



Recovery International

“The Concept Review” Accessibility Video Transcript

Accessibility Transcript

The following is a transcript of the audio from the Recovery International Concept Review. This transcript is provided to improve accessibility for visitors who are deaf, hard of hearing, or prefer reading the content.

Hi everyone. Today we're going to talk about the concept review which was formerly called the big five but we have changed that. After the example period many meetings use the concept review to just call out basic concepts. I'm not going to go through what an example period is. You all know that you've given examples. Many of you have even led examples. The part I'm going to highlight is what comes after.

There are six concepts that are called out in the concept review. We look at angry temper, fearful temper, muscle control, muscle movement, sabotage, and other opportunities for self-endorsement. Before we start, just kind of think to yourself, do you have problems with any of these? Some of these are more difficult. Sabotage can really confuse me and if you really don't know how to identify Sabotage, you are not alone. That is the one most people have problems with. Also, muscle movement and muscle control can be difficult. Sometimes these are switched up. So, we're going to go through these and let you practice with an example.

This is my example. So, I will just read this. Obviously, we're not doing group spotting here. Right after I read this, we'll head into each of the concepts.

Step one, my husband ordered a new ergonomic keyboard for me as a gift. It was a rainy, stormy day, and I waited all day for it to be delivered. It was 3:00 p.m. and I had to pick up my kids from school. When I returned a short time later, the package had been delivered to the house. The box was wet, and that's when I worked myself up.

Step two, I was clenching my jaw. I was angry that it was delivered in that short time frame I was gone. My thoughts were, why did this have to get delivered during the 30 minutes I was



gone? And couldn't they have tried to protect it? I was afraid that the electronics inside would be ruined. I had the impulse to call the delivery service and yell at them. I had angry temper directed at the delivery driver for not trying to tuck the box close to the door to stay dry. I had fearful temper at myself for not thinking about leaving a bin outside for them to put the box into. I spotted that my symptoms were distressing but not dangerous, that this is a trivial situation and if the device was ruined, it could be returned and that I can't control the outer environment. I proceeded to open the box and check the condition of it which was dry.

Step four, before Recovery, I would have made a big deal of this and called the delivery service and reported the situation. Now I can take secure thoughts that it will be fine, and things are boxed appropriately these days for the weather.

All right. So angry temper. Well, first of all, what is it? This is where we are assigning blame, right? Who's to blame here? So angry temper is the judgment of right and wrong in everyday situations. Of course, this does not apply to legal, moral or ethical situations. These are trivial situations we're dealing with. So angry temper is directed outward at the other person or the situation or something that we're saying. "You're the reason I'm upset." So think about this - who were you angry at or irritated with or disgusted by? The feelings related to angry temper, irritation, resentment, impatience, hatred, disgust, rebellion, and it could be others. In my situation, the angry temper was directed at the situation, the rainy stormy day and that you know I had to wait and of course also directed at the delivery driver.

The other side of who's to blame is fearful temper. I'm judging myself for doing something wrong or being wrong. Feelings related to this could be just worry or feeling inadequate, hopelessness, fear of damage to your reputation or yourself, a sense of shame. So, in this example, the fearful temper was directed at myself for not thinking about leaving the bin outside. It was blaming myself. I'm the one to blame for why this box got wet. This was my fault.

Muscle control is like a red light: it means stopping your muscles from doing something harmful to your mental health. In my situation, the red light was my impulse to call the delivery service and yell at them, but I didn't. I controlled my muscles there.

On the opposite side of that is muscle movement. What are we going to do? How did we command our muscles to do something that we were resistant to do which would be bad for



our mental health? So this is physical movement. And in this example, I proceeded to open the box and check the condition of it. So I moved my muscles to just open it up and check.

Sabotage. This is a tricky one. This one can be difficult. This is about ignoring or failing to practice what we have been taught, and we don't do what's best for our mental health. But sabotage can take many, many different forms. The asking why questions, the questions that we can't answer, interpreting part of sabotage, not endorsing yourself, not using the tools or the method, self-diagnosing, thinking that the head pressure we're experiencing is a tumor. Acting on the impulse. So, you know, I said my muscle control was that I didn't call the delivery service. Had I acted on that impulse, that would be sabotage. Using judgment of right and wrong in the trivialities, whether that's judgment of another person or yourself, not controlling the muscles, using temperamental language. This is that exaggerated language. "He always does that. She never does that. This is impossible."

And lastly, and there are other things, but last on our list is trying to justify why you are upset or justify to the rest of us that you're maybe right in the situation. This could include giving too much information in step one, maybe some storytelling. So, in this example, let's point out the sabotage. First of all, I waited all day for it to be delivered. I didn't wait all day. Why did this have to get delivered during the 30 minutes I was gone? The asking "why" is judgment against the driver. Couldn't he have tried to protect it? And then I didn't endorse in this example in step three. Just completely didn't endorse.

Let's go on to self-endorsement. This is praise we give ourselves for the effort of changing our thoughts or controlling those impulses. Of course, we endorse for the effort, not only for the outcome. And in this example, I didn't endorse, but the group will offer other ways that they see that the example giver can endorse. So, in this situation, I could have endorsed for not working it up. I could have endorsed for using the RI tools and method. I could have endorsed for finding an alternate plan and for controlling my impulse. So, there was muscle control there.

All right, let's do one more to practice. Here's a different example. Step one. When my daughter was five, we decorated her room in bright pink and themed for Dora the Explorer. She wanted to repaint her room with grays and blues. She's 17 now and takes some interior design classes at her high school, and she also plays this game on her computer where she builds and decorates entire houses. She wanted to create a reading nook area for the bedroom, and that required some rearranging of furniture. When we went to move her giant bean bag chair, we found the backside was leaning up against a wall and covered in mold. That's when I got worked up.

I felt myself get flush in the face and a rush of heat went through my body. My heart rate increased and I felt sweaty. My thoughts were, "How long has this been this way? This is my fault as we know we have issues with this north wall in the winter and I should have pulled it away from the wall. Why do things like this always happen when I'm pressed for time? My impulse was to throw it out, but she wanted to keep it. I had angry temper at the situation. I had fearful temper at myself in the form of shame and forgetfulness. The tools I used were "take things in part acts" and start by removing the chair, getting our spot cleaner and trying to first clean it up and sanitize it. I used the tool "we can't control the outer environment." The mold is already there and now I need to "decide, plan, and act" to deal with it. I endorsed for having a plan to try to save it.

Step four, before recovery, I would have hauled it out to the trash and immediately that would have disappointed my daughter. Now, I was able to keep calm and deal with this situation which was trivial.

All right, so let's go through this. Let's find the angry temper here. The angry temper was at the overall situation.

The fearful temper was at myself in the form of shame and forgetfulness. It was my fault. I'm the one who forgot that every winter I need to pull that bean bag chair away.

Muscle control. The impulse I had was to throw that out, but I didn't. I controlled my muscles.

The muscle movement was going through these next steps. I removed the chair. I got the spot cleaner out. Found a place to clean and sanitize it. So, I moved my muscles to do that.

So, where is some sabotage? This whole first part of step one, you didn't need to know that. This is sabotage. This is storytelling. My daughter was five. We had to decorate her room and this is what we did. Too much information right there. Too much storytelling. The judgment at myself. That's sabotage. The judgment that this is my fault. I asked why. I'm really good at about asking why. Do that all the time. Why? Why? Unanswerable question. Little temperamental lingo here. This always happens to me when I'm pressed for time.

And let's go on to opportunities for endorsement. I could endorse for not working it up. I could endorse for using the RI tools. I could endorse for decide planning and acting to fix it. I could



endorse for the controlling that impulse to throw it out. I can endorse for helping my daughter overall with her design.

So, a few things about the concept review. It should occur after each example and facilitated by the leader of the example. And it should be quick. just one or two items under each concept, then move on. Should only take a few minutes. Remember the entire example period should take only 15. So, it just needs to be part of that 15 minutes and go through quickly.

I hope this helped you if you were not familiar with the concept review or if you were struggling with some of those components. Thank you very much and thank you for watching.

Accessibility Note

This transcript is intended to accompany the audio recording so that all visitors have access to the same information in a text format.