

**SKILLS TRAINING IN AFFECTIVE AND INTERPERSONAL REGULATION (STAIR) NARRATIVE THERAPY (SNT)**

**DAY 1**

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STAIR INSTITUTE  
AUGUST, 2024

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**Welcome!**

WORKSHOP GOALS:

- How to provide STAIR Narrative Therapy (SNT)
- Become familiar with different delivery modalities: individual, group, brief and a web-based version of STAIR
- Consider how to deliver the treatment adapted to your clinic and university context

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**Welcome!**

TRAINING PLAN:

- 2-Day workshop provides essentials for delivering all STAIR interventions
- You decide which delivery modalities you will use (individual, group, brief or web-based program)
- Training continues via biweekly consultation specific to the delivery modality you have chosen
- Consultation begins mid-September

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## Welcome!

### Day 1 Focus\*

- Why use STAIR Narrative Therapy
- Detailed Review of 10 Sessions of STAIR

### Day 2 Focus\*

- Complete 10 Session STAIR Review
- How and with whom to use STAIR
- Delivery Options: Individual, group, brief and web-based STAIR
- Detailed Review of 8 Session Narrative Therapy
- Self-Care

\* Sensitive material related to description of traumatic events is included in this training

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## Welcome!

### TODAY'S WORKSHOP WILL INCLUDE:

- Various Learning Modalities—Videos, Didactics, Experiential Exercises
- Breaks and Lunch
- Workshop Recording
- Skills Practice between Day 1 and Day 2

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## Why STAIR Narrative Therapy?

- High rates of trauma exposure and PTSD among college students
- Need for an effective evidence-based intervention to deliver in clinics
- Two-year study among University Center Clinic (UCCs) reviewed all evidence-based interventions for PTSD (PIs: Tiffany Artime and Katie Buchholz)



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### Why STAIR Narrative Therapy?

STAIR Narrative Therapy “the treatment of choice”

- Focuses on the impact of trauma on **day-to-day life functioning**
- Provides **developmentally appropriate** interventions (teaches emotion management and interpersonal skills)
- Flexible in selection of interventions **tailored to client needs**
- Flexible in duration so can be **adjusted to clinic and university timelines**
- Has **option to discuss trauma** - or not!

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### Why STAIR Narrative Therapy?

Increase Skills



- Emotion Regulation
- Interpersonal Functioning
- Social Support
- Self Esteem

Decrease Problems



- PTSD
- Complex PTSD
- Depression
- Dissociation
- Suicidal Feelings

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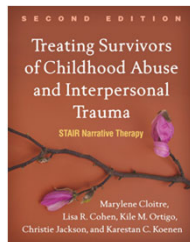
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### What is STAIR Narrative Therapy?

STAIR Narrative therapy (SNT) is a type of Cognitive Behavior Therapy specifically developed to address the consequences of traumatic experiences.



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### What are Traumatic Events?

- **Single Events:** motor vehicle accident
- **Chronic or Repeated Events:** childhood sexual, domestic violence, combat
- **Any event generates fear or horror** at the time it happens or upon reflection: bullying, stalking, online emotional abuse (ICD-11 only)



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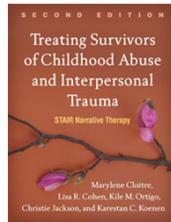
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### What is STAIR Narrative Therapy

- Is neutral about the source of trauma
- Can address “traditional” traumas as well as other sources of threat such as micro-aggressions and minority stress



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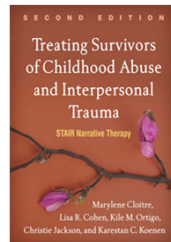
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### What is STAIR Narrative Therapy?

SNT Can Treat both

- Post Traumatic Stress Disorder (PTSD)
- Complex PTSD (CPTSD)



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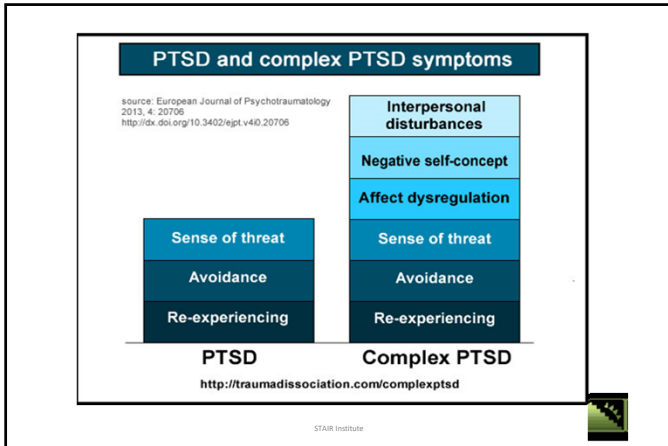
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**PTSD Client:**

- I have nightmares.
- Sometimes I feel like I am right back in the moment, have a flashback, even though I know I am not there.
- I expect danger is around the corner. Something bad can happen at anytime. I am "hypervigilant"

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**Complex PTSD Client = PTSD plus Disturbances in Self Organization:**

- I feel numb; I have a hard time regulating my feelings
- I feel worthless, like a failure. I mean so little.
- I have trouble with trust. It is hard for me to engage in relationships. When I do, I want to leave the minute there is conflict

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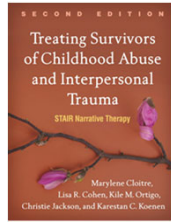
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### STAIR Narrative Therapy

- STAIR is comprised of 10 sessions of skills to improve emotional and interpersonal functioning
- Narrative Therapy (NT) is comprised of 8 sessions of story telling of the trauma and re-appraisal of its meaning



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Create balance in interventions that are past-focused vs. present focused



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### Summary of Evidence for STAIR Narrative Therapy

- **Women with PTSD related to Childhood Abuse (n=56):** SNT better than Waitlist (Cloitre, 2002)
- **Women with PTSD related to Interpersonal Violence (n=104):** SNT combined treatment better than each component part. (Cloitre, 2010)
- **Women with PTSD related to Interpersonal Violence (n=149):** STAIR-PE not differ from PE or intensive PE. However, individuals with childhood sexual abuse (CSA) did not receive as much benefit as those without CSA in the exposure alone therapies while in STAIR-PE, the CSA clients showed equal improvements (Oprel 2020: Hoeboer, 2021)

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Goals of STAIR

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- Develop or rehabilitate emotion regulation and interpersonal capacities adversely affected by trauma to:
- Improve functioning
- Resolve PTSD and other trauma-related symptoms
- Increase likelihood of good outcomes when facing future adversity

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### Overview of 10 Session Individual STAIR

**THE RESOURCE OF HOPE**

Session 1: Introduction to Treatment (motivation and engagement)

**THE RESOURCE OF FEELINGS**

Session 2: Emotional Awareness

Session 3: Emotion Regulation - Focus on Body

Session 4: Emotion Regulation - Thoughts and Behaviors

Session 5: Emotionally Engaged Living

**THE RESOURCE OF CONNECTION**

Session 6: Understanding Relationship Patterns

Session 7: Changing Relationship Patterns - Increasing Assertiveness

Session 8: Changing Relationship Patterns - Flexibility and Managing Power

Session 9: Changing Relationship Patterns - Increasing Closeness

Session 10: Successes, Challenges and Self-Compassion

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### Structure of Sessions

- Identify a problem
- Introduce skills
- Practice skills
- Client selects skill and makes a commitment

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### Characteristics of Treatment

- Assumes that post-trauma behaviors are efforts intended to facilitate adaptation
- Identifies and builds on patient's strengths
- Encourages and builds skills towards aspirational goals

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**THE RESOURCE OF HOPE**  
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**Session 1: Goals**

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- Understand your client’s problems and motivations
- Identify ways in which STAIR is a good match to client’s goals (get buy-in)
- Think ahead to what interventions might be most useful
- Establish therapeutic alliance

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**Session 1: Introduction to Treatment**

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- Discuss impact of trauma on emotions and relationships
- Identify specific impact on patient
- Describe organization and goals of treatment
- Introduce 3 channels
- Teach Focused Breathing Exercise
- Have client consider their “learning history” regarding emotions

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### Buy-In: Trauma's Impact on Emotion (problem-focused not diagnostically focused)

■ Which are true for you?

- Difficulty understanding and labeling feelings
- Difficulty identifying your feelings accurately
- Knowing what you are feeling when you are feeling it
- Feeling overwhelmed by emotions positive or negative
- Feeling numb

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### Buy-In: Trauma's Impact on Relationships (problem-focused not diagnostically focused)

■ Which are true for you?

- Feel different from other people
- Feel ashamed
- Not assertive enough
- Too aggressive
- Avoid relationships

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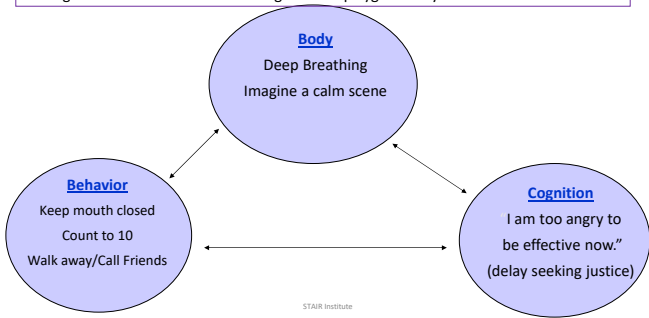
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### Emotion Regulation: Problem Solve Daily Life Difficulties

Finding Solutions to Situations: Child gets hit in playground by another child



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## Building Emotion Regulation Three Channels of Experience

- Organize Emotional Experience Create boundaries around problems, they become manageable, not overwhelming
- Rationale for Solutions Creates rationale and organization for solutions
- Easy to remember and maintain through time Good reference point for managing stressor after treatment is done

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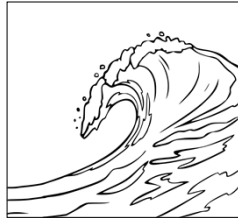
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## Calm Breathing

- Quick breathing leads to dizziness, fast heart rate, tension in muscles, distraction, poor concentration
- SLOW DOWN BREATHING
  - Be in comfortable position
  - Feet on floor
  - Hands on chest and stomach?
  - Create an image in your mind that is calming
  - Breathe in, feel belly rise and chest be still
- REVIEW HOW IT WENT
  - Normalize difficulties
  - Address any problems
  - Encourage practice



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## Emotional Awareness and Expression are Learnt

Consider:	Growing Up (Examples: your family, teachers, friends)	Military	Current Relationships or Community
Which emotions did you learn were OK versus not OK to have?			
How were you expected to express your emotions?			
How were you expected to cope with emotions?			

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**THE RESOURCE OF HOPE**  
 Session 1: Introduction to Treatment (motivation and engagement)

**THE RESOURCE OF FEELINGS**  
 Session 2: *Emotional Awareness*  
 Session 3: Emotion *Regulation* - Focus on Body  
 Session 4: Emotion *Regulation* - Thoughts and Behaviors  
 Session 5: *Emotionally Engaged Living*

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**Emotional Awareness and the Power of Naming**

Reality is when something is happening to you and you know it and can say it and when you say it other people understand what you mean and believe you.

*Andrea Dworkin*

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### Session 2: Emotional Awareness

- Introduce idea that emotions have functions and an important role in healthy living
- Review client's learning history and beliefs about emotions
- Introduce and practice Feelings Monitoring Form (FMF)

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### Emotional Awareness and Expression Are Learnt

Consider:	Growing Up (Examples: your family, teachers, friends)	Military	Current Relationships or Community
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### Examples of Social Learning about Emotions and Emotional Expression

- Children should be seen and not heard
- Family life as an emotional roller coaster
- Feelings are dangerous; they lead to people being hurt
- In the military, no room for feelings
- Shutting down is the way to survive

PROVIDE EXAMPLES IN THE CHAT BOX

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**Begin with Self-Monitoring Form:** Document experience, increase skill of “online emotional awareness,” explore inner world

Triggering Situation	Feeling	Intensity (0-10)	Thoughts	Behavior	Intensity After Strategy	Effective?
Fight with sister on phone	Anger	9	She's always telling me what to do.	Hung up the phone		
	Anxiety	5		I really don't want to do this	Paced around room	
	Resentment Hostility	10	She has no idea the problems this will cause	Noticed by hand were trembling		

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### Recognizing vs. Generating...

**FEELINGS LIST**

DEPRESSED	ANXIOUS	SECURE
SYMPATHETIC	EMPOWERED	GUILTY
DISCOURAGED	FRIGHTENED	ASHAMED
ENTHUSIASTIC	DETACHED	RELAXED
OVERWHELMED	CONTENT	IRRITATED
OPTIMISTIC	AMAZED	ANGRY
SUSPICIOUS	IMPATIENT	CONFIDENT
WITHDRAWN	DISTRACTED	AMUSED
DEVASTATED	STARTLED	REGRETFUL
RESENTFUL	DISGUSTED	HOPELESS
PUZZLED	IRRITABLE	EXHAUSTED

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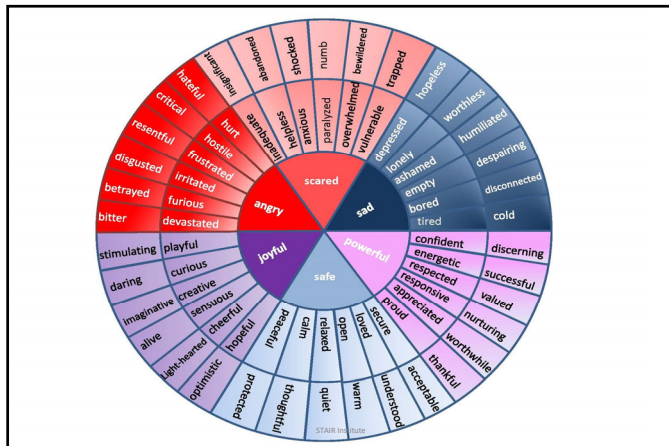
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**Sessions 3: Introduction to Emotion Regulation - Focus on the Body**

- Define emotion regulation (what is it?)
- What good does it do?
- Organize and simplify ER learning strategies
- Focus on the body
- Use Feelings Monitoring Form

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### Definition of Emotion Regulation

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- A “Comfort Zone” that allows the individual to
  - live in the moment
  - engage fluidly with the environment
  - engage in goal directed behaviors
- Involves not only down-regulation of negative affect
- But also enhancement of positive affect

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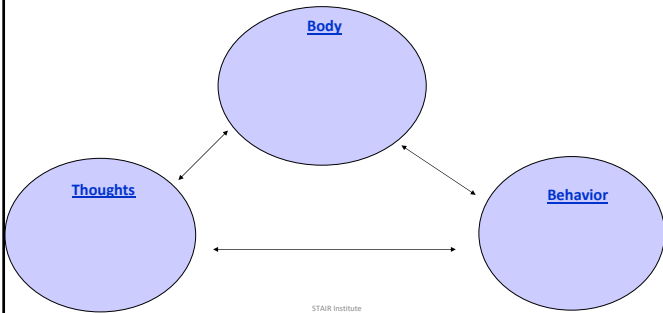
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### Three Channels of Emotional Experience

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### Body Channel

*Increase focus and integration*

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#### Toolkit

- Focused breathing
- Self-care basics and plans (as needed)
- Soothing the senses (touch, smell, taste, sound, sight)
- Exercise: take walk, run, stretch
- Progressive Muscle Relaxation (PMR)

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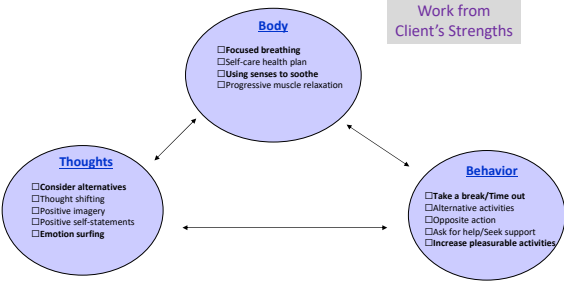
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### Three Channels of Emotional Experiencing



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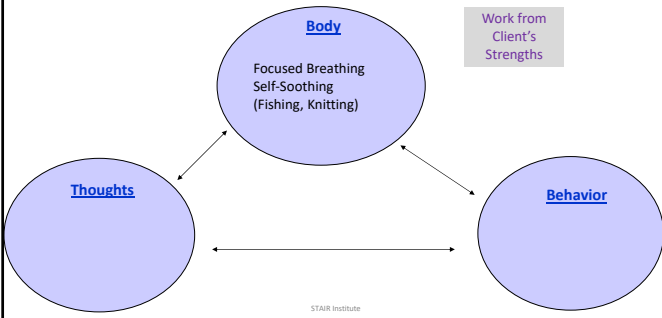
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### Three Channels of Emotional Experience



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### Why care about my body?

- Positive sensations contribute to positive mood
- Positive sensations and physical health generate positive thoughts "I am healthy and strong"
- Positive sensations and physical health provide counter-evidence to negative thoughts "I am weak"
- Provides strength for actions
  - Meeting challenges
  - Maintain relationships
- Improves quality of life

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### Examples of not caring for body

- Not getting enough sleep
- Getting too much sleep
- Excessive caffeine intake (e.g., black coffee, energy drinks)
- Limited water consumption
- Smoking
- Alcohol use
- Skipping meals
- Consuming excessive amount of fried food or takeaways
- Nil or minimal exercise
- Others? \_\_\_\_\_

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### CLIENT SELECTS

- Handout 3.1      Nourishing my body

One small change I can make to improve my physical health and nourish my body, starting this week.

- Sleep      \_\_\_\_\_
- Eating      \_\_\_\_\_
- Exercise      \_\_\_\_\_
- Other      \_\_\_\_\_

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### Q & A




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**Sessions 4: Emotion Regulation  
 Focus on Thoughts and Behaviors**

- Introduce thoughts and behavior channels
- Review typical coping thoughts and behaviors
- Use Feelings Monitoring Form for examples
- Selectively review STAIR tools
- Select tools (2 per channel), guided by patient preferences and strengths

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**Common Trauma-Related Habits in the Thought Channel**

Use Feelings Monitoring Form to identify problems

- Avoiding thoughts/memories** – Try Emotion Surfing, Reminders/Reframes about trauma related thoughts and feelings
- Thinking non-stop about problems; trying to prolong negative feelings** – Try Thought Shifting, Positive imagery
- Black and White thinking (no in-between)** – Try Evidence Technique
  - I am not safe.
  - No one is there for me or can help me.
  - I can't trust others or myself.
- What's the Use?** – Try Evidence Technique, Reminders/Reframes, Positive Statements, Positive Imagery
  - Things will never change.
  - I am damaged and nothing can change that.
- Others?** \_\_\_\_\_

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### Use Reminders and Reframes

- Feelings are just feelings, and thoughts are just thoughts; they are not facts, and they don't have to control your behavior
- Feelings are short-term and will not be there forever
- Stuffing feelings inside only makes it harder
- Leave the judging behind. Understanding why without judgement will help you change.
- Be curious. Be your own detective

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### Evidence Technique

- What's the proof ?
- How strong is the proof ?
- Let go.
- What else could it be ?
- Try it on for size.

Practice alternative beliefs in real world situations:  
 "Maybe this person is not thinking critical things about me."

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### Examples of Client Positive Self-Statements

- One day at a time, one step at a time
- I don't have to let my feelings drive my actions and beliefs
- I can ask for help, asking for help means I am strong enough to do so.
- The most common way for people to give up their power is thinking they don't have any
- I am a person of worth and deserve better

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### Emotion Surfing



1. Notice your emotion...
2. Notice how it feels in your body
3. Notice your thoughts
4. Notice your behavior
5. Notice the intensity of the emotion
6. Notice how the emotion peaked
7. Notice how the emotion (thoughts, body, behavior) slowly diminishes over time
8. Notice that you can handle it.

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### Summary: Steps in the Cognitive Intervention

- Identify common trauma-related habits and thoughts
- Use reframe to reduce self-blame and criticism. Be clear that “not judging” leads to insight and change
- Use evidence technique
- Introduce alternatives: positive imagery, positive self-statements
- Reinforce practice of emotion surfing

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### Common Trauma-related Behaviors

- Doing some things way too much to feel better (addiction): alcohol, drugs, food, gambling, pornography, shopping, video games
- Isolating; avoiding family and friends
- Shouting, yelling at insulting others; getting out-of-control angry
- Treating people badly when you are struggling with negative feelings
- Taking care of other people to avoid your own problems
- Using controlling behavior to avoid feeling unsafe in situations and in relationships
- Others? \_\_\_\_\_

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### Focus on Behavior

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#### Tool Kit

- Take a break /Time Out /Distraction
- Engage in Mastery Experience
- Alternative Action (learn something new)
- Seek Support
- Do something enjoyable

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### Why Positive Activities

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- *When we are feeling upset, one way we can help ourselves feel better is to choose an activity that brings us a sense of pleasure, or a sense of achievement and control (mastery). These are activities that help us feel good after we have done them.*
- Re-ignites sense of agency, presence of choice, self-determination
- Move from trauma position of “being done to” to “being a doer”
- Small actions matter

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### Positive activities or achievements

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- Activities for more pleasure and achievement
- Learning something new
- Meeting a goal
- Creating a goal!
- Choosing to do one thing over another

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### Selecting an activity

WHAT TO CHOOSE?

- Meaningful to your client
- Can be something that is already part of their routines
- Or add something to routines
- Or create something new that is part of a new goal

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### Pleasurable Activities

- Dancing
- Drawing
- Journal writing
- Going for a drive
- Going for a walk or hike
- Going to a library
- Listening to music
- Reading a book
- Playing with pets
- Sitting in a coffee shop
- Watching something funny on YouTube
- Viewing beautiful scenery
- Visiting Friends
- Volunteering

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### Take a Break: Formal Time-Out

**When to use it?**

- You are struggling with an automatic response that feels overwhelming
- You think you may make the situation worse
- You are so worked up you cannot think clearly enough to be effective in the situation

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### Take a Break: Formal Time-Out

- **When to use it?**
  - You are struggling with an automatic response that feels overwhelming
  - You think you may make the situation worse
  - You are so worked up you cannot think clearly enough to be effective in the situation
- **How to use it effectively?**
  - Simply stop
  - Communicate what you are doing and why and when you will be back

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### Take a Break: Formal Time-Out

- **When to use it?**
  - You are struggling with an automatic response that feels overwhelming
  - You think you may make the situation worse
  - You are so worked up you cannot think clearly enough to be effective in the situation
- **How to use it effectively?**
  - Simply stop
  - Communicate what you are doing and why and when you will be back
- **During Time-Out**
  - Do not try to purposefully hold on to the negative emotion, increase or suppress it
  - Notice the emotion and watch it slowly ebb away
  - Engage in activity that will help you de-escalate the distress

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### Opposite Action Allows New Learning

Your Emotion	Your Urge	Opposite Action
Anxiety	Avoid	<ul style="list-style-type: none"> <li>✓ Approach</li> <li>✓ Do it anyway (repeatedly)</li> <li>✓ Start small</li> </ul>
Anger	Attack/Punish	<ul style="list-style-type: none"> <li>✓ Practice empathy and sympathy</li> <li>✓ Do something nice</li> <li>✓ Disengage from conflict or stressor</li> </ul>
Sadness	Isolate/Withdraw	<ul style="list-style-type: none"> <li>✓ Be active</li> <li>✓ Do things that make you feel competent</li> <li>✓ Do things that you enjoy</li> </ul>

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**THE RESOURCE OF HOPE**  
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**Session 5: Emotionally Engaged Living**  
 Consolidating the three channels

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- Review value of distress tolerance
- Use skills identified in each of the 3 channels to support and immediate and relevant goal (e.g., how to complete STAIR program)
- Summarize benefits of distress tolerance

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## Definition of Distress Tolerance

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The ability to endure pain or hardship without resorting to actions or behaviors that are damaging to yourself or others.

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## Why is Distress Tolerance Important

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### **Why Tolerate Distress**

- Discuss that by avoiding distress the client is also preventing themselves from enjoying something they would like to do
- Identify examples
- Using emotion regulation skills will allow the client to manage their distress and reach desired goals more easily and with greater satisfaction

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## Summarize the Benefits of Distress Tolerance

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- Helps us reach valued goals
- Enables us to make positive change – recognizing distress
- Frees up energy used to avoid distress
- Allows us to act in a crisis situation

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### Explore Past Successes

- Review the client’s report of successful goal achievement in the past
- Note the benefits of these accomplishments as well as the stress involved

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### Identify When to Tolerate Distress

- Clarify circumstances where distress tolerance is important – consistent with valued goals

**Important to tolerate**  
Here are some examples of when tolerating distress is important.

- An athlete training for an event will tolerate soreness and fatigue to achieve their goal of completing the event.
- Someone preparing for a job interview will tolerate the stress of practicing questions so he/she can answer well during the actual interview.

- Identify situations which are unproductive or do not lead to either long- or short-term positive outcomes for client

**Okay not to tolerate**  
Here are some examples of when people may feel it is okay not to tolerate distress.

- A family member keeps trying to start arguments with someone over small things.
- An employee's workload has become too much because he/she always agrees to immediately help a co-worker who frequently asks for help.

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### Review Pros and Cons and Skills To Manage Them

*Assess the Pros and Cons*

- Begin with the pros, this establishes motivation
- Both pros and cons should be clear and simple

*Assess and Manage Emotional Distress*

- Identify amount of distress client is feeling with goal in mind
- Identify emotion regulation strategies relevant to this goal

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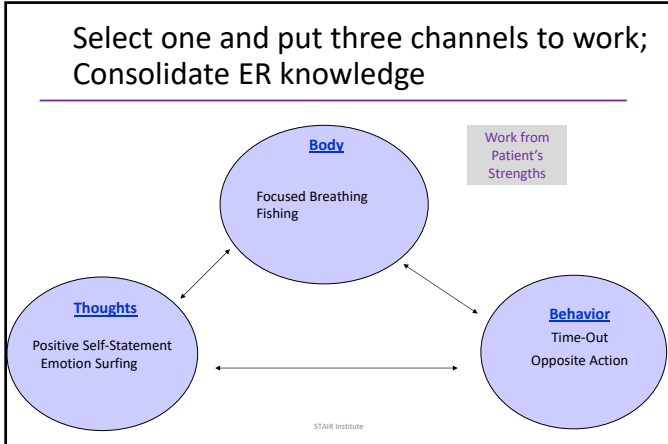
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### Select one and put three channels to work; Consolidate ER knowledge




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### Treatment Goal Example

What are my goals?	What are the pros of tolerating distress?	What are the cons of tolerating distress?	What is my level of distress?	Is this distress worth tolerating to reach my goal?	What coping strategies will I use to help manage distress?
Complete this program.	<ul style="list-style-type: none"> <li>I will manage my life better.</li> <li>I will feel better.</li> <li>I will be proud of myself.</li> </ul>	<ul style="list-style-type: none"> <li>I will feel more distress for a while.</li> <li>It will take up time in my week.</li> <li>I may fail.</li> </ul>	5	Yes	<ul style="list-style-type: none"> <li>Emotion Surfing</li> <li>Checking Your Beliefs</li> </ul>

- Select a treatment goal
  - Finish the program
  - Practice my emotion regulation skills

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### Video: Assessing Pros and Cons

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**Understanding Relationship Problems**

Through our relations with the [caretaking person]...we develop a working model of ourselves and our parents ...that give a model for how we treat each other and ourselves. This model determines what information is attended to, which memories are evoked, what behaviors are employable. It is the basis for our sense of self and other.

*Bloom and Reichert, 1998*  
*Bearing Witness...*

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### Session 6: Understanding Relationship Patterns

- Introduce Relationship Patterns
- Review their value but also note negative “self-fulfilling prophecy” of some
- Introduce and complete Relationship Patterns Worksheet-I (RPW-1)

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### Purpose of Relationship Patterns Staying Connected = Staying Safe

During our early relationships, often in our families, or during significant adult experiences.

- We learn to think, do, and feel what allowed us to be successful or safe in those situations.
  - We do what rewarded us then. For example: keeping people at a distance led to *safety*.
  - We don't do what led to punishment/negative consequence then. For example, asserting your needs led to *aggression, criticism, or danger*.

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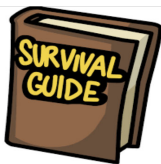
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### How to Describe Relationship Patterns

- Use Relevant Analogies:
  - Maps or Instruction Manuals that got written some time ago



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**The Pros of Relationship Patterns**

- Expectations about relationships are based on past experiences
- They often are helpful as they provide information about what to expect and can guide effective and adaptive action

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**The Cons of Relationship Patterns**

- When a person leaves a traumatic environment for a new environment, the old belief may not fit the new environment.
- Using the old relationship pattern may lead to a “self-fulfilling prophecy”

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**The Self-Fulling Nature of Relationship Patterns**

Shelby has a belief that she is unlovable. So, she keeps others at a distance and isolates. Therefore, she misses opportunities for others to get to know her. She then uses the fact that she does not have close friends or a romantic partner as evidence that no one will love her.

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### The Self-Fulling Nature of Relationship Patterns

Maria expects to be loved so she smiles at people, approaches them and jokes around. People respond positively to her. She feels liked. Her belief is confirmed.

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### Analysis of Relationship Patterns is Non-Pathologizing and Validating

Convey to Client...

- Everyone has relationship patterns
- They are developed to protect individuals, help them survive (they are adaptive)
- They are based on actual experience

BUT

- They can get "old"
- And can be changed!

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### The Client's Goals

- Identify relationship patterns
- Keep the ones that are useful and result in good outcomes
- Identify those that result in negative outcomes or no longer fit her life
- Develop alternatives

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### How to put it into words...

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Expected outcomes in interpersonal circumstances

“If...then...”

“When...then...”




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### Feelings, Thoughts and Actions - Including Beliefs about Others

Situation	Feeling	Intensity (0-10)	Thoughts	Action

↓

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Action
What happened?	My Feelings	My Thoughts	Their Feelings	Their Thoughts	What did I do?




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Begin with an assertiveness example for easy transition to Session 7

### Relationship Patterns Worksheet-2: Alternatives ...

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Behavior
What happened? Sister is angry at me. I won't do what she wants.	My Feelings Scared Heart racing	My Thoughts I am bad for upsetting people and I need to fix it. If there is trouble in a relationship, I am the cause and need to fix it.	Their Feelings Anger	Their thoughts I am causing a problem. I am a "kink".	What did I do? Said 'no' but felt great distress.
Interpersonal Goals for Situation. What are my goals in this situation?	Alternative Beliefs and Feelings about Myself. What else could I feel and think about myself?		Alternative Beliefs and Feelings about the Other Person. What else might I expect the other person to feel and think?		Alternative Actions What else could I do? What else might they do?
	My Feelings	My Thoughts	Their Feelings	Their Thoughts	

*Old Model* IF there is distress in the family, THEN I need to fix it or else I am bad, a disappointment, a "kink" in the family system.




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**How to Complete the Relationship Patterns Worksheet**

- Take note when your interactions with others do not go well, feel uncomfortable, or lead to conflicts.
- Notice your thoughts and emotions in those problematic interactions.
- Notice what your expectations of others are in those situations. Notice what you believe is going on for them (their thoughts, emotions, and behaviors). You might ask yourself whether you are doing any "mind-reading."

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**VIDEO**

**Relationship Patterns Worksheet with "Michael"**

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**Q & A**




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**Session 7: Changing Relationship Patterns – Practicing Assertiveness**

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- Review identified problems with assertiveness
- Introduce Basic Rights
- Introduce “I messages”
- Identify Pattern and generate alternative (Relationship Patterns Worksheet-2)
- Role play

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**Different Kinds of Assertiveness**

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Non-assertive behavior: you ignore or do not express your own rights, needs, and desires.

- Pros
- Cons

Aggressive behavior: you express your own rights at the expense of others through inappropriate threats, outbursts, or hostility.

- Pros
- Cons

Assertive behavior: you express your own rights and needs/wants. You stand up for your legitimate rights in a way that does not violate the rights of others.

- Pros
- Cons

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# BASIC PERSONAL RIGHTS

- I have the right to ask for what I want.
- I have the right to say “no.”
- I have the right to be treated with dignity and respect.
- I have the right to be angry at someone I love.
- I have the right to say “I don’t know.”
- I have the right to negotiate for change.
- I have the right not to have to anticipate others’ needs and wishes.

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## Clear Communication: Three Points “I Statement”

- 1. Behavior:** What is happening around you? What is the other person doing?
- 2. Feeling:** How does the person’s behavior make you feel?
- 3. Consequence:** What happens as a result?

Use this form sentence:

When you \_\_\_\_\_ (behavior),  
 I feel \_\_\_\_\_ (feeling)  
 because \_\_\_\_\_ (result).

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## Effective Three Points “I Statement”

- 1. Behavior:** What is happening around you? What is the other person doing?
- 2. Feeling:** How does the person’s behavior make you feel?
- 3. Consequence:** What happens as a result?

Use this form sentence:

When **you were late picking me up for my dental appointment**  
 (behavior),  
 I felt **upset** (feeling)  
 Because **I missed the appointment and needed to reschedule** (result).

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### Ineffective Three Points "I Statement"

**1. Behavior:** What is happening around you? What is the other person doing?  
**2. Feeling:** How does the person's behavior make you feel?  
**3. Consequence:** What happens as a result?

Use this form sentence:  
*When you were late picking me up for my dental appointment, and you are always late doing anything and everything for me (behavior),  
 I felt upset (feeling)  
 Because it just reminded me what a useless person you are and how I can't trust you (result).*

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### Function of an "I Statement"

- Tells a subjective truth that is indisputable, a personal experience
- Avoids blaming or shaming the other person
- May provide some information the other person does not know

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### Relationship Patterns Worksheet-2: Alternatives...

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Behavior
What happened? My boyfriend snapped at me because I lost the car keys. He called me irresponsible.	<b>My Feelings</b> Stupid Ashamed Angry at myself	<b>My Thoughts</b> Why am I always losing things? I can never get it together. No point in explaining. He will just get angrier and insult me.	<b>Their Feelings</b> Enraged Tired of me	<b>Their Thoughts</b> Thinks I am worthless and can't get anything done. Wishes he has a better girlfriend. Wants to get rid of me.	<b>What did I do?</b> Went into the other room until he left for work. Was upset most of the day.
Interpersonal Goals for Situation. What are my goals in this situation?	Alternative Beliefs and Feelings about Myself. What else could I feel and think about myself?		Alternative Beliefs and Feelings about the Other Person. What else might I expect the other person to feel and think?		Alternative Actions What else could I do? What else might they do?
	<b>My Feelings</b>	<b>My Thoughts</b>	<b>Their Feelings</b>	<b>Their Thoughts</b>	

Old Model WHEN I make a mistake, THEN I will be punished, criticized, and insulted.

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### Relationship Patterns Worksheet-2: Alternatives...

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Behavior
<b>What happened?</b> My boyfriend snapped at me because I lost the car keys. He called me irresponsible.	<b>My Feelings</b> Stupid Ashamed Angry at myself	<b>My Thoughts</b> Why am I always losing things? I can never get it together. No point in explaining. He will just get angrier and insult me.	<b>Their Feelings</b> Enraged Tired of me	<b>Their Thoughts</b> Thinks I am worthless and can't get anything done. Wishes he has a better girlfriend. Wants to get rid of me.	<b>What did I do?</b> Went into the other room until he left for work. Was upset most of the day.
<b>Interpersonal Goals for Situation. What are my goals in this situation?</b>	<b>Alternative Beliefs and Feelings about myself. What else could I feel and think about myself?</b>		<b>Alternative Beliefs and Feelings about the Other Person. What else might I expect the other person to feel and think?</b>		<b>Alternative Actions</b> <i>What else could I do? What else might they do?</i>
To apologize AND to be respected even though I have made a mistake. To let him know I don't like to be snapped at AND improve our communication and relationship.	<b>My Feelings</b> A little embarrassed Compassion for myself Hopeful	<b>My Thoughts</b> I sometimes lose things but I am not the only one. I can ask him to help develop a strategy to remember where the keys go.	<b>Their Feelings</b> Irritated	<b>Their Thoughts</b> He wants to listen to what happened. Wants to know that snapping at me hurt my feelings. He might want to problem solve around key problem.	Talk to him about it. Propose problem solving.
<b>Old Model</b> WHEN I make a mistake, THEN I will be punished, criticized, and insulted.			<b>Alternative Model</b> WHEN I make an honest mistake, THEN I will be responded to with compassion and a constructive solution.		

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### How to Complete the Relationship Patterns Worksheet 2

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- Identify goal for situation
  - Generalizable to the relationship (or other relationships)
  - Aspirational and positive
- Identify feelings and beliefs that align with goals
  - Being afraid and uncertain is OK
  - Be willing to explore and be open
- Generate alternative expectations
  - "I don't know what is in their head"
  - Remember: expectations about others shape outcomes!

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### Clear Communication: Three Points "I Statement" Losing the Keys Example

**1. Behavior:** What is happening around you? What is the other person doing?

**2. Feeling:** How does the person's behavior make you feel?

**3. Consequence:** What happens as a result?

*Use this form sentence:*  
When you **snap at me for making a mistake** (behavior),  
I feel **ashamed and demoralized** (feeling)  
Because (And) I am not able to work with you to solve this situation (result).

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### Role Play

- Client describes or role plays: **telling boyfriend that yelling at her makes her feel ashamed and does not solve problem**
- Therapist gives feedback and takes on client's role providing additional phrasing (**be clear on goal to improve communication, describe that her feelings were hurt without blaming partner**)
- Client practices again

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### Relationship Pattern Worksheet- 2: Alternatives... Sexual boundaries and assertiveness

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Behavior
What happened?	My Feelings	My Thoughts	Their Feelings	Their Thoughts	
Allowed Paul to come in but then wanted him to leave when he started kissing me.	Scared nervous	I should be able to handle this. I don't know what to say or do. Do I have a right?	Angry Feeling I lead him on.	I should have stopped before and it is too late. I am nuts and won't call back.	Waited until I couldn't take it anymore and made up an excuse for why he should go. Felt relieved but also bad and guilty.
Interpersonal Goals for Situation. What are my goals in this situation?	Alternative Beliefs and Feelings about myself. What else could I feel and think about myself?		Alternative Beliefs and Feelings about the Other Person. What else might I expect the other person to feel and think?		Alternative Actions What else could I do? What else might they do?
Share my feelings about not wanting to be kissed AND continue to see Paul.	Feel confident that I have the right to express my feelings and slow things down.	It is OK to begin a relationship without sex or even without kissing. I have a right to express this preference	He could feel compassion and empathy for me.	He might be OK with this. He might like that I shared my discomfort and preferences.	I can tell him that when he kisses me, I feel nervous, because I am not ready for it. I can also say that I like him and want to see him again.

Old Model - If I want to have a relationship → I should not make a fuss  
Alternative Model - want to have a (real, true relationship → it is important for me to share my preferences, beliefs and (kindly)

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### VIDEO Assertiveness Role Play

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**Session 8: Managing Power**

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- Identify impact of trauma on managing power dynamics in relationships
- Complete Relationship Patterns Worksheet-2
- Review how to express respect for others
- Generate alternatives and role play

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**Trauma-related Barriers Across Different Power Balances**

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- **Type 1: You have equal power** (friend, coworker) *This makes you suspicious*
  - You expect equals to be aggressive
  - You become vigilant and aggressive as a protective response ("it's either them or me")
- **Type 2: You have less power** (employee) *This makes you anxious and worried*
  - You may be too eager to please, find it difficult to say no
  - You may get angry and accuse someone of being exploitative
- **Type 3: You have more power** (boss, parent) *This makes you very uncomfortable*
  - You cannot execute your authority (afraid of power/being abusive)
  - You do exert power but you find yourself acting mean or abusive

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**Trauma Generation Beliefs About Power and Respect**

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- Having power = Being abusive
- Having low or no power = Having no worth or value

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**Alternative Belief: Regardless of Power Balance, Respect is Constant**

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- Having power = Being warm, clear and confident, treating other person with respect
- Having low or no power = Acknowledging the power the other person has, express point of view, treat other person with respect (not as abusive or not worthy of your trust).

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**Examples of powerful people who are clear, confident and warm?**

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### Select a Problematic Power Balance

- Type 1: You have equal power with person (friend, coworker)
- Type 2: You have less power (e.g., supervisor, teacher, coach, judge)
- Type 3: You have more power (e.g., child, employee, supervisee, student)

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### Managing Power Skill: Bookend with Respect

- Recognize the other person's point of view or strengths
- State request, criticisms or directive
- Repeat other persons strengths or point of view

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### Impact of Trauma on Self-Respect

- Assuming people are being critical of you or thinking negatively about you
- Wasting energy being defensive about criticism that is coming your way
- Not enjoying being with people because you are worried about how you seem to them
- Staying in a bad relationship because you think you deserve what you have
- Being overly critical of others just like you are overly critical of yourself

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## Alternative Formulations about Self

- Respecting yourself for living through your trauma and being here today
- Knowing you have seen the best and worst of people and you can learn from that
- Knowing you have seen the best and worst of yourself and you can learn from that
- Sharing your experience and knowledge with others (eventually)
- Being compassionate towards others who have gone through hard times just like you
- Being compassionate towards others who don't know what you have gone through

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## Role Play

- Patient describes or role plays the alternative approach
- Therapist repeats what client has said and listens taking on the perspective of the other person.
- Patient practices again

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Support growth of self-respect regarding trauma journey

### Relationship Pattern Worksheet- 2: Alternatives...

Interpersonal Situation	What did I feel and think about myself?		What were my expectations about the other person?		My Resulting Behavior
What happened? It was hard for me to say no to Jane. My trauma taught me that other people are more important than me and I don't deserve what other people have.	My Feelings Angry Resigned Ashamed of myself	My Thoughts I don't deserve what other people have. I am worthless	Their Feelings Not really interested in me.	Their Thoughts She is expecting me to stand up for myself if this is an issue.	Listen to what everybody else wants to do. And then I do it.
Interpersonal Goals for Situation. <i>What are my goals in this situation?</i>	Alternative Beliefs and Feelings about myself. <i>What else could I feel and think about myself?</i>		Alternative Beliefs and Feelings about the Other Person. <i>What else might I expect the other person to feel and think?</i>		Alternative Actions <i>What else could I do? What else might they do?</i>
To express my needs in a respectful way and to receive respect in return. Recognize that my trauma history does not make me a less valuable person.	Proud Sad Respect for myself	I deserve to express my own thought and opinions. I lived through my trauma. I respect myself for that.	Interested Curious Responsive to me.	They will see that I respect myself and will in turn feel respect for me too.	Respect (at least accept) all aspects of myself including my trauma history

Old Model: Because of my trauma, I deserve less than other people. Alternative Model: I have respect for what I went through and my journey. I can express that when I interact with others.

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### Break-out Room: Conduct Role Plays

- Conduct role play(s) using relationship examples provided by the client, focusing on different power relationships
- Focus on
  - Building and refining communication skills
  - Differentiating interpersonal goals
  - Identifying and understanding differences in power relationships



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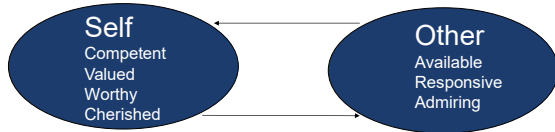
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Therapist and client relationship models healthy interactions and helps the client to begin to accept alternative, more adaptive beliefs.



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### Skills Practice Tomorrow

- Complete 1 FMF and 1 RPW-2
  - Can be personal or client-based



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