

Ranks and Challenges for Psychological Skills: Tester Manual

Joseph Strayhorn, Jr.

Psychological Skills Press

Ranks Tester Manual

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M.D.

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Wexford, PA

www.psychologicalskills.org

author's email: joestrayhorn@gmail.com

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General Directions for Testers

Testers, as you participate in this mission, it's good to appreciate the importance of what you are testing. There are many rating scales that attempt to measure someone's degree of mental health. But there are few tests wherein someone actually demonstrates the skills that produce mental health: skills of conflict resolution, social conversation, choosing self-talk, imagining healthy ways of responding to situations, generating options for choice points, generating pros and cons for an option, and so forth. If someone can successfully carry out all the challenges in this book, it is hard to imagine that the person will not have a better chance at mental health (defined as becoming happy and making others happy) than they could if they were clueless about how to do these challenges. The tests in this book seek to measure skills that are really crucial to a successful life—psychological skills. For these ranks and challenges, it is very desirable to "teach to the test," and this is indeed the purpose of the companion volume, "Ranks and Challenges for Psychological Skills: Student Manual."

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It's also very useful to recognize the advantages of the mastery learning paradigm. The idea of ranks and challenges is very conducive to "mastery learning." In traditional classroom learning, the instruction and practice are delivered for a fixed amount of time, for example a semester, and a test happens at the end of that time, for example a final exam. The students vary in their performance; this variation is the basis of grades. By contrast, with mastery learning, there are certain skills to be mastered, and the learner continues working on them until they are mastered. The test confirms that they are mastered. If the test reveals that the skills have not been mastered yet, there is no bad grade—the student and teacher simply go back to work on the skills, and keep going until mastery has taken place. From student to student, the amount of effort and time for mastery varies, but the degree of mastery does not.

Mastery learning has lots of advantages. It avoids the fundamental illogic of courses where people can pass a course while missing a high fraction of test questions: if a question is important enough to ask on a test, shouldn't it be important enough to teach the student the correct answer? Mastery learning makes it easier to avoid the situation where the student is "in over their head." If

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the student can not get the level 1 challenges after a reasonable amount of work, that student needs to "move down the hierarchy" and work on easier challenges. In traditional grading, students are in competition with one another; mastery learning is more conducive to students helping other students. In traditional grading, it is a foregone conclusion that a certain fraction of students will get grades that are punishing to them or that feel like failing grades; in mastery learning, it is possible for all students to experience success.

There are two ways to administer these tests: through spoken language which is recorded, and in writing. So far we have had most experience with the first method.

There are 8 levels—8 ranks. We always start with the first and go in order.

Before beginning the test for any level, the student should have read and studied carefully the corresponding chapter in the companion volume, *Ranks and Challenges for Psychological Skills: Student Manual*. Moreover, the student and the tutor should have practiced doing every requirement for the level. The tutor should not encourage the student

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to take the test until the tutor is quite sure that the student can pass each requirement successfully.

The Student Manual for ranks and challenges is not the only book that prepares the student to master the skills tested here. *Programmed Readings for Psychological Skills* and *A Programmed Course in Psychological Skills Exercises* are two other ones that help enormously in getting the student ready to master the test requirements. The other programmed manuals in the psychological skills curriculum also deal with some of the challenges.

These tests are meant to be "standardized" -- i.e. given in much the same way each time they are administered, no matter who the tester is. This manual presents words that should usually be read verbatim to the student. Sometimes there are some introductory words before these. Before you administer the test, please read it from start to finish yourself, and make sure you have in mind which words you are going to read to the student verbatim.

Before administering the test, make sure you know what the criteria are for a successful performance, and again, make sure the student has met these criteria in practice sessions before the test.

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Try to make the test a joyous occasion for the student. Use "tones of approval" to help the student feel good about each requirement that they pass. Get some suspense in your voice when you are reading the questions, and convey triumph in your voice when the student successfully passes the requirement. It may help you to rejoice if you keep in mind how "big a deal" it is that the student can do any given requirement. Every single requirement is meant to measure something that the student can use for the rest of their life!

You and the student can please keep in mind that someone else will be listening to the recording, and you don't want to waste too much of that person's time. For this reason it's good not to digress into chatting for very long, although a certain amount is just fine and helps the occasion to be joyous. For this reason it's also good to have the student practice until they can not only pass the requirement, but also do it fairly fluently and quickly, before recording the test.

The recordings can be audio only. The technology for recording will probably change rapidly. At present, a very good way of recording is to set up a Zoom session, use the record function. Zoom by default makes a file that is audio only; this

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is the one you send to the person monitoring the test results.

When/if the person monitoring decides that the student has passed, make sure to share this happy result with not only the student, but also the student's parent. Invite the parent to listen to the recording themselves, suggest that the parent and child celebrate together, and go over with the parent the different challenges that the child successfully did.

If the monitoring person decides that one or more challenges was not passed, this is not considered a failure, but (in the language used for scientific journal articles) a "revise and resubmit." The monitoring person should point out exactly what changes need to be made for a passing performance. The tester and the student can then re-record just those requirements, and if those are passed, the level is now passed.

At present, OPT (the Organization for Psychoeducational Tutoring) is mailing a little celebration packet to each OPT student passing a level. The tester can hopefully follow up and see whether the student got the packet and what the reaction was.

Level 1

1.1. Two big goals

Here's the first requirement for Level 1:

Tell the two big goals that people use psychological skills to achieve. (These are the two big goals of OPT and what some people consider the two central goals of life.)

Here's the answer: the two big goals are that 1) you have a happy life, and 2) you help others to have a happy life. In other words, you do things that make yourself and others happier. Put another way: kindness to yourself, and kindness to other people.

1.2. Listing 16 Skills

2. Here's the next requirement for Level 1.

Listen to the song, "What are the Qualities," at least once. (It's at optskills.org/songs.) Be able to list all the 16 psychological skills, in order, after being

Level 1

given a brief phrase that reminds you of each of them.

Tester: Here are the phrases that are reminders, followed by the names of the skills. Read the phrase, and let the student tell you the skill. Passing is 100% correct.

1. Getting work done. Productivity
2. Feeling good about the positive things of life. Joyousness
3. Trying to make other people happy. Kindness
4. Being trustworthy. Honesty
5. Handling it when you don't get what you want. Fortitude
6. Trying to pick the best options for what to do. Good decisions.
7. Working toward a world where no one tries to hurt or kill. Nonviolence.
8. Speaking politely, even when you disagree. Respectful talk.
9. Building good relationships. Friendship-building
10. Doing things you may not feel like doing, in order to achieve good goals. Self-discipline
11. Deciding whom to stick up for and what commitments you ought to keep. Loyalty
12. Not wasting money or time or the earth's resources. Conservation

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13. Looking after your health and safety. Self-care

14. Obeying when it is good and right to obey.

Compliance

15. Using imagination to practice doing good things.

Positive fantasy rehearsal

16. Doing what is wise and right, even when it's scary to do so. Courage

1.3. Identifying skills for stories

3. Here's the third requirement for Level 1:

Listen to three stories and tell what skill the story models.

Say, "The next requirement is to be able to tell which psychological skill a certain story models, without my given you any answers to pick between. I'll read you three of them, and you just tell me which skill or skills you think the story has to do with."

Tester, please read the following.

Jian-Kana leads a country called Nollum. Fifteen terrorists do something very bad to some people in Nollum. The terrorists came from a country called Sostro. The people of Nollum are

Level 1

very angry. Most of them want Jian-Kana to start a war against Sostro. But Jian-Kana realizes that the leaders of Sostro, and the people of Sostro other than this very small group, didn't have anything to do with this bad act. So Jian-Kana refuses to start a war, even though the people of Nollum call Jian-Kana weak and cowardly.

What skill or skills do you think this story illustrates? (correct answers: any of nonviolence, good decisions, courage—or others if there's a really good reason.)

Lokia wants to learn to make beautiful music on a musical instrument called the bravura. Lokia takes lessons. The teacher says, "Now it's time to practice another scale." Lokia gets the urge to say, "No, I don't want to do that." But Lokia trusts that the teacher knows how to help Lokia get very skilled. So instead, Lokia says, "OK!" and does what the teacher asks.

What skills do you think this illustrates? (correct answers: any of compliance, self-discipline, fortitude, or others if there's a good reason.)

Sintoom is a pilot. Sintoom has been hired by a very rich person to take that person and lots of her

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friends on flights. One day there is a very big event that the rich person wants very much to get to on time. But there is lots of fog and very strong wind and a question about whether the plane has something wrong with it. Sintoom says, "I'm sorry, it's not safe to fly." The rich person is very angry, but Sintoom does not fly. No one has the chance to find this out: but if they had flown, they would have crashed.

Which skills does this illustrate?

(correct answers: courage, self-care, compliance (in the sense of knowing when to non-comply!) good decisions, fortitude for toughing out the anger, or others if there's a good reason.)

1.4. Celebrations exercise

4. The fourth requirement for level 1 is to be able to do the celebrations exercise.

Tell at least 3 things you have done that are positive examples of a psychological skill, and identify which skill(s) each is an example of. (This is the celebrations exercise.)

Say, "The next requirement is to tell 3 celebrations, just like we've done in the celebrations exercise.

Level 1

Think of 3 things you are glad you've done, and tell about them. They can be things you've already told me about, or new ones. They can be things you've done any time in your whole life. For each one, tell which of the skills and principles you think it's an example of—productivity, joyousness, kindness, and so forth. OK! How about the first one -- something you're glad you did."

Tester, as the student responds, feel free to be reinforcing, and to prompt, e.g. "That's a good one! What skill do you think that's an example of?"

1.5. Skills stories exercise

5. The fifth requirement for level 1 is the skills stories exercise.

Make up and tell 2 stories where a character gives positive models of psychological skill, and identify which skill(s) each is an example of.

Say, "The next one is to make up two stories that are examples of any of the 16 skills, and tell them to me, and tell what skill the story is an example of. This is the skills stories exercise. You can tell me a story you made up before, or you can make up new ones, right now!"

1.6. Divergent thinking exercise

6. The sixth requirement for Level 1 is to do the divergent thinking exercise:

Say, "The next one is the divergent thinking exercise. We'll take turns thinking of possible answers to the question, and together, we want to think of at least 10 different answers. Here is the question:

Someone said to someone else, "Thank you! I really appreciate it!" What was the person thanking the other person for? I'll go first! "

Sample answers:

For helping them with math homework.

For washing the dishes.

For scratching an itchy place on their back that they couldn't reach.

For saying, "You gave a good speech," after the person gave a speech.

For sending an email saying "Happy Birthday."

For tutoring them in reading.

For fixing a hole in their roof.

Level 1

For doing a surgical operation on them that saved their life.

For fixing a problem they were having with their computer.

For catching them after they had fallen off a building. (The person they were thanking was Spiderman or Superman or someone like that.)

For teaching them how to do a dance move.

For going for a walk with them.

or (if you need a more concrete one, for younger students):

"Someone had supper. What did the person have?"

Sample answers:

peas

beans

chicken

steak

roasted eggplant

lo mein

pure jelly

potato chips with maple syrup on them

spaghetti with chocolate sauce ...

1.7. Getting to know you questions

7. The seventh requirement is:

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Answer one question for each of the following three "getting to know you" exercises: would you rather, sentence completion, questions for getting to know someone.

Say, "The next one is to answer just one question, telling about yourself, for each of three of the 'getting to know you' exercises: would you rather, sentence completion, and questions for getting to know someone. If you want, we can take turns, with me going first. Or if you prefer, you can just do it yourself."

The student only needs to answer one from each category. Tester, you can pick whether you want to model one first, or whether you just want to ask the student the questions. You can pick which of the questions to ask.

Would you rather: (only one is necessary—tester, you can pick.)

Would you rather win an Olympic Gold Medal in any sport you choose, or discover a cure for cancer, that someone else would get all the credit for discovering?

Level 1

Would you rather be a famous detective and catch 20 dangerous criminals, or prevent 20 people from becoming dangerous criminals, where you magically knew that they would have become criminals, but no one else would know that you did it?

Would you rather, right after we are finished talking, eat some popcorn, or play any video game you choose?

Would you rather have to wear blue clothes every day for a year, or practice math facts for half an hour a day for a year?

Sentence completion: (Only one is necessary; tester, you can pick.)

I don't like it when _____.

I wish that _____.

If I were president of my country, _____.

When I have homework to do for school, _____.

Questions for getting to know someone: (Only one is necessary; tester, you can pick.)

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What is something you have enjoyed doing?

If you could have one wish magically granted right now, what would it be?

Please say anything that comes to mind about sleep or sleeping.

Please say anything that comes to mind about snow.

Please say something about television.

1.8. Guess the feelings exercise

8. The last requirement for level 1 is like the Guess the Feelings exercise.

Given two vignettes and what the person thought in the situation, pick, among choices, what the person probably was feeling in the situation.

All you have to do to meet the requirement is listen to little stories, get the clue of what the person thought, and choose correctly between two feelings. But if you want, and you are more familiar with this exercise, you can do the exercise a little more

Level 1

thoroughly. You can make up a story yourself, tell the other, name two plausible feelings, let the other take a random guess, then tell the person what the person said to themselves, and then tell the correct feeling.

Here's the first story:

The person is taking singing lessons. The singing teacher says, "You need to open your throat more. You've got your Adam's apple way too high. Lower it, and your tone will sound less whiny and more rich. Listen to the difference." And then the teacher demonstrates a bad sound and a good one. The person felt either angry or grateful.

Here's your clue, which is what the person said to themselves: "Wow, I just learned something that will help me be a good singer! This teacher is really helping me!"

Now that you have that clue, did the person feel angry, or grateful?

Tester: if this is really easy, say: "Now how about you make up a guess the feelings story for me. Tell me a situation where the person could have felt either of two ways, and I'll take a random guess, and then you give me the clue of what the person said to themselves, which should give away the answer."

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If the testee can do this well, the test is over!
If the testee can't do that, or if you know the testee well enough to skip that, the second guess the feelings can be done just like the first.

Here's the second:

A person sees that there is a big snow. Did the person feel happy, or worried?
Here's your clue. The person said to themselves, "Uh oh. My good friend is driving today. I bet the driving will be dangerous in all this snow!"
Now that you have the clue, do you think the person felt happy, or worried?

Level 2

Level 2

2.1. Reflections exercise

1. Here's the first requirement for Level 2:

Let someone read to you the thoughts and utterances of an imaginary person. Each time the person stops talking, do a reflection of what the person said. It's fine to use the prompts for reflections while doing this. (This is the reflections exercise.)

Tester, say, The first requirement is the reflections exercise. I'm going to read to you some things that a person might say. Pretend that you are listening to the person, and please do a reflection each time the person stops talking. A reflection is a statement paraphrasing what you understood from the person, to let the person know you understood. It can begin with phrases like "So you're saying _____" or "What I'm hearing is that _____" or "In other words you feel _____" or "You're thinking that _____."

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Try to make the reflections as good as you can make them. A good reflection is one that makes the talker feel good that they are being understood really well.

Here's how the person starts out. The person says,

"I've been reading things about how people should talk respectfully to each other, even when they disagree. I've read about how they should talk about how well the options would work, rather than insulting each other."

Can you do a reflection for this?

(Sample response: So you're studying ways that people can talk with each other so as to get along well and solve problems well, and be respectful?)

The person continues:

"But then I see on television and in the news how very successful people talk to each other. I hear important leaders calling other people crazy or psycho or crooked or third rate, or saying that nobody likes the other person."

Can you do a reflection?

Level 2

(Sample response: What I hear you saying is, you see powerful and popular people in the media being very disrespectful of each other.)

The person continues:

"So it sure seems not to be necessary to have a habit of respectful talk, to be an important person, and that's kind of a bummer to see."

Can you reflect this?

(Sample response: So it gives you a bad feeling to see that people can be so mean to each other and still be important celebrities?)

Then the person says,

"So it seems to me sometimes that people watching our leaders would rather see them fight with each other than see them solve anything. Like they were watching a boxing match or something."

Can you do a reflection for this?

(Sample response: You're figuring that people like to watch other people fight with each other, and they

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value being entertained more than getting good decisions made?)

"But I still think respectful talk is important. When I think about how I feel when people put me down and bully me with their words, and compare that to when they talk nicely to me, I know that people should try to talk respectfully to each other."

Can you reflect this?

(Sample response: You like for people to talk respectfully to you, and that helps you know that people should do that with each other!)

If you need a more concrete one, for a younger student:

There is a boy at school named Satish. A boy named Lunk was picking on him, calling him names, insulting him, making fun of him and laughing at him.

(Sample response: So you're saying that Lunk was bullying the other kid, huh?)

I wanted to help Satish out. I talked with 4 of my friends. I said, "I have an idea about how to keep

Level 2

Lunk from bullying Satish." And they said, "What is it?"

(Sample response: What I hear you saying is, you told your friends about an idea you had to try to help.)

I said to them, "Let's watch and listen. When any of us hears Lunk bullying Satish, all of us just go and stand with Satish and say something to stick up for him. Something like, 'Satish is a good guy.' or 'Lunk may not like you, Satish, but I do.'"

(Sample response: In other words, your idea was that all your friends would stick up for Satish when Lunk started to pick on him.)

So we kept an eye out really closely. Sure enough, it happened, just as we had planned, when 3 of us were close by. We all came up and said something. Lunk looked really surprised.

(Sample response: So it happened just as you had planned, and Lunk was surprised.)

We were thinking that we would have to do this over and over. But it hasn't happened since then.

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(Sample response: So even that one time may have helped solve the problem, huh?)

We don't think the problem is solved forever. But we do feel like the plan is a good one to keep using if we need to.

(Sample response: What I hear you saying is that the bullying will probably come back somehow or another, but you feel like the plan you carried out will be a good one to use when it does, huh?)

2.2. Listing 16 skills

2. The second requirement for Level 2 is:

List from memory all 16 of the psychological skills, preferably in order, without looking at any list of them. The tutor can give a hint by saying the first letter of each skill.

Here's the list, again, with the first letters.

P Productivity
J Joyousness
K Kindness
H Honesty
F Fortitude

Level 2

- G Good decisions (individual and joint)
- N Nonviolence
- R Respectful talk (not being rude)

- F Friendship-building
- S Self-discipline
- L Loyalty
- C Conservation
- S Self-care
- C Compliance
- P Positive Fantasy Rehearsal
- C Courage

2.3. Two big goals

3. The third requirement: Tester, say: "Tell, again, the two main purposes that psychological skills serve, that is the goals one accomplishes by using them. These are the two big goals of OPT and what some people think of as the two big goals of life."

Sample answer: Being happy, and helping others to be happy. Kindness to self, kindness to others.

2.4. Celebrations

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Tell 2 more celebrations that you've done, and identify the skills.

2.5. Skills stories

Tell 2 more skills stories, and identify the skills.

2.6. Self-talk for feelings

Here's the sixth requirement:

For several feeling words, make up some plausible self-talk that could be leading to that feeling.

Say, "I'm going to say several words for emotions, and I want you to tell some self-talk that might be leading the person to feel that emotion. For example, if I say scared, you might say something like, 'Uh oh, there's danger, it looks like something bad might happen!'"

Here's the first: guilty.

Sample answer: I did something wrong. I shouldn't have done that.

Here's the second: angry.

Level 2

Sample answer: That person did something bad to me!

Here's the third: Proud of yourself.

Sample answer: Hooray, I did something good!

Here's the next: grateful.

Sample answer: That person did something good for me! That was nice!

Here's the last: determined.

Sample answer: I really want to do this! I want to succeed at it!

2.7. Brainstorming options

Here's the last requirement for level 2:

Given a choice point situation, take turns with someone listing options. Together, come up with at least 6 reasonable options.

Say, "The next is for us to do the brainstorming options exercise. We take turns thinking of different options for what someone could do in a certain

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choice point, and we keep going until we have at least 6 reasonable options. For this challenge the options also have to be nonviolent.

"Here's the choice point. Someone moves, and goes to a new school. The person finds that the new school has been moving along in math much faster than the old school did. So the person finds the math classwork and homework very frustrating and confusing. What are options for what the person could do, to make things better?"

Sample answers:

1 They could talk with their parents about it, and ask their parents to talk with the teacher so that the teacher could help out with the problem.

2 They could talk with the teacher about the problem, directly.

3 They could look online or in a book store for a good math book and start working really hard by reading it and doing problems, to catch up.

4 They could ask the teacher or their parent to help with figuring out a book that they can study to catch up.

5 They could ask a classmate to help out with the homework.

6 They could ask a parent to help out with the homework.

Level 2

7 If there is a less advanced math class, they could ask to be transferred to that while they are catching up.

8 They could go online to Khan Academy or something like that to learn math and catch up.

9 They could ask the school folks for the book or the handouts that the classmates got last year, to get a better idea of what they have missed out on.

10 They could ask their parent to get them a math tutor.

11 They could just read and study the stuff they are doing this year really carefully, to see if it can make sense without going back and studying the previous stuff.

12 They could ask their parent to negotiate with the school to let them not take this math class, but to have a study hall and take math from a parent or a tutor instead, while catching up.

13 They could just accept the fact that they won't do as well in math for a while, and try to pay attention anyway, and see how it goes.

14 They could talk to the guidance counselor or social worker or school psychologist about this problem instead of, or in addition to, talking with the teacher.

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15 They could ask that the school give them some math tests to find out what is the best level to be working at for now.

Alternative: For a younger student, or a student who needs a more concrete choice point:

"Someone figures out that they aren't in very good physical condition. They get out of breath too quickly to suit themselves, and get tired too fast, and they are a little overweight. The person wants to get into better physical condition. What options can you think of?"

1 They could start going for longer and longer walks.

2 They could start going runs, gradually building up in speed and distance.

3 They could do strength exercises like push-ups and planks and pull-ups.

4 They could work out with weights.

5 Do a lot of ice skating.

6 Do a lot of swimming.

7 Play a lot of soccer.

8 Work out on a treadmill.

9 Work out on a stair stepper or elliptical or exercise bike (each being a different option).

Level 2

10 Go for bike rides, increasing the speed and distance.

11 Do some cardio exercises like running in place or jumping rope or calisthenics, etc.

12 Take up dancing and do a lot of practicing with it.

13 Cut way back on or stop eating junk food.

14 Stop eating between meals.

15 Eat more vegetables and fruits.

16 Get a more regular sleep rhythm, so they will feel more energy to exercise.

17 Read books or read online about how to get into good shape, to get more ideas

18 Go on hiking trails through the woods

Level 3

3.1. Four ways of listening

The first challenge for level 3 is as follows:

List four ways of listening to another person, that are used in conversation, in addition to telling about your own experience.

The four ways of listening are:

1. reflections
2. facilitations
3. follow-up questions
4. positive feedback

3.2. Listening with four responses

Here's the second challenge for level 3:

When someone reads you the thoughts and utterances of an imaginary person, and gives you one of the four ways of listening, respond to what the imaginary person said, demonstrating good use of the way of listening.

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Talker: I have been reading about a program for teaching people who want to sing well, but who sing out of tune, meaning that lots of times the notes they sing are not the right pitch. (Please respond with a reflection.)

Sample answer: So this training program is for people who want to learn to sing songs with the right pitch, huh?

Talker: That's right. At one time, people who have trouble singing the right pitch were just called "tone deaf" and were advised to do something else other than sing. But now there are ways to teach them to sing the right notes. (Please respond with a follow-up question.)

Sample answer: How do they do that? How do they teach people to sing the right note?

Talker: There are several different exercises. In one, the student just listens to two notes and practices figuring out which note is higher. They do this over many repetitions, and gradually the notes get closer and closer together. (Please respond with a facilitation.)

Sample answer: I see.

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Talker: In several other exercises, the student uses a device where you sing a note, and the device tells you exactly how high or low your note is. The student can listen to a tone, try to sing the same note, and let the device tell them whether they are too high, too low, or just right. (Please respond with a reflection.)

Sample answer: So they use a device so the student can get feedback on how high or low each note they sing is, huh.

Talker: It takes many, many hours of practice, but people can learn to sing on pitch. It makes me wonder about other skills that perhaps people could learn, if we could just figure out the best ways of teaching and learning them. (Please respond with a follow-up question.)

Sample answer: What other skills are you thinking about?

Talker: For example, the skill of staying cool and not losing your temper. Or the skill of making good decisions. Or learning to read when you are dyslexic. Or even things like how to feel good when

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you have made someone else happy. (Please respond with positive feedback.)

Sample answer: You are thinking about some important goals. I'm glad you are applying your mind to things like this.

3.3. Sixteen skills and principles:

Here's the third challenge for Level 3:

Say from memory all sixteen skills and principles, including the two separate parts of the sixth one (good decisions). Do it without looking at any list. Say again what two big goals psychological skills help people achieve.

Answer: Productivity, Joyousness, Kindness, Honesty, Fortitude, Good decisions (individual and joint), Nonviolence, Respectful talk, Friendship-building, Self-discipline, Loyalty, Conservation, Self-care, Compliance, Positive fantasy rehearsal, Courage.

What are the 16 skills meant to help you do? What are the two big goals of OPT, or what some people think of as the two big goals of life?

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To be happy and help others to be happy. To care for yourself and care for others. To be good to yourself, and to be good to other people. Kindness to self, kindness to others.

3.4. Celebrations

Here's the fourth challenge for Level 3:

Tell 3 more celebrations and identify the skills.

3.5. Skills stories

Here's the fifth challenge for level 3:

When the tester names a random psychological skill, tell a skills story modeling that skill, for 3 different stories about 3 different skills.

Tester: Here are the three skills:

Honesty

Self-discipline

Kindness

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3.6. Remembering the 12 thoughts

Here's the 6th challenge for level 3:

Be able to recite what the twelve thoughts are, from memory.

1. Awfulizing
2. Getting down on yourself
3. Blaming someone else
4. Not awfulizing
5. Not getting down on yourself
6. Not blaming someone else
7. Goal-setting
8. Listing options and choosing
9. Learning from the experience
10. Celebrating luck
11. Celebrating someone else's choice
12. Celebrating your own choice

3.7. Identify types of thoughts

Here's the seventh challenge for level 3.

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When you are given examples of thoughts, be able to correctly say which of the twelve thoughts each is an example of, without being given two options.

Here are the test thoughts:

6.1. Hooray, I'm really glad I decided to stay cool and not raise my voice, even though I felt angry! answer: celebrating your (or my, or one's) own choice

6.2 I really made a bad mistake. I should never do that again. answer: getting down on yourself.

6.3 My objective in handling this situation is to let the other person feel listened to, and my objective is not to change the other person's mind. answer: goal setting

6.4 Looks like everyone I'm inviting already has plans. From this I learn that when I want company on an outing like this, I should ask people further ahead of time. answer: learning from the experience

6.5 How do I want to make sure this project gets done on time? I can schedule a certain amount of time each day to work on it. I can have a long work session on Saturday when nothing else is planned. I can do some math by working on it for a certain length of time and estimating from that how long the whole project will take, and scheduling that

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amount of time. I think I'll do the combination of the first and the third. answer: listing options and choosing

6.6 Well, I don't like it that this thing broke, but it's not the end of the world. It's a problem I can handle and solve without too much difficulty. answer: not awfulizing, or possibly goal setting.

3.8. Purpose of the 12 thought classification

Here's the 8th challenge for level 3.

Explain what the purpose of the 12 thought classification is.

The purpose of learning about the 12 thoughts is to help us choose better what is most helpful for us to think—to choose better what we want to say to ourselves! Sometimes one is more useful, and sometimes another. Even awfulizing, getting down on ourselves, and blaming other people can sometimes be useful ways to think, especially if we don't overdo it too much. If we have names for these types of thoughts, it's much easier for us to make choices between them.

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Why is it important to make good choices about how to think? Because how we think has a lot to do with how we feel. It also has a lot to do with how we behave. Thinking about the world in useful ways helps us have feelings that are good for us, and to pick behaviors that are good to do.

3.9. Which reflection is better

Here's the ninth requirement for level 3.

When given pairs of reflections that could be made in response to the same utterance, consistently tell which one is better.

9.1 A talker says, "I would really like it if after we finish eating, you would help me wash the dishes and clean up, so I won't have to do it all by myself each time."

Here's the first reflection: So you're saying I should help you with the dishes and cleaning up, even though you're getting a ride in with me to work and back each day and aren't contributing to the gas, huh?

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Here's the second reflection: If I understand you, it gets lonely doing the cleanup after meals by yourself, and you'd like some company, is that right?

Which reflection do you think is better: the first or the second?

(Answer: the second is better.)

9.2 The same first talker says, I've had the feeling you've been mad at me for not paying my fair share for things. Maybe we can go through things one by one and talk about them and figure out a fair arrangement.

Here's the first reflection: In other words, you've been sensing that who pays how much for what is an issue between us, and you think it's time we negotiated what a fair contribution is from both of us.

Here's the second: So you think I've been acting unpleasant all the time and haven't been fun to be with because I hold grudges about payments, right?

9.3. A different talker says: I think it's really wonderful that if you keep asking your body to do

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something more and better each day, your body changes to get better able to do it! For example, I've been doing as many push-ups as I can, every morning and every afternoon. And the number I can do keeps gradually going up!

Here are two possible reflections for that:

First reflection: So you're saying you do pushups every day.

Second reflection: You're feeling good that when we practice or push ourselves to get better at something, like push-ups for example, we change so as to actually get better at it!

Which one do you think is better, the first or the second?

(answer: the second.)

9.4 The same talker continues: People have known for centuries how to train and practice to get more physically fit. But how do you train and practice to get to be kinder to yourself and kinder to other people? People are starting to figure that out, and I think it's wonderful!

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Here's the first reflection: You're saying that people are discovering ways that people can practice doing things that help them to be good to themselves and others, and that this is a great thing for the world!

Here's the second reflection: You're saying that people have known for centuries how to get more physically fit.
Answer: the first.

9.5 The same talker continues: I've been doing something called the acts of kindness exercise. I have a list of different ways that people can be kind: helping, speaking in a friendly tone, and so forth. I close my eyes and imagine very vividly a way that I could be kind to myself or to other people. Then I write it down. I keep doing that for about 10 minutes, once every day.

Here's the first reflection: If I understand you right, you are imagining and writing down more and more images of being kind to yourself or to other people.

Here's the second reflection: If I understand you right, you keep writing for about 10 minutes a day sort of like you do push-ups.

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Answer: the first.

9.6 The same talker continues: This acts of kindness exercise uses an idea called positive fantasy rehearsal. The idea of that is that you can practice and get better at things when you rehearse them in your imagination, just as when you do in real life.

Here's the first reflection: So you're saying that practice makes things get better, and this is why people should practice things every day?

Here's the second: You're saying that the exercise you're doing is based on practicing through fantasy, which can help just like real-life practice does?

Answer: the second.

9.7 The same talker continues: People have done lots and lots of experiments on fantasy rehearsal. They have found that all sorts of skills can be improved that way. They've also looked at the brain, and have found that imagining doing something lights up most of the same brain regions as doing the thing in real life.

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Here's the first reflection: So there's been a lot of scientific research showing that fantasy rehearsal works, and showing how it works?

Here's the second reflection: So people look at each other's brains and things light up?

Answer: the first.

3.10. Brainstorming options

Here's the last requirement for level 3.

Given a choice point, take turns thinking of options. Together, come up with at least 8 reasonable options.

Two people are married. One of them is a doctor, and wants to go off to a country where there are horrible conditions of poverty and warfare and be able to provide medical care to people who otherwise wouldn't have it. The other person doesn't want them to do this because it's very dangerous there, and helpers have been killed, plus going there would leave the spouse alone, plus it's questionable how much the doctor could really help. What

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possible options can you think of, for them to come up with?

Tester, please take turns with the testee. Here is a sample of what I mean by reasonable options.

1. The doctor could go to a less dangerous country, where there is still great need, to help.
2. The doctor could go for a sample short trip to the dangerous country to get more information on what it is like working there.
3. The doctor could volunteer to help out people in great need that are near their home.
4. The doctor could do work in the dangerous country by tele-health, seeing people over the video and telling people there how to handle things.
5. The doctor and the spouse and their family members, if there are any, could all go together to a less dangerous place to help out.
6. The doctor could earn money by working hard at the home town, and send that money to the organization to do the work where it's needed most.
7. The spouse could just support the doctor and hold down the home front and hope for the best.
8. The doctor could drop the plans to do heroic things in exotic places and concentrate on having a good family life.

Level 4

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4.1. Twelve thought exercise

Here's the first requirement for Level 4.

Do the 12 thought exercise, for a situation the tester gives you, coming up with each of the 12 thoughts yourself, without the tester prompting you for the thoughts.

Tester, you can pick among the following situations. Only one is needed.

Situation 1: Someone is invited to play a board game with some people. But the person has done that game before, and really does not like playing it.

Situation 2: There is a pandemic going on, and someone gets invited to a party, but they can't go to the party because it isn't safe and people who go there could catch the virus.

Situation 3: Someone gets a really good grade, and someone else says, "Wow, I wish I could do as well as you. I feel bad that I did so much worse."

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Situation 4: Someone is playing a game on the computer, and a parent says, "You have to stop now to get ready for bed."

4.2. Dr. L.W. Aap

Here's the second requirement for level 4.

Tell from memory what Dr. L.W. Aap stands for, and tell why each element of Dr. L.W. Aap tends to help people make better joint decisions or resolve conflict better.

Here's what the letters stand for: Defining, Reflecting, Listing, Waiting, Advantages, Agreeing, and Politeness.

Here's how each element helps:

Defining the problem or defining your point of view without blaming or bossing the other person brings up the topic while minimizing how mad or defensive you make the other person. It tries to set the stage for a "rational" conversation in which people are looking for a solution to the problem rather than a way of attacking or defeating the other person.

Reflecting lets the other person hear that you have understood their point of view about the

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problem. If you understood it wrong, it lets you both try again to make things clear.

Listing options is really useful because it's hard to agree on the best solution to the problem if no one has thought it up in the first place!

Waiting until you're finished listing before you start criticizing the options gives you more time to think about good things to possibly do, without getting bogged down arguing about some option that may pretty obviously not be the best one anyway.

Advantages and disadvantages keeps you thinking about the options, and helps you figure out which one is best, and stays away from the question of which person is the better person!

Agreeing on something is a very desirable outcome of a joint decision or conflict-resolution conversation.

Politeness helps people stay rational and not get into a lot of fighting language. Plus, almost everyone enjoys it when people have been polite to them.

4.3. Joint decision role play

Here's the third requirement for Level 4.

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Role-play a Dr. L.W. Aap conversation with the tester, given a joint decision situation, in which each of you do all 7 elements of Dr. L.W. Aap.

Here's the joint decision situation: Two people live together. One person likes to cook something that they enjoy and they think is very good for them. But the second person doesn't like the smell that comes when this dish is cooking.

Here's a sample answer:

First person: Do you have time now to talk with me about a little problem?

Second person: Sure.

First person: The problem is that when you cook your broccoli and Brussels sprouts dish, there's a smell that is really unpleasant for me.

Second person: The smell when they are cooking is really disgusting to you, huh?

First person: Yes.

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Second person: I like that dish a lot, and I think it's good for me, but I don't want to cause you dissatisfaction.

First person: So you want to keep eating it both because of enjoyment and health, but you're kind enough to take my wishes into account also.

Second person: Right. One option is that I could cook it on an outdoor grill.

First person: Another is that you could add whatever spices you want at the beginning of cooking rather than the end so that they would mask the smell that the vegetables themselves give off.

Second: Another option is that I could cook it only when you're away for at least several hours.

First: Another is that we could use a powerful exhaust fan to blow out the fumes.

Second: Sounds like some good options, ready to evaluate them?

First: A disadvantage of the exhaust fan is that during the winter, it might make the place cold.

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Second: A disadvantage of cooking outside on a grill is that it's cold in the winter and also our neighbors don't like smoke.

First: An advantage of adding spices at the beginning is that I like the smell of spices and if it works, you could cook it whenever you want without waiting for me to be gone.

Second: Want to try that, and then if it doesn't work, we can fall back on my cooking it only when you're gone?

First: Sounds like a great plan. Thanks very much for being so considerate about this.

Second: It's my pleasure; thank you.

4.4. Ways of reducing fear or aversions

Here's the fourth requirement for level 4.

Explain and give an example of how someone would use each of the following in reducing a fear or aversion: estimating the danger, staying in the scary situation long enough (prolonged exposure),

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choosing self-talk, relaxation, fantasy rehearsal, taking it gradually (hierarchy), working on skills.

In this one, you will be given a specific fear or aversion. The tester will prompt you for each of the above methods of reducing that fear or aversion, and you explain how the person would use that method for that specific fear or aversion.

Suppose that the specific fear or aversion was this: The person is very much afraid of talking with people they don't know well. They are afraid the other persons will not like them or think they are stupid or awkward.

Sample answer:

Estimating the danger: The person could think that it's not likely that people would dislike them a lot if they are shy, if they are just polite. They could think that even if someone does judge them unfavorably, that's not the end of the world.

Staying in the scary situation long enough (prolonged exposure): The person could get into lots of social conversations and spend a lot of time talking with people, so as to get prolonged exposure.

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Choosing self-talk: The person could think, "If I'm able to stay in this situation and just be nice, I will have a big triumph to celebrate. I'll remember to use reflections, facilitations, follow-up questions, and positive feedback."

Relaxation: The person could relax their muscles while imagining social situations, or while actually in them.

Fantasy rehearsal: The person could read and write imaginary social conversation dialogues.

Taking it gradually (hierarchy): The person could start with just trying to have good social conversations with family members or friends, and gradually work the way to less familiar people.

Working on skills: The person could study examples of social conversation dialogues and read about and practice how to be good at social conversation.

4.5. Four thoughts

Here's the fifth requirement.

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Tell the four thoughts that are used for the four-thought exercise, and do the four thought exercise for one possibly scary situation and for one situation that possibly might provoke anger.

The four thoughts are: 1. Not awfulizing 2. Goal-setting 3. Listing options and choosing, and 4. Celebrating your own choice.

Here's a possibly scary situation:

Someone is doing some singing in front of people, for the first time.

Sample answer: Here are the four thoughts:

Not awfulizing: This isn't a life or death issue. Even if I mess up, no great harm is done to anybody.

Goal setting: I'd like to be relaxed and/or excited in a positive way if possible. I want to stay on pitch. I want to sing the song well.

Listing options and choosing: I can remember how I did it in practice, and do it just the same. I can relax my muscles. I can be like an actor and act out the emotion in the song, so as to feel more of that and less performance anxiety. I'll do all of these.

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Celebrating your own choice: Hooray, I think I made some good choices about how to think about this.

Now for a possibly anger-producing situation.

Situation: I'm in my room having a private conversation with someone on the phone, and a sibling walks into my room to get some paper.

Not awfulizing: This interruption will be over in a few seconds; I can handle it.

Goal-setting: I want to keep cool and act reasonable. I want to be polite to the person I'm talking with on the phone. I want in the long term to think about how to reduce this type of annoyance.

Listing options and choosing: I can say to the person I'm talking to, "Excuse me just a moment, please; my sibling is wanting a few seconds of help with something." I could get the paper for my sibling and hand it to them quickly. I could relax my muscles. I could consider locking my door during private phone conversations. I could talk with my sibling about this and see if we can agree to wait until

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private conversations are over for things like this. I want to do each of these options.

Celebrating my own choice: I made some good choices on how to act!

4.6. Options for joint decisions

Here's the sixth requirement for this level.

Given a joint decision choice point situation that the tester chooses, come up with at least 6 reasonable options all by yourself.

Here's the choice point for this test.

The first person likes to go to music concerts, and likes for the second person to come with them. The second person likes music, but thinks that the concerts are almost always way too loud and damaging of hearing. What options can you think of, for what they could do?

Here are some possible answers:

1. They could just not go to the concerts, and both of them save their hearing.

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2. They could go together with both of them wearing ear plugs or headphones to make the sound less loud.
3. They could get an app for their phones that tells them how loud the sound is, and test it out to see whether it's in the hearing-damaging range, and agree that if it is, neither of them will get their hearing damaged.
4. They could go together but only if there is a place to sit far away from any amplifiers, where the music isn't so loud.
5. If the second person can't escape the loudness and can't persuade the other that it's harmful, the first person can go to the concerts by themselves.
6. If the sound level is loud enough to damage hearing, they could try to persuade the musicians to turn down the volume.
7. They could go together, but the second person could sit very far away and let the first person sit where they want to, and meet up every once in a while.
8. They could read together about the effects of loud noises upon hearing, and see if they both come to the same conclusion, one way or the other.
9. They could listen to recorded music at home and not have it be too loud.
10. They could look for things that they both enjoy doing together that don't involve any sort of danger.

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4.7. Pros and cons exercise

Here's the seventh requirement for level 4.

Given an option for a choice that someone could make, generate at least 6 items for a list of advantages or disadvantages, taking turns with someone else.

Here's the option for this test:

Someone is finding school very unpleasant. The person considers asking their parents to let them do homeschooling. What advantages and disadvantages, pros and cons, can you think of?

1. Pro: the person could get lots more practice at working independently, which is a skill that would help them for the rest of their life.
2. Pro: If the person were bullied at school, they would not be bullied any more.
3. Pro: If the work were too hard or too easy at school, there is a good chance it could be adjusted more toward the right level at home.

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4. Con: The person's parent could just say "No, I don't have time."
5. Con: The person's parent could agree to it but not spend much time trying to do it right.
6. Con: The person could not have enough self-discipline to get the work done without anyone outside the family to be accountable to.
7. Con: The parent could make the person take online classes that are very unpleasant.
8. Pro: The person could end up taking online classes that are really well done.
9. Pro: The person could end up using regular paper books to study, which would be an advantage if the person liked learning this way.
10. Con: The person wouldn't get as much contact with people their age, and might be lonely.
11. Pro: It's possible that the relationship between the parent and the child would get very much closer and more friendly, especially if the student were cooperative and the parent a good teacher.

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12. Con: It's possible that the relationship between the parent and the child would suffer, especially if the student were uncooperative and the parent a bad teacher.

13. Pro: The student could spend more time on the subjects that really interested them and that they really wanted to learn about.

14. Con: The student might avoid working in subjects that they weren't interested in, and avoid the learning that would have helped them get more interested in those subjects.

15. Pro: The student could save a lot of time if they could make the schoolwork much more efficient than the school could do it.

16. Con: The people the student's age might think the student is weird and unusual.

17. Pro: The student could get used to not following the crowd and doing what everyone else is doing.

18. Pro: The student might be able to get college credit for some of the work done while homeschooling.

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19. Con: It might be harder for the student to get a high school diploma.

20. Pro: The student could adjust the length of time spent studying any one subject on a certain day according to the interest and whether they have come to a stopping point rather than having to spend a certain fixed length of time in each class.

21. Con: The student might give in to the temptation to goof off too much.

22. Con: The student would probably miss out on doing sports and other extracurricular activities at school.

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Level 5

5.1. 12 thought exercise on your own

Here's the first requirement for Level 5.

Do the 12 thought exercise with a situation the tester gives you, all by yourself, without being prompted for the next thoughts.

Here's the situation: The person is involved in a bunch of interesting activities with other people, but a pandemic comes along and keeps the person from being able to do these things.

Sample answer:

1. Awfulizing: This is a bummer that things I had fun with are not available to do any more.
2. Getting down on myself: I should be able to find other things to do with my time, and the fact that I haven't yet is my fault.
3. Blaming someone else: The people who got this pandemic started and let it spread are to blame.

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4. Not awfulizing: This isn't going to last forever. And I will probably be able to find things to do that will be useful, if not as much fun.

5. Not getting down on myself: I want to take whatever time it takes to adjust to this, and be easy on myself and not get down on myself if it takes a while.

6. I'm sure that people made mistakes as this pandemic started, but it doesn't particularly improve my fortunes to go over those in my mind, so I'll turn my energy elsewhere.

7. Goal-setting: My goal is to figure out things to do with my time that I can feel good about doing. I want to help myself and help other people and have some fun, and be OK if I don't have as much fun as before.

8. Listing options and choosing: I can put a lot of energy into getting better at academic skills like writing and math. I can do a lot of exercise at home and see how much stronger and how much better shape I can be in. I can connect up and chat with people often, over the phone and other electronic connections. I can work on being really good at social conversation. I can try to make my own

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family members happier with good social conversation. I can get together with friends and go hiking outdoors with good masks on and not getting too close to each other. I can help out my family with household work. I can work on deciding what are the best books to read and study, and I can read them. I can teach myself computer programming. I can work on playing the guitar better. For any of these goals I can keep track of how I'm doing and see if I can do better and better over time. I'm choosing to spend some time figuring out which goals are most important, order them in order of priority, and monitor how I do in four or five of them.

9. Learning from the experience: I learned from this so far that things change in unexpected ways in life, and you have to be ready to adjust to new circumstances.

10. Celebrating luck: I'm lucky that I haven't gotten sick in the pandemic.

11. Celebrating someone else's choice: I'm really grateful for the work people are doing and have done on vaccines. I'm grateful that people invented all these electronic ways of getting together with other people.

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12. Celebrating my own choice: I'm really glad I decided to set some goals and monitor my progress toward them. I think this will really help me weather this time of being more isolated.

5.2. Four thought exercise

Here's the second requirement.

Do the 4 thought exercise with 2 provocations and 2 situations that someone could be afraid of.

Here are the two provocations and two trigger situations for fear, for this test.

Provocation 1: Someone you know tends to keep talking to you for a long time without stopping, in an irritating way.

Provocation 2: A parent tends to keep reminding you to do your homework whenever you are not working on it.

Fear trigger 1: Someone has to give a speech in front of a bunch of people.

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Fear trigger 2: Someone goes to a new school where they don't know anyone else.

Possible answers:

Provocation 1: Someone you know tends to keep talking to you for a long time without stopping, in an irritating way.

Not awfulizing: This isn't terrible, because it doesn't put me in danger of any sort; it's just annoying, and my time with this person will be over before long anyway.

Goal Setting: I want not to lose my temper. I want to be kind to this person. If possible, I want to make it more pleasant to be with this person and help the person to be more pleasant to be with.

Listing options and choosing: I can just end this conversation as soon as possible and try to avoid this person in the future. I can explain to the person in a very gentle way that they would be more fun to be with if they would give you a chance to speak much more often. I can do this now, or I can wait and do it at some time in the future. I'm going to choose to wait for another time but have a frank

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conversation with the person some time before too long.

Celebrating my own choice: I feel good about deciding to have a frank conversation with the person when I've had a chance to think about how to to it.

Provocation 2: A parent tends to keep reminding you to do your homework whenever you are not working on it.

Not awfulizing: This is by no means the worst thing a parent has done to their child! I realize that they are trying to help me. I can take this, even if it doesn't change, although it's annoying.

Goal setting: I want to avoid losing my temper. I want to be kind and respectful to my parent. I would like, if possible, to reduce this annoying behavior.

Listing options and choosing: I could just "tune it out" when my parent does this. I could just ask my parent not to remind me so often, in a respectful way. I could offer to make a deal with my parent that if they stop reminding me, at a certain time that I set my alarm for, I'll just show them how much of

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my homework is done, and by that time usually all of it will be done. I'm going to pick the last one.

Celebrating my own choice: I think the option I picked has the potential to make both my parent and myself happier!

Fear trigger 1: Someone has to give a speech in front of a bunch of people.

Not awfulizing: If this doesn't go well, it will be embarrassing, but there will be no lasting harm. The chance that it will go "well enough" is high.

Goal-setting: I want to not worry about this very much. If I do worry about this, I want to accept that without feeling upset about worrying. I want to be prepared for the speech, and give a good enough speech.

Listing options and choosing: I can write out the speech word for word, and practice many times reading it expressively. When I practice reading the speech, I can practice in fantasy by imagining I'm standing in front of the audience and giving it. I can relax my muscles while I'm practicing. I can remind myself that the speech doesn't have to be perfect. I can remind myself that it won't hurt anything if I'm

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nervous. I'm going to choose to do all of these things.

Celebrating my own choice: I think I made a really good plan.

Fear trigger 2: Someone goes to a new school where they don't know anyone else.

Not awfulizing: If people stick to the friends they already know and it's hard for me to break into the circles and get to know people, that isn't the end of the world. I can handle being left out for as long as I need to. If I can make at least one friend, that will be great.

Goal setting: I want to focus on my school work and feel good if I can do well, even if I don't make friends quickly. I want to make new friends soon if possible. I want to use my fortitude skills if it takes a while before people accept me. I want to take advantage of the support network I already have.

Listing options and choosing: I want to think often about the goal of doing my school work well and not get preoccupied with forming a social network. I want to be courageous about making eye contact

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with people and smiling at them and just saying Hi or How are you today, and seeing if I can start a conversation. I want to be kind and helpful to classmates whenever I get the chance. If anyone makes fun of me in any way, I can just observe them and not feel the need to defend myself. I want to be in communication frequently with family members and the friends I already have, using phone and so forth to stay in touch. I think all these options are worth enacting.

Celebrating my own choice: Hooray, I think I have some good plans in place.

5.3. Brainstorming options

Here's the third requirement.

For 2 situations that the tester gives you, generate options by yourself, and come up with at least 4 of the options listed as reasonable ones for that situation.

Here's the first situation for this test:

Someone realizes that they aren't very good at writing, and that they need to get better at writing if

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they want to be a successful student. What options can you think of for this person?

Here are the options listed as reasonable ones:

1. They can make an “internal sales pitch” list of the reasons why they want to be a better writer.
2. They can break the goal down into smaller parts: learning to type well, learning spelling, learning grammar, thinking of good things to say, and so forth.
3. They can figure out how to measure their progress – for example keeping records of their writing over time, or getting someone to grade them in writing over time.
4. They can reward themselves with their self-talk for every bit of progress they make in getting better at writing, and even for every bit of effort they put into this goal.
5. They can take an online course in writing.
6. They can find someone to be their writing coach or tutor.
7. They can read books on how to write well.
8. They can read lots of examples of good writing, and pay attention to how the authors did what they did.
9. They can set up a regular routine for writing, and practice often.

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10. They can write appointments with themselves in an appointment calendar, to remind themselves of their writing practice.

11. They can figure out rewards for themselves when they have put in certain amounts of work or have made certain amounts of progress.

12. They can get someone else to help them get the reward only when they've earned it.

13. They can look for a writing buddy with whom they can have writing sessions and with whom they can read each other's work, to make the writing more fun and more social.

14. If they find that they are too self-critical of their writing, they can try to turn down their "internal critic."

15. They can do fantasy rehearsals of doing the writing well and feeling good about it.

16. When they write, they can focus only on one thing at a time – getting ideas down, figuring out which to include, figuring out what order to put them in, thinking about wording, thinking about grammar and spelling and capitalization and punctuation – rather than trying to do everything at once.

17. They can read good examples of writing, and then try to reproduce those examples from memory, as a way of practicing the sorts of patterns good writers use.

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18. They can play games that drill them on certain skills of writing: typing games, spelling games, and so forth.

Here's the second situation for this test:

Someone has a bad habit of screaming at people when the person is angry. The person wants to break this habit. How can the person do this?

Here are the options listed as reasonable ones:

1. The person could make an "internal sales pitch" list of why they want to be able to not lose their temper, and review it often.
2. They can break the goal down into smaller parts: being able to relax more effectively, being able to generate rational thoughts about provocations, being able to speak in a measured tone of voice, and so forth.
3. They can read and study a book, or several books, on how to do good anger control and conflict resolution.
4. They can think of situations that have made them angry (provocations) and write them down.
5. They can get good at doing the 12 thought and the 4 thought exercise with provocations.

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6. They can practice every day at making up 12 thought and 4 thought exercises with provocations.
7. They can practice the “breathe and relax” method a couple of times a day for a couple of minutes or more.
8. They can practice the “loving kindness meditation” (otherwise known as “good will meditation”) a couple of times each day.
9. They can practice any other relaxation or meditation technique a couple of times a day.
10. They can use biofeedback, with temperature or heart rate or skin conductance or muscle tension, to see how well they can relax. (Each of these can be a separate option.)
11. They can practice making up STEBC fantasy rehearsals of handling provocations well.
12. They can write out STEBC fantasy rehearsals and read them daily.
13. They can practice doing Dr. L.W. Aap conflict-resolution role-plays.
14. They can write out conflict-resolution role plays and read them daily.
15. They can make a list of conflicts they have ever gotten into with people, and use these for practice.
16. They can make a list of criticisms, insults, or teases that people have given them, and use these for practice.

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17. They can practice generating the T PAARISEC options for handling criticism.
18. They can write out T PAARISEC responses to criticism and read these every day.
19. They can rate themselves every day or every week on how they've done at anger control and conflict resolution during that time interval.
20. They can get someone else to rate them every day or every week on how they've done at their anger control goal.
21. They can celebrate every bit of progress they make.
22. They could try to do as many kind things as they can for people.
23. They could fantasy rehearse acts of kindness every day.
24. They could read about "nonviolence heroes" and be inspired by their models.
25. They could write their own skills stories about people being kind, using respectful talk, being nonviolent, and resolving conflict well, and read their own stories often.

5.4. Ways of reducing fear or aversion

Here's the next requirement.

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When the tester gives you a fear or aversion that someone might have, make up a way that they person could help themselves get over that aversion, in at least 7 of the following 9 ways.

1. estimating the danger,
2. taking it gradually (hierarchy),
3. staying in the scary situation long enough (prolonged exposure or practice),
4. working on the skills of handling the situation,
5. relaxation,
6. choosing one's self-talk,
7. changing the pictures you make in your mind,
8. fantasy rehearsal, and
9. using “doing, not feeling” (behavior, rather than emotion) to judge success.

This is the same as in a previous requirement. It's repeated because reducing unwanted fear or aversion is so important for being happy and making other people happy.

Here's the fear trigger situation for this test.

Someone gets very nervous when they have to take tests at school – so nervous that their fear interferes with their doing well on the test. Please tell how the person could use each of the 9 options.

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1. Estimating the danger: The person could remind themselves that doing poorly on one test is not the end of the world.
2. Taking it gradually (hierarchy): The person could start by practicing not being nervous with low stakes assignments like homework and little quizzes, and work the way up to practicing for high stakes tests.
3. Prolonged practice: The person could make up questions and answers over each assignment. Then they could pretend that the questions are a test, and imagine themselves in the test room as they answer the questions. In this way the cumulative practice time would mount up day by day.
4. Working on skills: The person could read the material very carefully, put a lot of time into making up test questions and answers, and spend a lot of time taking their own sample tests. They could also get sample tests elsewhere and practice with them.
5. Relaxation: The person could practice any relaxation technique a couple of times a day, not just when in the test situation – in fact 4 times as often when the person is relaxed to begin with.
6. Choosing self-talk: the person could often remind themselves that they are not in danger, and that their goal is just to focus on each question one at a time and not worry about the outcome on the whole test. They could practice celebrating every time they

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think they've answered a question right. They could practice learning from the experience and not getting down on themselves every time they run into something they don't know.

7. Pictures in the mind: They could visualize themselves taking the test, looking relaxed, concentrating, doing pretty well.

8. Fantasy rehearsal: They could write out some mastery and coping fantasy rehearsals of taking the test successfully, and read them daily.

9. They could define as success for themselves that they just take the test successfully and answer a bunch of the questions right, and not that they feel calm and relaxed the whole time.

5.5. Tones of approval

Here's the fifth requirement.

When your tester gives you different phrases to say, with one of three different degrees of approval and enthusiasm, be able to say them with the degree that the tester asks for. In other words, be able to say things with tones of voice that are either neutral, small to moderate approval, or large approval.

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Here are the phrases and degrees of approval for this test:

1. Your hard work really paid off. Large approval.
2. Thanks for doing this session with me. Small to moderate approval.
3. Good luck on that. Neutral
4. Wow, that was a good thing you did. Large approval.
5. Good morning to you. Neutral.
6. Good morning to you. Small to moderate approval.
7. Oh wow, congratulations. Large approval.
8. Sure, I'll do that. Small to moderate approval.
9. See you next time. Small to moderate approval.
10. You have really helped me a lot. Large approval.

5.6. Greeting, parting, and PAPER in social conversation

Here's requirement 6.

In social conversation, people often do greeting rituals at the beginning, parting rituals at the end, and they talk about topics that can be remembered by the mnemonic PAPER in the middle. Tell why greeting and parting rituals are important. Give some examples of what people

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would say in greeting and parting rituals. Tell the 5 topics that are remembered by PAPER.

Answer:

Greeting and parting rituals are important because they let the other person know you care about them, that they make a difference to you, that you have a relationship with them, that you are not ignoring them. For greeting rituals you can say Hi, How are you, Good to see you, Hello, What's up, Hey. For parting rituals you can say Good bye, See you later, Take it easy, Farewell. Have a great day. With all these you can say the person's name.

The five topics that people often talk about are Places in their lives (Where do you live? Where do you go to school?) Activities (What do you like to do?), People (Do you know ___? Do you have a brother or sister?), Events (What are you going to be doing this week end? What's been happening in your life?) and Reactions and ideas (What do you think about this:...? How did you feel about that?)

5.7. Social conversation role play on your own

Here's requirement 7.

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Do the social conversation role-play, playing both parts yourself. Play two people having a social conversation in a situation the tester gives you.

Have the two people:

1. Use some greeting and parting rituals.
2. Use the four ways of listening (reflections, facilitations, follow-up questions, positive feedback);
3. Take turns giving each other the floor often enough;
4. Model some tones of approval and enthusiasm.

Here's a sample of a social conversation role play in which one person knows something about something and the other is curious about it. Instead of philosophy the topic could just as easily be Legos or a video game.

First person: Hi. Would you like to take a little break from your reading and chat with me?

Second person: Sure. I'm glad to see you.

First person: Looks like you're reading about philosophy, huh? I'm curious about what that is, and what it's like to read about it.

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Second person: Well, it goes into questions like how do we know what we know, and how should governments be run, and what really exists, and what are right and wrong things to do. I'm reading about right and wrong, which is called ethics.

First person: How do we decide what's right to do – sounds like a very important question, huh.

Second person: Yes, it is important. There are different groups with different ideas on what right and wrong is.

First person: Can you tell me more about one of them?

Second person: Well, the group I'm reading about now is called the utilitarians. For them, one action is better than another if it results in more total happiness for people.

First person: So, for them the goal is to produce greater happiness for a greater number of people, huh?

Second person: Right.

First person: So are there any problems or arguments against that way of thinking?

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Second person: There sure are. For example, are you justified in deliberately sacrificing some people so that more people could be happier? For example, suppose during a pandemic, you took a bunch of prisoners and deliberately exposed them to virus to test out how effective a vaccine is. If that resulted in the vaccine coming out earlier, and saving lots of lives, would it be worth sacrificing a few people to do?

First person: I see. That choice might produce the most total happiness, but still it doesn't seem right, huh.

Second person: There are other thinkers who say, you should always consider the welfare of each person as a goal, and not sacrifice that to reach any other goal. In other words, you shouldn't "use" people.

First person: So the two groups of philosophers might disagree about what's right in some situations.

Second person: That's right.

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First person: Sounds like you're doing some really good work on this. Well, thanks very much for talking with me about this. I'll let you get back to it.

Second person: Thank you for chatting with me! See you later.

First person: Yep, see you later!

5.8. Resistant, compliant, and goal-directed

Here's requirement 8.

Explain three attitudes toward doing something: being resistant, compliant, or goal-directed. When you are given some examples of behaviors, tell which of these three the person's behavior is an example of.

Here's a sample answer:

Resistant means that you try to get out of doing the thing. Compliant means that you're willing to do it when a person in charge asks you to, but you don't do it on your own. Goal-directed means that you have your own reasons for wanting to do the thing,

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and you're willing to work at it even when no one asks you to.

Here are some behaviors for this test item. Tester, pick about any 6 of them.

1. Someone wants to be physically fit, so every 45 minutes or so they take a break from sitting and get up and do exercises. (goal-directed)
2. Someone is in gym class, exercising. The minute the instructor is distracted by something, the person stops exercising and watches so they can start back as soon as the instructor starts looking. (resistant)
3. Someone has a tutoring session that occurs by phone. The person refuses to pick up the phone for the tutoring session. (resistant)
4. Someone is tutored in a certain subject. The person takes the books on that subject and reads them on their own, in order to really master the ideas. (goal-directed)
5. Someone is taking singing lessons. The teacher assigns certain exercises to be done before the next lesson. The person does exactly what's assigned, but no more than that. (compliant)

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6. Someone wants to help with a vaccination program, because they want to be able to say they helped end the pandemic. The person volunteers to work for free, and drives to wherever there's a need for their services. (goal-directed)

7. Someone is being taught in a video session. The person has a hand held electronic game that they hold where the instructor can't see it over the video, and they play the game while the class is going on. (resistant)

8. Someone's parent asks them to help with putting dishes away. The person says, "In a minute," and keeps on doing what they are doing. When asked again to help, the person keeps putting things off. The person puts it off until other people have finished with the job. (resistant)

9. A person sees a bunch of dirty dishes in the sink. They wash them while practicing a dance step, thus accomplishing two goals at once. (goal-directed)

10. A person feeds the dog whenever the parent asks them to feed the dog. But unless the parent asks, the person never feeds the dog. (compliant)

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11. The person will do psychological skills exercises when someone says, “Let’s do this exercise right now.” But the person never would think of doing a psychological skills exercise on their own.
(compliant)

12. The person realizes that certain psychological skills exercises actually increase mental health skills. So the person writes out exercises every day for a long time. (goal-directed)

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6.1. SOIL ADDLE for decisions

Here's the first requirement for Level 6.

Tell what SOIL ADDLE stands for, and make up an example of someone using each of these in the process of decision-making.

SOIL ADDLE is a mnemonic for: Situation, Objectives, Information, Listing options, Advantages and Disadvantages, Deciding, Doing, and Learning from Experience.

Here's a sample answer for an example of using these in the process of decision-making.

The person is trying to decide what to do after graduating from college.

1. Situation: The person writes about what their situation is. How much do they need money? How able are they to move to a different place? What are their skills? What was their college major? What

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things do they enjoy doing? What jobs and what types of school are available?

2. Objectives: The person decides that they would like to be of some direct service to some people, at least for a while, after writing papers and taking tests for so long. They would like to get experience that would help them know about what they would like to do in the long term. They would like to earn enough money to live on their own in a frugal way. They would like to have coworkers that they could get to know and form a social network with. They also would like to get and stay in very good physical condition.

3. Information: They get on the Internet and figure out what jobs are available and how much they pay and where they are located. They read in books about what people do in various jobs. They read about what jobs are best for people with various personality characteristics. They fill out various questionnaires to help themselves know more about what their own personality characteristics are. They talk to people who do various jobs, about what they do on the job and how they like it.

4. Listing options: They list working as a substitute teacher, working as an assistant to a veterinarian,

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tutoring people to help them get ready for tests, going to nursing school, taking some more courses to be able to apply to medical school, and working delivering packages.

5. Advantages and disadvantages: They figure that substitute teaching would help people (a pro) but that kids usually behave really disrespectfully to substitute teachers (a con). They figure that delivering packages would not help them much in knowing what they wanted to do in the long run (a con), but all the physical work would help them get into really good shape (a pro). When they look around, they find that there is a job immediately available delivering packages (a pro) and there isn't one immediately available for any of the others (cons).

6. Deciding. The person decides to deliver packages, for at least a while.

7. Doing. The person signs up and starts doing the job.

8. Learning from the experience. The person learns that the physical work of picking up packages and running up to people's doorsteps and dropping off the packages really does help a lot in getting into

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really good shape. The person learns that lots of exercise helps in getting to sleep and feeling good. The person learns that they will probably be happier in a job that involves more thinking about important decisions.

6.2. Making up choice points

Here's the second requirement.

Make up 6 choice points that someone could use to practice listing options and choosing or doing the pros and cons exercise.

Here's an example of the answer to this.

1. Someone says to them, "You walk like a queer." The choice point is how to respond to this.
2. The person needs some pants. They are choosing between getting some used ones at the thrift shop or getting some new ones that cost a lot more, or other options.
3. The person has the opportunity to go with a friend on a vacation during the summer, or stay home and work at an interesting job where some other friends will be working too, or other options.

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4. The person feels shy in getting to know new people, and wonders what they can do about this.
5. The person has an older sibling who does a lot of bullying of them. They are trying to figure out what to do about this.
6. The person's friends want them to smoke marijuana with them. The person is deciding how to respond.

6.3. Types of kind acts

Here's requirement 3.

Be able to name at least 8 different types of kind acts, and tell a celebration or skill story illustrating at least two of them. The celebrations or skills stories can be very brief, just outlining the plot. In other words, leaving out a lot of detail is OK.

Here are 18 types of kind acts, for which the person should name at least 8:

1. Helping
2. Complimenting, congratulating

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3. Expressing thanks
4. Being a good listener
5. Teaching, or learning from
6. Forgiving
7. Consoling (trying to comfort someone when they feel bad)
8. Spending time with, keeping company, inviting
9. Being cheerful, approving, funny, or fun-loving with someone
10. Being affectionate
11. Giving
12. Doing fun things with someone
13. Working together
14. Working to benefit someone else
15. Entertaining someone
16. Healing or relieving suffering
17. Working out disagreements rationally
18. Being assertive, not spoiling

Here are some examples of plots of skills stories giving examples of these:

Someone plays a board game with a younger sibling. (Doing fun things with someone.)

Someone shows someone else how to use the scanner with a computer and printer. (Teaching, or learning from)

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Someone gets interrupted in the middle of counting some things and loses the place, but forgives the interrupter and doesn't yell at them. (Forgiving)

Someone can't figure out how to do a math problem, and the other person explains how it's done. (Helping)

After a sibling puts on a music performance, the other sibling congratulates them for a job well done. (complimenting)

A doctor travels to a poor region to do surgical operations on people who couldn't afford otherwise to get them. (healing)

A child uses a disrespectful voice to order a parent to do something; the parent refuses to do it and gently explains to the child that the parent has a duty not to reinforce disrespectful behavior. (not spoiling)

6.4. Kindness and selfishness stories

Here's requirement 4.

Make up 5 stories to add to the "Kindness and Selfishness" chapter of Programmed Readings for Psychological Skills, in which 3 are examples of kindness and 2 are examples of selfishness.

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Here are some examples of how to do this.

The first person is carrying a big box. A second person sees that they are about to go through a door, and opens the door for them. The first person, the one carrying the box, thinks, “This box is heavy. Where do I go next?” and says nothing to the person who held the door for them. What about the FIRST person's behavior, the one who was carrying the box?

- A. Kindness,
- or
- B. Selfishness?

Someone wants to learn to use a certain computer program. The second person has used it a lot, and helps the first person learn the skill, being encouraging and supportive while doing it.

- A. Kindness,
- or
- B. Selfishness?

Someone makes a deal with someone to do some repair work on their house. When the work is done, the owner of the house finds one very little thing

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wrong with the work and refuses to pay the other person or to let them correct the little thing.

- A. Kindness,
- or
- B. Selfishness?

Someone wants to practice singing. Because they know that a family member needs to study in a quiet environment, they go out and practice singing inside a closed car.

- A. Kindness,
- or
- B. Selfishness?

6.5. Methods of relaxation

Here's requirement 5.

Tell how to carry out each of the following methods of relaxation or meditation. 1. Breathe and relax the muscles. 2. Mind-watching. 3. The loving kindness meditation (also known as the good will meditation). 4. Meditation with movement.

Here's how to do these.

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Breathe and relax the muscles: You sit and close your eyes. You become aware of the rhythm of your breathing, without trying to speed it up or slow it down. Each time you breathe in, you get in mind a certain muscle or group of muscles in your body, and focus your attention upon it. When you breathe out, you try to let off any tension in those muscles—you let them get more limp, loose, and relaxed. If you notice that your mind has drifted off this procedure, you avoid "getting down on yourself," but just gently swing back into relaxing some muscles with each breath.

Here's how to do the mind-watching meditation. You sit and close your eyes. You let your mind do whatever it naturally tends to do. You just observe and notice what your experience is, without criticizing yourself for thinking any particular thing. If you notice that you have forgotten to observe what your mind is doing, you gently swing back to observing, without "getting down on yourself" for having forgotten.

Here's how to do the loving kindness meditation, also known as the good will meditation. You get in mind about three good wishes, such as the following:

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May ___ become the best ___ can become.

May ___ give and receive kindness.

May ___ live in compassion and peace.

You wish each of these things for yourself. Then you pick someone else, and wish these things for that person. Then someone else, and someone else, and keep going. You don't restrict these good wishes to people you like or admire. If you notice you have gotten distracted onto something else, you don't get down on yourself about that, but gently swing back to going through the good wishes.

Here's how to do the meditation with movement. You don't sit and close your eyes with this one. You pick a certain motion to do over and over. One I like the best is where I stand, push my hands together, bend at the knees while moving the hands down toward the floor, then straighten the legs while raising the hands overhead. I like to do the motion fairly slowly and smoothly. When you do this, there are at least three choices. One is to focus the attention on the movement you are making and the sensations it produces in the body. The second is to let the attention go wherever it will, and to notice where it goes—in other words, to do the mind-watching meditation while doing the

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movement. A third is to let the mind do whatever it wants without even making any effort to notice what it is doing.

Perhaps the most important part of any of these meditation techniques is to use the "power of suggestion" with yourself, and expect or imagine that using the technique will induce a feeling of peacefulness or calm or good will, or refresh yourself and "recharge your batteries," or give you a feeling of connection to what is most important in life, or allow you an important break from stress and pressure. In other words, you use positive fantasy rehearsal to imagine the meditation having the desired effect upon yourself. But it's also very important to be patient, and not to expect that such a result will happen immediately or without a lot of practice.

6.6. Worthy goals

Here's requirement 6.

Tell of at least two "worthy goals" that a person could have, and explain why those goals meet the test of making the person happier or better off and/or making at least one other person happier or better off. Also, tell of at least two goals that a

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person could have, that might take up a lot of time without making anyone much happier or better off.

Here are some goals that I think are examples of "worthy goals," and why they can bring happiness to self or others.

Growing food that is nutritious and healthy—because food is something that everyone needs.

Doing work that heals people's sicknesses or injuries—because it's good for people to be healthy.

Learning to be a good writer—because this lets you communicate ideas that will be helpful to other people.

Learning skills of anger control and conflict resolution—because people sooner or later have conflicts with each other, and these skills can help get the conflicts solved without harm to people's bodies or to their relationships.

Learning to type quickly and accurately—because this makes writing easier and faster.

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Doing kind acts often, and feeling good about doing them—because this directly makes other people and yourself happier.

Getting lots of physical exercise—because this helps you be healthier, and to sleep better at night, and it improves the mood.

Increasing my work capacity—because this will help me achieve any other goal I set.

Here are some goals or activities that I think are less worthy than the first set I mentioned, because they can absorb a lot of time without making anyone better off. Some of these make people worse off.

Someone tries to be the best at a shooter game.

Someone works hard at being skilled at mixed martial arts.

Someone wants to show that they are at the top of the "dominance hierarchy" or the "pecking order" of a group—that is, that they can for example criticize others without others criticizing them. Or

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that they can bully other without others bullying them.

Someone works on an advertising project to try to get people to buy a certain type of cigarettes.

Someone has a goal of owning a car (or clothes, or a house, etc.) that is so expensive that it will impress people and show people that they have lots of money to spend.

Someone has a goal of getting political power, despite the fact that the person doesn't know how to govern well once they get that power.

Someone tries to get as many people as possible to show that they are attracted to the person romantically.

If the testee disagrees with me, you can still count the answer right if the testee provides a rational reason. For example, someone could say that getting good at martial arts is a worthy goal because they get in good shape, get stronger, cultivate self-discipline, learn respect of teachers, or feel more comfortable doing good work in dangerous places.

Level 7

7.1. Feeling words, situation, and thoughts

Name at least 10 “feeling words.” For 4 of them, tell of a situation and a thought that would be consistent with that feeling.

Here's a long list of feeling words.

Usually pleasant: accepted, appreciative, amused, awed, attracted, calm, cheerful, compassionate, curious, close, confident, contented, elated, excited, free, friendly, fun, glad, glowing, grateful, happy, hopeful, interested, jolly, joyful, lighthearted, liking, love, moved, playful, pleasant, pleased, proud, relaxed, relieved, satisfied, self-assured, serene, silly, slaphappy, sympathetic, tenderness, thankful, tickled, wonder

Usually unpleasant: afraid, angry, annoyed, ashamed, bewildered, bitter, bored, bothered, burdened, disdainful, drained, brokenhearted, confused, impatient, disappointed, disgusted, displeased, disturbed, embarrassed, envious, startled, fearful, frazzled, frightened, frustrated,

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guilty, harried, hate, hopeless, horrified, hurt, impatient, irritated, jealous, lonely, low, mad, mortified, pain, rage, regret, resentment, sad, scared, self-critical, shocked, terrified, threatened, tormented, troubled, uncomfortable, uneasy, unfriendly, unpleasant, upset, worried

Could be either: amazed, astonished, concerned, flabbergasted, indifferent, excited, pity, worn out, suspicious, stirred

Here's a sample answer:

10 feeling words: determined, fun, troubled, compassionate, cheerful, happy, scared, surprised, relaxed, relieved.

Situation and thought for 4 feeling words:

Feeling word: scared

Situation: The person has to be around someone who is coughing and showing other signs of being sick.

Thought: I'm in danger of catching a bad illness from this person!

Feeling word: angry

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Situation: The person is waiting at a traffic light, and someone runs into their car from behind.

Thought: That bad driver is to blame for this!

Feeling word: proud

Situation: The person has been trying to lose weight. The person gets on the scale and sees that they are losing weight at a reasonable and healthy rate.

Thought: Yay, I'm succeeding! I've made some good choices about how to do this!

Feeling word: relieved.

Situation: A person thinks that maybe they made a mistake and a big school assignment is due tomorrow. They haven't started work on it. They look and see that it's not due until a week from now.

Thought: Whew, that's a relief. I was worried, but now I realize I have plenty of time.

7.2. Ida CRAFT options for provocations

Here's requirement 2.

Tell the Ida CRAFT options for responding to provocations, and give an example of each of these with a provocation you are given.

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Here's the provocation for this test:

A kid starts at a new school. Another student there taunts this kid, calling them a wimp and a pansy and a baby.

Sample answer:

Ida CRAFt is a mnemonic for:

Ignoring

Differential reinforcement

Assertion

Conflict-resolution protocol (Dr. L.W. Aap)

Criticism responses (T Paarisec)

Relaxation

Rule of law

Apologizing

Away from the other person

Friendliness

Force (nonviolent)

Tones of voice.

Here's how the person could use each of the options in this situation:

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Ignoring. The person could just pay no attention to the taunter.

Differential reinforcement. The person could pay no attention to the taunter, and be very friendly and reinforcing to anyone (including the taunter) who acts nice to them.

Assertion. The person could say to the taunter, “I’d like for you to stop this kind of talk.”

Conflict-resolution protocol (Dr. L.W. Aap). As an example of starting a Dr. L.W. Aap conversation with a teacher about this: “Could I talk with you about a problem? This kid is taunting me every day, and so far the school doesn’t seem to have, or use, any power to reduce or stop this. Can we think about what to do about this?”

Criticism responses (T Paarisec). As an example of a reflection, the person could say, “Sounds like you really dislike me and want to have me as an enemy, is that correct?” As an example of silent eye contact, the person could just look at the taunter with a curious look. As an example of criticizing the critic, the person could say, “I think you have something wrong with you, that you need to try to bully someone who hasn’t done anything to you.”

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Relaxation. The person could relax their muscles to achieve calm in thinking about what to do.

Rule of law. The person could talk with school authorities about enforcing rules against repeated verbal abuse.

Apologizing: Not applicable in this situation. (I'm not including a sarcastic apology.)

Away from the other person. The person could try to just stay away from the taunter, or ask the school authorities to separate them from the taunter.

Friendliness. The person could be especially friendly to other classmates, so as to gain some allies.

Force (nonviolent). If the taunter ever tries physical aggression, the person could put the taunter in a hold that holds them still but doesn't injure them.

Tones of voice. The person could make sure not to have tones of voice that sound hurt or defensive, so as not to reinforce the taunter by giving the impression that the taunter has power over them.

7.3. Catharsis theory versus rehearsal theory

Here's requirement 3.

Tell what the "catharsis theory" of anger is. Tell what science has to say about whether it's right or not. What's a different theory? What harm can the catharsis theory do?

Answer:

The catharsis theory is that when you yell or hit a pillow or punch a punching bag or play a violent video game, you get your anger and aggression out of your system so that you don't feel angry any more.

Many experiments and studies tell us this theory is not right.

A different theory is the "rehearsal" theory. This is that when you act angry or aggressive, you are rehearsing acting angry and aggressive again. The practice can generalize to other situations or other aggressive behaviors. On the other hand, the more you rehearse acting in a calm and rational way to situations that might make people angry, the better you get at responding this way.

The catharsis theory can be harmful because it can get people practicing aggressive acts, thinking

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they are helping their anger control, when actually they may be making it worse.

7.4. STEBC fantasy rehearsals

Here's requirement 4.

Take turns making up STEBC fantasy rehearsals of good responses to situations, doing at least 2 STEBC fantasy rehearsals yourself.

STEBC stands for situation, thoughts, emotions, behaviors, and celebration. You don't necessarily have to do these in order.

Here's an example of a coping fantasy rehearsal.

Situation: I go to a party, where I don't know anybody.

Thoughts: This is the sort of situation that has made me really anxious in the past. If I can have a triumph this time, that will be a big achievement. A triumph will be just hanging in here and acting reasonable and decent, and not necessarily impressing everybody, or even anybody. I remind myself that people have better things to do than to

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judge me, and that even if people make judgments about me that are bad, that's not a tragedy—I don't need for these people to become my fans. I want to try to have good conversations if possible but not worry about it if it doesn't happen.

Emotions: I feel nervous, but I also feel secure when I think that nothing awful is going to happen. I feel determined to make what I define as a success out of this.

Behaviors: I make eye contact with people and smile. If someone says something to me, I try to respond with a tone of some enthusiasm and approval. I do greeting rituals and introductions. I ask and tell people about the PAPER subjects (places, activities, people, events, reactions and ideas in our lives). I listen with four responses (reflections, facilitations, follow-up questions, positive feedback). If there are silences in the conversation, I don't worry about them.

Celebration: Hooray! I have had a major triumph! This is a courage skill and friendship-building skill triumph!

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Here's an example of a mastery fantasy rehearsal. The person is working on an aversion to getting started on homework or school projects.

Situation: I have written down in my schedule an appointment with myself to start working on my homework at this time.

Thoughts: This is no problem. I'll do the work now, and then I'll feel good later about having it done. I'm going to look for any part of the work I'm doing that is interesting or fun or useful.

Emotions: I feel curious about the work I'm going to do. I feel good about myself for getting going on this without procrastination. I have a nice liberated feeling, not to feel any resistance to getting started.

Behaviors: I get started right way. I figure out what order I'm going to do the assignments in. I get going on the first one. I congratulate myself for every step that I complete. I look for the interesting, fun, or useful, and I find it. I go until the time I'd planned to take a break, and take a break for the planned amount of time, and then I get back to work! I keep going like this till I finish!

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Celebration: Yay! I did this efficiently, without putting it off! Now I have some free time for the rest of the evening to relax and do other things! I also strengthened a really good habit!

7.5. Dr. L.W. Aap on your own

Here's the next requirement.

Do a Dr. L.W. Aap role-play with a conflict or joint decision the tester gives you, playing both parts yourself.

Here's the situation for this requirement.

The two people are the leaders of two countries that are next to each other. There is a little land between the two countries that for a long time has been claimed by both countries, and it is not certain which country that land is a part of. The two leaders get together to talk about this problem. Here's a sample answer.

First leader: Let's talk about the problem of what to do about this disputed region. This has been a source of conflict for a long time. It would be a shame if there were fighting or killing that resulted from the dispute over this.

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Second leader: You're saying it's a longstanding dispute, which country this region should belong to, and it's not a question that you want to see anybody hurt over.

First leader: Yes, exactly.

Second leader: I agree that it would be nice to settle this issue. The region in question is small enough that it's not so important which country claims it; what seems to be the obstacle is that no leader wants to appear weak to the rest of the people in their country by giving it to the other country.

First leader: So you're pointing out that part of our challenge in settling this issue is saving face among the people in the rest of our country who want us to appear strong.

Second leader: That's correct.

First leader: Shall we think of some options? One is that one country could claim it, in return for a bunch of money they pay to the other country for the privilege of having it.

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Second leader: Another option is that we could let the people who live in that region hold a vote on which country they want to be a part of.

First leader: We could divide the region into two parts, and let each of us take one part. We could allocate some money so that the people who want to be a part of one or the other country could move to the part they prefer.

Second leader: Another option is that we could make a deal one way or the other without announcing it to the press and without either of us drawing any attention to it, to try to keep people from getting riled up about the issue.

First leader: We could quietly arrange a poll of the people in the region to see what their wishes are on which country to be a part of. We could try to agree on a border that splits the region into two parts, the sizes of which depend on the poll. Whoever gets the bigger part pays money to the other for getting the bigger part. And we use whatever power we have to avoid drawing attention to the deal.

Second leader: That sounds like a good overall plan to me. Let's get our people working out the details of it.

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First leader: Thanks very much for talking with me about this.

Second leader: Thank you; it's a pleasure to work with a rational person.

7.6. Ten methods of influence

Here's the next requirement.

Tell what the 10 methods of influence are. When you hear some stories that give examples of these, tell what method of influence is being used.

Answer to telling what the 10 methods of influence are:

1. Objective-formation
2. Hierarchy
3. Relationship
4. Attribution
5. Modeling
6. Practice
7. Reinforcement and punishment
8. Instruction
9. Stimulus control
10. Monitoring

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Here are the stories for you to identify the methods of influence.

1. Someone is teaching a cat to go for walks on a leash. The person lets the cat get hungry, and takes the cat outside in the harness. Each time the cat walks alongside the person for even a couple of seconds, the person gives the cat a little bit of food. Then the food comes when the cat has walked for four or five seconds, and then 10 seconds, and so on. The person is using

A. Attribution and modeling,

or

B. Reinforcement and hierarchy?

Answer: B

2. Someone is helping someone who is addicted to alcohol. The helper asks, "How is your life going these days? What are you satisfied with, what are you not satisfied with?" When the person mentions their drinking, the helper asks, "Is that something you're interested in changing?" Later in the conversation the helper asks, "How much would you like to make that change, on a scale of 0 to 10?" "Can you tell me about the reasons you'd like to

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make that change?" The helper is using the method of

A. Objective formation,

or

B. Stimulus control?

answer: A

3. Someone is trying to get very physically fit. Every day, the person tests themselves and writes down how many push-ups they can do, and how long they can hold a "plank" position. They are using

A. Relationship,

or

B. Monitoring?

Answer: B

4. Someone wants to be a kinder person. The person reads a book that consists of one example after another of someone's doing something kind for someone else.

A. Modeling,

or

B. Hierarchy?

Answer: A

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5. A child really needs to gain weight. The parent figures out what the child's favorite foods are that don't need to be cold or hot, and leaves them in little bowls around the house so they are convenient for the child to eat.

A. Modeling,

or

B. Stimulus control?

Answer: B

6. Someone would like to get better at the skill of self-discipline. The person studies a book called "A Programmed Course in Self-Discipline," and picks up lots of tips from it.

A. Instruction,

or

B. Relationship?

Answer: A

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8.1. Emotional climate, CCCT, and REFFF

Here's the first requirement for Level 8.

Tell what is meant by the "emotional climate." Tell what CCCT and REFFF stand for, and what effects they have on the emotional climate.

In a good emotional climate, people enjoy each other, have fun with, like, love, help, approve of, get along well with, and find it pleasant to be with one another. The opposite situation is a bad emotional climate. A pair of people in any kind of relationship can have an emotional climate, as can any group of people or a family. The emotional climate can change, sometimes rapidly. Living in a good emotional climate is good for their mental health.

CCCT refers to commands, criticisms, contradictions, and threats. Here's an example of each: Command: Stop doing that. Criticism: You're not doing that right. Contradiction: You're wrong

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about that. Here's the right idea instead. Threat: If you keep doing that, you'll get punished. These are all useful at times, but too high doses of them are toxic to the emotional climate.

REFFF refers to the 4 ways of listening, plus telling about your own Experience: **R**eflections, telling about your own **E**xperience, **F**acilitations, **F**ollow-up questions, positive **F**eedback. These, plus a lot of helping, doing activities that are fun for both, having a good sense of humor, and using tones of approval, contribute to a positive emotional climate.

8.2. T PAARISEC for response to criticism

Here's the second requirement for Level 8. Tell the T. Paarisec options for responding to criticism, and give an example of each of these with a criticism you are given.

Ida Craft is a mnemonic for options with any type of provocation. T Paarisec is meant to help you think of options for a particular type of provocation: being criticized. T Paarisec is a mnemonic for:

Thank you

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Planning to ponder or problem-solve

Agreeing with part of criticism

Asking for more specific criticism

Reflection

I want or I feel statement

Silent eye contact

Explaining the reason

Criticizing the critic.

Here's the criticism for this requirement:

Some people are talking about what parts they are going to take in a play. Junah, who wants to do other things with their time, did not try out for the play. One of the people in the play says, "Junah isn't going to be in the play. Junah is too scared to perform in front of people."

Here are examples of T PAARISEC:

1. Thank you: I appreciate that at least you're willing to say that in front of my face rather than behind my back. Or perhaps I should say in addition to behind my back.
2. Planning to ponder or problem-solve: I never thought about it that way, but I'll ponder just in case there's any truth to that.

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3. Agreeing with part of criticism: I have been known to feel nervous in my life when putting on performances.
4. Asking for more specific criticism: I'm curious, what makes you think that? Can you be more specific?
5. Reflection: So the fact that I'm not going to do it tells you that I'm scared to do it, huh?
6. I want or I feel statement: I feel free to use my time however I want.
7. Silent eye contact: (Looks at the person with a curious expression, one that says, "Oh? That's news to me.")
8. Explaining the reason: There happens to be a different reason for my not being in the play. I don't feel obligated to say more about it.
9. Criticizing the critic: I wonder why you said that. It looks like you enjoy trying to make people feel bad. If so, that's a lots worse thing to be than feeling scared.

8.3. Exposures that increase or decrease fear

Here's the third requirement for level 8.

Suppose that someone is wanting to get over a fear. Suppose the person gets into the scary situation, but when the fear rises to a very

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uncomfortable level, the person escapes back to a safe situation. Please explain why this strategy usually doesn't work well, and in fact can make the fear worse. Please explain using the concept of reinforcement.

The answer to this starts out with an explanation of what reinforcement is. A reinforcement, or reinforcer, is something that comes after a behavior that makes the behavior more likely to happen again. It's very similar to a reward. Often a reinforcer makes the person feel better than they did before. So the brain learns to do the behavior again, in order to feel better.

When the person escapes from a scary situation to a safer one, the fear usually goes way down. The safer situation is very reinforcing, because it makes the person feel much better. The behavior that is reinforced is escaping from the scary situation. Because that behavior has reinforced, the person will have a stronger urge to do it the next time. But the urge to escape is about the same thing is fear! So the reinforcement of escape makes the fear greater!

On the other hand, if the person stays in the scary situation until the fear has gone down, the

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reduction in fear has reinforced the exposure to the situation and not the escape from it!

8.4. What's a different way to think?

Here's the fourth requirement for Level 8.

When you are given 5 situations with something someone said to themselves about each situation, come up with two other thoughts about each situation that you think might work better.

You remember the 12 thought exercise. This requirement gives you a chance to use those categories to help you generate ways of thinking that help someone to achieve their goals rather than obstruct them.

Here are the 5 situations for this requirement.

1. Situation: Someone has a lot of work to do. But the person has put off starting it.

Thought: I just don't have what it takes to do this.

What are two other thoughts that might work better?

Sample answer:

(First thought) My goal is to go ahead and get moving on this within the next 15 minutes.

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(Second thought) One option is to set my timer for 45 minutes and see how much I can do in that time, and take a break when the time is up. Another option is to try to reinforce myself for getting started and for every bit of progress I make, by celebrating. I think I'll try both those options.

2. Here's the second situation and thought.

Situation: A person is really angry, and says some very insulting things to a family member.

Thought: Oh well, it doesn't make any difference.

Family members are different from people outside the family. It's no big deal.

Sample answer:

(First thought) I did something I really shouldn't have done. I made a mistake.

(Second thought) One goal is to try to repair things by apologizing to the other person. Another goal is to learn better anger control so that I don't do stuff like this again, at least not often.

3. Here's the third situation and thought.

Situation: Someone is humming a certain song, that they really like. Someone else says, "You like that song? That's a stupid song."

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Thought: They're calling me stupid. I can't let them get away with that!

Sample answer:

(First thought) So someone else has a different opinion than I do, and is kind of rude about expressing it. So what, it's not a big deal.

(Second thought) I could just shrug and say nothing. I could say, "I like it, but if you don't, I'll do you a favor and not sing or hum it when you're around." I could say, "I guess different people have different tastes, don't they?" I think I'll pick the second of these.

4. Here's the fourth situation and thought.

Situation: Someone is playing a really fun video game, and someone in authority tells them they have to stop and do something else.

Thought: I hate this! No, I can't stop now!

Sample answer:

(First thought) This isn't the end of the world. I can always come back to this.

(Second thought) My goal is to relax and act like a mature person, and to score a fortitude and self-discipline triumph.

5. Here's the fifth situation and thought:

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Situation: Someone is bored, and gets the urge to purposely irritate a family member just to start a little excitement going.

Thought: If I grab something that they are using, that will really get to them and get some excitement going.

Sample answer:

(First thought) My goal is to figure out a way not to be bored that will be kind to myself or someone else.

(Second thought) I could see if a family member wants to hear me do a little music concert. I could read an exciting book. I could test myself on a physical feat, like seeing how long it takes me to run 300 meters. I could try to set a pushup record. I could text or call someone I don't know well and try to get into a good conversation with them. I like that last one. It's just scary enough to make me not bored!

8.5. Effort-payoff connection, dissatisfaction-effort connection

1. Here's the fifth requirement for Level 8.

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Tell what is meant by the phrases "effort-payoff connection" and "dissatisfaction-effort connection." Tell a little story in which someone gives an example of the dissatisfaction-effort connection. Tell two stories in which someone purposely gets more of an effort-payoff connection into their life.

Sample answer:

When someone makes an effort, and something good happens as a result, that's the effort-payoff connection. The dissatisfaction-effort connection occurs when someone has a bad feeling, and responds to that bad feeling by making efforts to make things better.

Example of story about dissatisfaction-effort connection:

Someone looks at themselves in the mirror and thinks, "I look really out of shape." The person responds to the dissatisfaction this thought produces by eating really healthy foods and exercising a lot.

Example of two stories about getting more effort-payoff connection into one's life:

Someone has been studying dancing, by themselves. The person decides that more of a payoff will occur if they can actually dance with other people, so the

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person signs up for a class in which they get to dance with lots of other people. The effort in practicing dancing pays off when the person's partners enjoy dancing with them.

Someone works hard on schoolwork and tries to make good grades. But most of the people in the person's life either don't care or feel jealous of the person. The person finds someone who really cares about the person's success. The person celebrates every good grade with this other person, and the other person congratulates them joyously. This makes the effort of schoolwork have a much bigger payoff.

8.6. Strategies for anti-depression

Here's the sixth requirement for Level 8.

Suppose that someone wants not to be depressed. Tell several ways that the person can either get over being depressed or avoid getting depressed in the first place.

Here are some ways not to be depressed:

1. Try to have good relationships with people, where people are being nice to each other, helping each

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other, solving problems rationally, and caring how things go with each other.

2. Set worthy goals, work toward them, and celebrate every bit of progress.
3. Be aware of what activities you enjoy, and make time for doing those activities.
4. Take the "middle path" regarding work and play, self-indulgence and self-denial: strive for a life where there is work accomplished but there is also fun.
5. Get regular exercise, particularly cardio.
6. Have a consistent sleep rhythm, and get enough sleep.
7. Get enough exposure to bright light, especially in the dark fall and winter.
8. Make good decisions about your self-talk: for example, don't overdo the getting down on yourself and awfulizing and blaming; don't underdo the celebrations. Do listing and choosing carefully enough that you make good decisions that get you into positive situations.

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9. Try to get into situations where there's an effort-payoff connection, and try to arrange your own attitude to maximize the effort-payoff connection. Taking on tasks that are not too hard, not too easy, but just right, promotes the effort-payoff connection.
10. Cultivate the dissatisfaction-effort connection. One form of effort is just talking about the problem and examining it; this is often the first step in making an action plan.
11. Consider acting cheerful or fun-loving or meaningfully engaged with life on purpose, because acting a certain way helps you feel that way too.
12. Avoid environments where you are rewarded for feeling bad.

8.7. What's the point of the lists?

Here's the seventh requirement for Level 8.

In this program you have gotten familiar with certain lists. For each of them, tell some (not necessarily all) of the items on the list, and tell how someone could use the concepts in that list to make

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their life better. In other words, what is the point of getting familiar with this list?

The two big goals:

Sample answer: Living a happy life, and helping others to lead happy lives are great goals to have. Thinking about these goals makes it more likely that you'll achieve them.

The sixteen skills and principles (or the 62 skills and principles):

Sample answer: Productivity, joyousness, kindness, honesty, fortitude, good decisions, nonviolence respectful talk, friendship-building, self-discipline, etc. These name types of behavior that tend to make life better. If you can look for opportunities to use one of these skills, and celebrate and feel good each time you do so, that in itself can improve the quality of life immensely.

The ten methods of influence (OH RAM PRISM):

Sample answer: Objective formation, hierarchy, relationship, attribution, modeling, practice, reinforcement and punishment, instruction, stimulus control, monitoring. These are the reasons why

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people do what they do. If you want to help yourself to behave more in a certain way, you can use these. You can also use them to help other people act in ways that make them and yourself more happy.

The four ways of listening.

Sample answer: reflections, facilitations, follow-up questions, positive feedback. When someone talks, and you respond in these ways, it usually helps the person enjoy talking with you, and feel more comfortable with you in general.

Criteria for joint decision-making (Dr. L.W. Aap):

Sample answer: Defining, reflecting, listing, waiting, advantages, agreeing, politeness. If people do these things when they have a conflict with each other or a joint decision to make, they are more likely to work out a good solution and to avoid hostility and violence.

The twelve thoughts:

Sample answer: Awfulizing, getting down on yourself, blaming, not awfulizing, not down on yourself, not blaming, goal-setting, listing and

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choosing, learning from experience, celebrating of luck, someone else's choice, own choice. These are 12 different options for how to do self-talk about any situation. If you're able to choose among these and pick the most useful ones for any situation you're in, that will greatly assist you, because self-talk greatly affects how you feel and what you do.

The four thoughts.

Sample answer: not awfulizing, goal-setting, listing and choosing, celebrating your own choice: These are 4 of the 12 thoughts that you can do quickly enough to use them all in real life situations. It's good to cultivate them as a reflex for scary or aversive situations and provocations.

Steps in individual decision-making (SOIL ADDLE):

Sample answer: Situation, objectives, information, listing, advantages, deciding, doing, learning from experience. Life is a succession of choice points. The better are your decisions, the better your life will be. These are steps that will help you make better decisions.

Ways of responding to provocation (Ida Craft):

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Sample answer: Ignoring, differential reinforcement, assertion, conflict-resolution protocol, criticism protocol, relaxation, rule of law, away from the other person, apologizing, friendliness, force (nonviolent), tones of voice. This list helps you think of different ways of responding to situations that might make someone angry. If people chose wisely among these, the amount of violence and cruelty in the world would be far less!

Ways of reducing anxiety and aversion.

Sample answer: Estimating the danger, hierarchy, prolonged exposure (practice), relaxation, self-talk, mental imagery, fantasy rehearsal, skill-building, doing and not feeling to define success: A great deal of unhappiness results from having more fear or other bad feelings attached to certain situations than we need. These methods allow us to reduce the bad feelings that certain situations bring on.

Feeling words:

Sample answer: Angry, fear, disgusted, sadness, guilty, embarrassed, happy, proud, grateful, blessed, relieved, surprised, curious, liking, loving, fun, content.... It's good to be able to put words on how you, or someone else, is feeling. This is often the

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first step in handling a situation well, and figuring out what to do.

Responding to Criticism (T PAARISEC):

Sample answer: Thank you, planning to ponder, agreeing with part, asking more specific, reflection, I want or feel, silent eye contact, explaining the reason, criticizing the critic: Handling criticism is very difficult for very many people. This is a list of ways to handle criticism that contributes to good anger control skills and good relations with people.

Ways of relaxing

Sample answer: Relaxing muscles, breathe and relax, mantra, pleasant imagery, loving kindness meditation, kindness to self and others meditation, mind-watching, movement, pleasant dreams, biofeedback, simple rest: For anger control, anxiety reduction, and stress management, it helps to be able to lower your level of arousal, to calm yourself. These are ways that you can practice and use that skill.

Things that people talk about (PAPER):

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Sample answer: Places, activities, people, events, reactions and ideas. This list helps you think of what to talk about or ask about in conversations.

Contributors to a bad emotional climate:
CCCT.

Sample answer: Commands, criticisms, contradictions, and threats This is a list of types of utterance that many people could benefit from cutting down on. When these are overdone, the emotional climate suffers.