



MRT Resource Center: <https://armyfit.army.mil/>

MRT Competencies: Self-awareness • Self-regulation • Optimism • Mental Agility • Strengths of Character • Connection

## Assertive Communication



Communicate clearly and with respect, especially during a conflict or challenge. Use the IDEAL model to communicate in a Confident, Clear, and Controlled manner.

**Instruction Tips:** Pairs well with Effective Praise & Active Constructive Responding; classroom instruction.

### Use the IDEAL Model to communicate assertively:

- I** = Identify and understand the problem
- D** = Describe the problem objectively
- E** = Express your concerns and how you feel
- A** = Ask the other person for his/her perspective and ask for a reasonable change
- L** = List the positive outcomes that will occur if the person makes the agreed upon change

### Key issues when teaching Assertive Communication:

- The IDEAL model is not meant as a script. Participants should use language that is comfortable for them.
- The goal is for participants to have flexibility in their communication styles so they can tailor their style to the situation and maximize the probability of a good outcome.
- Make sure that participants know and can demonstrate Aggressive, Passive, and Assertive Communication, and can use the steps of the IDEAL model to communicate effectively.

## Effective Praise and Active Constructive Responding



Praise effectively to build mastery and winning streaks. Respond to others with authentic, active, and constructive interest to build strong relationships.

**Instruction Tips:** Pairs well with Assertive Communication; classroom instruction.

Create "winning streaks" by using **Effective Praise** to name strategies, processes, or behaviors that led to the good outcome. **Active Constructive Responding** is a style of responding to someone's good news. It is the only style that strengthens the relationship. ACR is based on the work of Dr. Shelly Gable.

	Constructive	Destructive
<b>Active</b>	<b>Joy Multiplier</b> Authentic interest, elaborates the experience	<b>Joy Thief</b> Squashing the event; negative focus
<b>Passive</b>	<b>Conversation Killer</b> Quiet, understated support; conversation fizzles out	<b>Conversation Hijacker</b> Ignoring the event; changing the conversation to another topic

### Key issues when teaching Effective Praise and Active Constructive Responding:

- When the responders slip out of Active Constructive Responding, call a time out and ask the participants to identify the specific behaviors that indicate a style other than Active Constructive Responding was being used.
- Encourage participants to pull from their Character Strengths when they are practicing Active Constructive Responding.
- If what is shared is a personal success, encourage the responder to use Effective Praise.
- Make sure that participants know and can demonstrate all four styles.

## Resilience First-Aid



Know when and how to make a "call for support" to Behavioral Health or other support resources.

**Instruction Tips:** NA

**\*\*\*Note: MRTs do not teach Resilience First-Aid. This content is for MRTs only.\*\*\***

### Key indicators to identify when a "call for support" might be needed:

- Threat to self or others
- Problems that significantly interfere with work, finances, emotions, or getting along with friends and Family
- Problems have lasted a while
- Problems are getting worse
- Immediate danger
- Previous history
- Alcohol or other substance abuse
- Indiscipline (UCMJ)
- Risk-taking behavior(s)
- Lack of social and Family support
- Poor individual coping strategies
- You have a gut feeling

### Support Resources:

- Behavioral Health
- Physician/Primary Care Manager
- Military One Source/Army One Source (800) 342-9647
- Army Substance Abuse Program (ASAP)
- Military Family Life Consultants (MFLC)
- Chaplains
- Others (Finance, JAG, Chain of Command)

## Deployment-Cycle Resilience Training



Prepare Soldiers and Family members for the unique challenges of the deployment cycle, including the return to the garrison environment once the deployment has ended.

**Instruction Tips:** DCRT may only be instructed by DCRT certified MRTs. A Yellow Ribbon event is the most appropriate forum.

**\*\*\*MRTs only receive an OVERVIEW of this material at the MRT Course. Contact your CSF2 Training Center (or WRAIR if you do not have one) for assistance as you prepare to train the full Deployment-Cycle modules.\*\*\***

### MRTs are responsible for providing the following Deployment Cycle Resilience Training to their Soldiers (G1 mandated):

- Pre-Deployment Resilience Training for Soldiers is designed to be delivered 1-6 months prior to the deployment.
- Post-Deployment Resilience Training for Soldiers (*Reintegration*) is designed to be delivered +/- 1 month after the deployment has been completed.
- Post-Deployment Resilience Training for Soldiers (*3-6 Months*) is designed to be delivered 3-6 months after the deployment has been completed.

### Deployment Cycle Resilience Training is also available (but not mandatory) for Spouses:

- Pre-Deployment Resilience Training for Spouses/Couples is best delivered 1-6 months prior to the deployment.
- Post-Deployment Resilience Training for Spouses/Couples is best delivered 1-6 months after the deployment has been completed.

### Each training module is designed to be:

- A 2-hour facilitated discussion
- Trained with intact platoons or smaller units
- For Soldiers deploying for 90 days or longer (and/or their Spouses)

## Goal Setting



Identify, plan for, and commit to the pursuit of a goal that results in more optimal performance, sustained motivation, and increased effort.

**Instruction Tips:** Does not need to build off of other resilience skills; classroom or in the field instruction.

### 7 Steps of Goal Setting:

- Step 1: Define your goal (**End State**)
- Step 2: Know where you are right now (**Energize**)
- Step 3: Decide what you need to develop (**Priorities**)
- Step 4: Make a plan for steady improvement (**SMART Steps**)
- Step 5: Pursue regular action (**WIN – What's Important Now**)
- Step 6: Commit yourself completely (**Maintain Motivation**)
- Step 7: Continually monitor your progress (**IPR**)

### Key issues when teaching Goal Setting:

- Step 1: Outcome goals should be specific and values statements should make a meaningful connection between the goal and the value.
- Step 2: Categories are provided to encourage participants to be thorough in identifying benefits and obstacles.
- Step 3: Priority Areas should be broad categories that will encompass most obstacles from Step 2.
- Step 4: Actions should be SMART and Power Statements should be P3.
- Step 5: The Power Statement should help the participant to complete the Action.
- Step 6: The purpose of the commitment strategy is to remind participants of the overall goal every day to maintain motivation.
- Step 7: When unexpected obstacles happen, participants can stay motivated by using an Action or Power Statement that leverages one of their values from Step 1.

## Hunt the Good Stuff



Counter the negativity bias, create positive emotion, and notice and analyze what is good.

**Instruction Tips:** Does not need to build off of other resilience skills; classroom or in the field instruction.

### Record three good things each day and write a reflection next to each positive event about one or more of the following topics:

- Why this good thing happened
- What this good thing means to you
- What you can do tomorrow to enable more of this good thing
- What ways you or others contribute to this good thing

### Key issues when teaching Hunt the Good Stuff:

- Periodically ask participants to share the good things they noticed and their reflection about the good thing.
- Encourage participants to write down the good things and their reflection.
- Hunting the Good Stuff builds optimism and gratitude.

## ATC



Identify your Thoughts about an Activating Event and the Consequences of those Thoughts.

**Instruction Tips:** Instruct prior to Detect Icebergs; classroom or in the field instruction.

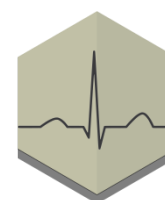
Separate the **A** (Activating Event) from your **T** (Thoughts) from the **C** (Consequences: Emotions and Reactions) in order to understand your reactions to a situation.

Thought Themes	Emotions/Reactions
Loss	Sadness/Withdrawal
Danger	Anxiety/Agitation
Trespass	Anger/Aggression
Inflicting harm	Guilt/Apoloizing
Negative comparison	Embarrassment/Hiding
Positive contribution	Pride/Sharing, planning future achievements
Appreciating what you have received	Gratitude/Giving thanks, paying forward
Positive future	Hope/Energizing, taking action

### Key issues when teaching ATC:

- Participants should use an Activating Event that is specific, vivid, recent, meaningful, and personal.
- Activating Events can be a positive event (e.g., getting a promotion).
- When participants slip into problem solving mode, redirect them to focus on separating the A, T, C and to look for patterns in their Thoughts.
- Make sure that participants have separated the A from the T from the C and that the T-C Connections are accurate.

## Energy Management



Take control of your physical state, bring your focus to the present moment, and perform more optimally.

**Instruction Tips:** Does not need to build off of other resilience skills; beneficial to instruct prior to weapon qualifying, ACFT, etc.; classroom or in the field instruction.

### 2 Components of Deliberate Breathing:

- Rhythmic Breathing:** Breathe deeply to a slow cadence, focus on your breathing, and unlock muscle tension during exhalation
- ATC Control:** work towards becoming proficient at exerting control over our Thoughts, Emotions, and physical Reactions

### Sequence for becoming Proficient at Deliberate Breathing:

- RHYTHMIC:** Steady cadence while focusing on the breathing
- ATC CONTROL:** Focus on a thought to drive desired emotions and reactions

### Key issues when teaching Deliberate Breathing:

- Participants should practice controlling their thoughts to achieve the desired emotions and reactions. Appreciation and gratitude have the greatest undoing effect on negative emotions.
- Deliberate Breathing should be practiced daily in longer segments (at least several minutes) and practiced in shorter bursts (e.g., 2-3 breaths) before training exercises.



## Avoid Thinking Traps



Identify and correct counterproductive patterns in thinking through the use of Mental Cues and Critical Questions.

**Use the Mental Cues and Critical Questions to identify information you missed because of the Thinking Trap.**

- **Jumping to Conclusions:** Slow Down - What is the evidence?
- **Mind Reading:** Speak up - Did I express myself? Did I ask for information?
- **Me, Me, Me:** Look outward - How did others and/or circumstances contribute?
- **Them, Them, Them:** Look inward - How did I contribute?
- **Always, Always, Always:** Grab control - What's changeable? What can I control?
- **Everything, Everything, Everything:** Get specific: What is the specific behavior that explains the situation? What specific area of my life will be affected?

**Key issues when teaching Avoid Thinking Traps:**

1. Participants should use this skill when their initial perception was inaccurate and/or they missed critical information. Or, they can think of an example in which their reaction turned out to be counterproductive or ineffective.
2. Make sure that participants have identified a Thinking Trap and successfully used Critical Questions to find important information that they missed.

**Instruction Tips:** Pairs well with Problem Solving; classroom instruction.

## Detect Icebergs



Identify and evaluate core beliefs and core values that fuel out-of-proportion emotions and reactions.

**Use the "What" questions in any order to help identify the Iceberg:**

- **What** is the most upsetting part of that for me?
- **What** does that mean to me?
- **What** is the worst part of that for me?
- Assuming that is true, **what** about that is so upsetting to me?

**Once you've identified your Iceberg, think about...**

- whether you still believe/value this Iceberg and consider whether or not the Iceberg is overly rigid in some situations.
- whether your Iceberg is getting in your way in some situations and what specific actions you would take if you want to change your Iceberg.
- what you can do to change your emotions or reactions to make these types of situations go better for yourself and others.
- whether there is a more direct conversation you need to have with someone and what the conversation is about.

**Key issues when teaching Detect Icebergs:**

1. Participants should use this skill when their emotions or reactions were out of proportion to their Heat-of-the-Moment Thoughts.
2. Participants should use the four "What" questions to identify the Iceberg Belief.
3. When using the four "What" questions, remind participants to repeat back exactly what the other person said, instead of paraphrasing.
4. Make sure that participants have used the four "What" questions to identify an Iceberg (or gone deeper than their Heat-of-the-Moment Thoughts) and have evaluated the Iceberg using the discussion questions.

**Instruction Tips:** Instruct ATC first; classroom or in the field instruction.

## Problem Solving



Accurately identify what caused the problem and identify solution strategies.

**Identify your thoughts about why the problem happened, identify other factors with Critical Questions, test them for accuracy, and then identify solution strategies:** **Step 1:** What's the problem you're trying to solve? • **Step 2:** What caused the problem? • **Step 3:** What did you miss? • **Step 4:** What's the evidence that each factor contributed to the problem? • **Step 5:** What really caused the problem? • **Step 6:** What can you do about it?

**Fight the Confirmation Bias:** Distance yourself from your thought, ask fair questions to gather the evidence for and against your thought, and consult with others.

**Key issues when teaching Problem Solving:**

1. This skill is for problems that are complex and that the person has some control over.
2. Participants should use Critical Questions to identify other potential causes of the problem that they did not identify initially.
3. Encourage participants to consult with others to avoid the Confirmation Bias.
4. Check that participants are asking fair and neutral questions to gather evidence.
5. Encourage participants to compare their before and after pie charts at the end of the activity and to notice what new information they identified through this process.
6. Make sure participants identify and evaluate the evidence for and against possible causes of the problem. Check that participants also identified strategies for dealing with the problem based on their more accurate understanding of what caused the problem.

**Instruction Tips:** Pairs well with Avoid Thinking Traps; classroom instruction.

## Put It In Perspective



Stop catastrophic thinking, reduce anxiety, and improve problem solving by Identifying the Worst, Best, and Most Likely outcomes of a situation.

**Identify the Worst, Best, and Most Likely outcomes of a situation in that order and plan for dealing with the Most Likely outcomes:**

- **Step 1:** Describe the Activating Event
- **Step 2:** Capture Worst Case thoughts and ask, "And then what happens?" or "What
- **Step 3:** Generate Best Case thoughts and ask, "And then what happens?" or "What
- **Step 4:** Identify Most Likely outcomes.
- **Step 5:** Develop a plan for dealing with Most Likely outcomes.

**Key issues when teaching Put It In Perspective:**

1. Differentiate contingency planning (which leads to purposeful action) from catastrophe (which leads to inaction).
2. Order is critical for this skill: Capture Worst Case, Generate Best Case, Identify the Most Likely.
3. Make sure the partner continues to ask, "And then what happens?" or "What else?" until they have exhausted the Worst Case and Best Case thoughts.
4. Participants should list events, feelings, and behaviors in the Most Likely column.
5. Make sure that participants have listed unlikely Worst and Best Cases and then have identified the Most Likely outcome and a plan for dealing with it.
6. Remind participants to use Mental Games if they are in the "Circling" form of Catastrophizing.

**Use Character Strengths in yourself and others to overcome challenges, increase team effectiveness, and strengthen your Leadership**

**Instruction Tips:** Does not need to build off of other resilience skills; classroom or in the field instruction

## Mental Games



Change the focus away from counterproductive thinking to enable greater concentration and focus on the task at hand.

**Take your mind off of counterproductive thoughts by using games that:**

- Require your full attention
- Are hard and fun
- Can be done within a few minutes

**Key issues when teaching Mental Games:**

1. Emphasize that participants should choose a situation in which they need a quick distraction from counterproductive thoughts to get back to the task at hand.
2. Remind participants that if a game does not fulfill the three principles for designing Mental Games, it may not be effective in distracting from counterproductive thoughts.
3. Make sure participants know that Mental Games can be an effective strategy when you are doing the "Circling" style of Catastrophizing.

**Instruction Tips:** Does not need to build off of other resilience skills; classroom or in the field instruction.

## Real-Time Resilience



Shut down counterproductive thinking to enable greater concentration and focus on the task at hand.

**Fight back against counterproductive thoughts by using the Sentence Starters:**

- That's not completely true because...(Evidence)
- A more optimistic way of seeing this is...(Optimism)
- The most likely implication is...and I can...(Perspective)

**Avoid the common pitfalls:** Dismissing the grain of truth, minimizing the situation, rationalizing or excusing one's contribution to a problem, and weak responses

**Key issues when teaching Real-Time Resilience:**

1. Participants should choose a situation in which they need to fight their counterproductive thoughts to get back to a task at hand.
2. In this exercise, stress accuracy over speed. Point out that speed comes with practice.
3. Participants should use the three Sentence Starters to generate strong responses to the counterproductive thoughts.
4. Encourage participants to use the "gut test." Did they feel their RTR response in their gut? Was it powerful? If not, ask them to come up with a stronger response.
5. When participants provide evidence, make sure it is vivid and specific. One concrete piece of evidence is better than several generalities.
6. Make sure participants can identify the three pitfalls and respond to counterproductive thoughts.
7. Make sure that participants have used Evidence, Optimism, or Put It In Perspective to fight back against their counterproductive thoughts and have identified any pitfalls in their responses.

**Instruction Tips:** Instruction prior to ACFT, BRM and board actions; classroom or in the field instruction.

## Identify Character Strengths in Self and Others



Identify Character Strengths in yourself and in others to build on the best of yourself and the best of others.

**Identify your top Character Strengths and those of others and identify ways to use your Character Strengths to increase your effectiveness and strengthen your relationships.**

**VIA Character Strengths** (based on the work of Dr. Christopher Peterson): Appreciation of beauty and excellence • Bravery • Capacity to love • Caution, prudence • Citizenship, teamwork • Creativity • Curiosity • Fairness • Forgiveness • Gratitude • Honesty • Hope • Humor • Industry, perseverance • Judgment, critical thinking • Kindness • Leadership • Love of learning • Modesty • Perspective • Self-control and self-regulation • Social intelligence • Spirituality, sense of purpose • Zest

**Key issues when teaching Identify Character Strengths in Self and Others:**

1. The VIA Character Strengths Survey (free on <http://www.authentic happiness.com>) is a tool and if there are differences between what participants identify as their top Character Strengths and what the tool identifies, they should trust their understanding of themselves.
2. Check that participants name the actions and behaviors that a Character Strength leads to (e.g., How are you using your curiosity in the service of leadership, helping people, or being a more effective Soldier?).
3. Make sure participants are able to identify Character Strengths in others, as well as the other person's talents or skills (like being artistic or carpentry skills).
4. Make sure that participants have identified their top Character Strengths and have named specific ways in which they use those Character Strengths in their personal and professional lives.

**Instruction Tips:** Surveys required prior to instruction; pairs well with Challenges & Leadership; classroom instruction.

## Character Strengths: Challenges and Leadership



Use Character Strengths in yourself and others to overcome challenges, increase team effectiveness, and strengthen your leadership.

**Identify the Character Strengths you will use and the specific actions those Character Strengths will lead to:**

- Name the Character Strengths that was used or will be used.
- Use your Character Strengths to be a more effective leader.
- Draw on Character Strengths of team members for complex challenges.

**Key issues when teaching Use Character Strengths in Challenges:**

1. Make sure that participants list the Character Strength and the specific behaviors.
2. Encourage participants to think about how they use their Signature Character Strengths and other Character Strengths in challenges and as a leader.
3. Make sure participants know that they should use their Signature Character Strengths as often as possible in the way they lead.

**Instruction Tips:** Surveys required prior to instruction; pairs well with Character Strengths in Self & Others; classroom instruction.