The ABCs of STRESS MANAGEMENT

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Florida Chapter President
AMWA National Conference- November 7, 2019
Top Responses To Stress

Among respondents who said they had experienced "a great deal of stress" in the preceding month

- Sleeping less than usual: 70%
- Eating less than usual: 44%
- Exercising or playing sports less than usual: 43%
- Attending religious services or praying more than usual: 41%
- Sleeping more than usual: 41%
- Eating more than usual: 39%
- Watching TV or playing videogames more than usual: 33%
- Using social media less than usual: 28%
- Exercising or playing sports more than usual: 26%
The Most Stressful Experiences Of The Past Year

Among the 49 percent of respondents who said they had experienced a major stressful event or experience in the past year, 43 percent cited health-related problems, such as illness or the death of a loved one.

- Illness and disease: 27%
- Death of a loved one: 16%
- Problems with work: 13%
- Life changes or transitions: 9%
- Family events or issues: 9%
- Problems with personal relationships: 8%

Notes

Only the most frequently cited categories are included.
Survey Respondents' Level of Stress

- Low: 27.1%
- Medium: 56.3%
- High: 16.7%

Total: 73%
Survey Respondents Interested in Learning More about the Following Topics:

- Healthy Cooking: 55.9%
- Healthy Eating: 50.5%
- Weight Loss: 46.2%
- Physical Activity: 37.6%
- Financial Management: 34.4%
- Time Management: 23.7%
- Controlling Emotions: 21.5%
- Disease Prevention or Control: 20.4%
- Parenting: 19.4%
- Depression: 14.0%
- Older Adult Care Issues: 12.9%
- 10.8%
Survey Respondents Interested in Training, Educational Seminars or Workshops Related to:

- Preventing and controlling high blood pressure: 41.8%
- Preventing and controlling high cholesterol: 41.8%
- Preventing and controlling diabetes: 31.6%
- Diabetes self-management education: 19.0%
- Emergency response to heart attack or stroke: 48.1%
- Reducing workplace stress: 65.8%
Recognize the physical symptoms and health consequences of stress

Define stressors, coping, locus of control, antecedent, behavior, consequence, and habit

Perform ABC analyses and select effective replacement behaviors
“LIFE IS 10% WHAT HAPPENS TO YOU AND 90% HOW YOU RESPOND TO IT”

College Football Hall Of Fame Coach Lou Holtz
**WHY = The Purpose**
What is your cause? What do you believe?

**How = The Process**
Specific actions taken to realize the Why.

**What = The Result**

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Apple: We believe in challenging the status quo and doing this differently.
Apple: Our products are beautifully designed and easy to use.
Apple: We make computers.
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WHAT DO YOU WANT FROM LIFE, WORK, AND THIS PRESENTATION?
STRESS
Highly subjective concept
A person’s reaction to events and change
STRESSORS lead to:

Discomfort
Fear
→ Anxiety
GOOD STRESS/ BAD STRESS

Eustress motivates preparation or performance
- Energizing, exciting
- Feels within our coping abilities

Distress causes anxiety or concern
- Worrisome, tiring
- Feels outside of our coping abilities
The diagram illustrates the relationship between stress and performance, highlighting the concept of the 'comfort zone'. It shows that as stress increases, performance initially improves (intended performance), reaching a peak at the comfort zone. Beyond this point, performance declines due to fatigue, leading to exhaustion and finally breakdown. The graph is adapted from Nixon P, Practitioner, 1979.
SHORT TERM STRESS

• Dry mouth
• Sweating
• Rapid breathing
• Faster heart rate
• Tense muscles
• Nausea
LONG TERM STRESS

- Insomnia/tiredness
- Inappropriate eating habits
- Sexual disorders
- Aches and pains
- Increased sickness frequency
- Increased risk of cardiovascular disease
POSITIVE BEHAVIOR SUPPORT

Behavior management framework to understand what maintains an individual’s challenging behavior

Graduate certificate in Positive Behavior Support from University of South Florida
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened before the behavior that may have contributed to it</td>
<td>The observable behavior</td>
<td>What happened as a result of the behavior</td>
</tr>
</tbody>
</table>
LEARNING THEORY: OPERANT CONDITIONING

Antecedents → Behavior → Consequences

+R Good stuff happens; increased behavior
-P Good stuff stops; decreased behavior
+P Bad stuff happens; decreased behavior
-R Bad stuff stops; increased behavior

* Cues, commands...
* The Environment
* Triggers
* Training methods

BOOGIE'S BEHAVIOR

How the behavior WORKS (or doesn’t work) for Boogie

"The Most Fundamental Law of Behavior is that CONSEQUENCES DRIVE BEHAVIOR."
ANTECEDENT

“See, what happened was ____...”

Setting and context

- Immediately prior event
- Environment
- Thoughts
- Beliefs
- Senses
- Mood
- Tiredness
- Hunger
- Limitations
- Responsibilities
- Urgency
CAN WE CONTROL ANTECEDENTS?

Two things a man should never be angry at: what he can help, and what he cannot help.

-Thomas Fuller
Match the following events:

Death in family
Approaching deadline
Hungry
"See, what happened was ______..."
"... so I/they ______..."

Visible action taken by _______choice or reflex
- coping

Reflex vs reaction
Do I have a choice in how I respond to this?

Yes!

Despite:
• Habits
• Character traits- expectations of you and yourself
• Moral and personal responsibilities
LOCUS OF CONTROL

How strongly a person believes they have control over situations and experiences in their lives

- External
- Internal

Closely tied to self-efficacy
“LIFE IS 10% WHAT HAPPENS TO YOU AND 90% HOW YOU RESPOND TO IT”

College Football Hall Of Fame Coach Lou Holtz
ACCOUNTABILITY
HOW CAN YOUR BEHAVIOR HELP?
CONSEQUENCE

“... and now ______.”

The outcome of the behavior

Did my choice get what I wanted?
BEHAVIOR FUNCTIONS

- Attention
- Escape
- Wanting an object or idea
- Sensory
CONSEQUENCE

1. Consequence affects probability of repeating behavior

2. Immediate consequences better to establish and maintain behaviors
CONSEQUENCE

- Positive- gives something
- Negative- ends, takes, stops something
- Reinforcement- encourages behavior
- Punishment- discourages behavior
THE 4 QUADRANTS OF OPERANT CONDITIONING

When training an animal, there is one behavior that we want to **reinforce** (increase), and another behavior that we want to **punish** (decrease). We can add something good or bad (+ positive) or remove/delay something good or bad (- negative) to get the behavior we want.

IN THIS EXAMPLE: The reinforced behavior is LOOSE-LEASH WALKING. The punished behavior is PULLING ON THE LEASH.

**+R**
**POSITIVE REINFORCEMENT**
**ADDING GOOD STUFF TO INCREASE A BEHAVIOR**

*YES!*
More loose-leash walking! Give treats, keep walking forward when leash is loose.

- **P**
**NEGATIVE PUNISHMENT**
**DELAYING GOOD STUFF TO DECREASE A BEHAVIOR**

*NO!*
No more pulling! Give leash correction and scolding when he pulls.

**+P**
**POSITIVE PUNISHMENT**
**ADDING BAD STUFF TO DECREASE A BEHAVIOR**

*NO!*  
No more pulling! Give leash correction and scolding when he pulls.

- **-R**
**NEGATIVE REINFORCEMENT**
**DELAYING BAD STUFF TO INCREASE A BEHAVIOR**

*I BETTER WATCH OUT!*
More loose leash walking! Delay leash pop and scolding until he pulls again.
## CONSEQUENCE

<table>
<thead>
<tr>
<th></th>
<th>Reinforcement (encourages)</th>
<th>Punishment (discourages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive (gives)</td>
<td>High five!</td>
<td>Foodborne illness</td>
</tr>
<tr>
<td>Negative (takes)</td>
<td>Pain stops</td>
<td>Intro offer ends</td>
</tr>
</tbody>
</table>
WHAT IS A HABIT?
PRACTICE YOUR ABCs

A: “What ‘had happened’ was ______
B: so I ______
C: and now ______.

1. You at work
2. You in personal time
3. Someone you observed
REPLACEMENT BEHAVIORS

If I did not like the outcome of that choice, how can I:

A. Create different circumstances
B. Make a more efficient choice
C. Create more rewarding or less painful consequences
REPLACEMENT BEHAVIORS

Individual must perceive better consequences to replace an old behavior with a new one!
REPLACEMENT BEHAVIORS

A: You just started a gym habit

B: You come home from the gym at 7pm

B: ???

C: Your partner complains, “You’re home late and we never spend time together.”

C: Your partner says, “I’m proud of you for going to the gym!”

Repeating this combination will lead to stress.
A: When you come home at 7pm, your partner complains

B: You come straight home after work

C: Your partner says, “I’m proud of you for going to the gym!”

B: You go to the gym before work

C: Your partner says nothing when you come home in the evenings
REPLACEMENT BEHAVIORS

A: When you come home at 7pm, your partner complains

B: You convince your partner to meet you at the gym

C: You feel great spending time together while working to meet your goals
REPLACEMENT BEHAVIORS ACTIVITY

How can you change

► setup

or

► what you choose to do

or

► consequences of your actions
<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fire Fighting</td>
<td>Quality Time</td>
</tr>
<tr>
<td>Crises</td>
<td>Prevention, capability improvement</td>
<td></td>
</tr>
<tr>
<td>Pressing problems</td>
<td>Relationship building</td>
<td></td>
</tr>
<tr>
<td>Deadline-driven projects</td>
<td>Recognizing new opportunities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning, recreation</td>
<td></td>
</tr>
<tr>
<td>Not Important</td>
<td>Distraction</td>
<td>Time Wasting</td>
</tr>
<tr>
<td>Interruptions, some callers</td>
<td>Trivia, busy work</td>
<td></td>
</tr>
<tr>
<td>Some mail, some reports</td>
<td>Some mail</td>
<td></td>
</tr>
<tr>
<td>Some meetings</td>
<td>Some phone calls</td>
<td></td>
</tr>
<tr>
<td>Proximate, pressing matters</td>
<td>Time wasters</td>
<td></td>
</tr>
<tr>
<td>Popular activities</td>
<td>Pleasant activities</td>
<td></td>
</tr>
</tbody>
</table>
EMERGENCY STRESS MANAGEMENT

Remove yourself from danger

Are you in danger?

Recognize and embrace your body’s response to what you consider an important event

▶ Breathe deeply
▶ Do your best
▶ Recognize the situation will pass
#1 TIP

Focus on what *is* instead of what *was, should be, or is deserved*

1. Accept the current situation and emotions as quickly as possible
2. Decide what to do as soon as necessary, if at all

3. Do it

4. Plan and adjust based on outcome

Am I controlling my response?
KEEP A STRESS JOURNAL

- **Antecedents**
  - What caused the stress?
  - How you felt emotionally and physically, why?
- **Behaviors**
  - What did you do?
- **Consequences**
  - What was the outcome of your choice?
IDENTIFY SOURCES

▶ Look at habits and attitudes
  ▶ Do you consider stressing part of your personality?
  ▶ Do you consistently explain stresses as temporary?
  ▶ Do you believe stressing is from other events or people?
Recognize the physical symptoms and health consequences of stress
Define stressors, coping, locus of control, antecedent, behavior, consequence, and habit
Perform ABC analyses and select effective replacement behaviors
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