

Report Date: 06 Jan 2012

Summary Report for Individual Task
081-833-5003
Apply Resilience Skills and Competencies Using Mental Games
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 is resulting in counterproductive patterns in thinking and is impacting on your ability to fully concentrate and focus on completing an assigned task. There are no other personnel or equipment requirements for this individual task. This task should not be trained in MOPP.

Standard: Identify the resilience skill of Mental Games, the three principles for designing Mental Games and a minimum of three commonly used Mental Games that shut down counterproductive thinking and enable greater concentration and focus on the task at hand.

Special Condition: None

Special Standards: 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 Resilience Skill Mental Games.

Note: As necessary, review Individual Task 081-833-5000, Apply Resilience Skills and Competencies Using the ATC Model.

a. Mental Games are used to change the focus away from, or compartmentalize, counterproductive thinking in order to reduce anxiety and enable greater concentration and focus on the task at hand.

b. Mental Games help to build self-regulation.

c. Mental Games help to distract you from counterproductive thinking by engaging your attention in fun and challenging games or techniques. They help you to remain calm and disengage when appropriate and reengage with more productive thinking.

2. Describe the three principles for designing Mental Games.

a. They must require your full attention.

b. They should be difficult and fun.

c. They must be games or techniques you can do within a few minutes.

3. Identify commonly used Mental Games.

Note: This list of commonly used Mental Games is not meant to be represented as being all-inclusive.

a. Math games: distracting yourself by counting down from one hundred (or even one thousand) by sevens (100, 93, 86, etc.).

b. Alphabet games: working your way through the alphabet, naming someone for each pair of initials.

c. Categories games: in a two minute period, naming all of the sports figures, war heroes, etc. that you can.

d. Military phonetic alphabet: reciting it forwards (alpha through zulu) then backwards (zulu through alpha).

e. Song lyrics: reciting upbeat lyrics from memory.

(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 Resilience Skill Mental Games.			
2. Described the three principles for designing Mental Games.			
3. Identified commonly used Mental Games.			

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 (for example: 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 :

Task Number	Title	Proponent	Status
081-833-5000	APPLY RESILIENCE SKILLS AND COMPETENCIES USING THE ATC MODEL	081 - Medical (Individual)	Reviewed

Supporting Individual Tasks : None

Supported Individual Tasks : None

Supported Collective Tasks :

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