Definition of the Personal Target

Below please describe your personal target. Remember that ideally your personal target has some overlap with the kinds of things for which someone might seek therapy—for example, a problem related to mood or anxiety, a behavior that isn't well controlled, an interpersonal problem, and so on.

My Personal Target

What is your personal target? _____

_____

_____

What *behaviors* does your personal target include? _____

_____

_____

_____

What *thoughts* come before and after the behavior? _____

_____

_____

_____

What *emotions or physical sensations* come before and after the behavior? _____

_____

_____

_____

Under what *circumstances* does this target occur? _____

_____

_____

_____

Understanding Your Behavioral System

Using a *recent* occurrence of the personal target, identify any *unhelpful* behavior(s) you engaged in, or any behaviors that you did *not* do but should have.

Situation: _____

_____

Unhelpful behavior(s) or lack thereof: _____

_____

Which of the following do you think best characterizes the unhelpful behavior(s)? (You can select more than one)

☐ Behavioral excess: a behavior that occurs too frequently.

☐ Behavioral deficit: a behavior that occurs too infrequently.

☐ Deficient behavioral repertoire: An inability to select and/or perform the required behavior in the appropriate circumstance.

Where do you think this/these responses come from? Check all that apply, and explain.

Contribution	Explanation
☐ Reinforcement (positive reinforcement): *The behavior increased over time because something desirable was added after doing the behavior.*	
☐ Escape (negative reinforcement): *The behavior increased over time because something undesirable was taken away after doing the behavior.*	
☐ Avoidance learning: *You avoid doing something in order to prevent an unwanted outcome (that may or may not actually happen).*	
☐ Punishment: *The behavior decreased over time because something undesirable was added after doing the behavior.*	

(continued)

Contribution	Explanation
☐ Extinction (failure to reinforce appropriate behavior): *The behavior decreased over time because it was not reinforced.*	
☐ Continuous schedule of reinforcement: *The behavior increased over time because reinforcement always followed the behavior.*	
☐ Intermittent schedule of reinforcement: *The behavior persisted over time because reinforcement sometimes followed the behavior.*	
☐ Modeling: *You imitated the behavior of someone else.*	
☐ Behavioral skill deficit (e.g., social skill or problem-solving deficit): *You engaged in a behavior, or did not engage in a behavior, because you did not know or were unable to perform the appropriate behavior.*	

What was/were the effect(s) of your response? Check all that apply, and explain.

Effect	Explanation
☐ Exacerbated or maintained negative emotion.	
☐ Allowed maladaptive belief to persist.	
☐ Changed your experience of reinforcement and punishment.	
☐ Caused further aversive events.	

Listing Interpretations

Using a *recent* occurrence of the personal target, identify your interpretations and the emotions that followed.

Situation	Interpretation(s)	Emotion(s) (rate intensity from 0 to 100)
Example: *Late for work*	*I'll never succeed in this job*	*Sadness 65*

Next, check whether any of the following cognitive distortions are present in your interpretations, and briefly indicate *why* you think those distortions apply.

Probability overestimation _____

Catastrophizing _____

Overgeneralization _____

Personalizing _____

All-or-nothing thinking _____

"Should" statements _____

Mind reading _____

Emotional reasoning _____

Minimizing _____

Identifying Emotions

Using a *recent* occurrence of the personal target, identify your emotion(s) and the factors related to them.

Situation: _____

Subjective feeling state(s): _____

Physiological sensation(s): _____

Where did the emotion come from?

Interpretations: What interpretations did you have that preceded the emotion? _____

_____

Classical conditioning: What was the conditioned stimulus? _____

_____

How was that stimulus conditioned to elicit that emotion? _____

_____

Vicarious learning: What have you witnessed or learned of that contributed to the emotion? _____

_____

Your behavior: How did your behavior contribute to the emotion? _____

_____

What was the effect of the emotion? _____

_____

Interpretations: What effect did the emotion have on your thoughts and beliefs? _____
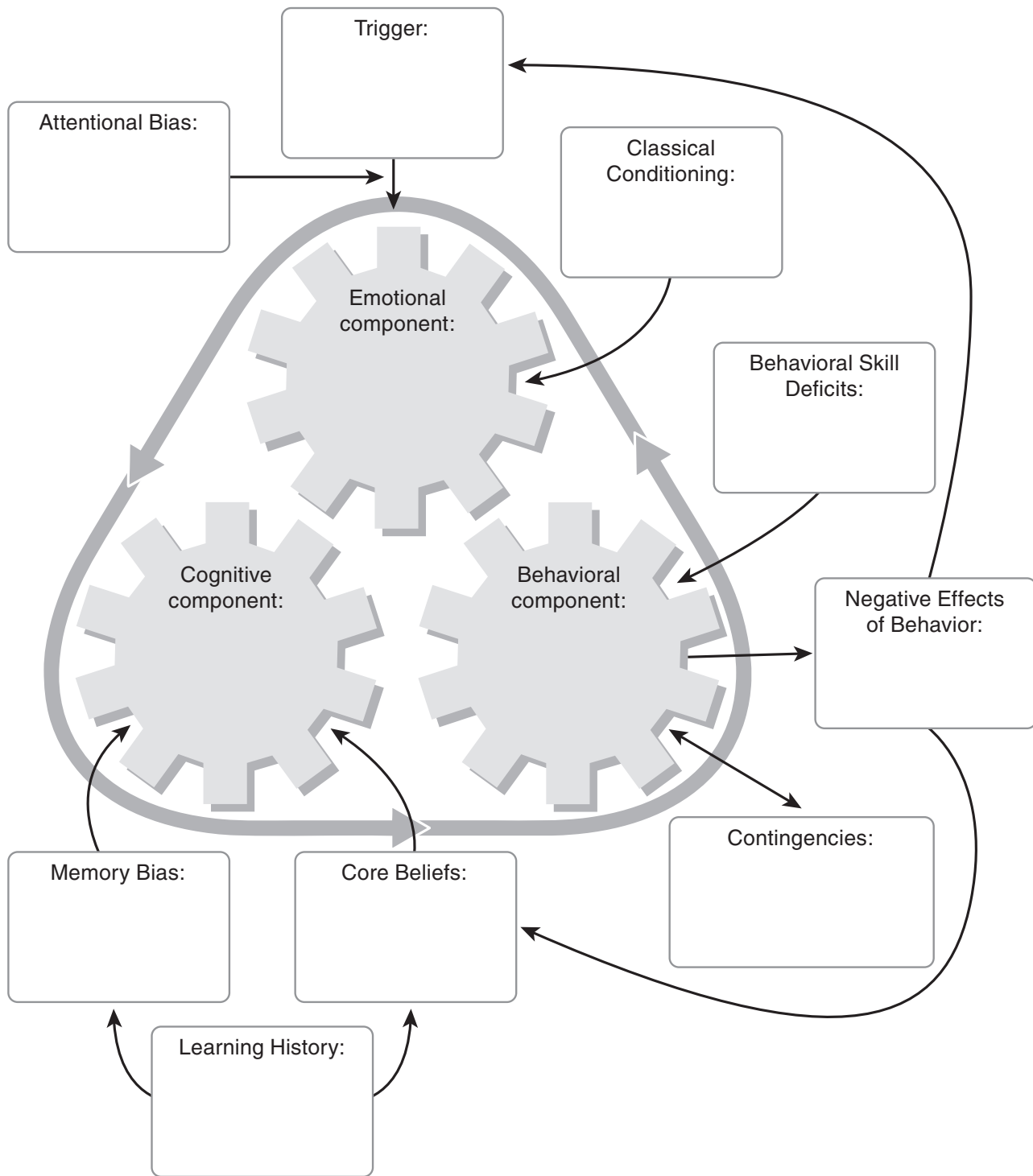
_____

Behavior: What effect did the emotion have on your behavioral responses? _____

_____

Information-processing bias: What effect might the emotion have had have on your selective attention or memory? _____

_____

Making a Meaty Conceptualization

Identify a recent instance of your personal target. It's important that you have a specific instance in mind, not just a general impression. Fill in as many boxes in the figure below as you can. (Don't worry, you'll have lots of opportunities to refine this; we're just taking an initial crack at it.) Remember, not all components will apply to all people.

Trigger:

Attentional Bias:

Classical Conditioning:

Emotional component:

Behavioral Skill Deficits:

Cognitive component:

Behavioral component:

Negative Effects of Behavior:

Contingencies:

Memory Bias:

Core Beliefs:

Learning History:

(continued)

Think about all of these elements:

Trigger: What internal or external stimuli seem to be at the beginning of the personal target? Is there a particular place? Time of day? People? Weird sensation? Thought that pops into your head? Activity?

Attentional bias: What do you focus on? What do you fail to focus on?

Emotional component: What kind of feelings do you have? What does your body feel like?

Cognitive component: What thoughts go through your mind? How do you interpret the trigger?

Behavioral component: What do you do? What do you fail to do? How well do you do it?

Classical conditioning: Do you feel a certain way because the trigger reminds you of something else or has been associated with something else?

Behavioral skill deficit: Are there skills that seem to be lacking, things you can't do (or can't do very well)?

Contingencies: What do you get out of the behavior? Or, if there's a behavior you're not doing, has that behavior not led to good things in the past?

Negative effects of behavior: What happens in the longer term as a result of your behavior (or lack thereof)?

Core beliefs: What basic assumptions do you have about yourself, other people, or the world that influence how you interpret the trigger?

Learning history: What learning experiences have you had that have shaped your basic assumptions about yourself, other people, or the world?

Memory bias: What memories do you recall that add fuel to the personal target? What do you fail to recall?

Motivation to Change the Personal Target

Stage of Change: As you think about working on your personal target, what is your stage of change?

☐ *Precontemplation:* I'm not really interested in changing the personal target.

☐ *Contemplation:* I might be interested in changing the personal target, but I'm not really sure that I need to or want to.

☐ *Action:* I am sure that I want to change the personal target and want to get started.

☐ *Maintenance:* I have already been working on changing the personal target and have made a lot of progress so far.

Readiness Ruler: On the scale below, how ready are you to begin working on your personal target? (Circle the best number.)

0	1	2	3	4	5	6	7	8	9	10
Not at all ready		Not really ready			Kind of ready			Pretty darn ready		Extremely ready

Pros and Cons: What, in your opinion, are the pros and cons of changing the personal target? What are the pros and cons of leaving the personal target alone?

Pros of changing my personal target	Cons of changing my personal target
Pros of leaving my personal target alone	**Cons of leaving my personal target alone**

How, if at all, does listing the pros and cons impact your readiness to work on your personal target? Please write your answer here, and if your 0-to-10 number has changed, please indicate what the new number is.

―――――――――

Goal Setting

Set at least one goal for your personal target. Define your goal(s) in clear behavioral terms: What will you do and when? If a miracle occurred and your personal target were resolved, what would you be doing differently?

Goal(s):

1. _____

    _____

    _____

2. _____

    _____

    _____

3. _____

    _____

    _____

Situation Selection and Stimulus Control

Note: As we get into interventions, you may find that some of the interventions do not apply to your personal target. That's OK. Do your best.

How might you use *situation selection* (e.g., avoiding certain situations or cues) to modify the personal target?

What would be the pros and cons of using situation selection in this case?

Pros	Cons

Examining the behavioral aspect(s) of your personal target, would you say that the behavior is under good stimulus control, or under poor stimulus control? Explain.

(continued)

How might you use *stimulus control interventions* to modify the personal target? For example, would you modify . . .

> Where the behavior occurs?
>
> When the behavior occurs?
>
> Associated behaviors?
>
> Cues for the behavior or to refrain from the behavior?
>
> Creating or removing barriers?

Try using a situation selection or stimulus control intervention, or both, for a period of at least 3 days consistently. Write down what you tried, what it was like to do it, and whether your efforts affected the personal target.

Behavioral Self-Monitoring

Choose one or two target behaviors to monitor. These can be either: (1) a desired behavior that doesn't happen enough or (2) an unwanted behavior that happens too much.

The behavior to monitor is: _____

Each time the behavior occurs, complete a row of the form. You can use more copies if needed.

Date and time	What was happening right *before* the behavior?	How many times did you do the behavior?	How long did you do the behavior?	What happened right *after* the behavior?

Functional analysis: The antecedents for my target behavior are: _____
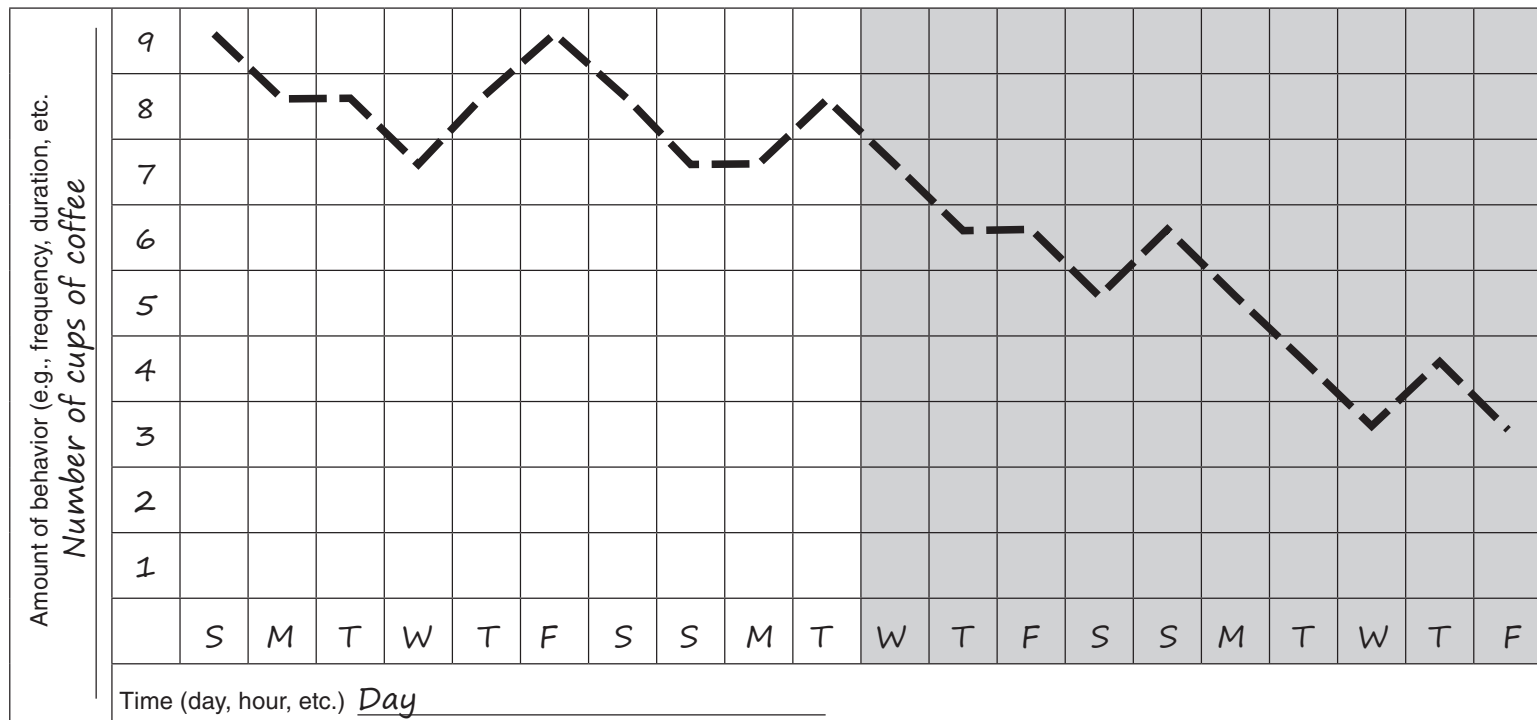
The consequences (reinforcers) for my target behavior are: _____

Behavioral Charting

Track the one or two target behavior(s) you identified on the previous page. Because everyone's behavior is different, you'll have to come up with the right parameters for tracking, including: (1) whether to count the frequency of the behavior, the duration of the behavior, the proportion of time spent doing the behavior, or some other measure (e.g., number of cigarettes smoked, amount of food eaten, time at which you went to bed, etc.); (2) whether to measure it daily, hourly, in increments of a day, or other; and (3) how many observations you need to make in order to get a good idea of the base rate of the behavior. Have no less than three, but it can be more if that's what's needed. Depending on your personal target, you may be looking for an increase or decrease in behavior.

On the left (white) side of the chart below, track your behavior over time. You want something that looks more or less like the left side of the chart below:

(continued)

Now you try it.

Amount of behavior (e.g., frequency, duration, etc.)

Time (day, hour, etc.) _____

Contingency Contracting

If you feel ready to do so, complete and sign a contingency contract with yourself. If you find it helpful to have another person work with you on your contingency management, you can have that person co-sign the contract. Once the contract is signed, put a copy where you'll be able to see it regularly, and follow it.

Date: _____

I, _____, intend to make the following behavior change(s):

1.

2.

3.

Required: My reward system for making these change(s) will be:

1. When I _____, I will _____ .

2. When I _____, I will _____ .

3. When I _____, I will _____ .

Optional: My penalty system for not making these change(s) will be:

1. When I _____, I will _____ .

2. When I _____, I will _____ .

3. When I _____, I will _____ .

This system will remain in place until _____ .

_____   _____
Signature   Co-signature (if applicable)

Now go back to the previous page and continue tracking your target behavior on the right (gray) side of the chart.

What did you notice?

Activity Scheduling

Part 1: For one full day, write down everything you do, and rate each hour's activity on a scale of 0–10 for mastery (the extent to which you felt a sense of accomplishment) and pleasure (the extent to which you enjoyed yourself).

Time	Activity	Mastery (0–10)	Pleasure (0–10)
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			
2–3			
3–4			
4–5			
5–6			
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			

(continued)

Part 2: Make one behavioral change that is relevant to your personal target. You could use *activity scheduling*, *graded task assignment*, or *another direct behavioral prescription.*

What was the behavioral change you made?

What is your reaction to this exercise?

Exposure

If it seems applicable to your personal target, identify some potential exposure exercises you could do. If it is not applicable, identify some potential exposure exercises for a client or other person you know.

Activity	Fear Level (0–100)
1.	
2.	
3.	
4.	
5.	

If it seems applicable to your personal target, identify some safety behaviors you could eliminate. If it is not applicable, identify some safety behaviors for a client or other person you know.

During and after exposure, I will not do the following things that distract me:

1.

2.

During and after exposure, I will not do the following things that increase my sense of safety:

1.

2.

During and after exposure, I will not do the following things to relax or feel better:

1.

2.

During and after exposure, I will not bring the following things or people with me:

1.

2.

If it is applicable to your personal target, and you feel ready to do so, try one exposure exercise.

What was your starting fear level? _____   What was your final fear level? _____

What is your reaction to this exercise?

_____

Problem Solving

If it seems applicable to your personal target, use the problem-solving strategies in this chapter. If it is not applicable, identify a potential problem-solving exercise for a client or other person you know.

Step 1. Write down the problem, using objective language. Be as clear as possible. Describe why this is a problem, and what you want to see happen.

My problem is _____ .

This is a problem because _____ .

My goal for this problem is _____ .

Step 2. Write as many possible solutions to the problem as you can think of in column 1. Defer judgment on whether or not they would work or be possible; just be as creative as possible.

Potential Solution	Pros	Cons

Step 3. For each potential solution, write down the likely pros (what would be good about it) and cons (what would be bad about it). Write the pros and cons in columns 2 and 3. Consider whether the solution would work, whether you could actually do it, and what the likely effects would be on you and on others.

Step 4. Write down which solution(s) you want to try first.

I will try: _____ .

Step 5. After trying your solution(s), evaluate the outcome.

Overall, how satisfied are you with the results? _____ .

Finding Distortions

Find a self-report cognitive checklist online or in one of the source articles and take it yourself. Pick a checklist that seems to come closest to your personal target, even if it isn't an exact match.

What are some interpretations or beliefs that you endorsed?

_____

_____

_____

_____

_____

_____

_____

Next, check whether any of the following cognitive distortions are present in the interpretations listed above and briefly indicate *why* you think it is a distortion.

Probability overestimation _____

Catastrophizing _____

Overgeneralization _____

Personalizing _____

All-or-nothing thinking _____

"Should" statements _____

Mind reading _____

Emotional reasoning _____

Minimizing _____

_____

Restructuring Thoughts

For a period of 24 hours, monitor and challenge any maladaptive interpretations that contribute to the personal target.

Triggering event	Interpretation	Emotion(s)	Intensity of emotion(s) (0–100)	Cognitive distortions (check all that apply)	New interpretation	Emotion(s)	Intensity of emotion(s) (0–100)
				☐ Probability overestimation ☐ Catastrophizing ☐ Overgeneralization ☐ Personalizing ☐ All-or-nothing thinking ☐ "Should" statements ☐ Mind reading ☐ Emotional reasoning ☐ Minimizing			
				☐ Probability overestimation ☐ Catastrophizing ☐ Overgeneralization ☐ Personalizing ☐ All-or-nothing thinking ☐ "Should" statements ☐ Mind reading ☐ Emotional reasoning ☐ Minimizing			

Cognitive Acceptance

Step 1: Identify a negative or maladaptive thought related to your personal target.

Step 2: For a period of 5 minutes (set a timer so you don't have to keep checking), close your eyes and imagine seeing all of your thoughts float past your field of vision, as if you were watching clouds in the sky. Do not judge or evaluate your thoughts; just notice them. If a maladaptive thought related to your personal target shows up, notice that, too, but let it float by with the other thoughts.

What was your experience in Step 2? Specifically: How hard or easy was it? When did it become hard? Did thoughts related to your personal target show up? What was your response to the thoughts? Did your response change over time?

Step 3: For a period of 24 hours, notice any thoughts related to the personal target, but do not judge or evaluate them. Do not attempt to determine whether they are good or bad, accurate or inaccurate, distorted or not. Do not attempt to change them. Do not attempt to avoid them.

What was your experience in Step 3? Specifically: How hard or easy was it? When did it become hard? Did thoughts related to your personal target show up? What was your response to the thoughts? Did your response change over time?

Identifying and Challenging Core Beliefs

Step 1: See if you can identify a maladaptive core belief that is related to your personal target. You can use one or more of these strategies:

- You can use the Core Beliefs Checklist in Appendix B for suggestions.
- You can use *pattern detection* to see what your interpretations have in common with each other.
- You can use a *downward arrow* to elaborate on the implications and meanings of your interpretations.
- You can *find "stuckness"* by identifying a thought or feeling that seems to be particularly resistant to change and thinking about what underlying beliefs or rules might underlie the "stuckness."

My maladaptive core belief is:	And I identified it this way (be specific):

Step 2: Try one of the interventions in this chapter to address this core belief. You can use one or more of these strategies:

- You can *examine the evidence* for and against the core belief.
- You can *consider alternatives* to the core belief.
- You can use *scaling* to address the all-or-nothing nature of the belief.
- You can keep a *core belief diary* in which you look for evidence.
- You can *act the opposite* of the core belief.
- You can try *talking to the belief* and having a dialogue between the belief and your healthy self.

I used this strategy (be specific):	And my experience of it was:

Addressing Information-Processing Biases

See if you can identify and address one or more information-processing biases that are related to your personal target.

Do you have an *attentional bias* (i.e., you disproportionately allocate attention to things that are consistent with your emotions and beliefs)? If so, describe what you pay excessive attention to and what you tend not to pay attention to.

_____

_____

Do you have a *memory bias* (i.e., you disproportionately recall things that are consistent with your emotions and beliefs)? If so, describe what you tend to recall, and what you tend not to recall (if you can).

_____

_____

Attentional retraining exercise:

- For 5 minutes, close your eyes and focus on one sound in the room, picking it out from competing sounds.
- For 5 minutes, practice shifting attention between individual sounds with progressively increasing speed (e.g., every 10 seconds, then every 5 seconds).
- For 5 minutes, practice paying attention to multiple sounds simultaneously.

Facilitated recall exercise: Try to recall five events that are *inconsistent* with your emotions and beliefs.

_____

_____

_____

_____

_____

_____

What did you notice or experience during these exercises?

_____

_____

_____

_____

_____

Relaxation and Breathing Retraining

For at least 10 minutes, use the progressive relaxation exercise described in this chapter. Because you'll be keeping your eyes closed, you might wish to play recorded instructions, such as those at *http://media.dartmouth.edu/~healthed/p_muscle_relax.mp3.*

- Sit in a comfortable chair with a relaxed posture.
- Close your eyes.
- Minimize distractions in the room (e.g., sounds).
- Tense (at least 5 seconds) and relax (at least 10 seconds) the following muscle groups:
  - Forehead
  - Mouth
  - Eyes
  - Shoulders
  - Upper back
  - Lower back
  - Chest
  - Stomach
  - Hands
  - Biceps
  - Buttocks
  - Thighs
  - Calves
  - Feet
- Practice breathing slowly (4 seconds in, 6 seconds out) from your diaphragm (a hand on your stomach should feel expansion as you inhale and contraction as you exhale).

What was your experience with this exercise? Specifically: How hard or easy was it? When did it become hard? Did your emotions or physical sensations change over time?

Acceptance of Emotions and Physical Sensations

Step 1: Try to create a feeling or a physical sensation related to your personal target. To do this, you might try thinking about a situation related to the target, or doing something that makes you feel uncomfortable.
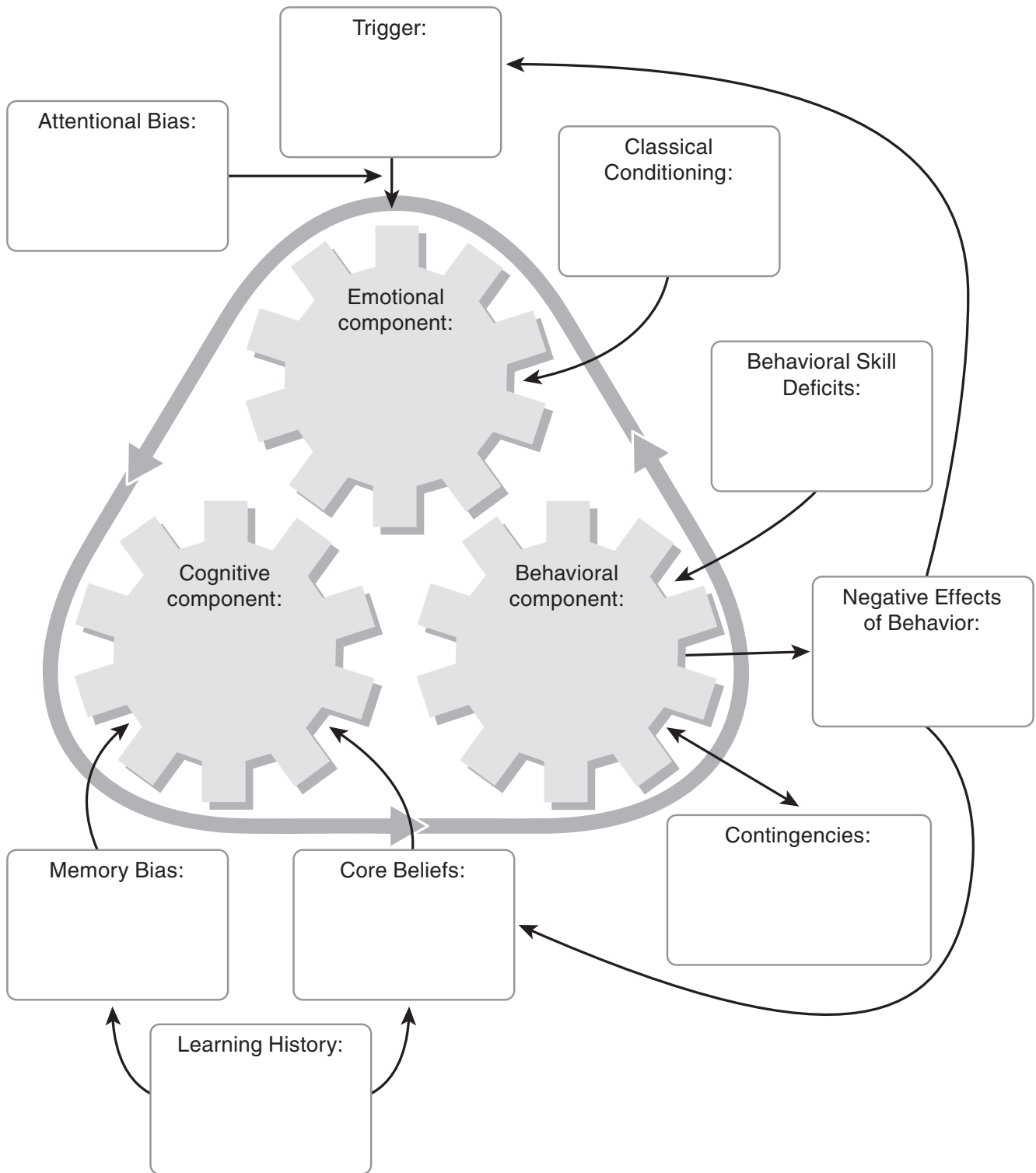
Step 2: For a period of 10 minutes, close your eyes and notice your feelings and physical sensations. Do not judge or evaluate your feelings; just notice them. Describe them to yourself in your mind but don't try to explain or understand them. Just notice.

What was your experience in Step 2? Specifically: How hard or easy was it? When did it become hard? What was your response to your feelings? Did your response change over time?

Step 3: For a period of 24 hours, notice any emotions or sensations related to the personal target, but do not judge or evaluate them. Do not attempt to determine whether they are good or bad. Do not attempt to change them. Do not attempt to avoid them.

What was your experience in Step 3? Specifically: How hard or easy was it? When did it become hard? What was your response to your feelings? Did you notice any attempts to control or "fix" the emotion? Did you notice any attempts to avoid the emotion? Did your response change over time?

Blank Meaty Conceptualization Form

Trigger:

Attentional Bias:

Classical Conditioning:

Emotional component:

Behavioral Skill Deficits:

Cognitive component:

Behavioral component:

Negative Effects of Behavior:

Memory Bias:

Core Beliefs:

Contingencies:

Learning History:

Behavior Self-Monitoring Form

The behavior to monitor is: _____

Each time the behavior occurs, complete a row of the form.

Date and time	What was happening right *before* the behavior?	How many times did you do the behavior?	How long did you do the behavior?	What happened right *after* the behavior?

Clinician Monitoring Form for Behavior: Frequency and Duration

The behavior to monitor is: _____

Each time the behavior occurs, complete a row of the form.

Date and time	Antecedents: Describe what was happening right *before* the behavior.	How many times did the client do the behavior?	How long did the client do the behavior?	Consequences: Describe what happened right *after* the behavior.

Clinician Monitoring Form for Behavior: Check-Ins

The behavior to monitor is: _____

Defined as: _____

_____

Behavior will be monitored at the following intervals: _____

_____

Observation	1	2	3	4	5	6	7	8	9
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	10	11	12	13	14	15	16	17	18
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	19	20	21	22	23	24	25	26	27
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	28	29	30	31	32	33	34	35	36
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	37	38	39	40	41	42	43	44	45
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	46	47	48	49	50	51	52	53	54
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	55	56	57	58	59	60	61	62	63
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	64	65	66	67	68	69	70	71	72
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Observation	73	74	75	76	77	78	79	80	81
Behavior present?	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

A. Total number of "yes" ratings: _____

B. Total number of ratings made: _____

C. Proportion of "yes" ratings (A ÷ B)   _____

Behavior Star Chart

Identify the desired behavior, and indicate how you will reward that behavior. Put a star on the chart for each day that the desired behavior occurs.

The desired behavior is: _____

Defined as: _____

_____

The reward for the desired behavior is: _____ per _____ stars earned.

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Total
Week 1								
Week 2								
Week 3								
Week 4								

_____

Token Economy Chart for Institutions

Identify the desired behavior, and indicate how you will reward that behavior. Circle YES or NO for each shift in which the desired behavior occurs.

The desired behavior is: _____

Defined as: _____

_____

The reward for the desired behavior is: _____ per _____ YESes circled

Behavior (_____) present? Y/N				Total
	Shift 1	Shift 2	Shift 3	
Monday	Y N	Y N	Y N	
Tuesday	Y N	Y N	Y N	
Wednesday	Y N	Y N	Y N	
Thursday	Y N	Y N	Y N	
Friday	Y N	Y N	Y N	
Saturday	Y N	Y N	Y N	
Sunday	Y N	Y N	Y N	

List of items that can be purchased:

Item, activity, or privilege	Token cost

Contingency Contract

Use this form to make a contract with yourself. Indicate what changes you intend to make, and how you will reward yourself for making those changes.

Date: _____

I, _____, intend to make the following behavior change(s):

1.

2.

3.

My reward system for making these change(s) will be:

1. When I _____, I will _____.

2. When I _____, I will _____.

3. When I _____, I will _____.

My penalty system (optional) for not making these change(s) will be:

1. When I _____, I will _____.

2. When I _____, I will _____.

3. When I _____, I will _____.

This system will remain in place until _____.

_____   _____
Signature   Co-signature (if applicable)

Activity Monitoring Form

For the entire day, write down everything you do, and rate each hour's activity on a scale of 0–10 for mastery (the extent to which you felt a sense of accomplishment) and pleasure (the extent to which you enjoyed yourself), with 0 meaning absolutely no pleasure or sense of accomplishment, and 10 meaning maximum pleasure or sense of accomplishment.

Time	Activity	Mastery (0–10)	Pleasure (0–10)
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			
2–3			
3–4			
4–5			
5–6			
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			
2–3			
3–4			
4–5			
5–6			

Mastery and Pleasure Checklist

Please look at the activities listed below. For each one, indicate:

1. How much of a *sense of accomplishment* you would experience if you did that activity.
2. How much *pleasure* you would experience if you did that activity.

	Accomplishment			Pleasure		
1. Getting together with friends	None	A little	A lot	None	A little	A lot
2. Getting together with family	None	A little	A lot	None	A little	A lot
3. Going to a party	None	A little	A lot	None	A little	A lot
4. Going to a restaurant	None	A little	A lot	None	A little	A lot
5. Going to a park, the beach, or the woods	None	A little	A lot	None	A little	A lot
6. Going shopping	None	A little	A lot	None	A little	A lot
7. Going to a movie or to the theater	None	A little	A lot	None	A little	A lot
8. Watching TV or listening to the radio	None	A little	A lot	None	A little	A lot
9. Going to a sporting event	None	A little	A lot	None	A little	A lot
10. Going to a concert	None	A little	A lot	None	A little	A lot
11. Individual sport _____	None	A little	A lot	None	A little	A lot
12. Group sport _____	None	A little	A lot	None	A little	A lot
13. Exercise or working out	None	A little	A lot	None	A little	A lot
14. Reading	None	A little	A lot	None	A little	A lot
15. Playing board or card games	None	A little	A lot	None	A little	A lot
16. Playing video or computer games	None	A little	A lot	None	A little	A lot
17. Doing crosswords, Sudoku, or puzzles	None	A little	A lot	None	A little	A lot
18. Writing	None	A little	A lot	None	A little	A lot
19. Taking a class or other educational activity	None	A little	A lot	None	A little	A lot
20. Singing or playing a musical instrument	None	A little	A lot	None	A little	A lot
21. Dancing	None	A little	A lot	None	A little	A lot
22. Doing art work (e.g., painting, sculpture, photography)	None	A little	A lot	None	A little	A lot
23. Doing crafts (e.g., scrapbooking, knitting, sewing)	None	A little	A lot	None	A little	A lot
24. Woodworking	None	A little	A lot	None	A little	A lot
25. Fixing things around the house	None	A little	A lot	None	A little	A lot
26. Cleaning the house	None	A little	A lot	None	A little	A lot
27. Cooking	None	A little	A lot	None	A little	A lot
28. Working in the yard	None	A little	A lot	None	A little	A lot
29. Getting a makeover or haircut	None	A little	A lot	None	A little	A lot
30. Getting a manicure or pedicure	None	A little	A lot	None	A little	A lot
31. Getting a massage	None	A little	A lot	None	A little	A lot
32. Other _____	None	A little	A lot	None	A little	A lot

Exposure Hierarchy

The goal of this form is to help you identify *exposure* exercises to face a fear. Think of as many things as you can that would cause you to feel fear and that you would ordinarily avoid. You could expose yourself to certain activities or situations, certain objects, unpleasant thoughts, or unpleasant feelings or body sensations.

    For each item, assign a *fear level*, meaning how much fear or discomfort you would experience if you were to do that activity, with 0 meaning absolutely no fear or discomfort, and 100 meaning the worst fear or discomfort you could possibly imagine.

Exposure Hierarchy for My Fear: _____

Activity	Fear Level (0–100)
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Safety Behavior List

The goal of this form is to help you identify *safety behaviors* that can interfere with successful exposure therapy. Think of as many things as you can that you would normally want to do in order to distract yourself, increase your sense of safety, or relax or feel better; or things or people that you would normally want to bring with you when facing a fear.

During and after exposure, I will not do the following things that distract me:

1.

2.

3.

4.

During and after exposure, I will not do the following things that increase my sense of safety:

1.

2.

3.

4.

During and after exposure, I will not do the following things to relax or feel better:

1.

2.

3.

4.

During and after exposure, I will not bring the following things or people with me:

1.

2.

3.

4.

Problem-Solving Worksheet

Step 1. Write down the problem, using objective language. Be as clear as possible. Describe why this is a problem, and what you want to see happen.

My problem is: _____.

This is a problem because: _____.

My goal for this problem is: _____.

Step 2. Write as many possible solutions to the problem as you can think of in column 1. Defer judgment on whether or not they would work or be possible; just be as creative as possible.

Potential Solution	Pros	Cons

Step 3. For each potential solution, write down the likely pros (what would be good about it) and cons (what would be bad about it). Write the pros and cons in columns 2 and 3. Consider whether the solution would work, whether you could actually do it, and what the likely effects would be on you and on others.

Step 4. Write down which solution(s) you want to try first.

I will try: _____.

Step 5. After trying your solution(s), evaluate the outcome.

Overall, how satisfied are you with the results? _____
_____

Thought Monitoring Form

The goal of this exercise is to help you record your *interpretations*. That is, the aim is to understand what you think about things.

   Carry this form with you throughout the day. Whenever you find yourself experiencing a strong emotion, please write down what was happening (the situation), your interpretation(s), and your emotion(s) or physical sensation(s). Please also rate the strength of your emotional or physical response on a scale from 0 (not at all) to 100 (the strongest it has ever been).

Situation	Interpretation(s)	Emotion(s) (0–100)
Late for work	I'll never succeed in this job	Sadness 65

Cognitive Distortions

Cognitive distortions are errors of thinking that everyone makes from time to time. However, when we make the same kind of thinking error repeatedly, it negatively affects our emotions and our actions.

Cognitive Distortion	Examples
Probability Overestimation: Predicting a low-probability event without evidence to support it (or in the face of contradicting evidence).	• If I go to the mall, I'll have a heart attack. • Everyone at the party is going to hate me. • My plane will crash.
"Catastrophizing": Exaggerating the significance of an event; making mountains out of molehills.	• If I faint in a public place, it will be the most humiliating thing ever and I will never be able to show my face in public again. • My husband is late for dinner; he's probably lying dead in a ditch somewhere. • If my partner leaves me, I'll be all alone forever and will never find love again. • If I get anxious, I'll be anxious forever and will never be happy again.
Overgeneralization: Seeing isolated negative events as a global or never-ending pattern.	• I failed a test; therefore, I can't do anything right and I'll never succeed. • I had an argument with my spouse; therefore, I have a lousy marriage. • My friend did not call me this weekend; therefore, no one cares about me.
Personalizing: Blaming yourself for external events, or believing that external events are in some way related to you.	• My boss has a sour look on her face. I must have done something to make her mad. • If I had just been a better parent, my kids would have received better grades in school.
All-or-nothing thinking: Seeing things in black and white categories.	• If I can't do it perfectly, I'm a failure. • If my family doesn't support everything I do, that means they don't love me.
"Should" Statements: Making "rules" about how you or others should or must behave—and getting upset when the "rules" are broken—even if those rules aren't recognized by the rest of the world.	• People should be nice to me all of the time. • I should always put other people first, and I'm rotten if I fail to do so.

Cognitive Distortion	Examples
Mind Reading: Inferring what someone else is thinking or feeling, without sufficient evidence.	• I'm certain that they don't like me. • My wife thinks I'm a lousy husband, even if she doesn't say so.
Emotional Reasoning: Assuming that your emotions reflect the way things really are: "I feel it; therefore, it must be true."	• This situation must be dangerous; otherwise, why would I feel so anxious? • My husband is a jerk because I'm so angry at him all the time.
Minimizing: Downplaying the significance of events, or making unrealistically "permissive" statements to oneself.	• Just one drink won't hurt. I can keep it under control. • I won't get caught this time. • Everyone's making too big a deal out of this.

Examining the Evidence for Interpretations

The goal of this exercise is to help you examine the evidence for and against a particular *interpretation*—that is, evidence that would support the interpretation, and evidence that would not support the interpretation.

    After you have identified the evidence for and against your interpretation, try to write down a new interpretation that is consistent with *all* of the available evidence.

Interpretation: _____

Evidence **for** interpretation	Evidence **against** interpretation

New, balanced interpretation

Thought Change Record

When you notice yourself feeling distressed, write down the triggering event, your interpretation of the triggering event, and the emotion(s) you experienced. Then check any cognitive distortions that might be present in your interpretations. Try writing a new, more realistic interpretation, and recheck your emotions to see if rethinking the situation led to a change.

Triggering event	Interpretation	Emotion(s)	Intensity of emotion(s) (0–100)	Cognitive distortions (check all that apply)	New interpretation	Emotion(s)	Intensity of emotion(s) (0–100)
				☐ Probability overestimation ☐ Catastrophizing ☐ Overgeneralization ☐ Personalizing ☐ All-or-nothing thinking ☐ "Should" statements ☐ Mind reading ☐ Emotional reasoning ☐ Minimizing			
				☐ Probability overestimation ☐ Catastrophizing ☐ Overgeneralization ☐ Personalizing ☐ All-or-nothing thinking ☐ "Should" statements ☐ Mind reading ☐ Emotional reasoning ☐ Minimizing			

Core Beliefs Checklist

Below is a series of things that people sometimes believe. Please read each one and circle the response indicating how much you usually believe it to be true. There are no right or wrong answers here; the goal is simply to get a better understanding of how you usually think.

Belief	How much you believe it		
1. People can't be trusted.	I don't believe this	I kind of believe this	I totally believe this
2. Other people's needs are more important than my own.	I don't believe this	I kind of believe this	I totally believe this
3. I can't handle upsetting things.	I don't believe this	I kind of believe this	I totally believe this
4. I'm not as competent as other people.	I don't believe this	I kind of believe this	I totally believe this
5. I must always make others happy.	I don't believe this	I kind of believe this	I totally believe this
6. I don't fit in with other people.	I don't believe this	I kind of believe this	I totally believe this
7. My inner feelings are shameful.	I don't believe this	I kind of believe this	I totally believe this
8. I'm not safe.	I don't believe this	I kind of believe this	I totally believe this
9. No one in my life will stick around.	I don't believe this	I kind of believe this	I totally believe this
10. I can't control myself.	I don't believe this	I kind of believe this	I totally believe this
11. I am no good.	I don't believe this	I kind of believe this	I totally believe this
12. What I want and how I feel isn't important.	I don't believe this	I kind of believe this	I totally believe this
13. My life is ruined.	I don't believe this	I kind of believe this	I totally believe this
14. Others won't be there for me.	I don't believe this	I kind of believe this	I totally believe this
15. I must be on guard at all times.	I don't believe this	I kind of believe this	I totally believe this

(continued)

Belief	How much you believe it		
16. I am defective or inferior.	I don't believe this	I kind of believe this	I totally believe this
17. The usual rules don't apply to me.	I don't believe this	I kind of believe this	I totally believe this
18. I am dangerous.	I don't believe this	I kind of believe this	I totally believe this
19. I am a failure.	I don't believe this	I kind of believe this	I totally believe this
20. My moods are dangerous.	I don't believe this	I kind of believe this	I totally believe this
21. If I'm not perfect, I'm worthless.	I don't believe this	I kind of believe this	I totally believe this
22. I am inadequate.	I don't believe this	I kind of believe this	I totally believe this
23. No one cares about me.	I don't believe this	I kind of believe this	I totally believe this
24. If something bad happens, I am to blame.	I don't believe this	I kind of believe this	I totally believe this
25. I should never have to be uncomfortable.	I don't believe this	I kind of believe this	I totally believe this
26. I'm only as good as what I can accomplish.	I don't believe this	I kind of believe this	I totally believe this
27. Others will hurt me, manipulate me, or take advantage of me.	I don't believe this	I kind of believe this	I totally believe this
28. I have no future.	I don't believe this	I kind of believe this	I totally believe this
29. The world is against me.	I don't believe this	I kind of believe this	I totally believe this
30. People who do wrong should be punished.	I don't believe this	I kind of believe this	I totally believe this
31. I can't take care of myself.	I don't believe this	I kind of believe this	I totally believe this
32. I must always be the best.	I don't believe this	I kind of believe this	I totally believe this
33. Bad things will always happen to me.	I don't believe this	I kind of believe this	I totally believe this
34. I am helpless.	I don't believe this	I kind of believe this	I totally believe this

(continued)

Belief	How much you believe it		
35. I can do no wrong.	I don't believe this	I kind of believe this	I totally believe this
36. I need to be special.	I don't believe this	I kind of believe this	I totally believe this
37. I have to be admired.	I don't believe this	I kind of believe this	I totally believe this
38. The world is a dangerous place.	I don't believe this	I kind of believe this	I totally believe this
39. Everything that can go wrong, will go wrong.	I don't believe this	I kind of believe this	I totally believe this
40. I deserve to be punished.	I don't believe this	I kind of believe this	I totally believe this
41. I shouldn't get close to anyone.	I don't believe this	I kind of believe this	I totally believe this
42. I'm incompetent.	I don't believe this	I kind of believe this	I totally believe this
43. There is danger everywhere.	I don't believe this	I kind of believe this	I totally believe this
44. I can't control what happens to me.	I don't believe this	I kind of believe this	I totally believe this
45. I should never show weakness.	I don't believe this	I kind of believe this	I totally believe this
46. The bad things that have happened in my life are my fault.	I don't believe this	I kind of believe this	I totally believe this
47. Things need to be perfect.	I don't believe this	I kind of believe this	I totally believe this
48. Mistakes cannot be tolerated.	I don't believe this	I kind of believe this	I totally believe this
49. People will judge me negatively.	I don't believe this	I kind of believe this	I totally believe this
50. I must be in control at all times.	I don't believe this	I kind of believe this	I totally believe this
51. There's a right and wrong way to do everything.	I don't believe this	I kind of believe this	I totally believe this
52. I must succeed in everything I do.	I don't believe this	I kind of believe this	I totally believe this
53. I will fail at whatever I do.	I don't believe this	I kind of believe this	I totally believe this

(continued)

Belief	How much you believe it		
54. I will lose control of myself if I'm not careful.	I don't believe this	I kind of believe this	I totally believe this
55. I can't do anything without help.	I don't believe this	I kind of believe this	I totally believe this
56. I am worthless.	I don't believe this	I kind of believe this	I totally believe this
57. I am responsible for everything.	I don't believe this	I kind of believe this	I totally believe this
58. I can't rely on other people.	I don't believe this	I kind of believe this	I totally believe this
59. I will always get a raw deal.	I don't believe this	I kind of believe this	I totally believe this
60. I am mentally disturbed, weird, or crazy.	I don't believe this	I kind of believe this	I totally believe this
61. Without approval from others, I am worthless.	I don't believe this	I kind of believe this	I totally believe this
62. Disaster will strike at any time.	I don't believe this	I kind of believe this	I totally believe this
63. Uncertainty is intolerable.	I don't believe this	I kind of believe this	I totally believe this
64. No one understands me.	I don't believe this	I kind of believe this	I totally believe this
65. I am damaged.	I don't believe this	I kind of believe this	I totally believe this
66. I'm unlovable.	I don't believe this	I kind of believe this	I totally believe this
67. I can't trust myself.	I don't believe this	I kind of believe this	I totally believe this
68. I am weak.	I don't believe this	I kind of believe this	I totally believe this
69. People need to follow the highest moral or ethical standards.	I don't believe this	I kind of believe this	I totally believe this
70. I am superior or gifted.	I don't believe this	I kind of believe this	I totally believe this
71. I'm stupid.	I don't believe this	I kind of believe this	I totally believe this
72. My needs are more important than those of other people.	I don't believe this	I kind of believe this	I totally believe this

Examining the Evidence for Core Beliefs

The goal of this exercise is to help you examine the evidence for and against a particular *core belief*—that is, evidence that would support the core belief, and evidence that would not support the core belief.

  After you have identified the evidence for and against your core belief, try to write down a new belief that is consistent with *all* of the available evidence.

Core belief: _____

Evidence *for* core belief	Evidence *against* core belief

New, balanced core belief