

Contents

<i>Introduction</i>	1
1. Key Concepts of Communication and Problem-Solving Skills Training	5
Social Skills Training: Practical and Versatile	5
The Effectiveness of Social Skills Training	6
The Definition of Social Skills	9
Foundations of Social Skills Training	10
The Structure of Social Skills Training	17
Instruction	17
Supervised Practice	20
Feedback	22
Independent Practice	23
Nonspecific Aspects of Social Skills Training: Resistance, Transference, and Countertransference	25
Resistance	27
Transference	30
Countertransference	36
Summary	40
2. Self-Awareness: A Foundation for Communication and Problem-Solving	41
Self-Awareness	41
Communication	42
Conceptual Plan of Self-Awareness Training	42

Basic Elements of Self-Awareness	43
The Concept of a Thought	43
The Primacy of Wants and Expectations	45
The Concept of a Feeling	48
Use of the Relationship between Thoughts and Feelings to Increase Self-Awareness	57
The Concept of Behavior	58
The Thought-Feeling-Behavior Triad	59
The Thought-Feeling-Behavior Triad: An Example	60
The “Thought-Feeling-Behavior” Circle	62
How to Change from One TFB Triad to Another	64
A Skills Training Program for Increasing Self-Awareness	66
Instruction	66
Supervised Practice	67
Feedback	74
Independent Practice	74
3. <i>Awareness of Others: A Fundamental Communication and Problem-Solving Skill</i>	75
The Concept of Empathy	76
The Communication of Empathy	77
Sources of Empathic Information	77
Behavior	77
Situation	77
How to Make an Empathic Statement	78
Attending to Relevant Information	78
Eliciting Additional Verbal Information	80
Organizing and Processing Information	81
Expressing an Empathic Statement (Information Sending)	84
Training Program to Teach the Empathic Statement	86
Instruction	86
Supervised Practice	87
Feedback	89
Independent Practice	89
4. <i>Communicating Requests</i>	91
Understanding the Problem of Making Requests	92
General Features of Requests	92

Matching Requests to the Situation	95
Three Basic Request Situations	96
Three Basic Kinds of Requests	98
Four Basic Components of Requests	99
Component 1. Statement of One's Own Wants	99
Component 2. Statement of the Consequences If the Want Is Granted	99
Component 3. Statement of Other's Wants	100
Component 4. Feedback	101
How to Make a Request	102
No-Conflict Request	103
Changing a Conflict Request Situation to a No-Conflict Request Situation	108
The Request for Behavior Change	109
Training Program to Teach Three Kinds of Requests	112
The No-Conflict Request	112
Instruction	112
Supervised Practice	113
Feedback	115
Independent Practice	115
The Conflict Request	116
Instruction	116
Supervised Practice	116
Feedback	117
Independent Practice	117
The Request for Behavior Change	117
Instruction	117
Supervised Practice	118
Feedback	119
Independent Practice	119
5. Responding to a Request from Another Person	120
Assertive Assumptions	120
Three Responses to Requests: Grant, Refuse, or Compromise	122
Compatible Wants—No Conflict: Grant Request	122
Incompatible Wants—Conflict: Refuse Request or Suggest an Alternative or Compromise	123

- A Process for Responding to a Request 124
 - Information Gathering 125
 - Information Processing and Decision Making 126
 - Information Sending 128

- Training Program to Teach How to Respond to Another Person's Request 128
 - Instruction 128
 - Supervised Practice 129
 - Feedback 131
 - Independent Practice 131

6. Introduction to Assertive, Aggressive, and Passive Behaviors 132

- Brief History of Assertiveness Training 132
- Contemporary Approaches to Assertiveness 134
- Verbal Aspects of Assertive, Aggressive, and Passive Behavior 134
 - Assertive Verbal Behavior 134
 - Aggressive Verbal Behavior 135
 - Passive Verbal Behavior 136

- Nonverbal Components of Assertive, Aggressive, and Passive Behavior 138
 - Assertive Nonverbal Behavior 138
 - Aggressive Nonverbal Behavior 140
 - Passive Nonverbal Behaviors 140
 - Other Considerations 141

- Consequences of Assertive, Aggressive, and Passive Behavior 142
 - Assertive Behavior 145
 - Aggressive Behavior 146
 - Passive Behavior 147

- Teaching Assertiveness Skills 149
- Assertiveness Training Program 150
 - Lesson 1. Verbal Aspects of Assertiveness 150
 - Lesson 2. Nonverbal Aspects of Assertiveness 151
 - Lesson 3. The Consequences of Assertive, Aggressive, and Passive Behavior 158

7. <i>Problem-Solving: Basic Principles and Cognitive-Behavioral Strategies</i>	161
Definitions of Basic Concepts	162
What Is a Problem?	162
What Is Problem-Solving?	163
Why Have a Problem-Solving Skills Training Program?	163
Basics of Problem-Solving	163
The Seven Guiding Principles	164
The Problem-Solving Process	166
Step 1. Problem Recognition	167
Step 2. Problem Definition	173
Step 3. Generation of Alternative Solutions	181
Step 4. Evaluation of Alternative Solutions	184
Step 5. Making a Decision	187
Step 6. Implementation of the Solution	188
Step 7. Verification of the Solution's Effect	188
Problem-Solving Skills Training Program	189
Lesson 1. Introduction to Problem-Solving Skills and Seven Guiding Principles	189
Lesson 2. Problem Recognition and Problem Definition	191
Lesson 3. Generation and Evaluation of Alternatives and Making a Decision	195
8. <i>Coping with Factors That Interfere with Learning and Using New Skills</i>	197
Self-Defeating Beliefs	197
Immutable Personality	197
Biological Determination	198
Diagnosis and Trait Labels	199
Early Learning and Development	200
Substituting Adaptive Beliefs	200
Biology	200
Diagnosis	200
Early Learning	201

Malleability and Lifelong Learning	201
Differentiating Blame and Responsibility	201
Understanding Inhibitory Emotions in Everyday Life	204
Coping with Inhibitory Anxiety	206
Cognitive Coping	206
The Four Steps of Cognitive Coping	208
Coping with Inhibitory Anger	211
Physiological Coping	211
Exposure Therapy: Developing a Hierarchy of Situations	219
A Program to Teach Cognitive Coping and Relaxation Skills	221
Lesson 1. Cognitive Coping	221
Lesson 2. Slow Breathing	224
Lesson 3. Progressive Muscle Relaxation	226
9. Applications of Communication and Problem-Solving Skills Training	228
Group Therapy	229
Time-Limited Groups	229
Open-Ended Groups	230
Individual Cognitive-Behavioral Therapy	233
Activity Therapy and Recreation Therapy	234
Family Therapy	235
Vocational Rehabilitation—Supported Employment	235
Case Management	237
Special Populations	237
First Hospital Admission	238
Alternative to State Hospitalization	238
Patients with Multiple Sclerosis	239
Training Mental Health Professionals	239
<i>References</i>	241
<i>Author Index</i>	251
<i>Subject Index</i>	255