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# Self-Directed Skill Lessons

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Skills for Participating in Groups/Classes/Activities

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**Skill Bundle:** *Skills for Participating in Groups/Classes/Activities*

- Skills:**
- *Asking Questions*
  - *Clarifying Information*
  - *Expressing Feelings*
  - *Expressing Opinions*
  - *Responding to Questions*

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Cohen, M., Danley, K., & Nemec, P. (1985, 2007). *Psychiatric rehabilitation training technology: Direct skills teaching*. Boston, MA: Boston University, Center for Psychiatric Rehabilitation.

Cohen, M., Farkas, M., & Cohen, B. (1986, 2007). *Psychiatric rehabilitation training technology: Functional assessment*. Boston, MA: Boston University Center for Psychiatric Rehabilitation.

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--Sue McNamara

# Introduction

The *Self-Directed Skill Lessons* were inspired by the *Self-Directed Psychiatric Rehabilitation Activities*, which were published in 2011. Similar in style to that related product, the *Self-Directed Skill Lessons* are designed to be used by you, with or without the support of another person. The skill lessons are designed to help you to learn the skills you want and need, and they will help you to develop the skills to be satisfied and successful at home, school, work, or places where you socialize. This objective follows the main principle guiding the psychiatric rehabilitation process, which is:

Skills + Supports = Success + Satisfaction

## Format for the Self-Directed Skill Lessons

Each skill lesson is organized with:

- An Outline of the Skill Information
- An Example of the Skill
- Practice Exercises for Completing the Skill
- A Skill Use Worksheet

The *Outline* of the skill information includes what the skill means, why it's important, when to use the skill, and how to do the skill. The "how-to's" provide you with the steps you need to follow in order to perform the skill.

The *Example* of the skill shows you how the skill is performed using a scenario with a character in the scenario acting out the skill. Sometimes you will see the character thinking through some of the steps as well as engaging with another character for the other steps.

There are two Practice opportunities for each skill. *Practice 1* includes a scenario that continues from the one described in the Example. In this practice, you will perform the skill as if you were the main character from the scenario. This will give you a chance to walk through the steps of the skill in a fictional situation.

*Practice 2* requires you to think about a situation in your own life when you needed to perform the skill. In Practice 2, you will describe the situation and then perform each step of the skill as you've been taught in the lesson. This will give you another chance to gain some experience performing the skill. For most skills, you will need another person to role-play with you in this practice. The other person also may be able to give you some feedback about how you performed the skill. You may repeat Practice 2, if you'd like to try out your skill abilities with different situations. You may need extra copies or additional paper for Practice 2.

The *Skill Use Worksheet* gives you a way to monitor your use of the skill in real-life situations. The worksheet is a chart that includes noting the dates of situations where you thought you needed to use the skill, a column to check whether you used the skill or not, and space to write the reasons that you did or did not perform the skill. This worksheet allows you to see your progress with the new skill. You may choose to make extra copies of the Skill Use Worksheet so that you can track your use of the skills for as long as you'd like.

This format of an Outline—Example—Practice is designed to help you walk through the parts of how to perform the skill one step at a time. Some people learn best by reading or hearing about how to perform a skill, while others learn best by seeing examples of how a skill is performed. We all learn by performing a skill repeatedly, and practice with feedback can make perfect! The outlines, examples, practices, and skill use worksheets are written in a self-directed perspective. This allows you to guide yourself in learning how to perform the skills so that you may be satisfied and successful wherever you live, learn, work, or socialize.

## How to Use Self-Directed Skill Lessons

You may choose to use these skill lessons by yourself, with others who might share similar goals and skill needs, or with the assistance of a support person. You may want to share your completed practices with a service provider or other person supporting you in order to show the progress you have made with your skill development.

If you decide to use these self-directed skill lessons with a small group of peers, then having only a few people in the group works best. It also works best when group members need to learn the same skills for similar residential, educational, vocational, or social goals so that you and your peers can share ideas and experiences with each other. Within your small group, you may practice the skills with each other and give feedback to each other. This will allow you and the other group members to see how well you have performed the skill or how you might improve your skill performance.

After you have learned a new skill and monitored your use of the skill, you will be able to see whether your skill has improved in real-life situations. You may choose to share this completed worksheet with others to show and discuss your progress with your new skill use.



## Skill Bundles

This bundle of skills is called *Skills for Being a Friend*. There are 5 skill lessons included in this skill bundle:

- Asking Questions
- Clarifying Information
- Expressing Feelings
- Expressing Opinions
- Responding to Questions

Additional skill bundles in this series of *Self-Directed Skill Lessons* will be published in the future and will be made available separately.

### Skill Bundles for Skills for Getting-Along with Others

<b>Skills for Participating in Groups/Classes/Activities</b>	<b>Skills for Working Together</b>	<b>Skills for Working with Supervisors/Teachers</b>
Asking Questions Responding to Questions Clarifying Information Expressing Feelings Expressing Opinions  <b>Available Now!</b>	Scheduling Activities Coordinating Schedules Dividing Work Responsibilities Requesting Assistance Offering Assistance Volunteering for Tasks Giving Feedback Respecting Others' Space  <b>Available Now!</b>	Assessing Task Performance Reporting Progress Sharing Self-Evaluations Requesting Feedback Responding to Feedback Recognizing Support Needs Disclosing Disability Evaluating Accommodations  <b>Available Now!</b>
<b>Skills for Socializing</b>	<b>Skills for Being a Friend</b>	<b>Skills for Difficult Situations</b>
Introducing Yourself Introducing Others Greeting Acquaintances Initiating Conversations Conversing about Social Topics Decoding Body Language Selecting Jokes  <b>Available Now!</b>	Acknowledging Praise Expressing Appreciation Giving Compliments Expressing Interest Responding to Feelings Extending Invitations Responding to Invitations Choosing Gifts  <b>Available Now!</b>	Paraphrasing Expressing Disagreements Discussing Differences Compromising Resolving Conflicts Refusing Requests Apologizing Forgiving

This chart includes many skills for “getting along with others,” but certainly it is not an exhaustive list. In addition, clearly some of the skills could cross over into other bundles, but this chart shows a way to categorize the skills and to break them apart into thematic, manageable skill bundles.

## **Summary**

In summary, the *Self-Directed Skills Lessons* are a new resource for you to use to develop your skills in your own living, learning, working, and/or social settings. We hope that you enjoy learning new skills in this way and can share your experiences with others.

Best wishes as you learn or improve some new skills and reach new heights to become satisfied and successful at home, work, school, and wherever you socialize!





## Self-Directed Skill Lessons

**Skill Bundle:** *Skills for Participating in  
Groups/Classes/Activities*

**Skill:** *Expressing Feelings*

## Skill Lesson: *Expressing Feelings*

### Skill Information

**What it means:** Expressing feelings means you say how you feel and why you feel that way. Expressing feelings puts your emotions into words.

**Why it's important:** If you express your feelings, then you will have told other people what's going on for you emotionally. It tells others how you have reacted to something that has happened or to something that they have said or done.

**When to do it:** Express your feelings when something happens that stirs up emotions inside of you. Sometimes you will feel this in different ways.

- You may have strong physical reactions, such as sweating, chills, stomachaches, dizziness, headaches, flushed face.
- You may feel very strong moods and extreme emotions, like extremely happy or extremely angry.
- You may think about what happened and dwell on it for a long time. You may ruminate or repeat the scenario in your mind for a long time.



## Skill Information (continued)

### How to do it:

#### 1. Review what happened when you felt this way

Reviewing what happened allows you some time to think about what was said or done to you that stirred up your feelings. It allows you to pause and consider the facts about the situation as well as the circumstances of the situation. Review these questions in your mind in the moment; or review them on paper, if you have the time to reflect.

- Who was involved?
- What was said or done to you?
- When or where did it happen?
- Why did it happen?

#### 2. Figure out how you feel

- Choose a word that matches the type of feeling, such as:
  - Happy, Sad, Angry, Scared, Confused, Strong, Weak
- Choose a word that matches the strength of your feeling
  - High, Medium, or Low level, For example:

	<b>Happy</b>	<b>Sad</b>	<b>Angry</b>
<b>High</b>	Thrilled	Depressed	Furious
<b>Medium</b>	Glad	Hurt	Mad
<b>Low</b>	Pleased	Down	Annoyed

There is a Feeling Word chart on page 5 that will give you lots of options of different feeling words. They are alphabetically arranged because some people may experience some of the words as a High level, while others may think that they are only a medium level. The point is to try to figure out how strong the feeling word is for you.

**Skill Information (continued)****How to do it:****3. Decide if and when to express your feelings**

Deciding if and when to express your feelings means you choose the best time to actually state your feelings to the other person. Each situation is different and you need to evaluate what time is a good time to express your feelings. It helps you to decide if and when to express your feelings.

- Are you feeling ready to share your feelings with this person? Now or later? Or Never?
- Do you need to wait until after you have calmed down, or does the other person need to see your intense feelings?
- Are other people around? Do you need privacy to share your feelings?

**4. State your feelings to the other person**

When stating your feelings, it is helpful to state how you feel or felt and the reasons for your feelings because it tells the other person exactly how you felt and why.

- State your feelings in a sentence with the feeling and reason. Format: "I feel \_\_\_\_\_ because \_\_\_\_\_."
- State your feelings in a calm tone of voice. Sometimes it is difficult to state your negative feelings, like anger or fear or confusion in a calm tone of voice. Sometimes it helps to take a deep breath before you speak in order to calm down. Some people find it helpful to count to 10 silently in order to wait before speaking.

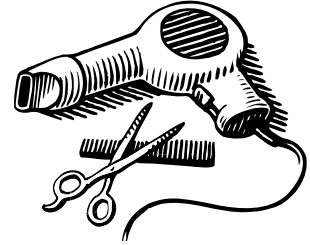
### A Feeling Word Chart

Happy	Sad	Angry	Scared	Confused	Strong	Weak
Amused	Blue	Aggravated	Afraid	Anxious	Able	Deflated
Blissful	Crushed	Agitated	Alarmed	Baffled	Aggressive	Defenseless
Bubbly	Dejected	Annoyed	Apprehensive	Bewildered	Assured	Deficient
Cheerful	Despondent	Burned up	Distrustful	Dazed	Bold	Exhausted
Content	Depressed	Cross	Fearful	Disconcerted	Brave	Exposed
Delighted	Disappointed	Disgruntled	Frightened	Dismayed	Capable	Feeble
Ecstatic	Disenchanted	Disgusted	Horrorified	Disorganized	Confident	Fragile
Elated	Distressed	Distraught	Intimidated	Disoriented	Consistent	Helpless
Excited	Disturbed	Enraged	Jumpy	Flabbergasted	Courageous	Ill
Exuberant	Down	Exasperated	Leery	Flustered	Determined	Inadequate
Fine	Dreary	Fed up	Meek	Foggy	Durable	Incapable
Fortunate	Gloomy	Furious	Nervous	Forgetful	Energetic	Inconsistent
Giddy	Glum	Hateful	Panicky	Jumbled	Firm	Ineffective
Glad	Grave	Hostile	Petrified	Lost	Forceful	Inferior
Great	Hopeless	Incensed	Rattled	Mistaken	Formidable	Insecure
Joyful	Hurt	Indignant	Shaky	Misunderstood	Healthy	Lethargic
Lucky	Lonely	Infuriated	Shy	Mixed up	Independent	Powerless
Marvelous	Melancholy	Irate	Startled	Muddled	Indestructible	Run-down
Overjoyed	Miserable	Irked	Stunned	Out-of-it	Invincible	Shy
Peaceful	Moody	Irritated	Terrified	Perplexed	Mighty	Submissive
Pleased	Mournful	Livid	Terrorized	Puzzled	Positive	Timid
Proud	Pitiful	Mad	Threatened	Scatterbrained	Powerful	Unable
Satisfied	Remorseful	Miffed	Tormented	Surprised	Productive	Unconvincing
Thankful	Somber	Outraged	Uneasy	Trapped	Reliable	Unstable
Thrilled	Sorrowful	Perturbed	Unsure	Uncertain	Secure	Unsure
Up	Sorry	Provoked	Worried	Undecided	Solid	Useless
Wonderful	Terrible	Revengeful		Unsettled	Super	Vulnerable
	Unhappy	Spiteful		Unsure	Vibrant	Wavering
	Unloved			Vague		Wishy-washy
	Unwanted					Wobbly
	Upset					Worn out

Adapted from: Carkhuff, R. (1993). *The art of helping VII*. Amherst, MA: Human Resource Development Press.

## Example of the Skill

**Scenario:** On Monday morning, Penelope returned to the group home after having a fun weekend with her family. One of the highlights was that she went to a new hair salon to get a haircut. Penelope showed the hairdresser a couple of magazine pictures of the new hairstyle she wanted. It was late spring, and she wanted to make a big change before the summer from her long hair that she had worn for years to a shoulder-length bob. She walked out of the salon happy with her new look! But when she entered the dining room on Monday, Patty pointed to Penelope and shouted, “What did you do with your hair? You cut it all off!” Penelope turned beet red in front of everybody.



### 1. Review what happened to cause your feelings



Penelope thinks:

- *Who was involved? Patty*
- *What was said or done to me?*  
*She made fun of my new haircut in front of everybody in the dining room at the group home.*

### 2. Figure out how you feel

Penelope thinks:

- *What is the feeling word type that fits how I feel? Angry*
- *What is the strength of my feeling? Medium*
- *What is the feeling word? Mad*

### 3. Decide if and when to express your feelings

Penelope thinks:

- *I want to share my feelings to Patty because I'm sick of her teasing me.*
- *I am ready to share my feelings now.*
- *Patty went into the living room, and no one else is around right now.*
- *I'm not sure if Patty will listen to my feelings, but it's worth a try.*

### Example of the Skill (continued)

#### 4. State your feelings to the other person

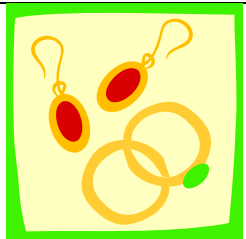
Penelope says in a calm tone of voice: "Patty, I feel mad at you because you made fun of my new haircut in front of everybody in the dining room today."



## Skill Practice 1



**Directions:** Read the following scenario and answer the questions below as if you were Penelope. You will need another person to role play with you as Patty. Then follow the steps of the skill of Expressing Feelings.

<p><b>Scenario:</b> Penelope and Patty are roommates in a group home. Penelope walked into their room and found Patty going through her jewelry box. Later that day, Penelope discovered that she was missing her favorite pair of earrings.</p>	
<b>1. Review what happened to cause your feelings</b>	
<b>2. Figure out how you would feel</b>	
<b>3. Decide if and when to express your feelings</b>	
<b>4. State your feelings to the other person</b>	



## Skill Practice 2



**Directions:** Write down a situation that happened recently that stirred up your feelings. You will need another person to role play with you. Then follow the steps of the skill of Expressing Feelings.

<b>Situation:</b>
<b>1. Review what happened to cause your feelings</b>
<b>2. Figure out how you feel</b>
<b>3. Decide if and when to express your feelings</b>
<b>4. State your feelings to the other person</b>

## Skill Use Worksheet



**Directions:** Monitor your use of the skill of Expressing Feelings over the next 2-4 weeks, indicating the dates when you think you needed to use this skill. Then check (✓) Yes or No for use of the skill, and write in why you did or did not use the skill in the right-hand column.

<b>Skill: <i>Expressing Feelings</i></b>			
Date I Needed to Use the Skill	Did I Use Skill?		Reasons
	Yes	No	
<b>Results:</b>			