportunity to talk and to elaborate. They also take the pressure off you to carry the conversation, you don't have to work hard.
- 2) Open-ended questions cannot make someone talk with you, but they do make it easier for them.
- 3) Open-ended questions help prevent biased or interpretive questions: Are you angry vs. what are you feeling.

II Paraphrasing and Reflecting

- 1) Paraphrasing is a response which says essentially what the other person said without adding your own opinion, judgment, or criticism. However, you put what the other person said into your own words so you don't sound like a parrot.

For example:

Statement: "What am I going to do, the boss just said he gave the vice president's position to Hoskins."

Everyone knew I was in line for that promotion. How can I face my colleagues?"

Paraphrase:

"You expected to get that promotion and now you don't know how to deal with everyone at work."

- 2) Reflecting is when you also verbalize the feelings of the other person. For example you might add to the above paraphrase: "You're upset about not getting the promotion and concerned about how to deal with everyone at the office."
- 3) Do not use paraphrasing and reflecting all the time or you will sound boring. They are excellent responses, however, when you want the other person to know you are listening, that you care, and that you understood what they were saying and how they were feeling.
- 4) Very effective communicators often ask an open-ended question and then paraphrase and reflect the response they get. They may then go on and add a comment, opinion, or idea of their own or ask another question but the other person clearly feels understood.

SESSION 18

Seven Steps for Practicing Effective Behavior

- 1) Identify a specific situation clearly that you would like to handle more effectively; pick something that requires interacting with someone else.
- 2) Determine your outcome goals for the interaction first and then list the behaviors you want to engage in to accomplish these goals.
- 3) Cite the personal rights that you have in the situation and the rights of the others; respect, express yourself, time, body, property.
- 4) Attack any awfulizing, shoulding, or rationalizing you might be doing that gets in the way of handling this situation effectively. Use the 4 step process for cognitive restructuring.
- 5) Practice what you want to say in small segments, with someone else if you can.
- 6) After practicing once, cite all the things you like about what you said and how you said it. Don't stop until you've thought of everything.
- 7) What suggestions do you have for improvement? What could you do differently to be even more effective? What could you add, leave out, or change in what you said?

SESSION 20

Affirmations

List all the affirmations you can for each grouping you believe would be helpful to you.

I Taking responsibility for your deviant sexual behavior.

- 1.
- 2.
- 3.
- 4.
- 5.

II Admitting the severity of your deviant sexual behavior.

- 1.
- 2.
- 3.
- 4.
- 5.

III Attacking rationalizations justifying your deviant sexual behavior.

- 1.
- 2.
- 3.
- 4.
- 5.

IV Affirming your ability to direct and control your deviant thoughts and behaviors.

- 1.
- 2.
- 3.
- 4.
- 5.

V Affirming your ability to engage in enjoyable and successful adult relationships at work and in your personal life.

- 1.
- 2.
- 3.
- 4.
- 5.

VI Challenges to any fears of rejection or worrying too much what others think of you.

- 1.
- 2.
- 3.
- 4.
- 5.

VII Challenges to any fears of failure or negative attitudes toward yourself.

- 1.
- 2.
- 3.
- 4.
- 5.

VIII Challenges during situations that are frustrating, unfair, and don't turn out as you'd like.

- 1.
- 2.
- 3.
- 4.
- 5.

IX Challenges to any other awfulizing, shoulding on yourself, and rationalizing in specific situation.

1.

2.

3.

4.

5.

X Challenges to avoiding upsetnesses, frustrations, or problems.

1.

2.

3.

4.

5.

XI Challenges to the idea that your genetic makeup, your past, or people in your past are responsible for who you are today.

1.

2.

3.

4.

5.

XII Challenges to the idea that other people, problems, or events make you feel and act as you do.

1.

2.

3.

4.

5.

APPENDIX VI

Inane Topics Exercise: Session XVI

Suggested topics: 1) Talk about something you enjoy doing outside of work. It can be anything, like reading science fiction or skiing or listening to a certain type of music, or gardening, or mountain climbing, or bowling. Spend the time talking about what you enjoy about this activity. What is it you particularly like about it? 2) Talk about a person with whom you enjoy spending time. It might be a past or current friend, a relative, a fellow worker, a lover or spouse. 3) Talk about a movie, T.V. show, play, sports event, or book that you especially like. Talk about what it is you like about it. Don't just describe it. 4) Talk about any of the following: the weather, the city, sports, music, movies, the news, or anything else in general.)

The exercise might begin by asking the participants to think of all the behaviors people respond to besides a person's words. The participants usually will cite most of them: eye contact, smiles and facial expressions, body posture, hand gestures, and voice loudness, tone, rapidity, and smoothness. Note that the content of most social conversation (particularly with strangers) is often insignificant, but that quite a bit is happening: People are checking each other out and developing impressions. Finally tell the members that the purposes of this exercise are to recognize which behaviors people react to in others and to learn what others like about how they "come across". In this exercise, one person will talk while two people listen. The primary learning occurs as a "listener" in this exercise.

The trainer writes "inane" topics on slips of paper. Members then form groups of three's and each person randomly selects an inane topic from the paper slips. Each person is then asked to talk conversationally for about a minute and a half about the topics. (The time should be shortened if the participants are likely to experience too much anxiety about talking that long.) The two listeners in each group are asked to be attentive but not to talk since this is a monolog exercise. The listeners, however, should be identifying the non-verbal behaviors that are effectively holding their attention. After each person has spoken, each receives positive, behavioral feedback from the listeners on what they liked about the speaker's non-verbal behaviors. Trainers need to check that feedback focuses on how (non-verbal behavior) the person behaved rather than on what (content) the person said. Have the listeners use the list of behaviors on the board for reference.

After this exercise, without placing direct focus on ineffectual behaviors, the trainers should suggest that participants think about their own behavior and select specific non-verbal behaviors they might wish to change.

OUTCOME GOALS

The goals of this 20 minute exercise are: 1) to stimulate the group members' awareness of those non-verbal behaviors which influence their first impressions, 2) to identify the engaging behaviors which participants are currently employing, 3) to stimulate consideration of non-verbal behaviors which participants might choose to change, and 4) to teach group members to give specific behavior feedback. Lastly, some participants are surprised to learn that they can talk about "nothing" for a minute and a half. Although we are not encouraging banality, many participants report being more willing to engage in brief social conversations previously avoided for fear of having nothing to say!

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