

Summary Report for Individual Task
081-833-5000
Apply Resilience Skills and Competencies Using the ATC Model
Status: Approved

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DESTRUCTION NOTICE: None

Condition: You are dealing with a situation or event in your unit or in your personal life that has triggered heat-of-the-moment thoughts, feelings and behaviors. This Activating Event could be characterized as a temporary challenge or adversity, a positive event or may have elements of both. There are no other personnel or equipment requirements for this individual task. This task should not be trained in MOPP.

Standard: Describe the ATC model by identifying the Activating Event, the Thoughts and the Consequences (Emotions and Reactions). Separate and isolate each element of the ATC model into what happened (Activating Event) from what you say to yourself about it (Thoughts) from your feelings and behaviors (Consequences). Identify which element(s) of the ATC model you have the most control.

Special Condition: None

Special Standard: None

Special Equipment:

Safety Level: Low

MOPP: Never

Task Statements

Cue: None

DANGER
None

WARNING
None

CAUTION
None

Remarks: None

Notes: TRAINING TIPS FOR THE TRAINER

1. Prepare yourself.
 - a. Obtain training guidance from your chain of command on when to train, which Soldiers to train, availability of resources, and the training site location.
 - b. Obtain the training objective (task, condition and standard) from the task summary.
 - c. Ensure you are familiar with the task by reviewing the task summary and the references in the reference section. Practice teaching the task or, as necessary, have someone train you the task.
 - d. Select a training method.
 - e. Prepare a training outline consisting of informal notes on what you want to cover during your training session.
 - f. Practice your training presentation.
2. Prepare the resources.
 - a. Coordinate for use of training aids and devices.
 - b. Obtain the required resources identified in the condition statement for this task.
 - c. Prepare the training site according to the condition statement and evaluation preparation section of the task summary

as appropriate.

3. Prepare the Soldier.

a. Inform the Soldier which task is to be performed and how well it must be performed. Refer to the standard statement and evaluation preparation section as appropriate.

b. Caution the Soldier about safety, environment and security.

c. Provide any necessary training on basic skills that Soldiers must have before they can be trained on the task.

d. Pretest each Soldier to determine who requires training in specific areas by having the Soldier perform the task. Use DA Form 51 64-R and the evaluation guide in each task summary to make this determination.

4. Train the Soldiers who failed the pretest.

a. Demonstrate how to perform the task or the specific performance step(s) to those Soldiers who could not perform the task to standard. Have Soldiers study the appropriate materials.

b. Have Soldiers practice the task until they can perform it to standard. Provide necessary feedback to the Soldier.

c. Evaluate each Soldier using the evaluation guide.

5. The reference for this individual task, *The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles*, Karen Reivich, Ph.D and Andrew Shatte', Ph.D., 14 October 2003, can be found by contacting your unit Master Resilience Trainer (MRT).

Performance Steps

1. Describe the ATC Model.

- a. The acronym "ATC" stands for Activating Events, Thoughts and Consequences (Emotions and Reactions).

Note: The ATC Model (modified), originated by Dr. Albert Ellis, PhD, is part of the Master Resilience Trainer (MRT) Course and is copyrighted by the Trustees of the University of Pennsylvania.

- b. ATC helps you to identify your heat-of-the-moment Thoughts about an Activating Event and the Consequences of those Thoughts.

- c. ATC gives you greater control over your Emotions and Reactions. Your Thoughts are the area over which you have the most control.

- d. ATC helps to build self-awareness.

2. Identify an Activating Event.

- a. An Activating Event is the trigger. It's the "who, what, when, and where" of a situation or event.

- b. An Activating Event can range from a minor issue or challenge (for example: a parking ticket) to a large adversity (for example: an injury or death of someone you care about). It can also be a positive event (for example: a promotion or having a baby).

3. Identify Thoughts.

- a. Your heat-of-the-moment Thoughts are what you say to yourself (interpretation) immediately following an Activating Event.

- b. Your Thoughts drive immediate Reactions and can be productive or counterproductive.

- c. Your Thoughts are under your control.

4. Identify Consequences.

- a. Consequences are your Emotions (feelings) and Reactions (behaviors); what you feel and do in reaction to your Thoughts about an Activating Event.

Note: Trainer should reiterate that Emotions are often accompanied by physiological and behavioral changes in the body as well.

- b. Consequences can be about what you do and what you don't do (for example: avoiding an individual or situation).

Note: Trainer should reiterate that, although it feels that our Consequences (Emotions and Reactions) are driven by the situation (Activating Event) itself, our Consequences are driven by what we say to ourselves (Thoughts) about the Activating Event.

5. Separate the Activating Event, the Thoughts and Consequences.

- a. Use the example: "This morning you fell out of a three-mile run."

- (1) Activating Event: Falling out of a three-mile run.

- (2) Thoughts (about the Activating Event): "Everyone thinks I can't cut it."

Note: Trainer should offer this as one example. Other possible examples of heat-of-the-moment Thoughts may include, "I'm not going to fit in" or "I'm slowing the rest of the unit down," etc.

(3) Consequences (arising from these Thoughts), Emotions: embarrassment; Reactions: isolating yourself from other unit members.

Note: Trainer should offer this as one example. Other possible examples may include, Emotions: feeling anxious, feeling guilty, etc. Reactions: having trouble sleeping before long runs, worrying about it throughout the week, etc.

b. You can build self-awareness and ultimately self-regulation by slowing the process down and separating what happened (Activating Event) from what you say to yourself about it (Thoughts) from your feelings and behaviors (Consequences).

(Asterisks indicates a leader performance step.)

Evaluation Preparation: SETUP: Provide the Soldier with the equipment and/or materials described in the conditions statement as appropriate.

BRIEF THE SOLDIER: Explain what is expected of the Soldier by reviewing the task standards.

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. Described the ATC Model.			
2. Identified an Activating Event.			
3. Identified Thoughts.			
4. Identified Consequences.			
5. Separated the Activating Event, the Thoughts and Consequences.			

Supporting Reference(s):

Step Number	Reference ID	Reference Name	Required	Primary
	0-7679-1191-1	The Resilience Factor, Karen Reivich, Ph.D and Andrew Shatte, Ph.D	No	No

Environment: Protection of the environment is a continuous process that begins with deliberate planning. Units must teach this individual task in ways that minimize environmental impacts. Units will comply with all environmental laws and regulations. This includes all federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, The Soldier and the Environment. Refer to FM 3-34.5, Environmental Considerations and GTA 05-08-002, Environmental-Related Risk Assessment.

Safety: In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 COMPOSITE RISK MANAGEMENT WORKSHEET during the planning and completion of each task and sub-task by assessing mission, enemy, terrain and weather, troops and support available-time available and civil considerations, (METT-TC). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat injury. Local policies and procedures must be followed during times of increased heat category in order to avoid heat related injury. Consider the MOPP work/rest cycles and water replacement guidelines IAW FM 3-11.4, NBC Protection, FM 3-11.5, CBRN Decontamination. In a training environment, leaders must perform a risk assessment in accordance with FM 5-19, Composite Risk Management. Leaders will complete a DA Form 7566 Composite Risk Management Worksheet during the planning and completion of each individual task. Prior to teaching this individual task, address all safety issues that are unique to the environment in which the training will be conducted (e.g., fire evacuation plan, heat/cold weather concerns, emergency situations, etc.). Note: During MOPP training, leaders must ensure personnel are monitored for potential heat-related injury. Consider the MOPP work/rest cycles and water replacement guidelines in accordance with FM 3-11.4, NBC Protection and FM 3-11.5, CBRN Decontamination.

Prerequisite Individual Tasks : None

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks :

Task Number	Title	Proponent	Status
N/A	N/A	Not Selected	Obsolete