

Mentoring Programme

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Mentoring programme

This programme has been designed to run for an initial 12 weeks. The sessions have been designed to run for around 15-20 minutes. There is flexibility to use your own ideas but staff should stick to main the themes and principles of REBT throughout the programme.

You may find that the young person has particular problems that they would like to solve and using the framework staff will be able to help the pupil understand and change their behaviour. The programme can be used in conjunction with Ann Vernon's passport programme. I recommend using this book to target particular problems that might arise from discussions.

Before week 1:

Ask the Pupil to complete Sorenson questionnaire. And staff should add their perceptions of how the students' self-esteem is at the current time.

Aims

- **To develop an understanding of behaviour through the themes of REBT.**
- **To develop self-worth and improve self-esteem through understanding one's self by learning strategies to improve mood and behaviour.**
- **To learn strategies to challenge and change the thoughts they have.**
- **To develop strategies to change the emotions and actions.**
- **To develop the knowledge and understanding of emotions.**

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Week 1

Session aims

- Introduction to REBT and understanding behaviour
- Defining problems you would like to work on

This session will be an introduction into the theory. Use the story to act at discussion tools.

Activity 1:

Fill out the Sorenson questionnaire. Appendix 1.

Activity 2:

One story to introduce the theory. Read the story to the pupil and discuss.

“Two men have been rejected by the woman they love”

Two men have been rejected by the woman they love. One feels depressed, cant adjust to the loss and withdraws from life. The other man feels sad, mourns the loss appropriately and get on with his life. Now I will outline two beliefs and you have to guess which man held which belief. Ok?

One man believed that “she absolutely must not have rejected me and because she did I feel worthless”. the other believed that “ rejection is just part of life and just because she rejected me doesn't mean I am worthless person”

Which one is which?

This shows two things. First our feelings are determined by not what happens to us, but by our beliefs about what happens to us. Second an unhealthy emotional response is based on a irrational belief.

Basically it was NOT the situation that caused the negative feelings but the situation sparked off a belief which then drove the negative feelings and actions.

The Model

Adversity - how you interpret the situation or the situation itself

Beliefs - the main belief you have based on the adversity

Consequences - emotional and behavioural consequences which are sparked from the belief.

So A doesn't cause C but A sparks off B which then drives C.

Take home message: if you change your beliefs you can change your emotions and behaviour.

Activity 3:

Think of a time in the last week when you had a negative feeling. Read through the following questions and link to the model.

1: What happened? (A)

2: How did you feel? (C)

3: What did you do? (C)

5: Do you think this was a negative response?

4: What thoughts did you have? (B) Often the hardest to think about so don't worry.

Week 2

Session aims

- Develop knowledge of REBT
- The three musts

Activity 1: One man and his anxiety (read out the story and discuss)

There was a man who struggled talking to women. He got so anxious that he would avoid talking to them completely or if a woman approached him, he would get sweaty and stutter his words.

He decided to perform an experiment. He went to the park and asked 100 women out on a date. Out of those 100 women, how many said yes??

Only 1, who didn't turn up.

This man started to realise something during his experiment. He held a belief that "I really want to be liked by women and I am not liked then I must be a worthless person" and this was making him anxious and avoid conversations.

With this in mind he went to the park again. This time holding the belief "I want to be liked by women and if one person doesn't like me, it doesn't matter and I am still a confident person"

Do you think with this belief, more women would have said yes to a date? And why?

Well this new belief made him feel concerned about the threat but he was able to remain confident throughout the experiment.

So once again it was the beliefs he had that changed his feelings and resulted in negative behaviours.

Activity 2:

The three musts: ask the pupils to circle the musts. Let's see which comes out the most. Appendix 6.

Activity 3:

Talk through the main beliefs. Show pupils the poster. What do they think now they have seen the main beliefs.

The three major musts

1: I Must do well to win approval of others or else I am no good

Sub: I must be loved and avoid unpleasant situations

EC: Anxiety, Depression

BC: Risk avoidance, Shyness

2: Other people Must do the right thing or else they are no good and deserve to be punished.

Sub: Everyone should treat me fair and everyone else fairly. Others must not act incompetently.

EC: Anger, Bitterness

BC: Violence, Bullying, Bigotry

3: Life must be easy, without discomfort or inconvenience

Sub: Things must go the way I want them to go

EC: LFT, Self Pity

BC: Procrastinate, Shirking

Week 3

Session aims

- Problem seeking
- Identify problems and set goals

Activity 1:

Use this session as a chance to discuss any problems that have occurred in the week. This will be a chance to use the REBT model and key questions to find out the main elements of the young person's difficulties.

Use the script below to help you structure the conversation. This will help find out what the main beliefs might be or unhealthy emotions we can work on.

You could use the proforma too to help with the structure. Appendix 2.

Model script

Preparation:

- 1) What problem would you like to work on today?
- 2) Can you give me a brief summary of the problem? Or can you expand on the problem?
- 3) How do you feel about this problem?
- 4) How do you feel about this feeling?
- 5) How do you feel now?
- 6) Think back to the situation, how did you feel when you were in the situation?
- 7) How would you like to feel next time this happens?

Assessment:

- 1) Tell me more about the difficulty? Give me a specific example.
- 2) What did you feel? Why did you feel this way?
- 3) What did you do when you felt this way? What were your behaviours.
- 4) What part of the situation were you most(add feeling here) about?
- 5) What thoughts did you have about this?
- 6) How would you like to feel in this situation?
- 7) How would you like to behave and think?
- 8) When you feel this way, what do you tell yourself? What is going through your head? Think right back in the situation.

Week 4

Session aims

- Rational versus irrational beliefs
- How do we determine if it's a rational or irrational belief

Activity 1:

Talk through the two beliefs

A rational belief

- Something that is flexible
- Makes sense and is logical
- Something that is helpful to achieve personal goals
- Something that is likely to lead to healthy emotions

An irrational belief:

- Something that isn't true
- Something that isn't based on fact
- Something that leads to unhealthy emotions
- Something that leads to unhelpful behaviours and actions

Read the following statements and get the pupil to decide whether it makes sense or doesn't.

Statements

1. I should be perfect in everything I do
2. My friends should always do exactly what I want them to do
3. I want to be liked but if I am not it doesn't make me a worthless person
4. Other players should try harder during a game, they shouldn't just stand there
5. I wish I would score more goals and if I miss a shot I will still keep trying

Activity 2:

Give the pupils some golden questions.

Read through the following statements and pupils decides if it is rational or irrational. Get the pupils to answer the questions about the statements.

The five questions get the pupil to work out if they are thinking irrationally or rationally. For example, they may say yes to the first one as they believe the statement is true but if there is a no in any other question then the belief is irrational.

1. You have a chance to win the game but you miss the shot and instead tell yourself that you're are useless and it was all your fault. You think that you must do well all the time and because you didn't people must think you are worthless.
2. During group discussion, you feel that someone else has got away with not losing a behaviour expectation. You feel angry because the group discussion must be fair all the time. And so you decide to swear at the staff and other pupil.
3. You get a fail in a maths test. You said to yourself that you should not have failed and because you did, you just can't stand it. You then rip up the paper and push the table over.

You could make up your own statements here and test each other on whether they make sense or not.

Extension statements:

- I couldn't stand it if I don't get invited to the party as this would make me angry.
- I will be very upset if my friends don't call me to go ice skating
- If I don't get a good grade, I might as well stop trying, it will just prove how stupid I am.

Homework: During the next week, if you start thinking irrationally, write it down and bring it to the next session.

My five golden questions

1. Is this belief true? Is it fact? Is there a law in the universe to say it is true?
2. Where is the evidence to say that this is true?
3. Is this thought producing feelings I want to have?
4. Is this thought helping me reach a chosen goal?
5. Is this thought likely to minimize conflict with others?

Week 5

Session aims

- **Understanding feelings or emotions**

Activity 1: read through the descriptions in a random order. Pupils circle what they think it is on their bingo card. You can take this time to discuss each one after they circle it. Appendix 3.

Emotions bingo

Anger- feeling or showing strong annoyance, displeasure, or hostility; full of anger.

Annoyance: showing a low level of anger or frustration.

Jealously- a threat to a relationship from another.

Envy: another person has something you really want and you must have it.

Sadness- feeling or showing sorrow; unhappy.

Depressed- in a state of unhappiness for a long period.

Anxiety: worried about a threat or danger of something which is about to happen in the future.

Hurt: being treated badly by a significant other and it was undeserving.

Concern: to have a realistic view to cope with a threat or danger

Remorse: A regret and going against a moral code and values but can accept responsibility.

Shame: a feeling of humiliation feeling like people are looking down on you.

Guilty- responsible for a specific wrongdoing or hurts the feelings of others.

Disappointment: feeling like you have not acted like you wanted or you feel you could have done better.

Sorrow: a feeling of sadness about being treated badly by another but is realistic on how fair it was.

Activity 2

Pupils link which emotions they think are healthy and unhealthy. Pupils put a U or H next to each emotion. Don't worry more theory on this next lesson

Healthy or appropriate: are emotions that encourage attempts to change the situation, negative thoughts or actions. They do not lead to unhealthy actions. Also they can help in your pursuit to achieving goals.

Unhealthy or inappropriate: are emotions that do not encourage attempts to change the situation, negative thoughts or actions. They often lead to unhealthy actions and behaviours. They do not help you to achieve your goals and minimize conflict.

Activity 3:

Look at the emotions are circle which ones you feel like you experience the most on a day to day basis. And think about what actions usually follow this emotion.

Week 6

Session aims

- Develop understanding of emotions
- Learn the difference between anger and annoyance

Activity 1:

Talk and discuss the difference between anger and annoyance. Or healthy anger and unhealthy anger.

Emotion	Belief	Cognitive consequence	Action consequence
Unhealthy anger	Irrational	<ul style="list-style-type: none">• Overestimates the extent to which another person acted deliberately• Sees malicious intent in the motives of others• Self-seen as right• Unable to see other point of views	<ul style="list-style-type: none">• To attack other physically• To attack other verbally• To withdraw aggressively• To recruit allies against the other
Healthy anger	Rational	<ul style="list-style-type: none">• Does not overestimate the extent to which the other person acted deliberately• Does not see malicious intent in the motives of others• Able to see other points of views	<ul style="list-style-type: none">• To assert oneself with the other• To request but not demand change from the other

Activity 2:

Scenarios

Read the following stories and ask the pupil to work out if the person was feeling healthy or unhealthy anger. Get them to explain their answer.

1:

John was struggling with a work colleague. The colleague began to say things behind his back to other people. John found out that his colleague has been saying things about his work ethic which was making him pretty angry. John decided that it would be best to clear the air and have a conversation like adults. They had a long conversation in which John asks his colleague if he could stop saying things and come to him in future if he had any problems. They were both able to see each other's points of view and they both went on to work better in the future.

2:

Peter was playing football and lunch with his class mates. He took a long shot and it went straight onto the roof. Immediately another student called him a Dick head and said he couldn't play again. All the other students started to laugh and make fun of Peter. Peter then felt very angry, he went over to the other student and hit him in the face. Staff quickly stepped in, but Peter kept wanting to hurt the other student. Peter was supported in a physical intervention. Once released he then started to hurt staff and in the following days all he thought about was hurting the student.

Activity 3:

Can you think of a time you last felt angry? What were your actions and thoughts? What happened? Use the REBT proforma or mentoring sheet if you wish.

Homework: Write down your thoughts and actions in the feelings bubbles. Whenever you feel a particular emotion write down what happened. Appendix 4.

Week 7

Session aims

- Develop understanding of emotions
- Hurt and concern

Activity 1:

Talk and discuss the differences.

Emotion	Belief	Cognitive consequence	Action consequence
Hurt	Irrational	<ul style="list-style-type: none">• Overestimates the unfairness of the other person's behaviour• Other perceived as showing lack of care• Tends to think of past hurts• Expects the other to make the first move	<ul style="list-style-type: none">• To shut down communication channel with the other• To sulk• To indirectly criticise the other
Sorrow	Rational	<ul style="list-style-type: none">• Is realistic about the level of unfairness in other persons behaviour• Less likely to think of past hurts• Doesn't think that other needs to make the first move• Other is perceived as acting badly rather than not caring	<ul style="list-style-type: none">• To communicate ones feelings to the other directly• To influence the other person to act in a fair manner

Activity 2:

Can you think of a time when you were hurt by someone? What did you think and what were your actions?

Activity 3:

Top tips. Here are some top tips to help you in the future.

- 1. Take responsibility for your emotions and explain how you feel but do not make the other person the cause of your feelings. Use expressions like 'I felt hurt when you ignored me' rather than 'you hurt me when you when ignored me'.**
- 2. Ask but do not demand change from the other person. 'Could you not do that any more thanks'. 'I don't like it when that happens'**
- 3. Express your feelings in a balanced way.**

Homework: Over the next week. Think of the times that someone hurts you. For example, they call you a name or they treat you unfairly. Write it down and come to the next session. Can you use some top tips to help you during this time.

Week 8

Session aims

- Challenging using the golden questions
- Changing to a wish

Activity 1:

Use the golden questions (appendix 5) on these statements. This is your chance to dispute what these people were telling themselves.

I really want people to care but if people don't I feel worthless.

Everyone should treat me fairly and if they don't I feel like I am worthless.

Life should be easy without any problems and if it isn't I just can't stand it

I can't stand if I don't get invited to the party because I think people don't like me

If I don't win the contest I will be very upset and depressed for a long time.

Activity 2:

Changing to a wish...

In the last five statements, which you have challenged to being irrational. Can you change them to a wish?

For example this time each thought starts with:

I would like or I wish.

"I would like people to care for me but if they don't I am still a good person"

Activity 3:

Rational cards. Make your own rational statement.

Every day for the next week I would like you to look at that card five times a day and by this time next week I would like you to say that statement back to me without looking at it.

Week 9

Session aims

- Recap rational card
- develop rational thinking

Starter:

Can you remember your rational card without looking?

Activity 1:

Fact vs assumptions

Can you determine which of these are facts and which are assumptions.

Teacher: Write a fact down or on a board, get the student to write F or A next to it.

Some examples of facts: broccoli is a vegetable, milk comes from cows and goats, lakes are smaller than oceans, pigs can't fly, Florida is a state in USA.

Some examples of assumptions: all year 8s are smarter than year 7s, winter is the best season of the year, cats are better pets than dogs, all teachers like their job, parents never have to do things they don't want to.

Activity 2:

Tunnel vision. In the following statements ask the child to think of an assumption to each. Then think is what I am saying fact and true? This is a good exercise to help young people distinguish between facts and assumptions. Sometimes we have tunnel vision and just think of the most obvious thing, but a lot of times we need to consider all possibilities before jumping down the tunnel.

1. Tim had £10 on his table in his room. When he was getting ready for bed, he noticed the money had gone. His sister has been in his room earlier in the day to borrow a jumper.
2. John didn't sit by his best mate on the taxi in the morning.
3. Aaron didn't go to football practice last night.
4. Tina got a bad grade on her science test.

Week 10

Session aims

- Learn about the difference between concern and anxiety

Activity 1:

Talk through anxiety and concern. Discuss the actions and thought patterns.

Emotion	Belief	Cognitive consequence	Action consequence
Anxiety	Irrational	<ul style="list-style-type: none">• Overestimates the chance of the threat happening• Underestimates the ability to cope with the threat• Creates a more negative threat in ones mind	<ul style="list-style-type: none">• To withdraw from the threat mentally or physically• To tranquillise feelings• To seek reassurance
Concern	Rational	<ul style="list-style-type: none">• Is realistic to the chance of the threat occurring• Views the threat realistically• Is realistic about one's ability to cope with the threat	<ul style="list-style-type: none">• To face up to the threat• To deal with the threat• To take constructive actions

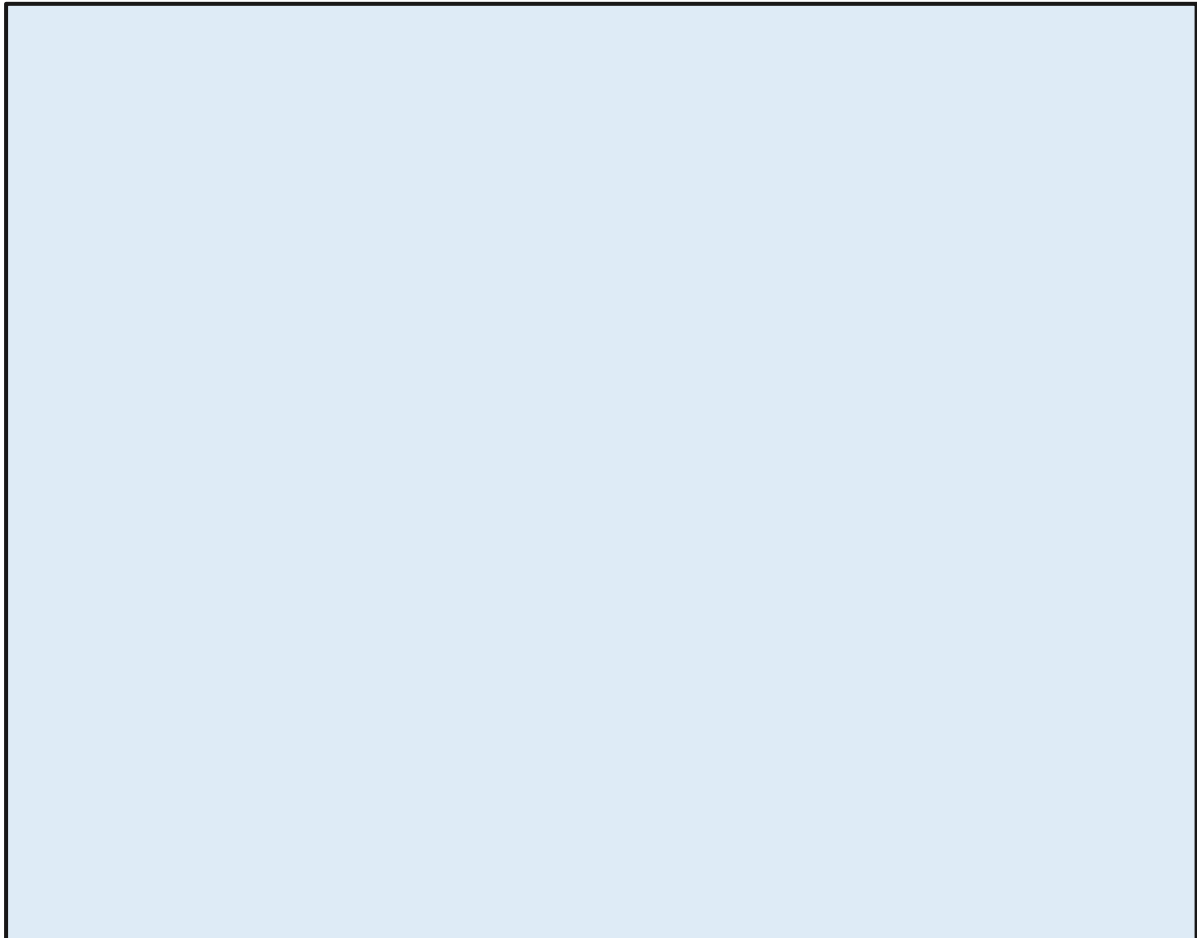
Activity 2:

Think of the last time you felt nervous or anxious. What happened? What did you do? How did you react?

Activity 3:

Imagine yourself at your bedroom window. List all the challenges that you face or could face on a daily basis. Then rank order from the hardest to deal with down to the easiest. Then think of strategies that you could put in place in order to overcome the anxiety and turn into a concern.

Your anxiety and concern window



What strategies can you put in place to overcome this anxiety?

Week 11

Session aims

- To use a thought stopping model and replace the negative thoughts with wishes

Activity 1:

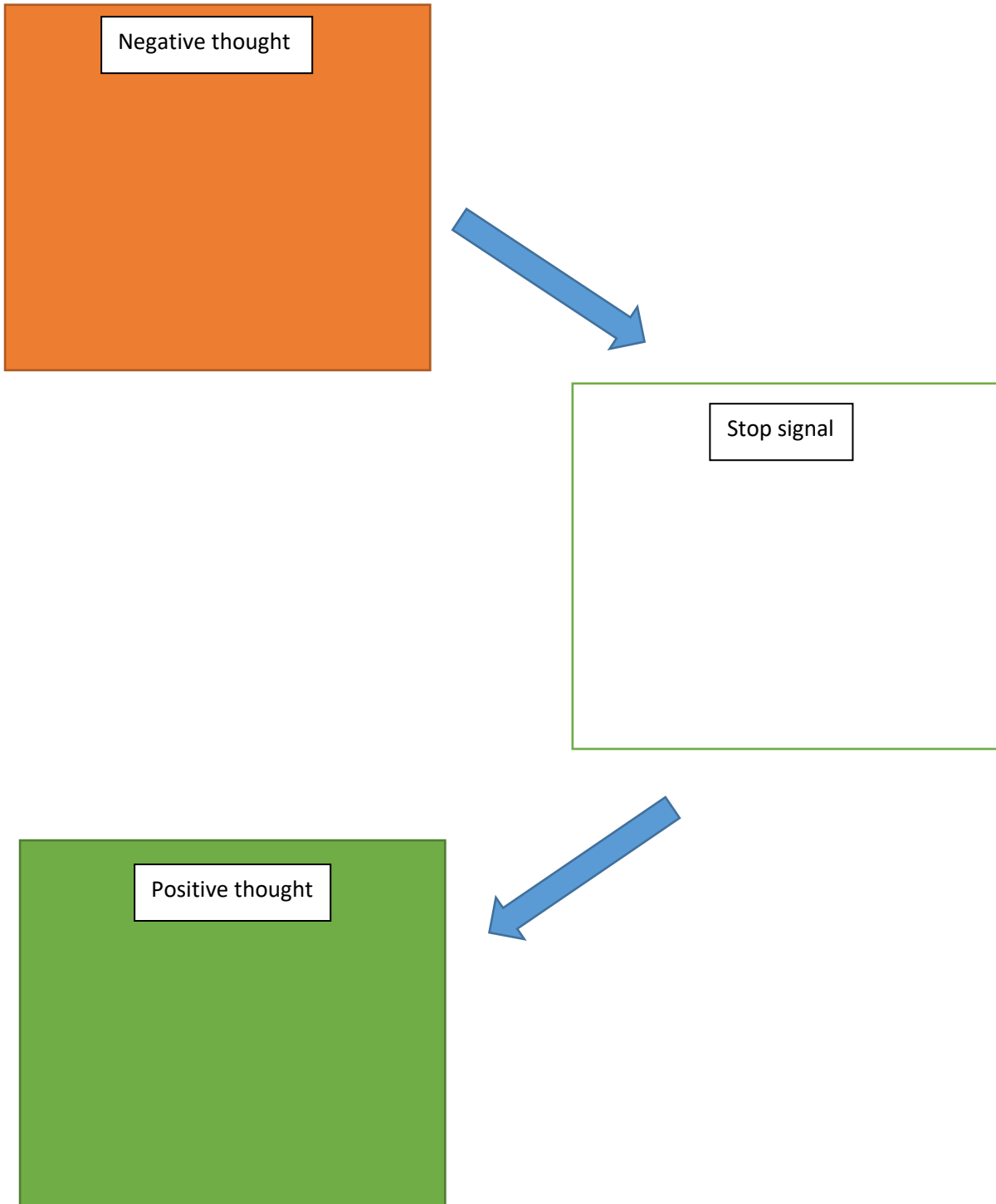
Thought stopping and visualising.

1. On the piece of paper, I would like you to write one negative thought you have had this week.
2. Now I want you to visualise something that symbolises stop. For example, a stop sign or red light. Draw it on your piece of paper.
3. Practice thinking of that negative thought and then visualise the stop signal. Try it a few times
4. Now you have stopped your negative thinking, can you now change that thought into a positive one. Write it on your paper.
5. Now I want you to say the negative thought, then visualise the stop signal. And then replace the negative with the positive statement. Do this a few times.
6. If a visualising is difficult you can use an elastic band. Every time you flick the band it stops your train of thought.

Homework:

Over the next week, I would like you to use this method to help you with negative thoughts and feedback to me next week.

Thought stopping



Week 12

Session aims

- Undertake the Sorenson model for self-esteem (appendix 1)
- Recap on any problems and set goals

In this last session of the 12 weeks, use this to retake the self-esteem test and talk about things that are going well and areas that the young person would like to improve. Here are some example questions you could ask.

What have you learnt over the last 12 weeks?

Have you made any achievements?

Is there anything new or existing you would like to work on?

Do you feel like you are happier in school than you were before?

Appendix 1

Sorenson questionnaire to be added in electronically.

Appendix 2

Activating event

1: Describe the aspect of the situation that you were most disturbed about

2: Is this an interpretation

Unhealthy negative emotion

Self-defeating behaviour

Belief

What were you telling yourself at the time?

1: I must do well

2: It must be fair/you must be fair

3: Life must be easy

Negative emotions

Anxiety

Depression

Anger

Guilt

Shame

Hurt

Jealousy

New healthy emotion

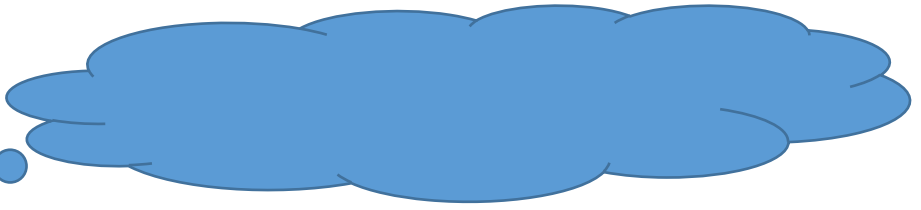
New healthy behaviour

Appendix 3

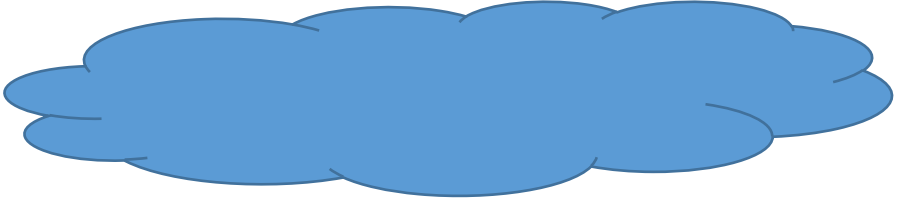
Guilt	Remorse	Shame	Disappointment
Depression	Sadness	Annoyance	Unhealthy Envy
Concern	Anxiety	Unhealthy Jealousy	Sorrow
Healthy Jealousy	Healthy Envy	Hurt	Anger

Appendix 4

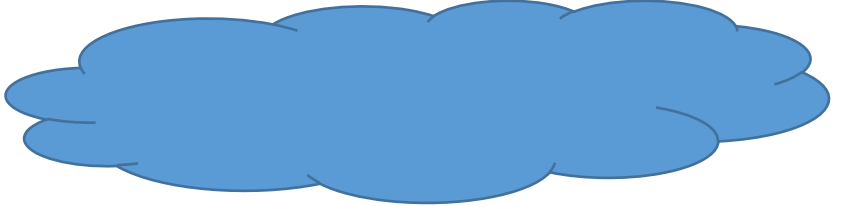
Angry



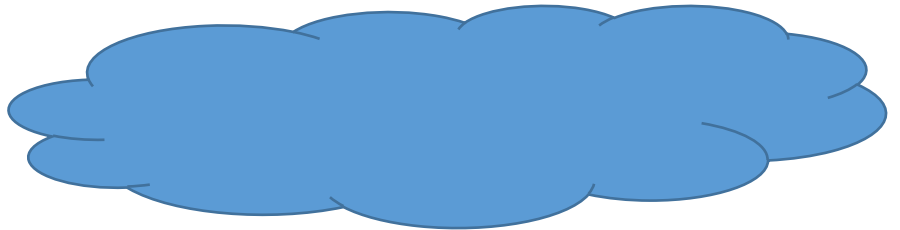
Sad



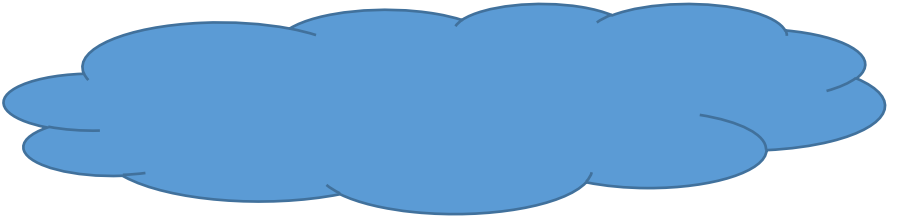
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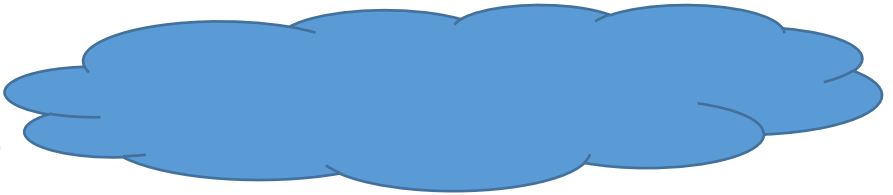
Guilty



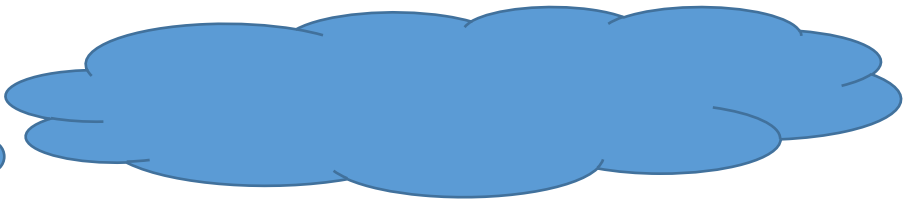
Depressed



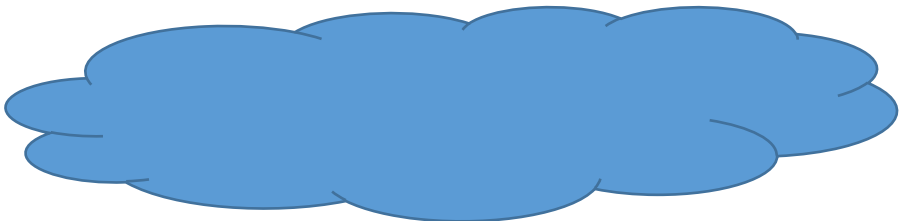
Jealous



Envious



Hurt



Appendix 5

My five golden questions

1. Is this belief true? Is it fact? Is there a law in the universe to say it is true?

2. Where is the evidence to say that this is true?

3. Is this thought producing feelings I want to have?

4. Is this thought helping me reach a chosen goal?

5. Is this thought likely to minimize conflict with others?

Appendix 6

I must do well and win the approval of others or else I am no good.

I must have love and approval from everybody.

I must be competent and successful.

I must successfully avoid unpleasant or undesirable situations.

I must avoid dangerous or life-threatening situations.

I must depend on other people because I can't depend on myself.

I must rate myself as either "good" and "worthy," or "bad" and "worthless."

I must never feel depressed, anxious or enraged.

Other people must do "the right thing" or else they are no good and deserve to be punished.

Everybody should treat everyone else (especially me) in a fair and considerate manner.

Other people must not act incompetently or unwisely.

Talented people must use their talent.

Everyone must reach their potential.

Other people must not criticize me

Life must be easy, without discomfort or inconvenience.

Things must go the way I want them to go.

It's awful if I don't get what I want.

I must constantly worry about life's predicaments.

I must avoid, rather than face and deal with, life's difficulties and responsibilities.

It must be easy to change things that I don't like.

All problems must have a perfect solution.