

# *Models of Life*

## *Skills*

**Model 1 :STRUCTURED ENQUIRY  
LEARNING MODELS**

# STRUCTURED ENQUIRY LEARNING MODELS

- This system permits the **development** of Life Skills programs for the **predictable, common life problems** of a wide variety of populations facing common life situations throughout the life span.
- The programs are designed to be delivered by **specially trained teachers as well as counselors** in a wide variety of **educational, training, industrial, rehabilitation, mental health, and community agency settings**.
- Each Life Skills program consists of a cluster of Life Skills learning units, each of which focuses on a specific coping problem, such as **how to present oneself effectively in a job interview**, how to avoid escalating marital arguments, or how to listen responsively to children.

# Stages of Structured Model

- *Stimulus Stage*
- *Evocation Stage*
- *Objective-Inquiry Stage*
- *Application Stage*

# Stimulus Stage

- Each learning unit begins with a provocative presentation of a problem, usually in the form of a **dramatic, emotion-arousing five-minute video vignette** that depicts a person like the clients confronting a difficult situation and making a number of errors.
- The emotional impact of the tape and the details presented are designed to stimulate and focus discussion.

# Evocation Stage

- In this stage, usually lasting about 45 minutes, the Life Skills Educator (LSE) attempts, through a structured pattern of questions, to elicit from the group elements of the problem that was presented, to identify the critical issues, and to get the group members to describe similar experiences they have had.
- The LSE makes every effort to elicit feelings, thoughts, and experiences from all group members **in order to get the group to define the problem, to suggest solutions to it, and to identify areas for further inquiry.**
- By the end of the session, the group will become aware of what it feels and already knows about the problem, will have had its curiosity aroused, and will have identified further areas for inquiry.

# Objective-Inquiry Stage

- The learners engage in a **variety of learning activities** to find out and experience what others know about the problem.
- Through the use of specially prepared video modeling tapes, pamphlets, audiotapes, questionnaires, rating sheets, simulation exercises, and specific learning activities
- The LSE tries to expand group members' awareness about the problem conceptually and to help them gain insight into the origins of the problem, its current manifestations and consequences, and what must be done to solve the problem.

# Application Stage

- The purpose of this stage is to help the learner **translate his new** understanding, insight, feelings, and knowledge into actual behavior in a simulated or real-life situation.
- Learners engage in role-playing or simulation exercises that, where possible, are videotaped, rated, and critiqued by themselves, other group members, and the LSE.
- After feedback the learners are encouraged to repeat the behavior in simulated situations and then later in real-life situations until behavioral mastery are achieved.

# Conclusion

- Throughout these stages the LSE functions as a coach, providing direction, support, and feedback as the learners try to gain increasing comfort in incorporating the new behavior into their basic repertoire.
- Throughout all four stages the LSE makes every effort to maintain a cohesive, supportive learning group and a nonjudgmental climate in which learners have the freedom to express their feelings, to ask questions, to disagree, and to make mistakes.



# ***Models of Life Skills***

## **Model 2 : TRANSFORMATIVE LIFE SKILLS**

# TRANSFORMATIVE LIFE SKILLS

- Transformative Life Skills (TLS) is a powerful application of mindfulness practices for creating and managing environments for wellness and recovery.
- It includes yoga, breathing techniques, and meditation, which, when integrated, are effective for creating and managing environments for wellness and recovery.
- TLS is widely viewed as a cost-effective front-line prevention and intervention strategy for physical and behavioral health, education, and violence prevention.

# *Continued....*

- The Transformative Life Skills Program is a comprehensive group and individual cognitive-behavioral treatment for those who struggle with **problematic behavior patterns**.
- These problematic behaviors center around two clusters of behaviors:
  - (1) **aggressive/anger-based behaviors**, including – but not limited to – explosive angry behaviors, harassment, impulse control disorders, and other controlling or power-based patterns and
  - (2) **sexually problematic behaviors**, including – but not limited to – compulsive sexual behavior, cybersex, Internet Addictions, pornography related problems, sexual harassment, using pornography at work, and illegal videotaping.

# Goals

- The goals of the Transformative Life Skills Program are for each individual to develop the skills and insight necessary to achieve a healthy lifestyle that is inconsistent with a return to the problematic behavior pattern.
- It also empowers each client to develop the resiliencies and plans necessary to avoid returning to the problematic behavior if their lifestyle becomes vulnerable.
- It is our belief that individuals can overcome the often destructive (to self and to others) nature of their anger or addictive behavior patterns with this unique program, transforming their vulnerable qualities into resilient choices and a healthy lifestyle.

# Benefits of the TLS

- Transformative Life Skills (TLS) is a powerful application of mindfulness practices for creating and managing environments for wellness and recovery.
- It includes movement, breathing techniques, and meditation, which, when integrated, are effective for stress management, self-care and healing from secondary trauma as well as for enhancing resilience, attention control and emotion regulation, transforming institutional environments while strengthening family and community.
- TLS is widely viewed as a cost-effective front-line prevention and intervention strategy for physical and behavioral health, education, and violence prevention.

*Thank you.....*