

Section 1

Interactive Practice Exercises for Psychiatric Classification

Disorders of Internalization

Children and Teenagers

Separation Anxiety
Anxiety Disorder
Depression
Fears
Posttraumatic Stress
Asperger's Disorder

Adults

Depressive Personality
Phobias
Procrastination
Anxiety
Depression
Posttraumatic Stress Disorder
Loneliness

Disorders of Externalization

Children and Teenagers

Disruptive Developmental Disorders
Hyperactive/Attention Deficit
Anger
Conduct Disorder
Oppositional Defiant
Troublemaking

Adults

Anger
Hostility
Aggression
Antisocial Behavior
Troublemaking

Other Disorders

Overdependency
Sexual Abuse
Psychological Problems
Mood Swings

Separation Anxiety*

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the disorder that is affecting your child and your family. Please answer all questions or instructions fully.

*To be administered to child and/or major attachment figure(s) after they have signed the Informed Consent Form (Appendix A), Standard Format; they also should fill out the practice exercises (Appendix B) and the Concluding Feedback Form (Appendix C). If the wording is too advanced or complicated for a child, then the care-taker should be involved in explaining it to the child/youth.

Instructions: Please rank-order the behaviors listed below according to how much they apply to your child, with No. 1 being the one that applies the most, No. 2 being the one that applies second, No. 3 being the one that applies third, and so on. If some behaviors do not apply at all, mark them N/A (not applicable).

<i>Behaviors</i>	<i>Rank-order</i>
a. Recurrent excessive distress when separated from home or from major attachment figure occurs or when separation is anticipated	_____
b. Persistent and excessive worry about losing major attachment figures, or about possible harm befalling them	_____
c. Persistent and excessive worry that an untoward event will lead to separation from a major attachment figure (e.g., getting lost or being kidnapped)	_____
d. Persistent reluctance or refusal to go to school or elsewhere because of fear of separation	_____
e. Persistent and excessive fear or reluctance to be alone or without major attachment figures at home or without significant adults in other settings	_____
f. Persistent reluctance or refusal to go to sleep without being near a major attachment figure or to sleep away from home	_____
g. Repeated nightmares involving the theme of separation	_____
h. Repeated complaints of physical symptoms (such as headaches, stomachaches, nausea, or vomiting) when separation from major attachment figures occurs or is anticipated	_____

Anxiety

The purpose of this practice exercise is to help you deal with anxious and fearful behaviors that make it hard for you to do well in school, outside of school, and, perhaps, at home. This beginning practice exercise tries to help you learn more about behaviors that are anxious and fearful to you.

Practice Exercise 1. Definitions and Meanings

Name _____ Sex _____ Date _____

1. Give the meaning of each behavior listed below as you understand it. Give two examples to make sure you understand each meaning. It might take you more than one sitting to write down all these meanings and their examples. Take your time.

<i>Behaviors and Meanings</i>	<i>Examples</i>
a. Feeling sad _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Having bad dream _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Feeling lonely _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Feeling sick _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Worry about dying _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Worry about keeping my friends _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Feeling frightened _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Feeling like crying _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Having trouble going to sleep _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

- j. Not liking food _____ Example 1 _____

_____ Example 2 _____

- k. Having nightmares _____ Example 1 _____

_____ Example 2 _____

- l. Getting along with other children _____ Example 1 _____
or teenagers my age _____ Example 2 _____

- m. Not enjoying school _____ Example 1 _____

_____ Example 2 _____

- n. Not working hard in class _____ Example 1 _____

_____ Example 2 _____

- o. Whining and complaining often _____ Example 1 _____

_____ Example 2 _____

- p. Being moody _____ Example 1 _____

_____ Example 2 _____

- q. Daydreaming often _____ Example 1 _____

_____ Example 2 _____

- r. Not being able to sit still because of _____ Example 1 _____
my nervousness _____ Example 2 _____

s. Worrying about things often	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Being easily frightened	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Crying easily	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. Becoming upset easily	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
w. Having a chip on my shoulder	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Sulking a lot	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. Being moody often	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. Complaining often	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Rank-order the behaviors defined above according to how hurtful and painful they are to you. Rank-order as No. 1 the most hurtful and painful behavior, rank as No. 2 the next most hurtful behavior, and so on; if a behavior or behaviors are not hurtful or painful to you, mark them N/A.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Feeling sad	_____	o. Whining often	_____
b. Having bad dreams	_____	p. Being moody	_____
c. Feeling lonely	_____	q. Daydreaming often	_____
d. Feeling sick	_____	r. Not being able to sit	_____
e. Worry about dying	_____	still because of my	
f. Worry about keeping	_____	nervousness	
my friends		s. Worrying about	_____
g. Feeling frightened	_____	things often	
h. Feeling like crying	_____	t. Being easily	_____
i. Having trouble	_____	frightened	
going to sleep		u. Crying easily	_____
j. Not liking food	_____	v. Becoming upset	_____
k. Having nightmares	_____	easily	
l. Getting along with	_____	w. Having a chip on my	_____
other children or		shoulder	
teenagers		x. Sulking a lot	_____
m. Not enjoying school	_____	y. Being moody often	_____
n. Not working hard	_____	z. Complaining often	_____
in class			

3. Why did you rank-order these behaviors the way you did? Please explain.

Homework: During the coming week, think about these behaviors and how you rank-ordered them. Perhaps the more you approach these behaviors instead of avoiding them, the easier it will be for you to forget about them and for them to have an effect on your behavior, before going on with the next practice exercise, you need to answer these two questions in writing: (1) What will happen to you if you go on with the same anxious and fearful behaviors? (2) What would happen to you if you were to change these behaviors from anxious to relaxed and from fearful to secure?

Standard Practice Exercise for Anxiety

Standard Practice Exercise No. _____

Title (name behavior) _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the behavior listed in the title above.

1. How does this behavior apply to you? Please explain in detail.

2. How often do you behave this way?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | d. Once a month | _____ |
| b. Once a week | _____ | e. Once every 6 months | _____ |
| c. A couple of times a month | _____ | f. Once a year | _____ |
| | | g. Once every few years | _____ |

Please explain further.

3. How did this behavior come about? Do you remember when it started? Check which answer fits best:

- | | |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school | _____ |
| c. When I was in middle school | _____ |
| d. When I was in high school | _____ |
| e. Any other time | _____ |

Please explain further.

4. Is this behavior acceptable (OK) or unacceptable (not OK) to you? Why is this behavior acceptable (OK) to you? Why is it unacceptable (not OK) to you? Please explain.

5. Give three specific examples of how this behavior was hurtful and painful to you in the past.

Example 1

Example 2

Example 3

6. Give three specific examples of how this behavior is hurtful and painful to you now.

Example 1

Example 2

Example 3

7. Give three specific examples of how this behavior will be hurtful and painful to you in the future.

Example 1

Example 2

Example 3

Homework: Next week pretend (make it up and put it in writing) to bring about or repeat this hurtful and painful behavior at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). It may sound strange to you to be asked to repeat this behavior, especially when it is so hurtful and painful to you. However, keep in mind that *if you can start it, you can control it*. If you can learn to control it, you may be able to let it go. Otherwise, this behavior may come back when you least expect it. Each time you pretend to do (make up) this behavior, write down what you thought would happen in detail. Make sure to answer in writing the following four questions:

- a. What behavior did you start?
- b. How did you start it?
- c. How did it end?
- d. What did this behavior get you?

Time 1 (write the time you started _____)

- a.

- b.

- c.

- d.

Time 2 (write the time you started _____)

- a.

- b.

- c.
- d.

Time 3 (write the time you started_____)

- a.
- b.
- c.
- d.

Please check one of the following choices to show how you feel about this practice exercise:

- a.

Completely useless
- b.

Somewhat useless
- c.

So-so
- d.

Somewhat useful
- e.

Extremely useful

Explain in greater detail how you feel about this practice exercise and what you got out of it.

Concluding Follow-Up Form for Anxiety

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:

- a. I did not like working on this practice exercise at all. I wish I never saw it. _____
- b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
- c. I am happy I got a chance to work on this practice exercise. _____
- d. I am not only delighted about working on this practice exercise, but I wish all children who suffer from the same painful experience had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

- a. Not helpfull at all _____
- b. Somewhat helpful _____
- c. Helpful _____
- d. Very helpful _____

3. Which practice exercise did you *like best or was it most helpful to you*? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

Behaviors	Rank-order	Behaviors	Rank-order
a. Feeling sad	_____	j. Not liking food	_____
b. Having bad dreams	_____	k. Having nightmares	_____
c. Feeling lonely	_____	l. Getting along with other children or teenagers	_____
d. Feeling sick	_____	m. Not enjoying school	_____
e. Worry about dying	_____	n. Not working hard in class	_____
f. Worry about keeping my friends	_____	o. Whining often	_____
g. Feeling frightened	_____	p. Being moody	_____
h. Feeling like crying	_____	q. Daydreaming often	_____
i. Having trouble going to sleep	_____		

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
r. Not being able to sit still because of my nervousness	_____	v. Becoming upset easily	_____
s. Worrying about things often	_____	w. Having a chip on my shoulder	_____
t. Being frightened easily	_____	x. Sulking a lot	_____
u. Crying easily	_____	y. Being moody often	_____
		z. Complaining often	_____

4. Why did you rank-order the practice exercises the way you did? Please explain your reason(s) for your rank-order of the practice exercises.

5. Feel free to write any comments that might improve this practice exercise.

Anxiety

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with emotions that may be handicapping your life, and to help you understand and cope with these feelings and emotions in better ways than you may have done in the past.

1. Below you will find a list of feelings that are related to each of three emotions: fear, anxiety, and depression. Write how you have experienced each feeling listed below; give two examples. If you have not experienced a particular feeling, give two reasons, instead of examples, of why you have not experienced that particular feeling.

- a. General worries _____ Example 1 _____

_____ Example 2 _____

- b. Fear of impulses _____ Example 1 _____

_____ Example 2 _____

- c. Need to be perfect _____ Example 1 _____

_____ Example 2 _____

- d. Feeling nervous or tense _____ Example 1 _____

_____ Example 2 _____

- e. Feeling self-conscious _____ Example 1 _____

_____ Example 2 _____

- f. Worries about being hurt _____ Example 1 _____

_____ Example 2 _____

- g. Worries about the future _____ Example 1 _____

_____ Example 2 _____

- h. Worries at bedtime _____ Example 1 _____

_____ Example 2 _____

- i. Indecision _____ Example 1 _____

_____ Example 2 _____

j. Worries about my body _____ Example 1 _____

 _____ Example 2 _____

k. An anxious feeling not listed above; Example 1 _____
 name it: _____
 _____ Example 2 _____

2. Now that you have written about these feelings, rank-order them from No. 1 for the feeling that is greatest and strongest in you to begin with to feelings that, although present, do not effect you as much (N/A). Rank as No. 1 the strongest feeling, rank as No. 2 the next strongest feeling, until the last feeling that you have experienced above. Do not rank-order feelings that you do not experience or that you do not think effect you at all.

<i>Feelings and Emotions</i>	<i>Rank order</i>	<i>Feelings and Emotions</i>	<i>Rank order</i>
a. General worries	_____	g. Worries about the	_____
b. Fears of impulses	_____	future	_____
c. Needs to be perfect	_____	h. Worry at bedtime	_____
d. Nervous, tense	_____	i. Indecision	_____
e. Self conscious	_____	j. Worries about the body	_____
f. Worries about being	_____	k. An anxious feeling not	_____
hurt		listed above, name it	

Homework: During the next few days think about what you have written in this practice exercise and how you have ranked your feelings. Would you want to rank-order your feelings in a different way than the way you just completed? If you do, let the professional who is working with you on this sourcebook know about it.

Depression

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with emotions that may be handicapping your life, and to help you understand and cope with these feelings and emotions in better ways than you may have done in the past.

1. Below you will find a list of feelings that are related to each of three emotions: fear, anxiety, and depression. Write how you have experienced each feeling listed below; give two examples. If you have not experienced a particular feeling, give two reasons, instead of examples, of why you have not experienced that particular feeling.

a. Prefers to be alone _____ Example 1 _____

_____ Example 2 _____

b. Staring blankly _____ Example 1 _____

_____ Example 2 _____

c. Sulking _____ Example 1 _____

_____ Example 2 _____

d. Underactive _____ Example 1 _____

_____ Example 2 _____

e. Unhappy _____ Example 1 _____

_____ Example 2 _____

f. Withdrawn _____ Example 1 _____

_____ Example 2 _____

g. Dislike being with others _____ Example 1 _____

_____ Example 2 _____

h. Feeling alone _____ Example 1 _____

_____ Example 2 _____

- i. Having no fun at school or at work _____ Example 1 _____
 _____ Example 2 _____

- j. Having no friends _____ Example 1 _____
 _____ Example 2 _____

- k. Must push myself to work _____ Example 1 _____
 _____ Example 2 _____

- l. Nothing is fun _____ Example 1 _____
 _____ Example 2 _____

- m. A depressive feeling not listed above; Example 1 _____
 name it: _____ Example 2 _____

2. Now that you have written about these feelings, rank-order them from No. 1 for the feeling that is greatest and strongest in you to begin with to feelings that, although present, do not effect you as much (N/A). Rank as No. 1 the strongest feeling, rank as No. 2 the next strongest feeling, until the last feeling that you have experienced above. Do not rank-order feelings that you do not experience or that you do not think effect you at all.

<i>Feelings and Emotions</i>	<i>Rank-order</i>	<i>Feelings and Emotions</i>	<i>Rank-order</i>
a. Prefers to be alone	_____	h. Feeling alone	_____
b. Staring blankly	_____	i. No fun at school	_____
c. Sulking	_____	j. No friends	_____
d. Underactive	_____	k. Must push self to work	_____
e. Unhappy	_____	l. Nothing is fun	_____
f. Withdrawn	_____	m. A depressive	_____
g. Dislike of being	_____	feeling not listed	
with others		above, name it:	

Homework: During the next few days think about what you have written in this practice exercise and how you have ranked your feelings. Would you want to rank-order your feelings in a different way than the way you just completed? If you do, let the professional who is working with you on this sourcebook know about it.

Fears

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with emotions that may be handicapping your life, and to help you understand and cope with these feelings and emotions in better ways than you may have done in the past.

- Below you will find a list of feelings that are related to each of three emotions: fear, anxiety, and depression. Write how you have experienced each feeling listed below; give two examples. If you have not experienced a particular feeling, give two reasons, instead of examples, of why you have not experienced that particular feeling.

<i>Emotion</i>	<i>Your Experience and Examples</i>
a. Dizziness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Nausea _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Stomachaches _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Vomiting _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Breathlessness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Tiredness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Becoming mad easily _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Sleeping poorly _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Wiggling in seat _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Stomach ache _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. A fear not listed above; name it: _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

*Feelings and Emotions**Rank-order*

a. Dizziness	_____
b. Nausea	_____
c. Stomach aches	_____
d. Vomiting	_____
e. Breathlessness	_____
f. Tired	_____

*Feelings and Emotions**Rank-order*

g. Mad easily	_____
h. Poor sleep	_____
i. Wiggle in seat	_____
j. Upset stomach	_____
k. A fear not listed above, name it:	_____

Homework: During the next few days think about what you have written in this practice exercise and how you have ranked your feelings. Would you want to rank-order your feelings in a different way than the way you just completed? If you do, let the professional who is working with you on this sourcebook know about it.

Standard Practice Exercises for Anxiety, Depression, and Fears

Practice Exercise No. _____ Title of Feeling: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the feeling listed in the title.

1. How does this feeling trouble you? Please explain in detail.

2. How often does this feeling trouble you? Check which answer applies to you:

- | | |
|--------------------------------|-------------------------------|
| a. Practically every day _____ | d. Once a month _____ |
| b. Once a week _____ | e. Once every 6 months _____ |
| c. A couple of times a _____ | f. Once a year _____ |
| month _____ | g. Once every few years _____ |

3. Please explain further.

4. How did this feeling come about? Do you remember when you started feeling it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. When I was in elementary school _____
- c. When I was in middle school _____
- d. When I was in high school _____
- e. After high school _____
- f. Any other time _____

5. Please explain further.

6. Give three specific examples of how this feeling troubles you.

Example 1

Example 2

Example 3

Homework: Next week, in order for you to learn to control this feeling (“Start it if you want to stop it!”), plan to repeat this feeling at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). Write down what happened in detail. For each time, make sure to answer in writing the following four questions:

- a. How did you start this feeling?
- b. What followed after you felt this feeling?
- c. How did this feeling end?
- d. What did this feeling get you?

Time 1 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Please check which of the following shows what you got out of this practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this last form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this sourcebook:

- | | |
|---|-------|
| a. I did not like working on this sourcebook at all. I wish I never saw it. | _____ |
| b. I did not like this sourcebook at all, but I am glad I got to work on it. | _____ |
| c. I am delighted I got a chance to work on this sourcebook. | _____ |
| d. I am not only delighted about this sourcebook but I wish all anxious, fearful, or depressed people had a chance to work on it. | _____ |

2. How helpful was it to work on this sourcebook? Check the answer that applies to you:
- | | | | |
|-----------------------|-------|-----------------|-------|
| a. Not helpful at all | _____ | c. Helpful | _____ |
| b. Somewhat helpful | _____ | d. Very helpful | _____ |
3. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on, until you reach a practice exercise that did not apply to you (N/A).

<i>Feelings and Emotions</i>	<i>Rank-order</i>	<i>Feelings and Emotions</i>	<i>Rank-order</i>
I. Fear	_____	i. Indecision	_____
a. Dizziness	_____	j. Worries about my	_____
b. Nausea	_____	body	_____
c. Stomachaches	_____	k. An anxious feeling	_____
d. Vomiting	_____	not listed above;	_____
e. Breathlessness	_____	name it:	_____
f. Tiredness	_____	(_____)	_____
g. Becoming mad	_____	III. Depression	_____
easily	_____	a. Prefer to be	_____
h. Sleeping poorly	_____	alone	_____
i. Wiggling in seat	_____	b. Staring blankly	_____
j. Upset stomach	_____	c. Sulking	_____
k. A fear not listed	_____	d. Underactive	_____
above; name it:	_____	e. Unhappy	_____
II. Anxiety	_____	f. Withdrawn	_____
a. General worries	_____	g. Dislike being with	_____
b. Fear of impulses	_____	others	_____
c. Need to be perfect	_____	h. Feeling alone	_____
d. Feeling nervous or	_____	i. Having no fun at	_____
tense	_____	school or work	_____
e. Feeling	_____	j. Having no friends	_____
self-conscious	_____	k. Must push myself	_____
f. Worries about	_____	to work	_____
being hurt	_____	l. Nothing is fun	_____
g. Worries about the	_____	m. A depressive	_____
future	_____	feeling not listed	_____
h. Worries at	_____	above; name it:	_____
bedtime	_____	(_____)	_____

4. Why did you rank-order the practice exercises the way you did?

5. Which practice exercise was the most *helpful* to you? Sometimes what we like most is not necessarily the most helpful. Consequently, could you rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, No. 2 the next most helpful, and so on until the least helpful practice exercise.

<i>Feelings and Emotions</i>	<i>Rank-order</i>	<i>Feelings and Emotions</i>	<i>Rank-order</i>
I. Fear		i. Indecision	_____
a. Dizziness	_____	j. Worries about	_____
b. Nausea	_____	my body	
c. Stomachaches	_____	k. An anxious	_____
d. Vomiting	_____	feeling not listed	
e. Breathlessness	_____	above; name it:	
f. Tiredness	_____	(_____)	
g. Becoming mad	_____	III. Depression	
easily		a. Prefer to be	_____
h. Sleeping poorly	_____	alone	
i. Wiggling in seat	_____	b. Staring	_____
j. Upset stomach	_____	blankly	
k. A fear not listed	_____	c. Sulking	_____
above; name it:		d. Underactive	_____
(_____)		e. Unhappy	_____
II. Anxiety		f. Withdrawn	_____
a. General worries	_____	g. Dislike being	_____
b. Fear of impulses	_____	with others	
c. Need to be	_____	h. Feeling alone	_____
perfect		i. Having no fun at	_____
d. Feeling nervous	_____	school	
or tense		j. Having no friends	_____
e. Feeling	_____	k. Must push myself	_____
self-conscious		to work	
f. Worries about	_____	l. Nothing is fun	_____
being hurt		m. A depressive	_____
g. Worries about	_____	feeling not listed	
the future		above; name it:	
h. Worries at	_____	(_____)	
bedtime			

6. Why did you rank the practice exercises the way you did?

7. Feel free to write any comments that might improve this sourcebook.

Depression

The purpose of this practice exercise is to help you deal with sad and unhappy feelings, thoughts, and behaviors that are painful to you and make it hard for you to do well in school, outside of school, and, perhaps, at home. This beginning practice exercise tries to help you learn more about these behaviors that are sad and unhappy to you.

Practice Exercise 1. Definitions and Examples

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more fully what depression means to you.

1. Give the meaning of each behavior listed below as you understand it. Give two examples to make sure you understand each meaning. It might take you more than a day to write down all these meanings and their examples. Take your time.

Behaviors and Meanings

Examples

- a. Feeling like I am a bad person

Example 1 _____

Example 2 _____

- b. Feeling dumb and stupid

Example 1 _____

Example 2 _____

- c. Thinking I am ugly

Example 1 _____

Example 2 _____

- d. Thinking most other children or teenagers hate me

Example 1 _____

Example 2 _____

e. Wishing I could run away	Example 1
	Example 2
f. Having trouble getting along with other children or teenagers	Example 1
	Example 2
g. Feeling like killing myself	Example 1
	Example 2
h. Hating myself	Example 1
	Example 2
i. Feeling like things don't matter anymore	Example 1
	Example 2
j. Causing troublesome thought for everybody	Example 1
	Example 2
k. Feeling tired all the time	Example 1
	Example 2
l. Feeling listless often	Example 1
	Example 2
m. Feeling easily upset	Example 1
	Example 2

n. Getting down on myself easily	Example 1
	Example 2
o. Feeling nervous and edgy	Example 1
	Example 2
p. Having few friends	Example 1
	Example 2
q. Feeling unusually fearful	Example 1
	Example 2
r. Seeming too serious-minded	Example 1
	Example 2
s. Unable to enjoy life	Example 1
	Example 2
t. Feeling sad very often	Example 1
	Example 2
u. Feeling sullen often	Example 1
	Example 2
v. Not knowing how to have a good time	Example 1
	Example 2

w. Lacking in self-confidence	Example 1
	Example 2
x. Depending too much on others	Example 1
	Example 2
y. Lacking in sense of humor	Example 1
	Example 2
z. Feeling sick often	Example 1
	Example 2
aa. Not liking to go to school	Example 1
	Example 2
bb. Feeling lonely	Example 1
	Example 2
cc. Spending a lot of time sleeping or lying around	Example 1
	Example 2
dd. Thinking of myself as a failure	Example 1
	Example 2

2. Rank-order the behaviors defined above according to how hurtful and painful they are to you. Rank-order as No. 1 the most hurtful and painful behavior, rank as No. 2 the next most hurtful behavior, until you reach a behavior or behaviors that are not hurtful or painful to you (N/A).

<i>Behaviors</i>	<i>Rank-order</i>
a. Feeling like I am a bad person	_____
b. Feeling dumb and stupid	_____
c. Thinking I am ugly	_____
d. Thinking most other children or teenagers hate me	_____
e. Wishing I could run away	_____
f. Having trouble getting along with other children or teenagers	_____
g. Feeling like killing myself	_____
h. Hating myself	_____
i. Feeling like things don't matter anymore	_____
j. Causing troublesome thought for everybody	_____
k. Feeling tired all the time	_____
l. Feeling listless often	_____
m. Feeling easily upset	_____
n. Getting down on myself easily	_____
o. Feeling nervous and edgy	_____
p. Having few friends	_____
q. Feeling unusually fearful	_____
r. Seeming too serious-minded	_____
s. Unable to enjoy life	_____
t. Feeling sad very often	_____
u. Feeling sullen often	_____
v. Not knowing how to have a good time	_____
w. Lacking in self-confidence	_____
x. Depending too much on others	_____
y. Lacking in sense of humor	_____
z. Feeling sick often	_____
aa. Not liking to go to school	_____
bb. Feeling lonely	_____
cc. Spending a lot of time sleeping or lying around	_____
dd. Thinking of myself as a failure	_____

3. Why did you rank-order these behaviors the way you did? Please explain.

Homework: During the coming week, think about these behaviors and how you rank-ordered them. Perhaps the more you approach these behaviors instead of avoiding them, the easier it will be for you to forget about them and for them to have an effect on your behavior. Before going on with the next practice exercise, you need to answer these two questions in writing:

1. What will happen to you if you go on with the same sad and unhappy behaviors?

2. What would happen to you if you were to change these behaviors from sad to contented and from unhappy to pleasant?

Concluding Follow-Up Form for Depression Practice Exercise

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:

- a. I did not like working on this practice exercise at all. I wish I never saw it.

- b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
- c. I am delighted I got a chance to work on this practice exercise. _____
- d. I am not only delighted about working on this practice exercise, but I wish all children who suffer from the same painful experience had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
- a. Not helpful at all _____ c. Helpful _____
 b. Somewhat helpful _____ d. Very helpful _____
3. Which practice exercise did you *like best* or *was it most helpful to you*? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

<i>Behaviors</i>	<i>Rank-order</i>
a. Feeling like I am a bad	_____
b. Feeling dumb and stupid	_____
c. Thinking I am ugly	_____
d. Thinking most other children or teenagers hate me	_____
e. Wishing I could run away	_____
f. Having trouble getting along with other children or teenagers	_____
g. Feeling like killing myself	_____
h. Hating myself	_____
i. Feeling like things don't matter anymore	_____
j. Causing troublesome thought for everybody	_____
k. Feeling tired all the time	_____
l. Feeling listless often	_____
m. Feeling easily upset	_____
n. Getting down on myself easily	_____
o. Feeling nervous and edgy	_____
p. Having few friends	_____
q. Feeling unusually fearful	_____
r. Seeming too serious-minded	_____
s. Unable to enjoy life	_____
t. Feeling sad very often	_____
u. Feeling sullen often	_____
v. Not knowing how to have a good time	_____
w. Lacking in self-confidence	_____
x. Depending too much on others	_____
y. Lacking in sense of humor	_____
z. Feeling sick often	_____
aa. Not liking to go to school	_____
bb. Feeling lonely	_____
cc. Spending a lot of time sleeping or lying around	_____
dd. Thinking of myself as a failure	_____

4. Why did you rank-order the practice exercises the way you did? Please explain your reason(s) for your rank-order of practice exercises.

5. Feel free to write any comments that might improve this practice exercise.

Posttraumatic Stress

The purpose of this practice exercise is to help you deal with painful experiences and memories you experienced in the past. Very likely these painful experiences and memories are still effecting you in the present and may effect you in the future unless you can learn how to deal with them.

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

This beginning practice exercise tries to help you learn more about the behaviors that were produced by past painful experiences.

1. Define each of the behaviors listed below by what each behavior means to you. To write these definitions, use a dictionary, ask the help of your parent(s), mental health professionals, close friends, or relatives. In most cases, however, you may not need a definition. Give two examples to make sure you understand the definition. It might take you more than a day to write down all these definitions. Take your time. After you have completed this list, go to item No. 2.

Behaviors and Definitions

Examples

a. Bad dreams _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Upset by reminders _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Flashbacks (repetitive images) _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Upset by painful thoughts _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Avoidance of painful thoughts _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Avoidance of situations that remind you of painful experiences _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Avoidance of painful feelings and emotions _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Numbness of emotions _____ _____	Example 1 _____ _____ Example 2 _____ _____

- i. Emotional isolation/estrangement Example 1 _____

Example 2 _____

- j. Lack of pleasure _____ Example 1 _____

Example 2 _____

- k. Easily startled _____ Example 1 _____

Example 2 _____

- l. Body reactions and physical trouble- Example 1 _____
some thought _____ Example 2 _____

- m. Sleep troublesome thoughts Example 1 _____

Example 2 _____

- n. Repeating and being fearful most Example 1 _____
of the time _____ Example 2 _____

- o. Attention troublesome thought Example 1 _____

Example 2 _____

- p. Memory/learning troublesome Example 1 _____
thoughts _____ Example 2 _____

2. Rank-order the behaviors defined above according to how painful they were for you, that is, according to how much they are still affecting your overall behavior now. Rank-order as No. 1 the most painful behavior, rank as No. 2 the next most painful behavior, and so on until you reach a behavior or behaviors that have not had any effect on you (N/A).

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Bad dreams	_____	i. Emotional isolation/ estrangement	_____
b. Upset by reminders	_____	j. Lack of pleasure	_____
c. Flashbacks (repetitive images)	_____	k. Easily startled	_____
d. Upset by painful thoughts	_____	l. Body reactions and physical troublesome thoughts	_____
e. Avoidance of painful thoughts	_____	m. Sleep troublesome thoughts	_____
f. Avoidance of situations that remind you of past painful experiences	_____	n. Fear of recurrence/ hypervigilance	_____
g. Avoidance of painful feelings and emotions	_____	o. Attention troublesome thoughts	_____
h. Numbness of emotions	_____	p. Memory/learning troublesome thoughts	_____

3. Why did you rank-order these behaviors the way you did?

Homework: During the coming week, think about these behaviors and how you rank-ordered them. Perhaps the more you approach these behaviors instead of avoiding them, the easier it will be for you to forget about them and for them to have an effect on your behavior.

Standard Practice Exercise for Posttraumatic Stress

Practice Exercise No. _____ Title of behavior _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the behavior listed in the title above.

1. How does this behavior apply to you? Please explain in detail.

2. How often do you get this behavior?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

Please explain further.

3. How did this behavior come about? Do you remember when it started? Check which answer fits best:

- | | |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school | _____ |
| c. When I was in middle school | _____ |
| d. When I was in high school | _____ |
| e. After high school | _____ |
| f. Any other time | _____ |

Please explain further if you remember any specific experience that started this behavior.

4. Is this behavior acceptable or unacceptable? Why is this symptom unacceptable to you? Please explain.

5. Give three specific examples of how this behavior effects you now.

Example 1

Ex.ample 2

Example 3

Homework: The purpose of this homework is to help you achieve greater control over painful, past experiences. Next week, plan to bring about or repeat this behavior at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). It may sound strange to you to be asked to repeat this behavior, especially when it is so painful to drudge it up. However, keep in mind that *if you can start it, you can control it*. If you can learn to control it, you may be able to let go of it. Otherwise, the behavior may come back when you least expect it; that is, the more you avoid this behavior now, the more it might haunt you in the future.

For each time you start this behavior, write down what happened in detail. Make sure to answer in writing the following four questions:

- a. What happened that triggered this behavior?
- b. How did you start it?
- c. How did it end?
- d. What did this symptom get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

d. _____

Time 3 (write the time you started _____)

a. _____

b. _____

c. _____

d. _____

Please check which of the following shows how you feel about this practice exercise:

a. Completely useless	_____	d. Somewhat useful	_____
b. Somewhat useless	_____	e. Extremely useful	_____
c. So-so	_____		

Explain in greater detail how you feel about this practice exercise and what you got out of it.

Concluding Follow-Up Form for Posttraumatic Stress

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:

- a. I did not like working on this practice exercise at all. I wish I never saw it. _____
- b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
- c. I am delighted I got a chance to work on this practice exercise. _____
- d. I am not only delighted about working on this practice exercise, but I wish all children who suffer from the same painful experience had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

- a. Not helpful at all _____
- b. Somewhat helpful _____
- c. Helpful _____
- d. Very helpful _____

3. Which practice exercise did you *like* best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Bad dreams	_____	i. Emotional isolation/estrangement	_____
b. Upset by reminders	_____	j. Lack of pleasure	_____
c. Flashbacks (repetitive images)	_____	k. Easily startled	_____
d. Upset by painful thoughts	_____	l. Body reactions and physical troublesome thoughts	_____
e. Avoidance of painful thoughts	_____	m. Sleep troublesome thoughts	_____
f. Avoidance of situations that remind you of past painful experiences	_____	n. Fear of recurrence/hypervigilance	_____
g. Avoidance of painful feelings and emotions	_____	o. Attention troublesome thoughts	_____
h. Numbness of emotions	_____	p. Memory/learning troublesome thoughts	_____

4. Why did you rank-order the practice exercises the way you did? Please explain your reason(s) for your rank order of practice exercises.

5. Feel free to write any comments that might improve this practice exercise.

Asperger's Disorder

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the disorder that is affecting you and your family. Please answer all questions or instructions fully.

1. Next to each behavior, explain how it may apply to you. Give two examples of that behavior, whether it applies to you or not.

Behaviors

Examples

- a. Impairment in social interaction

Example 1 _____

Example 2 _____

- b. Inability to look straight at others

Example 1 _____

Example 2 _____

- c. Fixed or frequently unusual body postures _____

Example 1 _____

Example 2 _____

- d. Strange or unusual gestures _____

Example 1 _____

Example 2 _____

- e. Few if any friendships _____

Example 1 _____

Example 2 _____

- f. Inadequate enjoyment with others

_____ Example 1 _____
_____ Example 2 _____

- g. Little interest in others _____

_____ Example 1 _____
_____ Example 2 _____

- h. Lack of showing or pointing out
objects to others _____

_____ Example 1 _____
_____ Example 2 _____

- i. Lack of social or emotional reci-
procity _____

_____ Example 1 _____
_____ Example 2 _____

- j. Restricted and repetitive or stere-
otyped patterns of behavior

_____ Example 1 _____
_____ Example 2 _____

- k. Limited interests or activities

_____ Example 1 _____
_____ Example 2 _____

- l. Encompassing preoccupation with
one or more patterns of interest

_____ Example 1 _____
_____ Example 2 _____

- m. Focus on a few objects or ideas

_____ Example 1 _____
_____ Example 2 _____

- n. Inflexible adherence to specific,
nonfunctional routines or rituals

_____ Example 1 _____
_____ Example 2 _____

- | | |
|--|--------------------------|
| o. Stereotyped and repetitive motor mannerisms (hand or finger flapping or twisting) _____ | Example 1 _____
_____ |
| _____ | Example 2 _____
_____ |
| p. Complex whole-body movements _____ | Example 1 _____
_____ |
| _____ | Example 2 _____
_____ |
| q. Persistent preoccupation with parts of objects _____ | Example 1 _____
_____ |
| _____ | Example 2 _____
_____ |
| r. Impairment in social areas _____ | Example 1 _____
_____ |
| _____ | Example 2 _____
_____ |
| s. Impairment in occupational areas _____ | Example 1 _____
_____ |
| _____ | Example 2 _____
_____ |

- 4 Please rank-order the behaviors listed below according to how much they apply to you, with No. 1 being the one that applies the most, No. 2 that applies second, No. 3 third, and so on; if there are some behaviors that do not apply at all, mark them N/A.

Behaviors

Rank-order

- | | |
|---|-------|
| a. Impairment in social interaction | _____ |
| b. Inability to look straight at others | _____ |
| c. Fixed or frequently unusual body postures | _____ |
| d. Strange or unusual gestures | _____ |
| e. Few if any friendships | _____ |
| f. Inadequate enjoyment with others | _____ |
| g. Little interest in others | _____ |
| h. Lack of showing or pointing out objects to others | _____ |
| i. Lack of social or emotional reciprocity | _____ |
| j. Restricted and repetitive or stereotyped patterns of behavior | _____ |
| k. Limited interests or activities | _____ |
| l. Encompassing preoccupation with one or more patterns of interest | _____ |

*Behaviors**Rank-order*

- | | |
|---|-------|
| m. Focus on a few objects or ideas | _____ |
| n. Inflexible adherence to specific, nonfunctional routines or rituals | _____ |
| o. Stereotyped and repetitive motor mannerisms
(hand or finger flapping or twisting) | _____ |
| p. Complex whole-body movements | _____ |
| q. Persistent preoccupation with parts of objects | _____ |
| r. Impairment in social areas | _____ |
| s. Impairment in occupational area | _____ |

Adults**Depressive Personality**

The purpose of this practice exercise is to help you become aware of certain personal characteristics that may put you at risk for unhappiness and make you depend too much on others. This practice exercise, however, may be useless unless you set appointments with yourself at predetermined times to complete each practice exercise.

Practice Exercise 1. What Makes Me So Unhappy?

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out which personal characteristics predispose you to depend so much on others.

1. How often do you feel sad, mad, or unhappy?

a. Once a day or more	_____
b. Two or three times a week	_____
c. Once a week	_____
d. Once a month	_____
e. Once every 2 or 3 months	_____
f. Never or hardly ever	_____

2. For how long do you feel sad, mad, or unhappy?

a. Sometimes the whole day or more	_____
b. A couple of hours or half a day	_____
c. About an hour	_____
d. Less than 30 minute	_____
e. 1 minute at the most	_____

3. How strong or intense do you feel when you are sad, mad, or unhappy?
- a. Very strong to the point of feeling like ending it all _____
 - b. Very intense but without suicidal thoughts _____
 - c. Strong enough to be worried about it _____
 - d. Not very strong but lasting a long time _____
 - e. Mostly moody or sad rather than depressed _____
 - f. I am really never depressed, as far as I know _____
 - g. Usually I am a very cheerful person _____
 - h. Other (explain) _____
4. How do you begin feeling sad, mad, or unhappy?
- a. Usually something/somebody upsets me _____
 - b. I really do not know _____
 - c. Before I know it, I become sad, mad, or unhappy _____
 - d. After an argument or a fight _____
 - e. Other (explain) _____
5. How do you end feeling sad, mad, or unhappy?
- a. Suddenly I no longer feel sad, or mad, or unhappy _____
 - b. I change my moods without being aware of this change _____
 - c. I really do not know _____
 - d. Other (explain) _____
6. Below is a list of characteristics usually associated with feeling sad, mad, or unhappy. These characteristics may make you depend on others to see whether you can become happier than you are. Define each characteristic by consulting a dictionary, a loved one, a friend, a teacher, or a professional helper, and give two examples of what you understand this characteristic means.

*Characteristics and Definitions**Examples*

- | | |
|----------------------|-----------------|
| a. Bitterness _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Constricted _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

c. Counterdependent or denying dependency _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Being critical of others _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Finding it difficult to be critical of others _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Feeling burdened _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Given to worry _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Gloomy _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Introverted _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j. Limited capacity for fun _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k. Low self-esteem _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

l. Moralistic/judgmental _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Negative reactivity _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Talking too much _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Overly dependent _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Passive _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Pessimistic _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
r. Quiet _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
s. Remorseful _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Self-critical _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

- u. Self-denying _____ Example 1 _____

 _____ Example 2 _____

- v. Sensitive to rejection _____ Example 1 _____

 _____ Example 2 _____

- w. Serious _____ Example 1 _____

 _____ Example 2 _____

- x. Tense _____ Example 1 _____

 _____ Example 2 _____

- y. Unassertive _____ Example 1 _____

 _____ Example 2 _____

- z. Underachiever _____ Example 1 _____

 _____ Example 2 _____

- aa. Characteristic related to you that is not listed above (.....).
 Write what it is and give two examples of how it applies to you. Example 1 _____
 Example 2 _____

7. Why do you become sad, mad, or unhappy? Below is the list of personality characteristics that are usually associated with depression. From this list, rank as No. 1 the strongest characteristic that may be related to being sad, rank-order as No. 2 the second strongest characteristic for feeling sad, mad, or unhappy, and so on; mark as N/A the characteristics that do not apply.

*Characteristics**Rank-order*

- | | |
|---|-------|
| a. Bitterness | _____ |
| b. Constricted (tight) | _____ |
| c. Counterdependent or denying dependency | _____ |

Characteristics	Rank-order
d. Critical of others	_____
e. Difficulty being critical of others	_____
f. Feeling burdened	_____
g. Given to worry	_____
h. Gloomy	_____
i. Introverted	_____
j. Limited capacity for fun	_____
k. Low self-esteem	_____
l. Moralistic	_____
m. Negative reactivity	_____
n. Talkative	_____
o. Overly dependent	_____
p. Passive	_____
q. Pessimistic	_____
r. Quiet	_____
s. Remorseful	_____
t. Self-critical	_____
u. Self-denying	_____
v. Sensitive to rejection	_____
w. Serious	_____
x. Tense	_____
y. Unassertive	_____
z. Underachiever	_____
aa. Characteristic related to you that is not listed above (_____)	_____

8. State why you rank-ordered these characteristics the way you did.

Homework: During the coming week, think about your rank-order of characteristics that apply to you and change their rank-order if necessary. Discuss your completed practice exercise with whoever is helping you with this practice exercise.

Standard Format for Depressive Personality

Practice Exercise No. _____ Title of Characteristic _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the characteristic listed in the title.

1. How did you start using this characteristic? Explain in detail.

2. How often do you use this characteristic? Check which answer applies to you:

- a. Practically every day _____
- b. Once a week _____
- c. A couple of times a month _____
- d. Once a month _____
- e. Once every 6 months _____
- f. Once a year _____
- g. Once every few years _____

3. Explain further.

4. How did this characteristic come about? Do you remember when it started? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. In elementary school _____
- c. In middle school _____
- d. In high school _____
- e. Any other time _____

5. Explain further.

6. What does this characteristic get you? Please explain.

7. Give three specific examples of how using this characteristic is hurtful to you.

Example 1

Example 2

Example 3

8. Give three specific examples of how this characteristic is hurtful to others.

Example 1

Example 2

Example 3

9. Now that you have completed this practice exercise, write how you feel about it.

Check which of these answers tells how you feel about it. There is also space for you to explain further, if you want to:

- a. I did not like it at all, a waste of time. I want to quit this stupid practice exercise.

- b. I did not like it very much, but I want to go on with this practice exercise.

- c. I liked it and I want to go on with this practice exercise.

- d. I liked it a lot and I wish I had something like this practice exercise earlier.

- e. I liked it so much that I wish all people with depressive personality characteristics could get something like this to work on.

10. Discuss your completed practice exercise with whoever has given it to you.

Homework: If you want to stop this undesirable characteristic, learn to start it. If you learn to start it, you will learn to stop it. Next week plan to repeat this characteristic at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) at least three times a week. Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start it?
- b. What followed?
- c. How did it end?
- d. What did this behavior get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Check which of the following shows what you got out of this homework practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Write down how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Depressive Personality

Name _____ Sex _____ Date _____

The purpose of this concluding feedback form is to understand what you learned from working on this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:

- | | |
|--|-------|
| a. I did not like working on this practice exercise at all. I wish I never saw it. | _____ |
| b. I did not like this practice exercise, but I am glad I got to work on it. | _____ |
| c. I am happy I got a chance to work on this practice exercise. | _____ |
| d. I am not only delighted with this practice exercise, but I wish depressed people could get it | _____ |

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

- | | | | |
|-----------------------|-------|-----------------|-------|
| a. Not helpful at all | _____ | c. Helpful | _____ |
| b. Somewhat helpful | _____ | d. Very helpful | _____ |

3. Which practice exercise did you *like* best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

<i>Characteristics</i>	<i>Rank-order</i>
a. Bitterness	_____
b. Constricted (tight)	_____
c. Counterdependent or denying dependency	_____
d. Critical of others	_____
e. Difficulty being critical of others	_____
f. Feeling burdened	_____
g. Given to worry	_____
h. Gloomy	_____
i. Introverted	_____
j. Limited capacity for fun	_____
k. Low self-esteem	_____
l. Moralistic	_____
m. Negative reactivity	_____
n. Oral	_____
o. Overly dependent	_____
p. Passive	_____
q. Pessimistic	_____
r. Quiet	_____
s. Remorseful	_____
t. Self-critical	_____
u. Self-denying	_____
v. Sensitive to rejection	_____
w. Serious	_____
x. Tense	_____
y. Unassertive	_____
z. Underachiever	_____
aa. Characteristic related to you that is not listed above (_____)	_____

4. Now that you have completed this concluding form, write how you feel about it. Check which of these answers tells how you feel about it.

There is also space for you to explain further, if you want to:

- | | |
|--|-------|
| a. I did not like it at all, a waste of time. | _____ |
| b. I did not like it very much, but I want to go on with working on practice exercises of this type. | _____ |
| c. I liked it and I want to go on with another practice exercise. | _____ |
| d. I liked it a lot and I wish I had received something like this practice exercise earlier in my life. | _____ |
| e. I liked it so much that I wish all people with depressive personality characteristics could get something like this practice exercise | _____ |

5. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever suggestion could improve this practice exercise.

Phobias

The purpose of this practice exercise is to help you achieve better control over fears or phobias that control you. However, before you start this practice exercise, you should have passed a complete physical examination, including an ear–nose–and–throat exam, to rule out the possibility that your phobias may arise from physical causes, such as an inner-ear malfunction. If no physical cause is found for your phobia(s), you can start this practice exercise.

Practice Exercise 1. The Nature of Phobias

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand what fears and phobias mean to you.

1. What do you mean by “fear” and “phobia,” as you understand these words?

2. How are fears different from phobias? Answer this question in terms of at least three characteristics:

- a. Realistic versus unrealistic
- b. General versus specific
- c. Intense versus weak

3. Below is a list of common phobias. Rank them in order of the one(s) that apply directly to you to those that do not apply (N/A) to you at all. Write 1 for the phobia that bothers you the most, 2 for the phobia that bothers you second, and so on. Write NA if that phobia does not bother you at all.

<i>Common Phobias</i>	<i>Rank-order</i>	<i>Rating of Intensity (Strength)</i>
Blood	_____	_____
Boats or ships	_____	_____
Bridges	_____	_____

<i>Common Phobias</i>	<i>Rank-order</i>	<i>Rating of Intensity (Strength)</i>
Bright lights	_____	_____
Bugs	_____	_____
Buses	_____	_____
Cancer	_____	_____
Cars	_____	_____
Cats	_____	_____
Cemeteries	_____	_____
Choking	_____	_____
Closed spaces	_____	_____
Crossing the streets	_____	_____
Crowds	_____	_____
Dark	_____	_____
Dirt	_____	_____
Dogs	_____	_____
Driving	_____	_____
Elevators	_____	_____
Escalators	_____	_____
Fire	_____	_____
Flying	_____	_____
Germes and diseases	_____	_____
Getting fat	_____	_____
Heights	_____	_____
Homosexuals	_____	_____
Lightning	_____	_____
Loud noises	_____	_____
Mice	_____	_____
Motion	_____	_____
Needles or knives	_____	_____
Nuclear energy	_____	_____
Public speaking	_____	_____
Rape	_____	_____
School	_____	_____
Sex	_____	_____
Sleeping	_____	_____
Small enclosed places	_____	_____
Snakes	_____	_____
Sports	_____	_____
Stairs	_____	_____
Strangers	_____	_____
Suffocating	_____	_____
Technology (VCR, PC)	_____	_____
Telephones	_____	_____
Thunder	_____	_____

<i>Common Phobias</i>	<i>Rank-order</i>	<i>Rating of Intensity (Strength)</i>
Toxic waste	_____	_____
Trains	_____	_____
Traveling	_____	_____
Tunnels	_____	_____
Water (as in swimming)	_____	_____
Weather	_____	_____
Wide-open spaces	_____	_____
Any other phobia not listed above (_____)	_____	_____

3. Now go back only to the phobias that you have ranked and not the phobias that you rated N/A. Next to each rated phobia, rate it according to the degree of intensity or strength that it has over you. Write a number that shows how much that phobia bothers you:

- (1) "Calm, as calm as can be"
- (2) "A little bit jittery"
- (3) "Uncomfortably uneasy"
- (4) "Decidedly uneasy"
- (5) "Jittery but still in control"
- (6) "Heart pounding and sweaty"
- (7) "Feeling of losing control"
- (8) "Feeling completely out of control"

4. How did your phobia(s) start? Check all that apply:
- a. Suddenly _____ versus slowly _____
 - b. With trauma _____ without trauma _____ (trauma means any specific accident or event that brought about the phobia).
 - c. With warning _____ without warning _____
5. What kind of physical feelings do you experience when you become overwhelmed by the phobia? Rank as No. 1 the feeling that applies to you the most. Rank as No. 2 the feeling that applies to you next, and so on. Mark feelings that do not apply to you at all as N/A.

<i>Feelings</i>	<i>Rank-order</i>
a. Fight versus flight	_____
b. Waves of anxiety	_____
c. Sense of dread	_____
d. Skipping or racing heart (palpitation)	_____
e. Tightness in the chest	_____
f. Difficulty in breathing (hyperventilation)	_____
g. Sweating	_____

*Feelings**Rank-order*

h. Shaking or trembling	_____
i. Hot flushes	_____
j. Cold chills	_____
k. Light-headedness	_____
l. Stomach distress	_____
m. "Jelly legs"	_____
n. Strange tingling	_____
o. Feelings of unreality	_____
p. Shortness of breath	_____
q. Choking sensation	_____
r. Feeling faint	_____
s. Fear of going crazy or dying	_____
t. Sudden stomach cramps	_____
u. Sudden need to urinate	_____
v. Coughing on your own spittle	_____
w. "This is it. I can't think straight"	_____
x. "Get me out of here!"	_____
y. "My nerves are all shot"	_____
z. "Nothing feels right"	_____
Other _____ (Please write what sensations you feel that are not listed above)]	_____

Homework: During the coming week, write down the time and duration of each phobia occurrence. Write what you think brought it about, what your reaction was, and how it ended. In addition start a separate sheet or diary in which you try to answer the following three questions in the next few weeks.

a. Why am I fearful?

b. What provokes my fearfulness?

- c. Why do I anticipate or expect the worst rather than the best?

- d. As thoughts about these three questions come into your mind, jot them down.

Practice Exercise 2. Learning More About Phobias

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you learn more about phobias so that you may become familiar with them.

1. There are at least seven kinds of phobias. See which of these relate to your particular phobia(s):

A. Balance-related phobias:

- ii. Light-headedness
- iii. Feeling off-balance
- iv. Floating sensation
- v. Spinning or whirling sensation
- vi. "Magnetic tug" from the ground below
- vii. Falling
- viii. Fainting
- ix. Tipping or swaying

B. Compass-related phobias:

- i. Disorientation
- ii. Confusion
- iii. Floating
- iv. Spaciness
- v. Feelings of unreality or dissociation from reality

- C. Motor-related phobias
 - i. Trouble walking
 - ii. Trouble getting up from bed or chairs
 - iii. Trouble starting to walk
 - D. Visual phobias:
 - i. Not liking certain colors
 - ii. Not liking certain objects
 - iii. Not liking certain pictures
 - E. Auditory phobias
 - i. Not liking loud noises
 - ii. Not liking certain words
 - iii. Not liking certain music
 - F. Coordination phobias:
 - i. Not liking certain body positions
 - ii. Not liking standing erect
 - iii. Not liking sitting down
 - iv. Not liking lying down
 - v. Not liking certain sports
 - G. Feeling like a “guided missile” and not feeling in control:
 - i. Fear of escalators
 - ii. Fear of elevators
 - iii. Fear of tunnels
 - iv. Fear of bridges
2. Can you recognize any of these phobias in you? Which one(s)? Write about the one(s) that you recognize in yourself. Specify what the fear applies to. For instance, if you are fearful of loud noises, are there certain noises that you are more fearful of?
- Homework:** During the next week: (1) Continue to write down your answers to the three questions asked in the first practice exercise:
- a. Why am I fearful?
 - b. What provokes my fearfulness?
 - c. Why do I anticipate the worst rather than the best?
- (2) Become aware of which of the seven types of fears listed above seems to bother you. Write it down every time you become aware of this fear.

Standard Practice Exercise For Phobias

Practice Exercise No. _____ Title of Phobia _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise and the following ones is to teach you to introduce “positive interference” every time you start to feel phobic. A positive interference is any positive activity that you will use every time you begin to feel phobic. This interference can be both physical and/or verbal. For instance, if you start to become phobic by feeling body sensations that indicate the beginning of your phobia, whichever phobia it may be, you need to start saying the word “relax.” As soon as you say this word to yourself, you must immediately do two things. The first one you may not be able to perform except when you are at home. The second you can perform almost anywhere.

1. Relax physically: If possible, play a tape or radio station with pleasant music that you find soothing. Then lie down on a couch, sofa, bed, or floor. Start thinking about a very pleasant scene, such as a lake in the mountains, the sea-shore, etc. As you are thinking of this scene and pleasant music is also playing, tense up one extremity of your body at a time. Start with the lower part of your left leg, tense it as much as you can and let go when you say the word “relax.” Go from one leg to the other, and then to the stomach, hips, chest (if you can), arms, and neck. If necessary, continue doing this exercise as long as necessary for you to feel relaxed and in control.

After you are finished, record on a sheet of paper the time you exercised, for how long, and how many times you performed this exercise.

2. Relax verbally: Suppose you are talking with your boss or a customer, and all of a sudden, out of the blue, you start feeling phobic, for whatever reason. If you have a note pad in front of you, you could write the word “relax” on it. Instead of taking notes, you might start to write down words that begin with each of the five letters in the word “relax,” such as “rest,” “examine,” “love,” “almighty,” “xylophone.” You can do this exercise even when you are by yourself. However, you must be sure that all the words you use are positive and not negative. You might have a hard time finding positive words starting with “x,” but this is another type of interference that will be useful to you instead of becoming phobic.
3. Here is a list of all the positive interferences you can apply to yourself whenever you start to feel phobic. Rank them in order of preference according to how comfortably you would apply it to yourself. Rank as No. 1 the positive interference that you want to apply most comfortably to yourself. Rank as No. 2. the next one, and so on; mark as N/A the interferences that you would not feel comfortable in applying to yourself.

*Positive Interferences**Rank-order*

- | | |
|---|-------|
| a. Squeeze one hand with the other hand | _____ |
| b. Wiggle your big toe with your shoe on | _____ |
| c. Snap a rubber band encircling your wrist | _____ |
| d. Swat the back of your neck hard and fast ten times | _____ |
| e. Chew on a fresh stick of gum | _____ |
| f. Click your tongue against the roof of your mouth | _____ |
| g. Keep your eye on something real | _____ |
| h. Watch seconds go by on your watch or clock | _____ |
| i. Change the lighting | _____ |
| j. Sniff a handkerchief | _____ |
| k. Let your nose turn you on | _____ |
| l. Carry a menthol inhaler and use it when needed | _____ |
| m. Use of bottle of smelling salts when needed | _____ |
| n. Use a power light | _____ |
| o. Eat some comfort food | _____ |
| p. Lick a lollipop | _____ |
| q. Pick yourself up with a pickle | _____ |
| r. Turn up the volume of your radio when listening to music | _____ |
| s. Plug ears with headphones | _____ |
| t. Play a musical instrument | _____ |
| u. Give a little whistle | _____ |
| v. Listen to yourself | _____ |
| w. Memorize things to do or to buy | _____ |
| x. Do a crossword puzzle or any puzzle | _____ |
| y. Pull the lobe of your left ear three times | _____ |
| z. Concentrate on your breathing for at least 5 minute | _____ |
4. Can you think of any other type of positive interference not listed above that you would feel comfortable in using? What is it?_____
5. How would you rate it in comparison to the positive interferences listed above?

Homework: Select which positive interference you would feel comfortable in using, and during the coming week(s) keep track of how many times you have used it. Make sure to write down how many times you have used this positive interference during the coming week(s) and what kind of results you got. Bring this list to your professional helper for discussion and feedback.

Next-to-the-Last Practice Exercise: Learning to Start your Phobia(s)

Name _____ Sex _____ Date _____

Now comes the hard part. The purpose of this practice exercise is to find out whether you have learned to control your phobia(s) or whether it or them still control you. The principle behind this practice exercise is that if you have learned to control your phobia(s), you can start it whenever you want to and not when the phobia wants to. If you can start your phobia, you can stop it. If you can control it without being bothered by it, that means that you have won the battle of control over your phobia.

Consequently, during the next week, set up specific times and places when and where you will start your phobia. If possible, see if you can start some of the physical sensations that go together with your phobia(s). For example, you may want to start the phobia on Monday, Wednesday, and Friday at 9 p.m. in your family room. It is important that you set this appointment with yourself beforehand (at least 24 h in advance) when you will start your phobia, because this appointment will put you in control of your phobia. Make sure that you record every time you have started your phobia(s).

Make sure you bring your record of your appointments to your professional helper for discussion, feedback, and recommendations.

Last Practice Exercise for Phobia

Name _____ Sex _____ Date _____

Check on homework and if necessary retest if any instrument was administered before this practice exercise. If results are negative, and your phobias are still present 3–4 weeks after starting this practice exercise, and the phobias are still bothering you, you may need to consult (1) another behavioral therapist–psychologist–specialist, or (2) a psychiatrist for possible medication. The important thing is not to give up on yourself. If this approach does not work, try something else. Remember that Rome was not built in a day! Thank you for trying!

Procrastination

The purpose of this practice exercise and its practice exercises is to help you deal with procrastination in your work or study habits.

Practice Exercise 1. Defining Procrastination

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define what procrastination means to you and how it affects your life. Please answer the following questions to the best of your ability.

1. What does procrastination mean to you? Please write how you tend to procrastinate.

2. How much does it affect you personally?

- a. A great deal, most of the time
b. Sometimes, but not all the time
c. Never

3. How does it affect your routines?

- a. A great deal, most of the time
b. Sometimes, but not all the time
c. Never

4. How does (or did) it affect your studies?

- a. A great deal, most of the time
b. Sometimes, but not all the times
c. Never

5. How does it affect your personal relationships?

- a. A great deal, most of the time
b. Sometimes, but not all the time
c. Never

6. Does procrastination affect some parts of your personality or does it pervade all of your personality?

- a. All my personality
b. Parts of my personality
c. No part of my personality

7. Who has reacted to your procrastination? Check more than one.

- a. Your parents _____
- b. Your relatives _____
- c. Your brothers and sisters _____
- d. Your best friend _____
- e. Your teachers _____
- f. Your boss _____
- g. Your coworkers _____
- h. Your friends _____

8. Please specify what reactions you received from whom.

9. How intense (strong) is your tendency to procrastinate?

- a. Very strong _____
- b. Strong _____
- c. Somewhat strong _____
- d. Weak _____
- e. Very weak _____

10. Explain in greater detail how strong this tendency to procrastinate is for you.

Homework: During the next week try to become more aware of how procrastination controls your life, especially in three areas:

- a. Studies (if it applies)
- b. Relationships with people you care about
- c. Work (if it applies)
- d. Any other area not covered by the three previous items

If you have not yet figured out why you keep putting things off, spend some time trying to figure it out. Make an appointment with yourself, sit in a comfortable chair with a notebook, and start to write down all the possible reasons, causes, and past

events that may be responsible for your procrastination. Was it your toilet training? Was it your mother's habit to delay completing anything? Was it your father's? Did you receive more attention by not completing tasks than by completing them? Write down as many possibilities as come to mind, no matter how outlandish they may be. Do not try to write well; just write down what circumstances may have existed for your putting things off. Put your notes where you can find them. Wait at least 48 h to make another appointment with yourself and go back to your original notes. See whether more thoughts come to you as you read them. Is the possible cause still valid now, or does it appear less plausible or valid than it appeared when you wrote it down? Once your list is restricted to two or three conclusions, bring it to your counseling or therapy session and discuss your conclusions with your professional helper.

Practice Exercise 2. The Causes of Procrastination

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find the possible causes of your procrastination.

1. Among the many causes of procrastination listed below, rank as No. 1 the ones that are most troublesome to you. Rank as No. 2 the causes that are the next most troublesome to you, and so on, so that the least troublesome ones would be ranked last:

<i>Possible Causes</i>	<i>Rank</i>
a. Delay	_____
b. Irrationality	_____
c. Weak personality	_____
d. Depression	_____
e. Anxiety	_____
f. Low self-esteem	_____
g. Guilt and shame	_____
h. Incorrect thinking	_____
i. Other cause (_____)	_____

2. Now that you have ranked these causes, start concentrating on the most troublesome cause, by writing about it in detail. What is it? _____
 - a. How did this type of procrastination start?

- b. How did you keep it up?

- c. What are the results of this type of procrastination?

3. What did you do to avoid procrastinating, if at all?

4. What were the results?

5. Do you want to learn to control procrastination or do you want it to control you? If you choose to have procrastination continue to control you, you do not need to complete this practice exercise or this practice exercise. However, if you want to learn to control your procrastination, do complete this homework.

Homework: During the next week become aware of how much this procrastination is controlling you and how it affects you by lowering your level of functioning or performance. Make sure you write down any instance of procrastination. As you are completing this part of the homework, answer the following questions:

1. What are my overall goals in life?
2. What are my most immediate goals?
3. How am I going to differentiate most immediate from least immediate goals?
4. How am I going to reach my most immediate goal?

After you have answered questions 1–3, answer question 4 by developing a plan of small steps that will allow to reach your most immediate goal without failure. Discuss this plan with whoever helps you with this practice exercise.

Practice Exercise 3. Learning to Control Procrastination

Name_____Sex_____Date_____

The purpose of this practice exercise is to help you learn to control your procrastination.

1. If you want to learn to control your procrastination, there are many ways of achieving control over it. This practice exercise suggests a variety of steps that you should try. Perhaps one of them will work for you.

Step 1. Plan when you will start procrastinating by setting a time when you will start and a time when you will end procrastinating.

The principle behind this step is that if you want to end something, you have to learn to start it. If you have the power to start procrastinating, eventually you will have the power to end it.

Step 2. Write down how you feel when you are procrastinating. Do you feel blue, sad, happy, angry, or something else? How much of these feelings are behind your tendency to procrastinate?

Step 3. Make a list of everything you need to do. After you have completed this list, rank all your items according to two criteria: (1) importance, and (2) urgency. You have to ask yourself how each item is important to you and how urgent it is. After you have rank-ordered your items according to both criteria, write down what the consequences will be if you delay implementing that item. Divide the consequences into positive and negative ones. Then decide which item would give you the greatest grief or discomfort if you were to delay its completion. Ask yourself if you want to subject yourself to grief and discomfort, or whether you would be better off if you were to complete the item after all.

Hence, you now have three criteria to rank-order your items:

- (1) Importance to your survival
- (2) Urgency in terms of what is expected of you by those who would be affected by your delay
- (3) Long-term consequences that would take place if you were to delay completion

Step 4. Pick the item that seems to be the most important to your survival and pleasure, the most urgent in terms of what is expected of you, and in the long-term consequences to you if you were to delay

completion. If the task to be completed is too large or complicated, to the point that even talking about it is scary or anxiety-provoking to you, start to break it down into smaller steps by writing down what each step is and how you are going to complete it.

Step 5. Go back to Step 1 and start all over again.

Homework: During the next week, write down how you feel when you have completed a task, no matter how small and mundane it may be. For instance, how do you feel after you have brushed your teeth, gone to the bathroom, washed, or completed a meal? Similarly, write down how you feel when you do not complete a task. It is very important that you begin to discriminate how you feel after completion and after noncompletion, because these feelings are going to be the major determinants of whether you complete or do not complete a task.

Practice Exercise 4. Practicing Your Plan

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to start practicing a plan to control your procrastination.

1. If you have completed last week's homework practice exercise, by now you should have been able to discriminate between "good" feelings after completion and not-so-good feelings after noncompletion. Which feelings do you like best. If you like your feelings after noncompletion, you do not need to go any further in this practice exercise. You do need to speak with your professional helper about these feelings. If, however, you do not like the feelings that result from noncompletion and want to go on with this program, go right ahead!
2. Pick another task, job, responsibility, or whatever you have procrastinated about and follow all the steps outlined in the previous practice exercise. Write down what the consequences, positive or negative, would be of your delaying completion of that task. If positive consequences are greater than the negative ones, go ahead, if you can, and tackle the task. Again, if the task is too complex or difficult, break it down into small steps and attack each step, one at time.
3. If you have trouble in getting started, ask yourself whether you expect perfection from yourself and therefore you need to be perfect in even completing this homework practice exercise. If perfection is one of the causes of your delay, make yourself do or complete some task in a very sloppy way. Allow yourself to be imperfect. If you cannot accept your imperfection, you need to discuss this inability with your professional helper. If you can accept your imperfection, do go on.

4. Some people are unable to even get started because they are equating their performance and production to their personality: "What I do or have is what I am." If their performance or production is inadequate or incomplete, their own self is going to be inadequate or incomplete. What is the error in such an equation? If we are what we do or have, who are we? Hence, it could be that by equating what you do or have with yourself, you have been unable to separate your performance or production from your own self. Who you are is separate and independent from what you do and what you have. You may need to discuss this issue with your professional helper. How much does this possibility apply to you?
 - a. A great deal, most of the time _____
 - b. Sometimes, but not all the time _____
 - c. Never _____
5. If you answered "a" or "b," you will need to discuss this with your professional helper. If you answered "c," this practice exercise may not be relevant to your needs.

Homework: During the next week, force yourself not to complete anything well or adequately. You need to practice being a human being (by definition imperfect) rather than trying to be a perfect piece of machinery. Write down what you left undone and how you felt afterwards.

Practice Exercise 5. Checking on Your Progress (If There Is Any)

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to check on your progress in following the plan you have devised in the previous practice exercise.

1. Assuming that you have kept lists of what you have accomplished or not accomplished during the last few weeks, look over your lists and try to determine whether there is any pattern in the tasks you have completed successfully and in those that you have not. If there is one, can you find it? If you cannot find a pattern, go on with this practice exercise. If you have found a pattern, discuss it with your professional helper and then decide whether you need to go on with this practice exercise or not.
2. What happens when you give yourself deadlines? Are deadlines something to avoid because they cause too much anxiety, or are they to be kept because they make you more effective? However, if you are about to set deadlines, make sure they are realistic and feasible.
3. If you are unable to stick with deadlines, do you know why? If you do not know, do you need to know? Can you keep deadlines even if you do not know

why you cannot keep them? There is such a thing as going overboard with deadlines. Where is the happy medium for you? Answer these questions to the best of your knowledge and, if necessary, discuss your answers with your professional helper.

4. Behind any procrastination looms the whole issue of what time means for you. Is time something to squander and waste, or is time something precious that we need to preserve and use to its fullest? Does time control you or are you in control of your time? Answer these questions and go on to the next question.
5. You may need to start keeping more notice of how much time you need to brush your teeth, bathe, dress, cook or have breakfast, get to work, and so on, until the end of the day.

Homework: Next week, keep a running diary of exactly how much time it takes for completion of any activity or task, starting from brushing your teeth, washing, eating breakfast, going to work, etc. Coming home from work, you need to write down how long it took to cook and finish dinner, how long it took to read the paper or go through your mail, etc., including how long it took to take your clothes off and preparing to go to bed. Without this knowledge it may very hard for you to appreciate time and to learn to control it for your purposes.

Practice Exercise 6. Looking Back and Looking Forward

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to reflect on what you have done or not done to control and use your procrastination to your advantage.

1. It is time to take stock of whether you have learned anything from this practice exercise. How much did you learn?

a. A great deal	_____	c. Not at all	_____
b. Some	_____		
2. Not all practice exercises like this can be helpful to all people. If you have checked “c,” then this practice exercise failed to help you. You will need to discuss this failure with your professional helper. If you have checked “a” or “b,” write down in detail how this practice exercise was helpful to you.

3. What did you like about this practice exercise? Was there any practice exercise that was particularly more helpful than others? Why?

4. What did you dislike about the practice exercise? Was there any practice exercise that was particularly useless to you? Why?

5. How could this practice exercise be improved? Your suggestions for any improvement will be very welcome. Feel free to write any suggestion that you think would improve this program.

6. The success of any practice exercise is indicated by whether you would recommend it to anyone you know who suffers from procrastination. Would you recommend it to someone?

a. Highly _____ c. Not at all _____
b. Possibly _____

7. Your reasons for your above choice would be greatly appreciated.

Anxiety

The purpose of this practice exercise is to help you learn to live with and possibly control and lower your anxiety level. To achieve this goal, you will need to make an appointment with yourself to work on each practice exercise at a preset time. For instance, you may set your time at 7 p.m. on Wednesdays. That means that every Wednesday, no matter what, you will set aside time to work on your anxiety at 7 p.m. If something happens that you cannot control that does not allow you to meet at this preset time, give yourself at least 24 h' notice, so that you learn to control anxiety when you want, rather than having anxiety control you.

Practice Exercise 1. Defining Anxiety

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand what anxiety means to you and how it controls you. In this way, you can learn more from it, rather than going around in circles and not being able to control what you do not understand.

1. What is anxiety for you? Please define it as it applies especially to you.

2. How often do you experience these feelings?

- | | | | |
|-----------------|-------|---------------------------|-------|
| a. All the time | _____ | d. Seldom | _____ |
| b. Often | _____ | e. Other (please explain) | _____ |
| c. Occasionally | _____ | | |

3. How long do they last?

- | | | | |
|-----------|-------|---------------------------|-------|
| a. Years | _____ | d. Days | _____ |
| b. Months | _____ | e. Hours | _____ |
| c. Weeks | _____ | f. Other (please explain) | _____ |

4. How intense are these feelings?

- | | | | |
|-------------|-------|---------------------------|-------|
| a. Extreme | _____ | c. Mild | _____ |
| b. Moderate | _____ | d. Other (please explain) | _____ |

5. Anxiety is made up by a variety of feelings. Define each feeling as you understand it, and give two examples of or explain how each feeling applies to you.

<i>Feelings and Definitions</i>	<i>Examples</i>
a. Tension (shaky, restless, tight muscles or tired) _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Heart pounding or palpitations _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Shortness of breath _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Nausea, diarrhea, or abdominal distress _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Sweating or clammy hands _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Other physical troublesome thoughts _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Sleep troublesome thoughts _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Worrying _____ _____	Example 1 _____ _____ Example 2 _____ _____

i. Trouble concentrating Example 1 _____

 Example 2 _____

j. Fear of losing my mind Example 1 _____

 Example 2 _____

k. Fear of not making it in life Example 1 _____

 Example 2 _____

l. Fear of losing my job Example 1 _____

 Example 2 _____

m. Fear of failing in school Example 1 _____

 Example 2 _____

n. Fear of losing my friends Example 1 _____

 Example 2 _____

o. Irritability Example 1 _____

 Example 2 _____

p. Other fears (name them) and Example 1 _____
 define _____

 Example 2 _____

6. Rank those feelings, emotions, or troublesome thoughts in the order of most troublesome to least troublesome according to how you feel. Rank-order the feeling, emotion, or troublesome thought that is generally the worst as number 1, the next worst as number 2, the next worst as number 3; mark as N/A the feelings that do not apply to you.

<i>Feelings</i>	<i>Rank-order</i>
a. Tension (shaky, restless, tight muscles, or tired)	_____
b. Heart pounding or palpitations	_____
c. Shortness of breath	_____
d. Nausea, diarrhea, or abdominal distress	_____
e. Sweating or clammy hands	_____
f. Other physical troublesome thoughts	_____
g. Sleep troublesome thoughts	_____
h. Worrying	_____
i. Trouble concentrating	_____
j. Fear of losing my mind	_____
k. Fear of not making it in life	_____
l. Fear of losing my job	_____
m. Fear of failing in school	_____
n. Fear of losing my friends	_____
o. Irritability	_____
p. Other fears	_____

Homework: During the coming week, think more about all these feelings and how you rank-ordered them. Change the rank order if you feel it needs to be changed.

Now you must make up your mind. Do you want to learn to control your anxiety, or do you want your anxiety to control you? If you want your anxiety to control you, do nothing and go on as you have always done in the past. If you want to learn to control your anxiety, the following homework may be of help to you.

During the next week, make an appointment with yourself (at least 24 h from now) every other day at regular times for regular periods of time, for instance, Tuesday, Thursday, and Saturday at 9 p.m. for 30–60 minute. During these times make sure that you can work on your anxiety without anyone or anything disturbing you. Remember that if you want to learn to stop your anxiety, you need to start it at pre-set, regular times. In this way, you will learn to achieve control over your anxiety.

During each of these appointments, pay attention to the feeling you selected to write about during this week’s practice exercise. Go back to a time when you strongly felt this emotion (you may feel it in the present). As soon as you feel this feeling, begin to write down whatever you feel or whatever comes into your mind that relates to it or that is brought forth by your experiencing and staying with the feeling. Try to make yourself stay with the feeling during the length of the practice exercise.

Discuss your notes with your professional helper each week after you complete your practice exercise. After you finish with this anxiety feeling, use the same procedure for the next anxiety feeling. (Try to stay with the same feeling for the entire week. Switch to another feeling the next week if you can.)

Standard Practice Exercise for Anxiety

Practice Exercise No. **Title of Symptom.**

Name _____ Sex _____ Date _____

The goal of this practice exercise and the following ones is to help you learn to control your anxiety rather than having your anxiety control you. To achieve this goal, write in the title of this practice exercise the feeling you have ranked as being the most troublesome to you, that is, No. 1. In future practice exercises, write in the title of each practice exercise the feeling that was next in rank order, until you have completed all the feelings you rank-ordered that apply to you.

1. Why did you select the feeling or troublesome thought that you rated as the most uncomfortable? What makes this feeling or troublesome thought seem so bad?

2. How did this feeling or troublesome thought develop? What events and thoughts have contributed to this feeling or troublesome thought developing in your life?

3. How old were you when you became aware of this feeling?

4. How has your family contributed to this feeling or troublesome thought? Are there other family members who share the same feeling?

5. What does this feeling or troublesome thought do to you?

6. What does this feeling or troublesome thought do to your family?

7. What does this feeling do to people you are attracted to?

8. How does this feeling or troublesome thought upset other areas of your life?
(i.e., friends, work, leisure, school)

9. What memories do you have of experiencing this troublesome thought or feeling?
What was happening? Do you remember?

Homework: At least twice or three times during the coming week, make appointments for yourself at preset times to start feeling the way you have just written about in this practice exercise. The rule to follow is that if you can learn to start it on your own, you will be able to have control over it, and eventually, if and when you learn to start it, you will learn how to stop it. Start it if you want to stop it! However, make sure you write down what you are feeling during this practice exercise.

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this form is to find out whether the practice exercises of this practice exercise helped you or not. Feel free to be as open and honest as you can because only in this way will you be helped if further help is needed.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise, but I am glad I got to work on. _____
 - c. I am happy I got a chance to work on this. _____
 - d. I am not only delighted about this practice exercise, but I wish all people who are very anxious could get it. _____
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

Practice Exercises

Rank-order

- | | |
|---|-------|
| a. Tension (shaky, restless, tight muscles, or tired) | _____ |
| b. Heart pounding or palpitations | _____ |
| c. Shortness of breath | _____ |
| d. Nausea, diarrhea, or abdominal distress | _____ |
| e. Sweating or clammy hands | _____ |
| f. Other physical troublesome thoughts | _____ |
| g. Sleep troublesome thoughts | _____ |
| h. Worrying | _____ |

*Practice Exercises**Rank-order*

- i. Trouble concentrating
- j. Fear of losing my mind
- k. Fear of not making it in life
- l. Fear of losing my job
- m. Fear of failing in school
- n. Fear of losing my friends
- o. Irritability
- p. Other fears

4. Please explain why you rank-ordered the practice exercises the way you did.

5. Any suggestions on how to improve this practice exercise will be greatly appreciated.

Depression

The purpose of this practice exercise is to help you learn to control depression rather than having depression control you.

Practice Exercise 1. Defining Signs of Depression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to define depression as you understand it. There are many definitions of depression and it is important that you define it as you see it.

1. What does depression mean to you?

2. Define and give two examples of how each sign that applies to you. Use a dictionary or online information to define a sign if you need to.

Signs and Definitions

Examples

a. Finding little or no pleasure
in life

Example 1 _____

Example 2 _____

b. Feeling worthless or extremely
guilty

Example 1 _____

Example 2 _____

c. Crying a lot for no reason

Example 1 _____

Example 2 _____

d. Withdrawing from other people

Example 1 _____

Example 2 _____

e. Experiencing severe anxiety, panic,
and fear

Example 1 _____

Example 2 _____

f. Having bad mood swings

Example 1 _____

Example 2 _____

- g. Experiencing a change in eating or sleeping patterns

_____ Example 1 _____
_____ Example 2 _____

- h. Having very low energy

_____ Example 1 _____
_____ Example 2 _____

- i. Losing interest in hobbies and pleasurable activities

_____ Example 1 _____
_____ Example 2 _____

- j. Having too much energy, having trouble concentrating or following through on plans

_____ Example 1 _____
_____ Example 2 _____

- k. Feelings easily irritated or angry

_____ Example 1 _____
_____ Example 2 _____

- l. Experiencing racing thoughts or agitation

_____ Example 1 _____
_____ Example 2 _____

- m. Hearing voices or seeing images that other people do not experience

_____ Example 1 _____
_____ Example 2 _____

- n. Believing that others are plotting against you

_____ Example 1 _____
_____ Example 2 _____

- o. Wanting to harm yourself or someone else

_____ Example 1 _____
_____ Example 2 _____

5. After you have defined these signs of depression, rank them according to how closely each of them resembles your depression. Rank-order the most familiar or applicable to you as No. 1, the second most familiar as No. 2, and so on; mark as N/A the least familiar to you.

*Signs of Depression**Rank-order*

- | | |
|---|-------|
| a. Finding little or no pleasure in life | _____ |
| b. Feeling worthless or extremely guilty | _____ |
| c. Crying a lot for no reason | _____ |
| d. Withdrawing from other people | _____ |
| e. Experiencing severe anxiety, panic, and fear | _____ |
| f. Having bad mood swings | _____ |
| g. Experiencing a change in eating or sleeping patterns | _____ |
| h. Having very low energy | _____ |
| i. Losing interest in hobbies and pleasurable activities | _____ |
| j. Having too much energy, having trouble concentrating or following through on plans | _____ |
| k. Feelings easily irritated or angry | _____ |
| l. Experiencing racing thoughts or agitation | _____ |
| m. Hearing voices or seeing images that other people do not experience | _____ |
| n. Believing that others are plotting against you | _____ |
| o. Wanting to harm yourself or someone else | _____ |

4. Explain why you rank-ordered these sign the way you just did.

Homework: During the next few days, keep on thinking about these signs and whether you want to keep their rank order as is or whether you want to change it.

Standard Practice Exercise for Signs of Depression

Name of Sign _____ Practice Exercise No. _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the sign of depression listed in the title of this practice exercise.

1. How does this sign trouble you? Please explain in detail.

2. How often does this sign trouble you? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further.

4. How did this sign come about? Do you remember when you started feeling it? Check which answer fits best:

- | | |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school | _____ |
| c. When I was in middle school | _____ |
| d. When I was in high school | _____ |
| e. After high school | _____ |
| f. Any other time | _____ |

5. Please explain further.

6. Give three specific examples of how this sign troubles you.

Example 1

Example 2

Example 3

Homework: Next week, in order for you to learn to control this sign (“Start it if you want to stop it!”), plan to repeat it at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start this sign?
- b. What followed after you felt this sign?
- c. How did this sign end?
- d. What did this sign get you?

Time 1 (write the time you started _____)

- a.

- b.

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Please check which of the following shows what you got out of this practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Explain how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Signs of Depression

Name _____ Sex _____ Date _____

The purpose of this form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
 - c. I am delighted I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about this practice exercise, but I wish all depressed people had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
3. Rank-order the practice exercises you have completed. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on; mark as N/A the practice exercises you did not like at all or that you do not feel you can rank with the others.

Signs of Depression

- a. Finding little or no pleasure in life
- b. Feeling worthless or extremely guilty
- c. Crying a lot for no reason
- d. Withdrawing from other people
- e. Experiencing severe anxiety, panic, and fear
- f. Having bad mood swings

Rank-order

Signs of Depression

Rank-order

- g. Experiencing a change in eating or sleeping patterns _____
- h. Having very low energy _____
- i. Losing interest in hobbies and pleasurable activities _____
- j. Having too much energy, having trouble concentrating or following through on plans _____
- k. Feelings easily irritated or angry _____
- l. Experiencing racing thoughts or agitation _____
- m. Hearing voices or seeing images that other people do not experience _____
- n. Believing that others are plotting against you _____
- o. Wanting to harm yourself or someone else _____

4. Why did you rank-order the practice exercises the way you did?

6. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, could you rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, No. 2 the next most helpful, and so on until the least helpful practice exercise.

Signs of Depression

Rank-order

- a. Finding little or no pleasure in life _____
- b. Feeling worthless or extremely guilty _____
- c. Crying a lot for no reason _____
- d. Withdrawing from other people _____
- e. Experiencing severe anxiety, panic, and fear _____
- f. Having bad mood swings _____
- g. Experiencing a change in eating or sleeping patterns _____
- h. Having very low energy _____
- i. Losing interest in hobbies and pleasurable activities _____
- j. Having too much energy, having trouble concentrating or following through on plans _____
- k. Feelings easily irritated or angry _____
- l. Experiencing racing thoughts or agitation _____
- m. Hearing voices or seeing images that other people do not experience _____
- n. Believing that others are plotting against you _____
- o. Wanting to harm yourself or someone else _____

6. Why did you rank-order the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercise.

Posttraumatic Stress Disorder

The purpose of this practice exercise is to help you understand the nature of your disorder. You will be asked to answer in writing many practice exercises containing a great many questions about the many behaviors that make up your condition. Of course, you do not have to answer any question or complete any practice exercise. Participation in working on this practice exercise is completely voluntary, and you do not have to answer any questions or complete any practice exercise if you do not want to do it. It is completely up to you whether you want to learn more about yourself and whether you want the professionals interested in your welfare to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

Practice Exercise 1. Understanding Your Behavior

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your behavior and how it affects you.

To learn more about yourself, you will need to define what the behaviors listed below mean to you. Behaviors make up your disorder. To understand how they apply to you, you will need the help of a dictionary, of your attending professional, your relatives, your friends (or staff members, if you are at the present time in a medical or psychiatric facility). Make sure you explain briefly how each behavior applies to you. Give two examples of how this behavior applies to you as you understand it.

Behaviors

a. Intrusive memories

Examples

Example 1 _____

b. Distressing dreams

Example 1 _____

c. Reliving/flashbacks

Example 1 _____

d. Distress over cues/signals

Example 1 _____

e. Reacting to signals

Example 1 _____

f. Avoiding thoughts/feelings

Example 1 _____

g. Avoiding people/places

Example 1 _____

h. Amnesia

Example 1 _____

i. Diminished interest

Example 1 _____

j. Detached from others	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Restricted range of emotions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Not paying attention to the future	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Disturbed sleep	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Anger outbursts	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Poor concentration	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Extreme alertness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Extreme sudden	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed these definitions, it is important to find out how they apply to you. Next to each behavior that you have defined, rank-order each behavior according to how much that behavior applies to you. Rank as No. 1 the behavior that applies to you the most. Rank as No. 2 the behavior that applies to you next, and so on; mark as N/A the behaviors that do not apply to you at all.

4. Discuss your completed practice exercise with whoever has given it to you.

Homework: During the coming week, think more about the behaviors covered by these words and whether you want to change the rank-order of these behavior as listed above, or start working on the next practice exercise.

Concluding Follow-Up Form for Posttraumatic Stress Disorder

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
 - c. I am delighted I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about working on this practice exercise, but I wish all people with painful experiences had a chance to work on it _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____

3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

<i>Behaviors</i>	<i>Rank-order</i>
a. Intrusive memories	_____
b. Distressing dreams	_____
c. Reliving/flashbacks	_____
d. Distress over cues	_____
e. Reacting to cues	_____
f. Avoiding thoughts/feelings	_____
g. Avoiding people/places	_____
h. Amnesia	_____

Behaviors	Rank-order
i. Diminished interest	_____
j. Detached from others	_____
k. Restricted range of affect	_____
l. Foreshortening future	_____
m. Disturbed sleep	_____
n. Anger outbursts	_____
o. Poor concentration	_____
p. Hypervigilance	_____
q. Exaggerated startle	_____

4. Why did you rank-order the behaviors the way you did? Please explain.

5. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Could you rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, No. 2 the next most helpful, and so on to the least helpful; mark as N/A the practice exercises that did not apply to you.

Behaviors	Rank-order
a. Intrusive memories	_____
b. Distressing dreams	_____
c. Reliving/flashbacks	_____
d. Distress over cues	_____
e. Reacting to cues	_____
f. Avoiding thoughts/feelings	_____
g. Avoiding people/places	_____
h. Amnesia	_____
i. Diminished interest	_____
j. Detached from others	_____
k. Restricted range of affect	_____
l. Foreshortening future	_____
m. Disturbed sleep	_____
n. Anger outbursts	_____
o. Poor concentration	_____
p. Hypervigilance	_____
q. Exaggerated startle	_____

6. Why did you rank-order the behaviors the way you did? Please explain.

7. Write any comments you have that might improve this practice exercise.

Loneliness

Ideally, before starting on this practice exercise, you should have answered a questionnaire especially written to check on your loneliness. This questionnaire should be given to you again on completion of this practice exercise to evaluate whether this practice exercise was helpful to you.

The purpose of this practice exercise is to help you learn from your loneliness to your advantage rather than to your disadvantage. This program is made up of six practice exercises. The first practice exercise deals with the meaning and nature of your loneliness. The second practice exercise deals with possible explanations for loneliness. The third practice exercise deals with how to use loneliness to your advantage. The fourth practice exercise helps you to think about loneliness in different ways. The fifth practice exercise helps you cope with loneliness in different ways. The sixth practice exercise helps you review how you have dealt with loneliness.

Practice Exercise 1. The Meaning of Loneliness

Name _____ Sex _____ Date _____

Please note: During the course of completing practice exercises in this practice exercise, make appointments with yourself at specific, preset times (9 a.m., 8 p.m.) when you will complete the practice exercises of this practice exercise. *Do not work on this practice exercise when you feel lonely.* Write only at preset, prearranged times, whether you feel lonely or not. Write the time next to the date of the practice exercise you are completing. Do not work on each practice exercise for longer than 1 h. If necessary to write more, make another appointment with yourself at least 24 h ahead to complete each practice exercise.

1. What does loneliness mean to you? In your own words write down what this word means to you.

2. How often do you feel lonely? Check the answer that fits your loneliness best:

- | | | | |
|-------------------------|-------|---------------------------|-------|
| a. Once a day | _____ | d. More than once a week | _____ |
| b. More than once a day | _____ | e. Once a month | _____ |
| c. Once a week | _____ | f. More than once a month | _____ |

3. How long does your loneliness last? Check the answer that fits your loneliness best:

- | | | | |
|--------------------------|-------|-------------------------------------|-------|
| a. A few minutes a day | _____ | g. Many (2–5) hours a month | _____ |
| b. At least 1 h a day | _____ | h. Many (more than 5) hours a month | _____ |
| c. More than 1 h a day | _____ | i. Most of the time | _____ |
| d. Many hours a day | _____ | | |
| e. At least 1 h a week | _____ | | |
| f. More than 1 h a month | _____ | | |

4. How strong is your loneliness? Check which answer fits your loneliness best:

- | | | | |
|--------------------|-------|-------------------------------|-------|
| a. Pretty strong | _____ | d. Extremely strong | _____ |
| b. Somewhat strong | _____ | e. So strong I cannot bear it | _____ |
| c. Very strong | _____ | | |

5. How does loneliness *affect* you? Check as many answers as fit your loneliness best:

- | | | | |
|--|-------|---|-------|
| a. Not at all | _____ | h. In my relationship with my coworkers | _____ |
| b. At home | _____ | i. In my relationship with my neighbors | _____ |
| c. At work | _____ | j. In my relationship with my friends | _____ |
| d. In my free time | _____ | k. In my relationship with my relatives | _____ |
| e. In my relationships with my partner | _____ | l. Any other area not covered above | _____ |
| f. In my relationship with my family | _____ | | |
| g. In my relationship with my boss | _____ | | |
| (Write what this area is: _____) | | | |

6. Since when do you remember being effected by your loneliness? Check which answer(s) fits your loneliness best:

- | | |
|-----------------------------------|-----------------------------|
| a. Before kindergarten _____ | d. During high school _____ |
| b. During elementary school _____ | e. After high school _____ |
| c. During middle school _____ | f. During college _____ |
| | g. After college _____ |

7. How has your loneliness effected the following situations? Check as many as apply to your loneliness:

- | | |
|---------------------|----------------------|
| a. Finances _____ | e. Friendships _____ |
| b. Education _____ | f. Social life _____ |
| c. Occupation _____ | g. Religion _____ |
| d. Marriage _____ | h. Health _____ |

8. What feelings are associated with your loneliness? Check as many as apply to your loneliness:

- | | |
|------------------------|--|
| a. Desperation _____ | m. Melancholy _____ |
| b. Emptiness _____ | n. Alienation _____ |
| c. Panic _____ | o. Longing _____ |
| d. Helplessness _____ | p. Impatience _____ |
| e. Fear _____ | q. Boredom _____ |
| f. Sadness _____ | r. Uneasiness _____ |
| g. Hopelessness _____ | s. Anger _____ |
| h. Abandonment _____ | t. Inability to concentrate _____ |
| i. Vulnerability _____ | u. Shame _____ |
| j. Depression _____ | v. Insecurity _____ |
| k. Isolation _____ | w. Negative about self _____ |
| l. Sorrow _____ | x. Any other feeling not listed above: _____ |

9. Write about how the feelings that you have checked affect you.

10. Check as many of the behaviors listed below in response to your loneliness as apply to you:

- | | | | |
|--------------------------|-------|--------------------|-------|
| a. Cry | _____ | l. Exercise | _____ |
| b. Sleep | _____ | m. Walk | _____ |
| c. Sit and think | _____ | n. Work on a hobby | _____ |
| d. Do nothing | _____ | o. Go to a movie | _____ |
| e. Overeat | _____ | p. Read | _____ |
| f. Take tranquilizers | _____ | q. Play music | _____ |
| g. Watch television | _____ | r. Spend money | _____ |
| h. Drink or get “stoned” | _____ | s. Go shopping | _____ |
| i. Study or work | _____ | t. Call a friend | _____ |
| j. Write | _____ | u. Visit someone | _____ |
| k. Listen to music | _____ | | |

11. Below is a list of different meanings of loneliness. Rank these meanings according to how they apply to you. Rank as No. 1 the meaning that is closest and applies to your experience the most. Rank as No. 2 the meaning that applies secondarily to your experience, and so on, with the last meaning ranked as No. 13. If all these meanings apply equally to you just rank them as 1 and 2.

<i>Loneliness Means</i>	<i>Rank-order</i>
a. Being all alone and lost in the world	_____
b. Being alone in a crowd of people	_____
c. Being distant and isolated from other people	_____
d. Being very distressed and hurt	_____
e. Not being intimate with those I love and who love me	_____
f. Not having satisfying relationships with anybody	_____
g. Not having close relationships with anybody	_____
h. Being aware of how I am separated from others	_____
i. Feeling very bad about not being able to connect with others	_____
j. Wanting to be close to other people who count in my life	_____
k. Being deprived of the warmth of human relationships	_____
l. Feeling completely cut off from those who matter to me	_____
m. Feeling immobilized by fatigue and overwhelming tiredness	_____

12. If none of the meanings listed above applies to you, write down why they do not.

Homework: During the next week become extremely aware of (1) how often, (2) how long, and (3) how strongly you feel lonely. Keep a daily diary (journal, log) of how lonely you have felt each day. Discuss this diary with whoever is working with you on this practice exercise.

Practice Exercise 2. Explanations for Loneliness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you find a positive rather than negative explanation for your loneliness, because loneliness means different things to different people.

- Below is a list of possible reasons, all negative, for feeling lonely and possibly (but not necessarily) keeping away from others. Please rank them according to how they apply to you. Rank as No. 1 the main reason for keeping away, rank as No. 2 the second reason all the way to the last reason.

Reasons for Feeling Lonely

Rank-order

- | | |
|--|-------|
| a. Rejection | _____ |
| b. Criticism and disapproval | _____ |
| c. Being hurt even more | _____ |
| d. Being subjected to further abuse | _____ |
| e. Being ridiculed and being made fun of | _____ |
| f. Receiving more physical abuse | _____ |
| g. Receiving more verbal abuse | _____ |
| h. Being called names | _____ |
| i. Not being attractive enough | _____ |
| j. Not being socially acceptable | _____ |
| k. Making a fool of myself in a group | _____ |
| l. Not being able to say anything witty or intelligent | _____ |
| m. Any other reason not listed above | _____ |

Write what this reason is: (_____)

- If none of these reasons applies to you, write your specific reasons for keeping away from others. For instance, you may not keep away from others, but you may still feel very lonely. Other general reasons may be:
 - Being unattached (without a partner, or loss of mate, partner, or lover)
 - Alienation (feeling unattractive, misunderstood, unneeded, no friends)
 - Being alone (coming home to an empty house)
 - Forced isolation (being housebound or hospitalized, or having no transportation)
 - Dislocation (away from home, new job or school, moving too often, traveling too much)

Write about any of these if they apply to you.

Homework: As you can readily see, all of the reasons listed above are negative. Now you need to start thinking about all the possible positive reasons for feeling lonely. The reason for thinking positively about loneliness is to allow you to learn to control and use your loneliness for your advantage rather than being controlled by it. To learn to control it, you need to start thinking positively about it. During the coming week, write down positive reasons for profiting from loneliness.

Discuss These Reasons With Whoever
is Helping you with This Pracatice Exercise

Practice Exercise 3. Positive Reasons for Loneliness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you think through all the positive reasons for loneliness.

- 1. If you have done your homework from the previous practice exercise and you have shared and discussed it with someone, check on how your answers compare and contrast with the positive reasons given below.

<i>Positive Reasons About Loneliness</i>	<i>Rank-order</i>
a. Being able to feel and think for myself	_____
b. Having a private life of my own	_____
c. Having time to spend with myself	_____
d. Allowing myself to reflect on my life	_____
e. Having an inner life that belongs to me and to no one else	_____
f. Being different from other people	_____
g. Allowing myself to examine and study myself	_____
h. Loneliness gives me an awareness of feelings I would not have otherwise	_____
i. Loneliness allows me to see other people in ways that would not be possible otherwise	_____
j. Loneliness may be a gift that very few people have	_____
k. An unexamined life is not worth living	_____
l. Another positive reason not listed above	_____
Write what this reason may be:	_____

2. Rank-order as No. 1 the positive reason among those listed above that appeals to you the most. Rank as No. 2 the reason that appeals to you next, and so on until you have ranked all the reasons.

3. Write down why you rank-ordered the positive reasons the way you did.

Homework: During the coming week, keep a daily diary and, in addition to keeping a log of how long, how often, and how strongly you feel lonely, pick the negative reason that you have ranked No. 1 and pair it with a positive reason. Why did you rate both as No. 1? Write about them together, and then pick the reasons you ranked as No. 2 and write about them together, until you have written about as many as you can during the times you have scheduled for yourself during this week. Discuss these writings with whoever is helping you with this practice exercise.

Practice Exercise 4. Making Loneliness a Friend

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to teach you how to control and use your loneliness to your advantage rather than to your disadvantage. You do have a choice, however. Do you want to learn to control and use your loneliness or do you want loneliness to control you and learn nothing as a result? If you want loneliness to control you, you do not need to go any further. You can stop right now. However, if you want to learn to control and use your loneliness to your advantage, please go on. You may learn something new about yourself.

1. Make an appointment with yourself as you have done with the two previous practice exercises, at preset, prearranged times. This time, however, you need to make sure that you allow yourself to feel as lonely as possible during this time. You may ask: "How is it possible for me to feel lonely when I want to get rid of my loneliness?" This is a perfectly good question. Reasons for you to make yourself feel lonely at preset times are as follows:

- a. If you want to learn to control your loneliness you need to learn to start it. Sounds crazy? No. If you learn to start your loneliness, you will learn to stop it. Control means being able to start as well as to stop. *If you want to learn to stop it, start it.* Your employer/boss controls you because he tells you when to start working and when to stop. He also tells you what to do in between starting and stopping. Consequently, your employer/boss has control over you. Does he not?

- b. If you want to control your loneliness, you will have to learn to behave like an employer/boss of your loneliness; that is, start your loneliness but control beforehand when to stop it. You should not stay lonely longer than 1 h. Therefore, set the length of how long (15, 20, 30, 60 minute) you are going to be lonely by using a timer or alarm clock. Choose also how often you are going to start feeling lonely (once a week, twice a week, three times a week, every other day, every day). By setting the time, how often, and how long you are going to feel lonely, you will learn to control your loneliness.
- c. You need to learn from your loneliness in between starting and stopping it. During the time set to be lonely, write down everything that comes into your mind when you set yourself to be lonely. Keep these notes and discuss them with whoever is working with you on this program.

Homework: Keep repeating setting times for you to be lonely and writing about what comes into your mind during preset times for at least 3 weeks. Discuss what you have written with whoever is working with you on this practice exercise.

Practice Exercise 5. Using Loneliness to Your Advantage

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you think more about your loneliness in ways that you may have not done thus far.

1. Below is a list of ways you can think of to overcome your loneliness. Some of these ways may have been already implemented in the previous practice exercise.
 - a. Think about things you can do to overcome your loneliness. Write down what these things are.

 - b. Remind yourself that you actually do have good relationships with other people. Write down what your good relationships are and then write down what you think are the bad relationships.

- c. Write down a plan to change your bad relationships into good ones. If necessary, ask the help of a friend to make this change.

- d. Try to figure out why you are lonely. You already have gone over the reasons for your loneliness. Perhaps by now you may have thought more about those reasons and come up with a more specific and valid reason. What is it?

- e. Think about all the positive qualities that you have (being warm, intelligent, sensitive, caring, self-sufficient, etc.). Write down these good qualities and then write down what you think are your negative qualities. Are you going to let the negative qualities cancel your good qualities?

- f. Tell yourself that your loneliness would not last forever, that things will be better. Write down how things could be better and develop a plan (in writing) of how things could be better if you were to change your attitude.

- g. Think about things you can do extremely well. List them and write down things you do not do well. Will you allow what you do not do well to destroy what you do well?

- h. Tell yourself that most other people are lonely at one time or another. This may not be too helpful to you at the moment. However, you may want to ask others about their loneliness and learn more from them about it. Why don't you call people you can talk with and ask them? Write down what they say.

- i. Take your mind off feeling lonely by deliberately thinking about other things (anything other than your loneliness). This may distract you from feeling lonely, but it will not make your loneliness go away. Allow yourself to feel lonely. However, do it under your control, as recommended in the previous practice exercise, rather than under the control of your loneliness. Write down what happens when you shift your focus.

- j. Tell yourself that you are overreacting, that you shouldn't be so upset. By the same token, feeling lonely is a perfectly human feeling and you are entitled to feel lonely all you want. Think about how under certain situations you may have overreacted and under other circumstances you may have underreacted. Write down both types of situations.

- k. Think about the possible benefits of your experience of loneliness (such as telling yourself that you were learning to be self-reliant, that you would grow from the experience, etc.). This in a way is a continuation of the previous practice exercise. Perhaps now you may be ready to appreciate all the good that there is in feeling lonely. What is it?

1. Change your goals for social relationships (such as telling yourself that it is not that important to be popular, that at this point in your life it's right not to have a boyfriend or girlfriend, etc.). Write down what your priorities are and how they fit in relationship to your loneliness. Discuss your answer and all the other answers to points made above with whoever is working with you on this program.

Homework: Rank-order from 1 to 12 the ways you like to think about your loneliness. During the first week work on the one that you have ranked No. 1. During the second week work on the one you have rated No. 2, and so on, until you feel in better control of your loneliness. Discuss what you have written with whoever is working with you on this practice exercise.

<i>Reasons</i>	<i>Rank-order</i>	<i>Reasons</i>	<i>Rank-order</i>
a.	_____	g.	_____
b.	_____	h.	_____
c.	_____	i.	_____
d.	_____	j.	_____
e.	_____	k.	_____
f.	_____	l.	_____

Practice Exercise 6. Things to Do About Loneliness

Name _____ Sex _____ Date _____

If making loneliness a friend does not work, perhaps there are other things that you can do that may help. The purpose of this practice exercise is to help you do and try new things that you may have not done or tried before.

1. Below is a list of things you can do to minimize your loneliness:
 - a. Try harder to be friendly with other people (such as making an effort to talk to people at home, work, and other places).
 - b. Take your mind off feeling lonely through some mental activity (such as reading, watching TV, listening to the radio or records, going to a movie).
 - c. Work particularly hard to succeed at some activity (studying harder for an exam, putting extra time into practicing a musical, athletic, or mechanical skill).
 - d. Do something helpful for someone else (such as helping or volunteering in a charitable organization).

- e. Do something you are very good at (hobby, avocation, etc.).
- f. Take your mind off feeling lonely through some physical activity (jogging, shopping, artwork, etc.).
- g. Try new ways of meeting people (joining a health club, the historical society, symphony orchestra auxiliary, hospital volunteer, church singles group, etc.).
- h. Do something to make yourself more physically attractive (going on a diet and sticking to it, buying new clothes, changing your hairstyle, asking a beauty professional for help with makeup or a barber for help with your hairstyle).
- i. Do something to improve your social skills (learning to dance, learning to be more assertive, improving conversational skills; *Hint*: Look up Dale Carnegie courses or similar organizations in the Yellow Pages).
- j. Talk to a friend or relative about ways to overcome your loneliness.
- k. If none of the above has helped you, consider talking with a professional counselor to overcome your loneliness. What is holding you up?

Homework: Rank the list of things to do above in order of how feasible they are and how willing you are to pursue them. Rank as No. 1 the activity that is both feasible and that you are willing to do, and during the next week follow the suggestion given there. Then rank No. 2 the activity that is second and follow it for 1 week, and so on. Stop only when you think you have a handle on your loneliness. Discuss what you have written with whoever is working with you on this practice exercise.

<i>Things To Do</i>	<i>Rank-order</i>	<i>Things To Do</i>	<i>Rank-order</i>
a.	_____	g.	_____
b.	_____	h.	_____
c.	_____	i.	_____
d.	_____	j.	_____
e.	_____	k.	_____
f.	_____		

Practice Exercise 7. What Did You Learn About Your Loneliness?

Name _____ Sex _____ Date _____

Perhaps there are parts of your loneliness that were not touched in the previous practice exercises. The purpose of this practice exercise is to help you think even more about your loneliness, especially if you have not been able to control and use it heretofore.

<i>Being Alone Means</i>	<i>Rank-order</i>
a. Being discontented with being alone	_____
b. Having low self-esteem	_____
c. Being anxious about social relationships	_____
d. Feeling awkward socially	_____

*Being Alone Means**Rank-order*

- | | |
|---|-------|
| e. Not trusting others not to hurt you | _____ |
| f. Being unable to share your loneliness with anyone else | _____ |
| g. Having troublesome thoughts in selecting a partner | _____ |
| h. Being unable to be close and intimate with another person | _____ |
| i. Expecting rejection | _____ |
| j. Being very anxious about your sexual performance | _____ |
| k. Being anxious about a long-term emotional commitment with another person | _____ |
| l. Feeling insecure and unable to assert yourself in social situations | _____ |
| m. Being unrealistic in what to expect from yourself and others | _____ |
| n. Any other reason not covered in the course of this program | _____ |
| (Write what this reason is _____) | _____ |

Homework: During the next week write at will and at length (but always by appointment!) about the reason you have ranked No 1. During the second week write at will about the reason you have ranked No. 2, and so on. Discuss what you have written with whoever is helping you with this practice exercise.

At this point, after completing a standard final feedback form, you should receive the same questionnaire given to you before starting this practice exercise. Complete it and give it back to whoever gave it to you. If necessary, ask for a written report of the results to see whether there was an improvement in your loneliness.

Disruptive Developmental Disorders

Hyperactive/Attention Deficit

The following practice exercise is to be administered to the child and/or to the major attachment figure(s).

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the disorder that is afflicting your child and your family. Please answer all questions or instructions fully.

Instructions: Please rank-order the behaviors listed below according to how much they apply to your child, with No. 1 being the one the applies the most, No. 2 that applies second, No. 3 third, and so on; mark as N/A the behaviors that do not apply at all.

*Behaviors**Rank-order*

- | | |
|--|-------|
| a. Inattention or no paying attention to others or to instructions | _____ |
| b. Failure to pay close attention to details or making careless mistakes in school | _____ |
| c. School work or other activities | _____ |
| d. Difficulty in sustaining attention in tasks or play activities | _____ |
| e. Not seeming to listen when spoken to directly | _____ |
| f. Not following through on instructions | _____ |
| g. Failing to finish schoolwork, chores, or assigned duties in home. | _____ |
| h. Difficulty in organizing tasks or activities | _____ |
| i. Avoiding, disliking, or being reluctant to engage in tasks requiring sustained mental efforts | _____ |
| j. Losing things necessary for tasks or activities (e.g., toys, school practice exercises, pencils, books, or tools) | _____ |
| k. Often distracted by external stimuli | _____ |
| l. Forgetfulness in daily activities | _____ |
| m. Hyperactivity or being continuously in motion with few occasional stops | _____ |
| n. Fidgeting with hands or feet or squirming while sitting | _____ |
| o. Unable to seat down for long periods of time (classroom, church) | _____ |
| p. Running about or climbing when either behavior is inappropriate | _____ |
| q. Restlessness | _____ |
| r. Unable to be quiet | _____ |
| s. Being noisy | _____ |
| t. Always on the go or “driven by a motor” | _____ |
| u. Excessive talking | _____ |
| v. Impulsivity or quick, immediate response to a situation | _____ |
| w. Blurting out answers before a question has been completed | _____ |
| x. Difficulty waiting one’s turn | _____ |
| y. Interrupting or intruding on others (e.g., butting into conversations or games) | _____ |
| z. Verbal fluency | _____ |
| aa. Confrontational communication | _____ |
| bb. Unbalanced effort allocation (putting time or energy in tasks or activities that do not warrant it) | _____ |
| cc. Trouble in developing, applying, and self-monitoring organizational skills | _____ |
| dd. Internal dialogue within yourself | _____ |
| ee. Inability to adhere to restrictive instructions | _____ |

Anger

The purpose of this practice exercise is to help you with your anger and the hurtful behaviors that go with it. The purpose of this practice exercise is to learn more about how you express your anger to help you deal with it in better ways than you did in the past.

Practice Exercise 1. How I Deal with My Anger

Name_____Sex____Date_____

The purpose of this practice exercise is to help you learn how to deal with your anger more constructively than in the past.

1. Check which of these behaviors apply to you, and how often.

<i>Reactions</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
a. Hurting animals	_____	_____	_____
b. Attacking others	_____	_____	_____
c. Bothering others	_____	_____	_____
d. Swearing	_____	_____	_____
e. Fire setting	_____	_____	_____
f. Being spiteful	_____	_____	_____
g. Being touchy	_____	_____	_____
h. Running away	_____	_____	_____
i. Stealing	_____	_____	_____
j. Blaming others	_____	_____	_____
k. Temper tantrums	_____	_____	_____
l. Being cruel to others	_____	_____	_____
m. Destroying property	_____	_____	_____
n. Fighting	_____	_____	_____
o. Arguing	_____	_____	_____
p. Truant from the law	_____	_____	_____
q. Lying	_____	_____	_____
r. Hitting others	_____	_____	_____
s. Defying others	_____	_____	_____
t. Being stubborn	_____	_____	_____
u. Breaking rules	_____	_____	_____
v. Bullying, threatening	_____	_____	_____
w. Doing the opposite of what you are told	_____	_____	_____
x. Drinking, smoking, using drugs	_____	_____	_____
y. Being angry	_____	_____	_____
z. Breaking things	_____	_____	_____
aa. Being uncooperative	_____	_____	_____

<i>Reactions</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
bb. Talking back	_____	_____	_____
cc. Being irritable, hot tempered, easily angered	_____	_____	_____
dd. Arguing and quarreling	_____	_____	_____
ee. Sulking and pouting	_____	_____	_____
ff. Denying mistakes	_____	_____	_____
gg. Pushing limits, persisting	_____	_____	_____
hh. Nagging, and not taking no for an answer	_____	_____	_____
ii. Picking on others to get attention	_____	_____	_____
jj. Bragging and boasting	_____	_____	_____
kk. Teasing others	_____	_____	_____
ll. Not sharing with others	_____	_____	_____
mm. Other (write what it is)	_____	_____	_____

- Now that you have checked how these behaviors apply to you, it is important for you to rank-order the angry behaviors that apply to you most of the time or sometimes. This rank-order, of course, depends on whether you want to change those angry behaviors or not. If you do not want to change any angry behavior, then you are wasting your time going on with practice exercise. You may as well quit now. However, if you do want to change angry behaviors that apply to you most of the time or sometimes, rank as No. 1 the angry behavior you want to change the most, rank as No. 2 the angry behavior you want to change next, and so on, until all the angry behaviors that apply to you have been rank-ordered according to how much you want to change them.
- Now that you have finished this rank-order, explain why you rank-ordered the angry behaviors the way you did.

Homework: During the coming week, think more about your angry behaviors and what they get you. Think also whether you want to change the rank-order of angry behaviors you want to change.

Concluding Feedback Form for Anger

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
 - c. I am delighted I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about working on this practice exercise but I wish all angry or aggressive people had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on; if there is one you did not like at all or that did not apply to you, mark it N/A.

Angry Behaviors

Rank-order

- | | |
|--------------------------|-------|
| a. Hurting animals | _____ |
| b. Attacking others | _____ |
| c. Bothering others | _____ |
| d. Swearing | _____ |
| e. Fire setting | _____ |
| f. Being spiteful | _____ |
| g. Being touchy | _____ |
| h. Running away | _____ |
| i. Stealing | _____ |
| j. Blaming others | _____ |
| k. Temper tantrums | _____ |
| l. Being cruel to others | _____ |
| m. Destroying property | _____ |
| n. Fighting | _____ |
| o. Arguing | _____ |
| p. Truant from the law | _____ |

*Angry Behaviors**Rank-order*

- | | | |
|-----|---|-------|
| q. | Lying | _____ |
| r. | Hitting others | _____ |
| s. | Defying others | _____ |
| t. | Being stubborn | _____ |
| u. | Breaking rules | _____ |
| v. | Bullying, threatening | _____ |
| w. | Doing the opposite of what you are told | _____ |
| x. | Drinking, smoking, using drugs | _____ |
| y. | Being angry | _____ |
| z. | Breaking things | _____ |
| aa. | Being uncooperative | _____ |
| bb. | Talking back | _____ |
| cc. | Being irritable, hot tempered, easily angered | _____ |
| dd. | Arguing and quarreling | _____ |
| ee. | Sulking and pouting | _____ |
| ff. | Denying mistakes | _____ |
| gg. | Pushing limits, persisting | _____ |
| hh. | Nagging, and not taking no for an answer | _____ |
| ii. | Picking on others to get attention | _____ |
| jj. | Bragging and boasting | _____ |
| kk. | Teasing others | _____ |
| ll. | Not sharing with others | _____ |
| mm. | Other (write what it is) | _____ |

4. Liking and helpfulness may not go together. Which practice exercises were most helpful to you? Rank as No. 1 the one that was most helpful to you, rank as No. 2 the one that was next helpful, and so on; mark as N/A the practice exercises that were not at helpful.

*Angry Behaviors**Rank-order*

- | | | |
|----|-----------------------|-------|
| a. | Hurting animals | _____ |
| b. | Attacking others | _____ |
| c. | Bothering others | _____ |
| d. | Swearing | _____ |
| e. | Fire setting | _____ |
| f. | Being spiteful | _____ |
| g. | Being touchy | _____ |
| h. | Running away | _____ |
| i. | Stealing | _____ |
| j. | Blaming others | _____ |
| k. | Temper tantrums | _____ |
| l. | Being cruel to others | _____ |
| m. | Destroying property | _____ |
| n. | Fighting | _____ |

*Angry Behaviors**Rank-order*

o. Arguing	_____
p. Being truant from the law	_____
q. Lying	_____
r. Hitting others	_____
s. Defying others	_____
t. Being stubborn	_____
u. Breaking rules	_____
v. Bullying, threatening	_____
w. Doing the opposite of what you are told	_____
x. Drinking, smoking, using drugs	_____
y. Being angry	_____
z. Breaking things	_____
aa. Being uncooperative	_____
bb. Talking back	_____
cc. Being irritable, hot tempered, easily angered	_____
dd. Arguing and quarreling	_____
ee. Sulking and pouting	_____
ff. Denying mistakes	_____
gg. Pushing limits, persisting	_____
hh. Nagging, and not taking no for an answer	_____
ii. Picking on others to get attention	_____
jj. Bragging and boasting	_____
kk. Teasing others	_____
ll. Not sharing with others	_____
mm. Other (write what it is)	_____

5. Please explain why you rank-ordered the practice exercises the way you did.

6. Feel free to write any comments that might improve this practice exercise.

Conduct Disorder

Practice Exercise 1. Conduct Disorder

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the disorder that is affecting you and your family.

Please answer all questions or instructions fully.

Instructions: Please rank-order the behaviors listed below according to how much they apply to your child, with No. 1 being the one that applies the most, No. 2 that applies second, No. 3 third, and so on; mark as N/A the behaviors that do not apply at all.

<i>Angry Behaviors</i>	<i>Rank-order</i>
a. Aggression against people or animals	_____
b. Bullying, threatening, or intimidating others	_____
c. Starting fights	_____
d. Using weapons that may cause serious physical injury (bat, brick, broken bottle, knife, gun)	_____
e. Being physically cruel to people	_____
f. Being physically cruel to animals	_____
g. Stealing while confronting a victim (e.g., mugging, purse snatching, extortion, armed robbery)	_____
h. Forcing someone into sexual activity	_____
i. Destruction of property	_____
j. Deliberately engaging in fire setting with intention to cause serious damage	_____
k. Deliberately destroying others' property	_____
l. Deceitfulness or theft	_____
m. Breaking into someone's house, building, or car	_____
n. Lying to obtain goods or favors or to avoid obligations; conning others	_____
o. Stealing objects of some value without confronting the victim (shoplifting without breaking or entering, forgery)	_____
p. Serious violation of rules	_____
q. Staying out at night despite parental prohibition	_____
r. Running away from home overnight at least twice	_____
s. School truancy	_____
t. Poor social functioning	_____
u. Poor academic functioning	_____
v. Poor occupational functioning	_____

Oppositional Defiant

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the disorder that is affecting you and your family.

Please answer all questions or instructions fully.

Instructions: Please rank-order the behaviors listed below according to how much they apply to your child, with No. 1 being the one the applies the most, No. 2 that applies second, No. 3 third and so on; mark as N/A the behaviors that do not apply at all.

<i>Behaviors</i>	<i>Rank-order</i>
a. Negativism	_____
b. Hostility	_____
c. Defiance	_____
d. Losing temper	_____
e. Arguing with adults	_____
f. Defying or refusing to comply with adults' requests or rules	_____
g. Deliberately annoying people	_____
h. Blaming others for mistakes or misbehavior	_____
i. Being touchy or easily annoyed by others	_____
j. Being angry and resentful	_____
k. Being spiteful or vindictive	_____
l. Social impairment	_____
m. School impairment	_____
n. Occupational impairment	_____

After signing the Informed Consent Form (Appendix A), participants can be administered the Standard Practice Exercise Form (Appendix B) according to the rank-order given above until all rank-ordered practice exercises have been completed. On completion of practice exercises, administer the Standard Concluding Feedback Form (Appendix C).

Troublemaking

The purpose of this practice exercise is to help you learn more about behaviors that have gotten you in trouble in the past. These behaviors might get you into more trouble or even in jail in the future. If you do not want to learn about these behaviors, you do not have to go on with this practice exercise, especially if you like or enjoy getting into trouble.

Practice Exercise 1. Behaviors that Got You or Might Get You into Trouble with the Law

Name _____ Sex _____ Date _____

If you want to (1) learn more about behaviors that have gotten you into trouble (and possibly in jail), and (2) avoid getting into trouble in the future, please complete this practice exercise. The purpose of this practice exercise is to learn more about which behaviors might get you into trouble with the law.

1. Below is a list of behaviors that get many young people in trouble with the law. Define each behavior as you understand it and give two examples of that behavior. You may want to check in a dictionary, ask your friends, adults, parents, brothers and sisters, or relatives. It may take you a week or longer to complete these definitions. Feel free to use any examples from your experience to define these behaviors. Take your time. It is important that you understand what these behaviors are and how they might get you in trouble with the law.

What do you understand by the following? Define and give two examples.

- | | |
|-------------------------------|-----------------|
| a. Glibness/superficial charm | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Pathological lying | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| c. Conning/manipulative | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| d. Lack of remorse or guilt | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| e. Shallow feelings | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

f. Callousness/lack of empathy	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Failure to accept responsibility for your own actions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Parasitic lifestyle	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Poor behavioral control	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Lack of plans	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Impulsivity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Irresponsibility	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Criminal versatility	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed the first part of this practice exercise, here comes the hard part: Below are listed the 13 behaviors that you have defined during the past week or so. Rank-order each of them according to how each (mis)

behavior applies to you. Rank-order as No. 1 the (mis)behavior that applies to you the best (or most!). Rank as No. 2 the (mis)behavior that applies to you next best. Rank as No. 3 the behavior that applies to you next. Mark as N/A (not applicable) the (mis)behaviors that do not apply to you at all.

<i>Behaviors</i>	<i>Rank-order</i>
a. Glibness/superficial charm	_____
b. Pathological lying	_____
c. Conning/manipulative	_____
d. Lack of remorse or guilt	_____
e. Shallow affect	_____
f. Callousness/lack of empathy	_____
g. Failure to accept responsibility for tour own actions	_____
h. Parasitic lifestyle	_____
i. Poor behavioral control	_____
j. Lack of plans	_____
k. Impulsivity	_____
l. Irresponsibility	_____
m. Criminal versatility	_____

3. Write down why you rank-ordered these behaviors the way you did.

4. Now that you have completed this practice exercise, check which of these answers tells how you felt about it. There is also space for you to explain further, if you want to:

- | | |
|--|-------|
| a. I did not like it at all, a waste of time. I want to quit working on this stupid practice exercise. | _____ |
| b. I did not like it very much, but I want to go on with this practice exercise. | _____ |
| c. I liked it and I want to go on with this practice exercise. | _____ |
| d. I liked it a lot and I wish I had something like this practice exercise earlier. | _____ |
| e. I liked it so much that I wish all children could get something like this practice exercise to work on. | _____ |

Homework: During the coming week, think more about the behaviors that got you into trouble and whether you want to change the rank-order of these behaviors as listed above, or start working on the next practice exercise.

Standard Practice Exercise for Troublemaking

Practice Exercise No. _____ Title: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the behavior listed in the title.

1. How did this behavior get you into trouble? Please explain in detail.

2. How often did this behavior get you into trouble? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | d. Once a month | _____ |
| b. Once a week | _____ | e. Once every 6 months | _____ |
| c. A couple of times a month | _____ | f. Once a year | _____ |
| | | g. Once every few years | _____ |

3. Please explain further.

4. How did this behavior come about? Do you remember when you started it? Check which answer fits best:

- | | |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. In elementary school | _____ |
| c. In middle school | _____ |
| d. In high school | _____ |
| e. Any other time | _____ |

5. Please explain further.

6. How did this behavior get you in trouble? Please explain.

7. Give three specific examples of how this behavior got you in trouble in the past.

Example 1

Example 2

Example 3

8. Give three specific examples of how this behavior got you in trouble now.

Example 1

Example 2

Example 3

9. Give three specific examples of how this behavior will get you in trouble in the future.

Example 1

Example 2

Example 3

Homework: Next week, plan to repeat this behavior at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days. Write down what happened in detail. For each time, make sure to answer in writing the following four questions:

- a. How did you start it?
- b. What followed?
- c. How did it end?
- d. What did this behavior get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Check which of the following shows what you got out of this homework practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Write down how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Troublemaking

Name _____ Sex ____ Date _____

The purpose of this concluding feedback form is to review whether practice exercises in this practice exercise were helpful to you.

1. Please select the answer that best fits how you feel about this practice exercise:

- | | |
|--|-------|
| a. I did not like working on this practice exercise at all. I wish I never saw it. | _____ |
| b. I did not like this practice exercise, but I am glad I got to work on it. | _____ |
| c. I am happy I got a chance to work on this practice exercise. | _____ |
| d. I am not only delighted about this practice exercise, but I wish all people in trouble (with the law) had a chance to work on it. | _____ |

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

- | | | | |
|-----------------------|-------|-----------------|-------|
| a. Not helpful at all | _____ | c. Helpful | _____ |
| b. Somewhat helpful | _____ | d. Very helpful | _____ |

3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on to the one you did not like at all (No. 13).

*Behaviors**Rank-order*

- a. Glibness/superficial charm
- b. Pathological lying
- c. Conning/manipulative
- d. Lack of remorse or guilt
- e. Shallow affect
- f. Callousness/lack of empathy
- g. Failure to accept responsibility
- h. Parasitic lifestyle
- i. Poor behavioral control
- j. Lack of plans
- k. Impulsivity
- l. Irresponsibility
- m. Criminal versatility

4. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Therefore, rank-order the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on until you reach the least helpful (either No. 13 or not applicable [N/A]).

*Behaviors**Rank-order*

- a. Glibness/superficial charm
- b. Grandiose sense of self-worth
- c. Need for stimulation/proneness to boredom
- d. Pathological lying
- e. Conning/manipulative
- f. Lack of remorse or guilt
- g. Shallow affect
- h. Callous/lack of empathy
- i. Parasitic lifestyle
- j. Poor behavioral control
- k. Promiscuous sexual behavior
- l. Impulsivity
- m. Irresponsibility
- n. Failure to accept responsibility for your own actions

5. Now that you have completed this practice exercise, write how you feel about it. Check which of these answers tells how you felt about it. There is also space for you to explain further, if you want to:

- a. I did not like it at all, a waste of time. I want to quit this stupid practice exercise.
- b. I did not like it very much, but I want to go on with this practice exercise.

- c. I liked it and I want to go on with this practice exercise. _____
- d. I liked it a lot and I wish I had something like this practice exercise earlier. _____
- e. I liked it so much that I wish all juvenile could get something like this practice exercise to work on. _____

6. Feel free to write any comments that might improve this practice exercise.

7. Discuss this completed lesson with whoever has given it to you.

Adults

The practice exercises in this section include disorders in which patients tend to blame others for their behavior, not taking responsibility for themselves, and acting out against whoever is perceived as a threat or as an enemy.

Anger

The purpose of this practice exercise is to help you understand the nature of your anger, hostility, and aggression, and how these behaviors may control you and others hurtfully and possibly destructively.

Practice Exercise 1.

Name _____ Sex _____ Date _____

The purpose of this first practice exercise is to find whether and how you want to change your anger, hostility, and aggression for the better.

1. Below is a list of four areas in which anger, hostility, and aggression are felt and expressed through a variety of reactions. Check how often each reaction applies to you.

<i>Reactions That Apply to Me</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
<i>Anger</i>			
a. Increased heart rate	_____	_____	_____
b. Increased general muscle tension or increased tension in specific muscles, such as clenched hands or jaws	_____	_____	_____
c. Trembling or shaky feelings	_____	_____	_____
d. Sweaty or clammy hands	_____	_____	_____
e. Rapid breathing	_____	_____	_____
f. Reddening of the skin or hot sensations	_____	_____	_____
g. Restlessness or agitation	_____	_____	_____
h. Jumpiness or exaggerated startle reactions	_____	_____	_____
i. Feeling hyper aroused, keyed up, or on edge	_____	_____	_____
j. Stomach pain or nausea	_____	_____	_____
k. Other (write what they are)	_____	_____	_____

2. Which of these reactions would you like to change, if any? If you do not want to change any reactions, then stop and do not go any further in this practice exercise. On the other hand, if you do want to change some angry or aggressive reactions, rank-order them according to which reactions you want to change among all those listed below. Rank as No. 1 the reaction you want to change the most. Rank as No. 2 the reaction you want to change next, and so on; mark as N/A the reactions that you do not want to change.

<i>Reactions</i>	<i>Rank-order</i>
a. Increased heart rate	_____
b. Increased general muscle tension or increased tension in specific muscles, such as clenched hands or jaws	_____
c. Trembling or shaky feelings	_____
d. Sweaty or clammy hands	_____
e. Rapid breathing	_____
f. Reddening of the skin or hot sensations	_____
g. Restlessness or agitation	_____
h. Jumpiness or exaggerated startle reactions	_____
i. Feeling hyper aroused, keyed up, or on edge	_____
j. Stomach pain or nausea	_____
k. Other (write what they are)	_____

3. Please explain why you rank-ordered these reactions the way you did.

Practice Exercise 2. Your Thinking about Anger, Hostility, and Aggression

Name_____Sex____Date_____

The purpose of this first practice exercise is to find whether and how you want to change your anger, hostility, and aggression for the better.

1. Below is a list of four areas in which anger, hostility, and aggression are felt and expressed through a variety of reactions. Check how often each reaction applies to you.

<i>Reactions That Apply to Me</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
a. Strong belief that you have been treated unfairly, trespassed on, or violated in some way	_____	_____	_____
b. Rigid demands that others or situations should be as be as you want them to be	_____	_____	_____
c. Demanding that you should not be or have been exposed to or have to endure any provocation	_____	_____	_____
d. Blaming others or external situations for your troublesome thoughts, angry feelings, and/or reactions	_____	_____	_____
e. Negative labeling (like cursing) of people or situations involved	_____	_____	_____
f. Belief that your anger or aggression is justified because of the nature of outside situations	_____	_____	_____
g. Thoughts and/or images of harm to, revenge on or retaliation against the source of provocation	_____	_____	_____
h. Brooding or angry ruminations about provocations	_____	_____	_____
i. Racing thoughts or concentrations difficulties	_____	_____	_____
j. Other (write what they are)	_____	_____	_____

2. Which of these reactions would you like to change, if any? If you do not want to change any reactions, then stop and do not go any further in this practice exercise. On the other hand, if you do want to change some angry or aggressive reactions, rank-order them according to which reactions you want to change among all those listed below. Rank as No. 1 the reaction you want to change the most. Rank as No. 2 the reaction you want to change next, and so on; mark as N/A the reactions that you do not want to change.

<i>Reactions</i>	<i>Rank-order</i>
a. Strong belief that you have been treated unfairly, trespassed on, or violated in some way	_____
b. Rigid demands that others or situations should be as you want them to be	_____
c. Demanding that you should not be or have been supposed to or have to endure any provocation	_____
d. Blaming others or external situations for your troublesome thoughts, angry feelings, and/or reactions	_____
e. Negative labeling (like cursing) of people or situations involved	_____
f. Belief that your anger or aggression is justified because of the nature of outside situations	_____
g. Thoughts and/or images of harm to, revenge on, or retaliation against the source of provocation	_____
h. Brooding or angry ruminations about provocations	_____
i. Racing thoughts or concentrations difficulties	_____
j. Other (write what they are)	_____

3. Please explain why you rank-ordered these reactions the way you did.

Hostility

The purpose of this practice exercise is to help you understand the nature of your anger, hostility, and aggression, and how these behaviors may control you and others hurtfully and possibly destructively.

Practice Exercise 1.

Name _____ Sex _____ Date _____

The purpose of this first practice exercise is to find whether and how you want to change your anger, hostility, and aggression for the better.

1. Below is a list of four areas in which anger, hostility, and aggression are felt and expressed through a variety of reactions. Check how often each reaction applies to you.

<i>Reactions That Apply to Me</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
a. Negative attitudes toward others	_____	_____	_____
b. Negative judgments about others	_____	_____	_____
c. Negative evaluation of others	_____	_____	_____
d. Dislikes for many people	_____	_____	_____
e. Discounting and denigration of others	_____	_____	_____
f. Blame and punishment of others	_____	_____	_____
g. Easily provoked by others	_____	_____	_____
h. Put downs and criticisms of others	_____	_____	_____
i. Seeing people as threatening to self	_____	_____	_____
j. Ridicule (making fun) of others	_____	_____	_____
k. Repeated sarcasm, cutting verbal remarks, or hostile humor	_____	_____	_____
l. Holding grudges	_____	_____	_____
m. Other (write what they are)	_____	_____	_____

2. Which of these reactions would you like to change, if any? If you do not want to change any reactions, then stop and do not go any further in this practice exercise. On the other hand, if you do want to change some angry or aggressive reactions, rank-order them according to which reactions you want to change among all those listed below. Rank as No. 1 the reaction you want to change the most. Rank as No. 2 the reaction you want to change next, and so on; mark as N/A the reactions that you do not want to change.

<i>Reactions</i>	<i>Rank-order</i>
a. Negative attitudes toward others	_____
b. Negative judgments about others	_____
c. Negative evaluation of others	_____
d. Dislikes for many people	_____
e. Discounting and denigration of others	_____
f. Blame and punishment of others	_____
g. Easily provoked by others	_____
h. Put downs and criticisms of others	_____
i. Seeing people as threatening to self	_____
j. Ridicule (making fun) of others	_____
k. Repeated sarcasm, cutting verbal remarks, or hostile humor	_____
l. Holding grudges	_____
m. Other (write what they are)	_____

3. Please explain why you rank-ordered these reactions the way you did.

Aggression

The purpose of this practice exercise is to help you understand the nature of your anger, hostility, and aggression, and how these behaviors may control you and others hurtfully and possibly destructively.

Practice Exercise 1.

Name _____ Sex _____ Date _____

The purpose of this first practice exercise is to find whether and how you want to change your anger, hostility, and aggression for the better.

1. Below is a list of four areas in which anger, hostility, and aggression are felt and expressed through a variety of reactions. Check how often each reaction applies to you.

<i>Reactions That Apply to Me</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
a. Loud verbal outbursts, yelling, and screaming	_____	_____	_____
b. Being or becoming verbally threatening, insulting, intimidating, or highly argumentative	_____	_____	_____
c. Acting in a physically threatening or intimidating manner	_____	_____	_____
d. Physically assaultive behaviors toward others (as in hitting, kicking, slapping, punching, grabbing, shoving, throwing things, etc)	_____	_____	_____
e. Destructive behaviors against property, like throwing, slamming, banging on, pounding on, breaking etc	_____	_____	_____
f. Actively seeking out or provoking verbally aggressive confrontations	_____	_____	_____
g. Belligerent or stubborn refusal to cooperate with reasonable requests in dealing with provocations or difficulties	_____	_____	_____

- | <i>Reactions That Apply to Me</i> | <i>Most of
the Time</i> | <i>Sometimes</i> | <i>Never</i> |
|---|-----------------------------|------------------|--------------|
| h. Sullen or sulky withdrawal, like pouting or icy stares | _____ | _____ | _____ |
| i. Other (write what they are) | _____ | _____ | _____ |
2. Which of these reactions would you like to change, if any? If you do not want to change any reactions, then stop and do not go any further in this practice exercise. On the other hand, if you do want to change some angry or aggressive reactions, rank-order them according to which reactions you want to change among all those listed below. Rank as No. 1 the reaction you want to change the most. Rank as No. 2 the reaction you want to change next, and so on; mark as N/A the reactions that you do not want to change.

- | <i>Reactions</i> | <i>Rank-order</i> |
|--|-------------------|
| a. Loud verbal outbursts, yelling, and screaming | _____ |
| b. Being or becoming verbally threatening insulting, intimidating, or highly argumentative | _____ |
| c. Acting in a physically threatening or intimidating manner | _____ |
| d. Physically assaultive behaviors toward others(as in hitting, kicking, slapping, punching, grabbing, shoving, throwing things, etc | _____ |
| e. Destructive behaviors against property, like throwing, slamming, banging on, pounding on, breaking etc | _____ |
| f. Actively seeking out or provoking verbally aggressive confrontations | _____ |
| g. Belligerent or stubborn refusal to cooperate with reasonable requests in dealing with provocations or difficulties | _____ |
| h. Sullen or sulky withdrawal, like pouting or icy stares | _____ |
| i. Other (write what they are) | _____ |

3. Please explain why you rank-ordered these reactions the way you did.

Antisocial Behavior

The purpose of this practice exercise is to help you understand the behavior that may have gotten you in trouble (with the law) in the past and that may get you in trouble in the future.

Practice Exercise 1. Life Is a Power Struggle

Name _____ Sex _____ Date _____

The purpose of the first practice exercise is to help you understand whether life is a power struggle or whether life is what you make it. It can be a power struggle if you want to make it that way, or it can be more peaceful if that is what you want to make it. It is up to you. Do you want to make life a power struggle or more peaceful? If you want to go on making life a power struggle, you do not need to work on this practice exercise or this practice exercise. If you want to make life more peaceful for yourself, go on and answer the questions in this practice exercise.

1. A "power struggle" means that in any human relationship there are winners and losers. As a result, life becomes a struggle to win and avoiding losing, where defeating others seems necessary to survive. How much is life a power struggle for you?

a. A great deal _____	c. Not at all _____
b. Often times _____	
2. If you have checked "a" or "b," go ahead with this practice exercise. If you checked "c," you may not be ready or willing to undertake this and other practice exercises, and a different practice exercise or approach may be necessary for you.
3. How did life begin as a power struggle for you?
 - a. Write as much as you can remember about how victories and losses became part of your life.

- b. Who won at whose expense?

- c. Who lost and lost again?

- d. How did you learn to defeat others before they defeated you?

- e. Do not limit yourself to answering the above questions; write as much as you can.

4. Would you say that you learned to lose by defeating others?

- a. How did you learn to do that?

- b. Write about the situations where you lost by defeating others.

5. Did you ever win by defeating others?

- a. Write about the situations where you felt you won by defeating others.

- b. Who were they and how did you do it?

6. Do you want to go on with this power struggle, or do you want to give it up? If you want to go on with it, you do not need to complete this lesson and you can quit right now. If you want to give up this power struggle, what kind of life do you want to lead for yourself? Rank-order all the statements below according to what you want the most (No. 1) to the statement that you want the least (No. 7).

Life Goals

Rank-order

- | | |
|---|-------|
| a. I want a peaceful life | _____ |
| b. I want a self-enhancing life | _____ |
| c. I want to learn to give up the power struggle | _____ |
| d. I do not know what I want | _____ |
| e. I want to learn to win rather than to defeat myself and others | _____ |
| f. I want to learn to win at no one else's expense | _____ |
| g. (Write here what you want that is not stated above) | _____ |

Homework: During the next week, write down how you would like to achieve the life goals you have just ranked. Write first about the goal ranked No. 1, then goal No. 2, and so on, until you have written about all the life goals you want to achieve. Make sure you receive feedback from a professional about what you have written.

Practice Exercise 2. "I Know Better Than Anybody Else"

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand an attitude that seems to be at the bottom of most behavior that may get you into trouble.

1. As part of this life struggle, many of us, in order to survive, develop an attitude of "knowing better" than others, knowing better than our parents, knowing better than our teachers, knowing better than authority figures, and knowing better than our mate or partner. How does this attitude apply to you?
- | | |
|-----------------|-------|
| a. A great deal | _____ |
| b. Often times | _____ |
| c. Not at all | _____ |

2. If you answered “a” or “b,” go ahead with this practice exercise. If you answered “c,” this practice exercise may not apply to you and a different practice exercise or practice exercise may be necessary.
3. Write down how this attitude of knowing better has helped you survive in life.

- a. How did you develop it?

- b. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. How was this attitude destructive to you (if at all)? Write down the situations where this attitude of knowing better got you in trouble. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

5. What has this attitude gotten you in life? Do you want to keep it or do you want to give it up? Complete the statement that applies to you.

- a. I want to keep it because ...

b. I want to give it up because ...

6. If you completed “a,” you may need a different practice exercise or approach. If you completed “b,” go on with this practice exercise.
7. If you are willing to give this attitude up, rank the attitudes you want to develop in your life. Rank as No. 1 the attitude that you want the most, rank as No. 2 the attitude you want next, and so on, to the one you want the least:

<i>Attitudes</i>	<i>Rank-order</i>
a. I want to learn to respect others’ opinions	_____
b. I want to realize my limitations	_____
c. I want to recognize my strengths as well as my weaknesses	_____
d. I want to forgive my mistakes so that I can forgive the mistakes of others	_____
e. I want to assert my importance without putting anyone else down	_____
f. I do not know better	_____
g. I want to learn how to enhance myself without destruction	_____
h. (Write down an attitude you want that was not included above)	_____

Homework: During the next week, write down how you would like to achieve the attitudes you have just ranked. Write first about the attitude ranked No. 1, then about No. 2, and so on, until you have written about all the life goals you want to achieve. Make sure you receive feedback from a professional about what you have written.

Practice Exercise 3. “I Am More Important Than Anybody Else”

Name_____Sex____Date_____

The purpose of this practice exercise is to help you deal with another destructive attitude that may determine a great deal of your behavior, and that is that you have to show all the time to everybody how important you are, and that you will not allow anybody to put you down, cheat, swindle, or lie to you. You may do it to others, but you will not allow others to do it to you. You are going to show to everybody how tough and smart you are. No one will take the upper hand with you.

You win no matter what happens to anybody else. Since life is a struggle, you may as well try to win rather than lose.

1. How true are the statements made above? Check the answer that applies to you:
 - a. Completely false; these statements have nothing to do with me _____
 - b. There may be some truth to them _____
 - c. They may apply to me sometimes but not all the time _____
 - d. True; they apply to me most of the time _____
 - e. Completely true; they apply to me all the time _____

2. What has this attitude gotten you in your life? Check those answer(s) that apply to you:
 - a. Got me what I wanted when I wanted it _____
 - b. Lets me get by the best I can _____
 - c. I like to win at someone else's expense _____
 - d. Better me than the other guy _____
 - e. Got me a lot of grief _____

3. How did you develop this attitude? Check any answer that applies to you:
 - a. This is the best way I know how to survive _____
 - b. This is the only way to live my life _____
 - c. Better winning than losing _____
 - d. What else is there? _____
 - e. I do not like to lose _____
 - f. I may not like to lose, but why did I end up in jail? Is this a way to win? _____
 - g. Am I winning here? _____
 - h. In life we either win or lose, there is no in between _____

4. In your own words, write down how this attitude developed as one way to survive:
 - a. In your family

b. With your parents (or parent-substitutes)

c. With your brothers and sisters

d. With other relatives

e. With your friends

f. With your teachers

g. With the authorities

h. With your partner (if you have any)

i. With anybody else (name who).....:

5. How did you win at someone else's expense? Check all that apply to you:

- | | | | |
|--------------------------|-------|--------------------------------|-------|
| a. By taking their life | _____ | f. By abusing them physically | _____ |
| b. By taking their money | _____ | g. By abusing them sexually | _____ |
| c. By taking their goods | _____ | h. By cheating them | _____ |
| d. By attacking them | _____ | i. By _____ | |
| e. By hurting them | _____ | (specify, if not listed above) | |

6. Is it possible that your victories were really short-term and that in the long run you lost? In your own words, explain how that is possible.

7. Is it possible that any victory made at anyone else's expense is a hollow, short-lived victory? In the long run, when you win at someone else's expense you are going to lose as well. Is that possible?

Homework: During the next week, write down in greater detail how winning at someone else's expense got you in trouble (or in jail). Try to recall or remember specific events in your life where you lost by having someone else lose as well.

Practice Exercise 4. “I Will Not Be Caught”

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand that you may be in trouble because you think that this time (whenever you did what got you in trouble) you would get away with it and you won't be caught. How often have you been able to get away with it and not be caught? What made you think that you could outsmart everybody else, especially the law?

1. Many people who are in jail thought that they could get away with hurtful behaviors that involve putting others down, through violence, theft, lying, murder, and other types of hurtful behaviors. How much of this attitude about “not being caught” is part of your thinking?

- a. A great deal _____
- b. Often times _____
- c. Not at all _____

2. If you checked “a” or “b,” go ahead with this practice exercise. If you checked “c,” you may need another practice exercise or practice exercise.
3. Write down how this attitude of thinking that you will not be caught has helped you survive in life. How did you develop it? Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. How was this attitude destructive to you (if at all)? Write down the situations where this attitude of thinking that you will not be caught got you into trouble. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

5. What has this attitude gotten you in life? Do you want to keep it or do you want to give it up? Complete the statement that applies to you.

a. I want to keep it because ...

b. I want to give it up because ...

If you completed “a,” you may need a different practice exercise or approach. If you completed “b,” go on with this practice exercise.

6. If you are willing to give this attitude up, check the attitudes that you want to develop in your life. Rank as No. 1 the attitude that you want the most, rank as No. 2 the attitude you want next, and so on, until all the attitudes are ranked.

<i>Attitude</i>	<i>Rank-order</i>
a. There are always consequences to my behavior	<hr/>
b. In the long run, I have to live with the consequences of my behavior, destructive or constructive	<hr/>
c. I have to choose whether I want to be caught or whether I want to behave in ways that do not entail being caught	<hr/>
d. I have paid every time I did something destructive	<hr/>
e. I want to learn to behave in ways that do not entail being caught	<hr/>
f. I have been caught in spite of my thinking otherwise	<hr/>
g. I do not like being caught	<hr/>
h. (Write down an attitude you want that was not included above)	

Homework: During the coming week, think about the attitudes you have just ranked. Write first about the attitude ranked No. 1, then No. 2, and so on, until you have written about all the attitudes you want to achieve. Make sure you receive feedback from a professional about what you have written.

Practice Exercise 5. Reject Others Before They Reject Me

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand that as long as you think that you are more important than others, they will reject you and you will not be accepted, including by those who love you.

1. In a life where power is the major struggle, rejection is a major outcome. How much has this outcome, that is, rejection by or of others, been present in your past?

- a. A great deal _____
- b. Often times _____
- c. Not at all _____

2. If you checked “a” or “b,” go on with this practice exercise. If you checked “c,” you may need a different practice exercise or practice exercise.

3. Write down how this outcome (rejecting and being rejected) has helped you survive in life.

- a. How did you develop it?

- b. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. How was this outcome helpful or hurtful to you (if at all)? Write down the situations where this was the outcome of your relationships with others. Be as specific and detailed as you can be. You may need more than one sitting to answer this question.

5. What has this outcome gotten you in life?

a. Do you want to keep it or do you want to give it up? Why?

b. Complete the statement that applies to you.

a. I want to keep it because ...

b. I want to give it up because ...

6. If you completed “a,” you may need a different practice exercise or approach. If you completed “b,” go on with this practice exercise.

7. If you are willing to give up this behavior, that is, rejection, rank the behaviors you want to develop in your life. Rank as No. 1 the behavior that you want the most, rank as No. 2 the behavior you want next, and so on until the behavior you want the least.

Behaviors

Rank-order

- | | |
|--|-------|
| a. I want to give up rejecting others and being rejected | <hr/> |
| b. I do not know how to learn giving up rejection | <hr/> |
| c. I want to learn to accept others as they are | <hr/> |
| d. I need to forgive those I rejected in the past | <hr/> |
| e. I need to be forgiven by those I have rejected in the past | <hr/> |
| f. I do not know how to forgive myself or others | <hr/> |
| g. I do not need to forgive myself or others | <hr/> |
| h. Rejection is a natural part of life and all of us reject or are rejected at times | <hr/> |
| i. (Write down an attitude you want that was not included above) | |

Homework: During the coming week, write down how you would like to achieve the behaviors you have just ranked. Write first about the behavior ranked No. 1, then No. 2, and so on, until you have written about all the behaviors you want to achieve. Make sure you receive feedback from a professional about what you have written.

Practice Exercise 6. Dealing with Hurts

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you learn more about hurts, both your own and those of others you may have hurt in the past. If you deny hurts inside yourself, you will also continue to hurt others.

1. We cannot live and not be hurt or hurt others. How much were you hurt in your life?
 - a. A great deal _____
 - b. Often times _____
 - c. Not at all _____
2. If you checked “a” or “b,” go on with this practice exercise. If you checked “c,” you may need a different practice exercise or practice exercise.
3. List the hurts that you have received in your life.

4. List the hurts that you have produced in others.

5. How are your hurts related to rejections? Write how hurts and rejections were related in your life (if at all).

6. How did you learn to deal with your hurts in the past? Rank as No. 1 the most painful hurt that you received in your life, rank as No. 2 the next most painful, and so on until the least painful hurt to you.

<i>Hurts</i>	<i>Rank-order</i>
a. Seeing my father or mother drunk (circle which parent)	_____
b. Seeing my parents fight	_____
c. Not having a father or mother	_____
d. Being physically abused by my mother or father	_____
e. Being sexually abused by my mother or father	_____
f. Being abused by my brothers or sisters	_____
g. Being abused by a relative, sexually or otherwise	_____
h. Being put down by members of my family	_____
i. Being put down by my friends	_____
j. No matter what I did, I was always put down	_____
k. No one ever recognized my importance as a person	_____
l. No matter what I did, it was never good enough	_____
m. Being verbally abused by my father and mother	_____
n. Being verbally abused by my brothers and sisters	_____
o. Being verbally abused by a relative	_____
p. (Write down any other hurt not listed above)	_____

Homework: During the coming week, take 15 minute a day for 4 days in a row to write down all the hurts you received in your life. Make sure you make an appointment with yourself ahead of time and keep your set appointments as much as possible. If you do not set appointments with yourself at a preset and prearranged time, it will be very hard to learn to have control of your life.

Practice Exercise 7. Saying One Thing and Doing Another

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you become aware of how saying and doing do not always go together. If and when that happens, one may learn to lie and cheat, by saying one thing and doing another.

- To survive, many of us have developed a habit of saying one thing and doing another. How much does this habit apply to you?
 - A great deal _____
 - Often times _____
 - Not at all _____
- If you checked "a" or "b," go on with this practice exercise. If you checked "c," you may need a different practice exercise or practice exercise.

3. Write down how saying one thing and doing another has helped you survive in life. How did you develop it? Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. How was this habit destructive to you (if at all)?

5. Write down the situations where this habit got you into trouble. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

6. What has this habit gotten you in life? Has it been helpful to you? Write down the situations where this habit was helpful to you:

7. Do you want to keep it or do you want to give it up? Complete the statement that applies to you.

a. I want to keep it because ...

b. I want to give it up because ...

8. If you completed “a,” you may need a different practice exercise or approach. If you completed “b,” go on with this practice exercise.
9. If you are willing to give this habit up, rank the habits you want to develop in your life. Rank as No. 1 the habit that you want the most, rank as No. 2 the habit you want next, and so on until the habit you want the least.

<i>Habit</i>	<i>Rank-order</i>
a. Saying one thing and doing another	<hr/>
b. Talking our of one side of my mouth	<hr/>
c. Being straight with myself and others	<hr/>
d. Telling the truth even if it hurts	<hr/>
e. Saying what I feel without putting others down	<hr/>
f. Saying what I think without putting others down	<hr/>
g. Being respectful of myself and others	<hr/>
h. Being positive about myself and others	<hr/>
i. Being helpful rather than being hurtful	<hr/>
j. (Any other habit not listed above; specify)	<hr/>
k. (Any other habit not listed above; specify)	<hr/>

Homework: Now that you have ranked your habits, during the coming week, take the habit you ranked No. 1 and answer the following questions about it:

a. What did this habit get you in the past?

b. What did this habit get you in the present?

- c. What will this habit get you in the future?

After you have completed answering these questions about the No. 1 ranked habit, do the same for habit ranked No. 2. Repeat this for all the habits you have ranked.

Practice Exercise 8. Push the Limits to the Limit

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to for you to understand that most of the behavior that got you into trouble consisted of your pushing the limits until you got caught and/or punished.

1. Many of us push the limits in order to get what we want or to have our way, no matter what the results would be for others. "Pushing the limits" means doing whatever it takes, including murder, to get what we want. How does this statement apply to you?
 - a. A great deal _____
 - b. Often times _____
 - c. Not at all _____
2. If you checked "a" or "b," go on with this practice exercise. If you checked "c," you may need a different practice exercise or practice exercise.
3. Write down how pushing the limits has helped you survive in life. How did you develop this behavior? Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. Was pushing the limits destructive to you (if at all)? How? Write down the situations where pushing the limits got you into trouble. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

5. What has pushing the limits gotten you in life? Do you want to keep it or do you want to give it up? Complete the statement that applies to you.

a. I want to keep it because ...

b. I want to give it up because ...

6. If you completed "a," you may need a different practice exercise or approach. If you completed "b," go on with this practice exercise.

7. If you are willing to give up pushing the limits, rank the positive behaviors you want to develop in your life. Rank as No. 1 the behavior that you want to do the most, rank as No. 2 the behavior you want to do next, and so on, until the behavior you want to do the least is rated last:

Limits

Rank-order

- | | |
|--|-------|
| a. Taking advantage of others | <hr/> |
| b. Lying, stealing, and cheating others | <hr/> |
| c. Getting whatever I want no matter who gets hurt | <hr/> |
| d. I do not want to take advantage of others | <hr/> |
| e. If I take advantage of others, they will take advantage of me | <hr/> |
| f. I want to quit pushing limits to get what I want | <hr/> |
| g. I need to learn to consider the rights of others | <hr/> |
| h. Others are just as important as I am | <hr/> |
| i. I want to treat others the way I want to be treated | <hr/> |
| j. If I do not respect others, they will not respect me | <hr/> |
| k. Others have the same rights as I do | <hr/> |
| l. If I hurt others, they will do their best to hurt me | <hr/> |
| m. (Any other positive behavior not listed above, write it down) | <hr/> |

n. (Any other positive behavior not listed above, write it down)

Homework: Now that you have ranked your limits, during the coming week, take the limit you ranked No. 1 and answer the following questions about it:

- a. What did this limit get you in the past?

- b. What did this limit get you in the present?

- c. What will this limit get you in the future?

After you have completed answering those questions about the No. 1 ranked limit, do the same for the limit ranked No. 2, and so on.

Practice Exercise 9. Avoid Thinking at All Costs

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you realize that if you do not think in terms of the Golden Rule, "Do unto others as you would have them do unto you," you will always be in trouble.

1. Many people act before thinking about what the consequences of their actions will be. How does this statement apply to you?
 - a. A great deal _____
 - b. Often times _____
 - c. Not at all _____

2. If you checked “a” or “b,” go on with this practice exercise. If you checked “c,” you may need a different practice exercise or practice exercise.
3. Write down how this avoidance of thinking before acting has helped you survive in life. How did you develop it? Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

4. Was acting before thinking destructive to you (if at all)? Write down the situations where acting before thinking got you into trouble. Be as specific and detailed as you can be. You may need more than one sitting to answer this statement.

5. What has acting before thinking gotten you in life? Do you want to keep doing it or do you want to give it up? Complete the statement that applies to you.

a. I want to keep it because ...

b. I want to give it up because ...

6. If you completed “a,” you may need a different practice exercise or approach. If you completed “b,” go on with this practice exercise.

7. If you willing to give up acting before thinking, rank the behaviors you want to develop in your life. Rank as No. 1 the behavior that you want to develop the most, rank as No. 2 the behavior you want to develop next, and so on until the behavior you want to develop the least.

<i>Behavior</i>	<i>Rank-order</i>
a. I want to learn to think before I act	_____
b. Acting before thinking has always gotten me into trouble	_____
c. I do not know how to think before I act	_____
d. Thinking before acting is for sissies	_____
e. I do not know how to think in helpful ways	_____
f. I do not know how to think	_____
g. I wish I could learn how to think in more positive ways	_____
h. Thinking is very hard for me to do	_____
i. I am so used to acting that I doubt whether I can learn to think	_____
j. Thinking too much may make me crazy	_____
k. I want help in learning how to think in helpful ways	_____
l. (Any other positive behavior not listed above, write it down)	_____
m. (Any other positive behavior not listed above, write it down)	_____

Homework: Now that you have ranked your behaviors, during the coming week, take the behavior you ranked No. 1 and answer the following questions about it:

- a. What did this behavior get you in the past?

- b. What did this behavior get you in the present?

- c. What will this behavior get you in the future?

After you have completed answering these questions about the No. 1 ranked behavior, do the same for the behavior ranked No. 2, and so on.

Practice Exercise 10. Follow-Up

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:

- a. I did not like working on this practice exercise at all. I wish I never saw it. _____
- b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
- c. I am delighted I got a chance to work on this practice exercise. _____
- d. I am not only delighted about this practice exercise, but I wish all people at risk for incarceration had a chance to work on it _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

- a. Not helpful at all _____ c. Helpful _____
- b. Somewhat helpful _____ d. Very helpful _____

3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on, to the one you did not like at all (No. 9).

<i>Practice Exercise</i>	<i>Rank-order</i>
a. Life is a power struggle	_____
b. I know better	_____
c. I am more important than anybody else	_____
d. I will not be caught	_____
e. Reject others before they reject me	_____
f. Dealing with hurts	_____
g. Saying one thing and doing another	_____
h. Push the limits to the limit	_____
i. Avoid thinking at all costs	_____

4. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on until the least helpful (No. 9).

*Practice Exercise**Rank-order*

- a. Life is a power struggle
- b. I know better
- c. I am more important than anybody else
- d. I will not be caught
- e. Reject others before they reject me
- f. Dealing with hurts
- g. Saying one thing and doing another
- h. Push the limits to the limit
- i. Avoid thinking at all costs

5. Explain why you rank-ordered the practice exercises the way you did.

6. Feel free to write any comments that might improve this practice exercise.

Troublemaking

This practice exercise is intended for incarcerated felons or individuals at high risk for incarceration. The purpose of this practice exercise is to help you learn more about behaviors that have gotten you in trouble (and possibly in jail) in the past or in the present. These behaviors, if they persist, might get you into trouble (and in jail) again in the future. If you do not want to learn about these behaviors, you do not have to go on with this practice exercise. However, if you do want to (1) learn more about behaviors that have gotten you into trouble with the law, and (2) avoid getting into trouble with the law in the future, please complete this practice exercise.

Practice Exercise 1. Behaviors that Got You in Trouble (and Perhaps in Jail?)

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about which behaviors get you into trouble.

- Below is a list of behaviors that get many people in trouble with the law. You need to define each behavior as you understand it. You may want to check in a dictionary, ask your cellmate, a guard, relatives, or friends. It may take you a week or longer to complete these definitions. Use two examples from your experience to define each behavior. Take your time. It is important that you understand what these behaviors are why they landed you in jail.

What do you understand by the following items?

Give a definition and two examples.

- | | |
|--|-----------------|
| a. Glibness/superficial charm | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Grandiose sense of self-worth | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| c. Need for stimulation/proneness to boredom | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| d. Pathological lying | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| e. Conning/manipulative | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| f. Lack of remorse or guilt | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| g. Shallow affect (feelings) | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

h. Callousness/lack of empathy	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Parasitic lifestyle	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Poor behavioral control	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Promiscuous sexual behavior	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Impulsivity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Irresponsibility	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Failure to accept responsibility for your actions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed the first part of this practice exercise, here comes the hard part: Below are listed the 14 behaviors that you have defined during the past week or so. Rank each of them according to how each (mis)behavior applies to you. Rank as No. 1 the (mis)behavior that applies to you the most, rank as No. 2 the (mis)behavior that applies to you next best, and so on; mark as N/A (not applicable) the (mis)behaviors that do not apply to you at all.

<i>Behaviors</i>	<i>Rank-order</i>
a. Glibness/superficial charm	_____
b. Grandiose sense of self-worth	_____
c. Need for stimulation/proneness to boredom	_____
d. Pathological lying	_____
e. Conning/manipulative	_____
f. Lack of remorse or guilt	_____
g. Shallow affect	_____
h. Callous/lack of empathy	_____
i. Parasitic lifestyle	_____
j. Poor behavioral control	_____
k. Promiscuous sexual behavior	_____
l. Impulsivity	_____
m. Irresponsibility	_____
n. Failure to accept responsibility for my own actions	_____

3. Why did you rank-order these behaviors the way you did? Write the reason(s) here:

4. Now that you have completed this practice exercise, write how you felt about it. Check which of these answers tells how you felt about it. There is also space for you to explain further, if you want to:

- | | |
|--|-------|
| a. I did not like it at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like it very much, but I want to go on with this practice exercise. | _____ |
| c. I liked it and I want to go on with this practice exercise. | _____ |
| d. I liked it a lot and I wish I had something like this practice exercise years ago. | _____ |
| e. I liked it so much that I wish all people in jail could get something like this practice exercise to work on. | _____ |

5. Discuss your answers with whoever has given you this practice exercise.

Homework: During the coming week, think more about the behaviors that got you into trouble and whether you want to change the rank-order of these behaviors as listed above, or start working on the next practice exercise.

Standard Practice Exercise No. _____

Title of Behavior:.....

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the behavior listed in the title.

1. How did this behavior get you into trouble (and perhaps in jail)? Please explain in detail:

2. How often did this behavior get you into trouble? Check which answer applies to you:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| a. Practically every day | _____ | d. Once a month | _____ |
| b. Once a week | _____ | e. Once every six 6 months | _____ |
| c. A couple of times a month | _____ | f. Once a year | _____ |
| | | g. Once every few years | _____ |

3. Please explain further:

4. How did this behavior come about? Do you remember when you started it? Check which answer fits best:

- | | |
|---|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. When I was in elementary school | _____ |
| c. When I was in middle school | _____ |
| d. When I was in high school | _____ |
| e. After high school | _____ |
| f. Any other time | _____ |

5. Please explain further:

6. How did this behavior get you in trouble (and perhaps in jail)? Please explain:

7. Give three specific examples of how this behavior got you in trouble.

Example 1

Example 2

Example 3

Homework: Next week, in order for you to learn to control this behavior (“Start it if you want to stop it!”), plan to repeat this behavior at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days. Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start it?
- b. What followed?
- c. How did it end?
- d. What did this behavior get you?

Time 1 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

Please check which of the following shows what you got out of this lesson:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

Concluding Feedback Practice Exercise

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to review whether this practice exercise was helpful to you or not.

1. Please select the answer that best fits how you feel about this practice exercise:

- I did not like working on this practice exercise at all. I wish I never saw it. _____
- I did not like this practice exercise at all, but I am glad I got to work on it. _____
- I am delighted I got a chance to work on this practice exercise. _____
- I am not only delighted about this practice exercise, but I wish all people at risk for incarceration had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you.

- | | | | |
|-----------------------|-------|-----------------|-------|
| a. Not helpful at all | _____ | c. Helpful | _____ |
| b. Somewhat helpful | _____ | d. Very helpful | _____ |

3. Which practice exercise did you like best? Please rank-order the practice exercises; rank as No. 1 the one you liked best or was most helpful to you, rank as No. 2 the one you liked next best, and so on, to the one you did not like at all (No. 14).

*Practice Exercises/Behaviors**Rank-order*

- a. Glibness/superficial charm
- b. Grandiose sense of self-worth
- c. Need for stimulation/proneness to boredom
- d. Pathological lying
- e. Conning/manipulative
- f. Lack of remorse or guilt
- g. Shallow affect
- h. Callous/lack of empathy
- i. Parasitic lifestyle
- j. Poor behavioral control
- k. Promiscuous sexual behavior
- l. Impulsivity
- m. Irresponsibility
- n. Failure to accept responsibility for my own actions

4. Explain why you have ranked these practice exercises the way you did.

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, No. 2 the next most helpful, and so on, until the least helpful practice exercise (No. 14).

*Practice Exercises/Behaviors**Rank-order*

- a. Glibness/superficial charm
- b. Grandiose sense of self-worth
- c. Need for stimulation/proneness to boredom
- d. Pathological lying
- e. Conning/manipulative
- f. Lack of remorse or guilt
- g. Shallow affect
- h. Callous/lack of empathy
- i. Parasitic lifestyle
- j. Poor behavioral control
- k. Promiscuous sexual behavior
- l. Impulsivity
- m. Irresponsibility
- n. Failure to accept responsibility for own actions

6. Explain why you have ranked these practice exercises the way you did.

7. Feel free to write any comments that might improve this practice exercise.

Psychological Problems

Even though overdependency and sexual abuse may not seem as severe as mood swings, both conditions are very resistant to change, especially when change is attempted only through talk therapy. Hence, both conditions are included here because both are difficult to treat through talk therapy. Both conditions lead to severe consequences not only for patients but also for their significant others.

Overdependency

The purpose of this practice exercise is to help you learn more about overdependency or codependency, which entails being unusually attached to someone who is physically and verbally abusive, or someone who is addicted to gambling, or is abusing alcohol, drugs, or medications.

Practice Exercise 1. The Meaning of Overdependency

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand and change a pattern of overdependency on individual(s) who themselves are addicted to substances (drugs or alcohol), work, gambling, or other behaviors.

1. There are many definitions of “overdependency” or “codependency.” What do they mean to you? Write your definition in words that are specific and particular to your experience.

2. Among the many meanings of “overdependency” or “codependency” given below, give two examples of how that meaning applies specifically to your experience.

<i>Meanings</i>	<i>Examples</i>
a. Any behavior that controls one's life at the expense of other parts of one's life	Example 1 _____ Example 2 _____
b. Allowing another person to influence oneself	Example 1 _____ Example 2 _____
c. Being obsessed (and therefore controlled) with controlling another person's behavior	Example 1 _____ Example 2 _____
d. An emotional, psychological, and behavioral condition that develops as a result of an individual's past abuses	Example 1 _____ Example 2 _____
e. Prolonged contact with a set of strong and rigid rules that control your behavior	Example 1 _____ Example 2 _____
f. Practice of strong and rigid rules	Example 1 _____ Example 2 _____
g. Avoidance of open expression of feelings	Example 1 _____ Example 2 _____
h. Avoidance of the direct discussion of personal and family troublesome thoughts	Example 1 _____ Example 2 _____

- | | |
|---|---|
| i. Following rules that “should” be followed by everybody, especially your partner, your parents, or your children | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| j. A dysfunctional pattern of living and of problem solving that is reinforced by a set of rules within the family unit | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| k. A pattern of extreme dependency on another person | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| l. Spending a long period of time in association with anyone who is abusive or neglectful | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| m. Self-defeating, learned behaviors patterns or character defects | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| n. A decreased ability to start or to participate in loving relationships | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| o. A personality pattern found within most members of abusive or neglectful families | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |
| p. An addictive behavioral pattern that is openly supported by an addictive society | Example 1 _____

Example 2 _____
_____ |
| <hr/> | |

q. Other (write what it is): _____ Example 1 _____
 _____ Example 2 _____

3. Rank-order the meanings that apply to you. Rank as No. 1 the meaning that applies to you the most, rank as No. 2 the meaning that applies to you next, and so on; mark as N/A the meanings that do not apply to you at all.

<i>Meanings</i>	<i>Rank-order</i>
a. Any behavior that controls one's life at the expense of other parts of one's life	_____
b. Allowing another person to influence oneself	_____
c. Being obsessed (and therefore controlled) with controlling another person's behavior	_____
d. An emotional, psychological, and behavioral condition that develops as a result of an individual's past abuses	_____
e. Prolonged contact with a set of strong and rigid rules that control your behavior	_____
f. Practice of strong and rigid rules	_____
g. Avoidance of open expression of feelings	_____
h. Avoidance of the direct discussion of personal and social troublesome thoughts	_____
i. Following rules that "should" be followed by everybody, especially your partner, your parents, or your children	_____
j. A dysfunctional pattern of living and of problem solving that is reinforced by a set of rules within the family system	_____
k. A pattern of extreme dependency on another person	_____
l. Spending a long period of time in association with anyone who is abusive or neglectful	_____
m. Self-defeating, learned behaviors patterns or character defects	_____
n. A decreased ability to start or to participate in loving relationships	_____
o. A personality pattern found within most members of abusive or neglectful families	_____
p. An addictive behavioral pattern that is openly supported by our addictive society	_____
q. Other (write what it is): (_____)	_____

4. Write in detail about three of the meanings above that you have checked in order of greatest importance to you, numbered 1–3:

1. _____

2. _____

3. _____

5. Which of the following rules apply to the way you were brought up? Rank them according to how much they apply to you. Rank as No. 1 the rule that applied the most, rank as No. 2 the rule that applied next, and so on; mark as N/A the rules that did not apply to you at all.

<i>Rule</i>	<i>Rank-order</i>
a. It is not acceptable to talk about one's troublesome thoughts	_____
b. Feelings should not be expressed openly	_____
c. Communication is best if indirect, with one person acting as messenger between two others	_____
d. Be strong, good, right, and perfect, whatever is meant by these words	_____
e. Make us proud of your performance, at the expense of your sense of importance and self-esteem	_____
f. Don't be selfish; other people are more important than you are	_____
g. Do as we say, not as we do	_____
h. It's not acceptable to play or be playful, laugh, and enjoy life; life is grim and not to be enjoyed	_____
i. Keep things as they are and do not "rock the boat"	_____
j. Do not admit to any shortcomings and certainly not to troublesome thoughts or personal failures in our family	_____
k. "Cry on your own time" and do not bother us with your troublesome thoughts and tears	_____
l. Make a good appearance no matter what, never show your true feelings, smile and say "thank you"	_____
m. Other rule(s) peculiar to your family background that were not listed above (write rule):	_____

6. Write in detail about three rules that you have ranked as the most important to your experience, numbered 1–3:

1. _____

2. _____

3. _____

7. How much have these experiences hurt you? List as many hurts as you can remember and explain them in detail.

8. How have all of these hurts influenced your behavior? What kind of person have you become because of these hurtful experiences? Answer as fully as you can.

Homework: During the coming week, think about what you wrote in this practice exercise and discuss it with your professional helper.

Practice Exercise 2. Changing Major Troublesome thoughts in the Relationship

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to start planning to control your life and not being controlled by your partner's abusive behavior.

1. List all of the troublesome thoughts you have had or are having with your partner.

2. Of the many troublesome thoughts listed above, pick the three major ones, and write about them in detail.

3. Major differences found in abusive-codependent couples, no matter what the nature of the abuse or addiction may be, are listed below. Check which of these differences apply to you and which to your partner:

Differences Between Two Styles in Overly Dependent Relationships

<i>Partner</i>		<i>Overdependent</i>	
Denial of personal errors	_____	Acceptance or admission of personal errors	_____
More able to receive than to give love	_____	More able to give than to receive love	_____
Spoiled (picky)	_____	Neglected	_____
Self-indulgent	_____	Self-sacrificing or self-neglectful	_____
More critical of others than of self	_____	More critical of self than others	_____
Blaming others rather than self	_____	Blaming self rather than others	_____
Committed to self more than to others	_____	Committed to others more than to self	_____
Decisive (very certain)	_____	Indecisive (very uncertain)	_____
Dominant—authoritarian	_____	Submissive—permissive	_____
Rigid (unbending)	_____	All too flexible (pliable)	_____
Neither trusting nor trustworthy	_____	Naively trusting, gullible	_____
Unconventional	_____	Conventional	_____
Uses anger to manipulate others	_____	Uses fear, anxiety, worry, and sadness to manipulate self	_____
Driven	_____	Pushed	_____
Unreflective and/or impulsive (not worried) about consequences	_____	Overanxious, worried about consequences	_____
Dominant	_____	Submissive	_____

3. Explain in detail those characteristics that apply to you and how they have led you to defeat yourself and your sense of self-importance.

4. In overly dependent relationships, closeness and intimacy between partners and among family members may be impossible unless there is equality of importance and of reciprocity in giving and getting. What are your reactions to this statement?

5. Do you want to change self-defeating characteristics or are you satisfied with the way you are? If you are satisfied, you do not need to do anything else. Drop this program. If you are not satisfied, you may want to put your energy into changing into a winning person. What is your decision? Please write down what is that you want for yourself.

Homework: if you want to change, here are some guidelines that you may need to follow from now on:

- a. Plan to do something new that you have never done before: Doing something new means doing something new for yourself. Something new means finding a different behavior, such as shopping for yourself before shopping for others; insisting on watching a favorite TV program, rather than allowing everybody else in the family to watch theirs; or going out with friends. In other words, “doing something new” means to affirm, assert, and insist that you are important and that no one will be allowed to put you down. If they do, as they inevitably will, they are going to do it at their peril! You need to get used to the idea that buying things, or watching a TV program, or going out with friends are all things and activities that can be discussed. What cannot be discussed is your sense of self-importance and your love for those who love you. You will talk things over provided there is equality of importance between you and your

partner and reciprocity in what you give, or give up, and what you receive. Please write down your reactions to the above statements.

- b. Do something new that is also positive: Something is positive when it does not put anybody else down or is not done at anybody's expense, including our own. You need to ask yourself: "Will anybody suffer or feel put down for or from this behavior? Will somebody become frightened if I assert my importance?" If you are convinced that whatever you are doing enhances yourself, would make you feel proud and pleased, would bring a new perspective to yourself and to the relationship, and does not hurt anyone else, then that behavior is positive and can be executed or implemented. Please write down your reactions to the above statements.
- c. Use the rule of three: Very likely your partner will react negatively to a new and positive behavior on your part. S/he will object to almost anything new and positive that you do. Consequently, you do not need his/her permission nor that of anybody else to do something new and positive. If your partner gets mad, you may well be on the right track, because usually abusive or addicted individuals are afraid of anything that may threaten the status quo, especially any behavior that may show that you want to behave like a grown-up person in his/her own right. When this negative reaction takes place, your partner should be asked to come up with at least three reasons why this new, positive behavior should not take place. Here, the rule of three should be practiced; that is, we need to have three relevant and positive reasons for doing what we want to do, provided no one else is hurt by this behavior, including ourselves. You (and your partner) need to come up with at least three reasons for doing something new and positive:

"I like it because _____"

"It makes me feel good because _____"

"I want it because _____"

"I need it because _____"

Homework: Do something new, positive, and strong: "Strong" means doing whatever one needs to do to express one's personal importance and strong commitment to change. Something new and positive has to be strong and powerful enough to make a difference in your life and perhaps in the relationship with your partner. Remember that the more you change and work for change, the greater the resistance from your partner will be. What could you do that is new, positive, and strong enough to make a difference in your life? Discuss your results with your professional helper.

Practice Exercise 3. Drawing Lines

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to learn to set clear, definite limits to protect yourself from abuse or neglect.

1. What does drawing lines mean to you? Please write down your definition and give one or two examples of how drawing lines applies to your experience.

2. As a result of past and present training, the overly dependent person is usually unable to draw lines to assert her or his importance. How does this conclusion apply to your experience? Were you ever able to draw lines on your partner's behavior?

- a. If no, why not? Explain in detail.

- b. If yes, how were you able to do it? Explain in detail.

3. If the experience of not being able to draw lines concerning your partner's behavior does not apply to you, skip this lesson, unless you feel you still would like to learn how to draw lines with your partner or anybody else. Perhaps you may need another practice exercise or a different way of helping you. Please respond to the above statement.
4. Drawing boundary lines as to what you will or will not put up with from your partner refers to what is acceptable and not acceptable to you. If you do not know what will be acceptable or unacceptable to you, how will you be able to draw lines? How do we learn to set boundaries? Setting lines or boundaries in a sexual relationship can be related to using condoms. If a woman, for instance, does not know how to set a boundary to protect herself and her body from the very outset of a relationship, she has lost it. By the same token, a man should use a condom to protect both himself and his partner. Lines need to be drawn before sexual intercourse in either a casual or a committed relationship to avoid either an unwanted pregnancy or serious diseases. If one cannot set boundaries at this point, it is doubtful whether one can or will be able to set firm and

clear boundaries on any other issues from then on in the relationship. Selfish partners usually could not care less. They want to get what they can get when they can get it, and how they get it is not important! Their immediate needs are more important than their partner’s needs! If you does not care about your importance, why should your partner care? What do you think about the above statements?

5. Below is a list of different ways a codependent may be unable to draw lines with the partner from the very beginning of the relationship, perhaps because of giving more importance to the partner rather than to oneself. This first line of defense (the “condom line”) deals with how one protects and safeguards one’s body during courtship or after marriage. Read this list and check which of these statements applies to your experience.

Relationships Between Abusive and Overly Dependent Individuals

<i>Partner</i>		<i>Overdependent</i>	
1. Not taking “precautions” during intercourse before marriage	_____	Allowing it to happen	_____
2. Not taking responsibility if and when one’s sexual partner gets pregnant	_____	Allowing it to happen	_____
3. Not holding a steady job and to be taken care of by others, including spouse, partner, or live-in companion	_____	Allowing it to happen	_____
4. Using work or work pressures to avoid taking responsibilities in the home	_____	Allowing it to happen	_____
5. Not sharing in household chores	_____	Allowing it to happen	_____
6. Watching TV or drinking while partner is still working	_____	Allowing it to happen	_____
7. Not taking initiative in child’s care	_____	Allowing it to happen	_____
8. Having to be reminded of duties and responsibilities relevant to the role of partner and caregiver	_____	Allowing it to happen	_____
9. Spending leisure time away from home, with friends or in projects that are not related to the family and home	_____	Allowing it to happen	_____
10. Being or becoming addicted to work, TV, alcohol, or gambling	_____	Allowing it to happen	_____

*Partner**Overdependent*

- | | | | |
|---|-------|-----------------------|-------|
| 11. Verbally, sexually, or physically abusing of partner and/or children | _____ | Allowing it to happen | _____ |
| 12. Running around with other "friends") | _____ | Allowing it to happen | _____ |
| 13. Buying more clothes than the rest of the family to look good and make a good impression at work | _____ | Allowing it to happen | _____ |
| 14. Any other behavior that takes place at the other's expense, write what it is: | _____ | Allowing it to happen | _____ |

6. After you have checked them, pick the three most important statements and write in detail how they apply to you and what was the outcome for you as a person and as a partner.

- a. _____

- b. _____

- c. _____

- d. _____

7. In addition to the above list, are there other abusive or neglectful behaviors that you were not able to deal with in your partner? List as many as you can remember.

8. Which of these abusive or neglectful behaviors in your partner are similar to behaviors in either of your parents? Explain how they are or are not.

9. Which of the abusive behaviors listed in the table above are the opposite of behaviors in either of your parents? Explain how they are or are not.

10. Would you conclude (from everything that has been presented thus far in these practice exercises) that one of the major troublesome thoughts with your relationship is an inability to draw lines? If you agree, write down why. If you disagree write down your reason for disagreeing.

11. Does your partner match your inability to draw lines by his or her ability to push the limits? How is it done (pushing the limits, that is)? Describe all the ways your partner pushes the limits, if indeed s/he does.

12. Whether you agree or disagree with the conclusion, are you willing to learn how to draw lines to safeguard yourself? Please write your answer.

13. How and when do we draw lines? First, to draw lines verbally with an addicted partner means that “words are cheap,” and are often useless. Words, most of the time, lead to escalations and to explosive arguments and fights. Before speaking and trying to talk sense with your partner, you must avoid engaging him or her in another round of useless and destructive arguments, unless you have thought an issue through and the rule of three has been used successfully. If you cannot come up with at least three good (appropriate, relevant, positive, helpful, etc.) reasons, it means that not enough thought has been given to the issue at hand. What are your reactions to the statements above?
14. If you are ready to learn how to draw lines, read the instructions in the list below. Using a blank, unlined, piece of paper, draw these lines using a yellow or red pen or pencil for lines 1–3 and a black pencil or pen for lines 4 and 5.

Learning to Draw Lines

1. Draw two straight, parallel, uninterrupted, yellow or red lines
 2. Draw two straight, parallel yellow or red lines with one (just one!) break in between
 3. Draw one straight uninterrupted yellow or red line
 4. Draw one straight uninterrupted black line
 5. Draw one straight, interrupted, dotted black line, like this: -----
15. What do these lines remind you of? If your answer is “Highway” or “Road” signs, you are absolutely correct. Applied to your life these lines indicate what you will put up with and what you will not put up with.

Line No. 1: What would you put up with? Infidelity? Violence? Rape? Incest? What would your partner need to do for you to draw a line? Commit murder? Is anything and everything your partner does acceptable or unacceptable? Are you trying to make excuses for his/her behavior and allow him/her to get away with murder? Here, list all of the behaviors that you find completely unacceptable under any conditions and that you will not put up with:

Line No. 2: What behavior would you put up with just once, not to be repeated ever again? Running around with other people? Rape? Incest? Violence? Physical and verbal abuse? Getting drunk or hitting you? Just because you failed to draw a firm line the first time, it does not mean that you cannot draw a firm line now. Write down exactly what you would do if your partner were to do something to you that legally, morally, emotionally, and personally would be hurtful to you or to those you love. Make it very clear that the first time you were hurt, it was the responsibility of your partner. However, if you are hurt again, then the responsibility belongs to you to protect oneself. We have only two cheeks!

Line No. 3: What would you put up with over an extended period of time? Everyday decisions? Who is going to take care of the house? What chores should be taken up by whom? Who is going to clean what? Who is responsible for doing what? Who will draw up a budget? Who will follow it? How are disagreements going

to be settled? By fighting? By sitting down at a table at a preset time with an agenda? How are purchases to be made? Separately? Jointly? Should vacations be taken with relatives or away from relatives? How is money to be spent? Ideally, both of you should be working, talking, and solving troublesome thoughts without blaming, and without using abusive behaviors.

Line No. 4: What is still unclear in the relationship that would require further, continued, and prolonged discussion? Some of these troublesome thoughts may have been dealt with under line No. 3. Other troublesome thoughts are still unresolved and are still affecting the relationship. Here you may find troublesome thoughts that need upgrading to either line No. 3, to keep in line No. 4, or to downgrade to line No. 5.

Line No. 5: What troublesome thoughts are taken for granted by both of you that are already set up, accepted, and that do not require talking over? Here you may list things that have already been solved, or that do not need any discussion. They do not present a troublesome thought to either one of you.

Homework: Once this practice exercise is completed, put it aside and sleep on it for one or more nights. Then go back to it and see whether it needs any improvement, changing whatever needs to be changed. Once you have a final draft, you should make at least two copies, one for yourself and one for your counselor (or friend). Discuss your answers with your counselor (or another significant individual in your life) and change whatever needs to be changed on the basis of your discussion. Make three copies of your final draft.

Practice Exercise 4. Watch Your Language!

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to use language that will not be used against you as an excuse for your partner to use foul language. This is how he or she want to “hook” you, that is, to get you mad enough or upset enough to justify his or her abuse.

1. If you want to avoid getting upset whenever you talk with your partner, you need to remember that your partner is used to (and probably likes) having you upset, because then s/he is in control of the situation. Please write your reaction to this statement.
2. Do you need to set some guidelines on how you are going to behave whenever you talk with your partner? It would be good if your partner were to follow the same guidelines, but one cannot expect that much.
 - a. If your answer is yes, explain why.
 - b. If your answer is no, explain why.

3. To be in charge of yourself (and not of your partner, because no one can control others), you may need to avoid the seven deadly, abusive, and suicidal ways (errors, that is) of talking. These ways are so deadly that they will be called the “seven deadly errors.” They kill our sense of self-importance. You may need to memorize them, or to keep them in front of you while you talk with your partner, making sure you do not make these errors:

Deadly error No. 1: Using the “You” instead of the “I” or “We” pronouns. If and when you find yourself using the “You” pronoun, you are getting hooked to your partner and you are becoming abusive. Use the “I” or “We” pronoun when it is appropriate to use it, but avoid using “You.” If you do use it, you are starting to lose the most important part of yourself: your identity as a person and as a partner. This identity is expressed by our use of the pronoun “I.” Please write your comments on this guideline.

Deadly error No. 2: Avoid using and making general statements, such as “never” and “always.” If you find yourself saying, “You never ...” or “You always ...” you have already lost it! What are your reactions to this guideline?

Deadly error No. 3: Do not bring up the past, and when your partner does, say, “I cannot change the past mistakes I have made. However, I can change the present, what I am doing now, and what I plan to do for the future.” What are your reactions to this guideline?

Deadly error No. 4: Avoid reading your partner’s mind, telling him or her what she or he should or shouldn’t do, think, or feel. How would you like it if your partner reads your mind? When your partner does read your mind, answer, “I am responsible for what I do, say, think, and feel. You are responsible for what you do, say, think, and feel.” If your partner pushes the issue, remind him/her that you will not stand for any mind-reading. What do you feel about this guideline?

Deadly error No. 5: Do not use emotional blackmail or bribery, for instance: “If you do not do as I want, I will ...” Part of this blackmail is setting ultimatums, using sex as part of the blackmail. Please respond to this guideline.

Deadly error No. 6: Do not make up or use excuses to justify your behavior. If you goofed, you goofed; what else is new? Can you forgive yourself and accept that mistakes prove that we are human beings? If you wanted to be as perfect as your partner, an individual who makes no mistakes, you would have married someone else! When your partner starts making excuses for his/her behavior, say: “We cannot change the mistakes we have made in the past. However, we can learn from them, and try to avoid making them again.” What is your reaction to this guideline?

Deadly error No. 7: This pattern needs to be discovered from how you and your partner talk with each other. One of the most frequent and destructive patterns among related partners is distraction or use of irrelevant behavior (for instance, talking about the price of eggs in China) or computer-like reactions devoid of feelings. What is your reaction to this guideline?

4. Are there other deadly patterns that have not been covered by the guidelines above? Please write down a pattern not listed above.

Homework: If there are going to be meetings with your partner to talk things over, you must follow three other guidelines. If these guidelines are not followed, it is questionable whether any progress will be possible.

- a. Meetings with your partner need to be made by appointment, at least 24 h in advance. How does the rest of the world get things done? By appointment and by the written record. Why should we not follow the same practices used by everybody else in the world? What makes us think that intimate relationships should follow different practices than the rest of the world? Thus, through weekly meetings at a time that is mutually agreeable and through written records, partners may learn to work together. After you both have made up a list of issues, whatever they may be, both should rank them in order of importance, for instance, how we talk with each other about (1) money, (2) sex, (3) children, (4) in-laws, (5) friends, (6) work, etc. Divide these issues in terms of special interests. For instance, if one partner takes (1), (4), and (5), the other partner takes (2), (3), and (6). What are your reactions to the above guideline?
- b. During the next week and before the next meeting, you and your partner need to write down a proposal on how to solve or resolve each particular issue on your agenda. If possible, each partner should give three reasons for suggested solutions. At the next meeting, if there is one, partners should avoid talking as much as possible. Instead, they need to exchange their written proposals, add whatever new issues each may have thought of during the preceding week, and end the meeting, even if it lasts only a few minutes. Talking should be kept to the barest minimum. Both of you have done enough talking in the past; did it help? What are your reactions to the above statements?
- c. Keep a written record of what has been talked over in your meetings. The goals of this first meeting, of course, are to see whether the partner can understand and accept (1) your codependent's position; (2) working out an agenda, including issues that are important to both of you; and (3) working on solving those issues for the long haul by negotiating and problem solving together. It would be helpful if at this meeting both of you were to start listing the various troublesome thoughts facing you, such as (1) what rules of conduct should be followed with each other, like doing the opposite of the seven deadly sins; and (2) how both partners are going to work out these troublesome thoughts: by exploding at each other, by command, by instant decisions without prior discussion? Or, are they going to start working together by making regular weekly or biweekly appointments with each other? What are your reactions to the above?

Practice Exercise 5. Talking Things Over with Your Partner

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you learn to control yourself and start to control your life instead of giving controls to your partner.

1. An appointment with your partner should be made at least 24 h in advance, because one needs to discuss things that are important by appointment. In asking for an appointment, avoid making it look like an ambush and do not, under any conditions, give in to the partner's inevitable request for immediate explanations. You need to present a copy of your paper about drawing lines to the partner because you need his or her feedback. However, no immediate reaction is desired or needed. Allow time for your partner to read it in comfort (at least 24 h) and decide at what time both of you can get together to talk about it. Then, you must listen to the partner's reactions, assuming that they are positive, and write down whatever helpful suggestions s/he may make to improve clarifying drawing lines. What are your reactions to the above?
2. If the reaction you get is one of angry put-down, criticism, and negativity, talk about the destructive aspects of this behavior and express how you feel about it: "It makes me very unhappy (sad, desolate, hurt) to see that you do not approve of my efforts to improve our relationship." If your partner is not willing to sit down and talk at an agreed upon time, then s/he is failing to behave like a partner. However, your partner should not be allowed to control the relationship any more than you should. You need to keep cool and avoid reacting and escalating to your partner's provocation (remember the seven deadly errors listed above). What are your reactions to the above?
3. You need to learn setting boundaries and drawing lines with your partner. This learning means behaving as much as possible at your very best regardless of your partner's worst behavior. Just because your partner robs banks, does this behavior excuse you for robbing banks also? Setting boundaries means not getting "hooked" into the partner's provocations and setups. Your partner is just as involved in getting you to behave (like a "bitch" or like a "bastard") to prove to himself/herself that s/he is justified in behaving the way s/he does (like a bitch or like a bastard). In other words, your partner is set to make a "monster" out of you. S/he will do whatever s/he can to prove himself/herself right! S/he will push you to the limit. Once you explode, your partner will receive the greatest gift of all—s/he will be in control of the relationship! Will you allow him/her to control you and push you to the point of explosion? If and when you lose control, your partner has won! Very likely, that is the way s/he has learned to behave with his/her mother or father to have his or her own way. Why should s/he not do it with you? What are your reactions to the above?

4. If you start to set boundaries and draw lines, one can predict that your partner will escalate (push limits) immediately. S/he will not tolerate any change in the direction of self-assertion and initiative on your part. Your changing for the better will be extremely threatening to your partner. Consequently, you need to be very careful about how to go about drawing lines. Your partner will become very upset whenever you do something that is new, positive, and strong. One would hope that your partner may not escalate. However, if and when s/he does, and this suggestion does not work, one may need to go on to the next, more difficult lesson. What are your reactions to the above?
5. This practice exercise has consisted of discussion rather than step-by-step items. What are your reactions to the whole practice exercise?

Homework: Next week, go over the previous lessons and review what you have learned and applied and what you have not applied.

- a. What have learned and applied that worked for your and the relationship?
- b. What did you apply that did not work?
- c. Discuss your practice exercise and homework with your professional helper.

Practice Exercise 6. Dealing with Denials and Resistance to Change

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with the resistance to change that you will find in your partner. If you find resistance, it means that he or she is afraid of it, that is, “the devil I know is better than the devil I don’t know.”

1. If you are unable to get your partner to cooperate with any of the previous suggestions, asking for professional help as a couple may be an issue. This issue may come up at any time during your working on this practice exercise. Your partner typically will continue his/her denial and avoidance of change and confrontation, refusing to see a professional helper, and using all sorts of excuses, tricks, and rationalizations to support this avoidance, for instance:

Statement 1: “I am not crazy and I don’t need any help (or a crazy doctor).”

Answer: “Being in trouble does not mean being crazy, it means being human.”

Statement 2: “Those guys need to be crazy to work in that field.”

Answer: "It may take one to cure one!" Finding targets outside of the self is another form of distraction, among the many.

Statement 3. "I knew someone who did go and it did not help a bit."

Answer: "How about the flip side of this statement, those who have been helped?" Is your partner strong enough to ask for help? It takes strong people to ask for help. He or she must feel very weak and vulnerable to use denial and resisting change in his or her life.

Statement 4: "All they are interested in is money."

Answer: "A professional should work for charity? Why?" Again, this is another form of distraction that focuses on something that has nothing to do with wanting help, like the price of eggs in China!

Statement 5: "I don't need any help from anybody. I know better than anybody else."

Answer: "How does anything, including your car, fix itself without help from outside? Does your car fix itself? How are we human being different from other physical things?" Can we fix ourselves or our relationships by ourselves? Where is the evidence?

Statement 6: "What could those guys tell me that I don't know already."

Answer: "Of course, s/he knows better! Who is going to tell him/her anything? Knowing something is one thing, changing it is another. You may know your car needs fixing, but that does not tell you how to fix it."

Statement 7. "I knew somebody who went to see one of those head doctors (or shrinks!) and they put him/her in the hospital for life."

Answer: Your partner may have forgotten that that somebody had such a serious breakdown (and probably delayed getting professional help) that it was impossible for that individual to return to society.

Statement 8. "I can quit (name of addiction or habit) anytime I want if I really put my mind to it."

Answer: When is the last time s/he quit?

Statement 9. "You need to go, because if it wasn't for you I would be OK."

Answer: This is another way to avoid responsibility, by shoving it outside of the self and on the closest target, you!

Statement 10. "I wouldn't get anything out of it."

Answer: How would s/he know if this route was never tried?

Statement 11. "It's too expensive."

Answer: If one really wants help, it can be gotten almost anywhere. Where there is a will there is a way. If there is no will, there is no way. Furthermore, the addiction is more expensive than anything else.

Statement 12. Write your partner's excuse (defense) that is different from any of the above.

Answer: Think of an appropriate answer and write it below.

2. If you try to talk over the self-destructive nature of these excuses, you need to remember that all of them show only one thing, and that is a tremendous fear of the unknown and of breaking down, possibly going “crazy,” and losing control. All of these excuses come from a strong sense of helplessness that your partner (and you!) may not want to admit. Seeing professional help as a negative is part of the process of denial that controls the life of most addicted or abusive individuals. What is your reaction to the above?

3. Throughout this program, and at any point within it, it is important for you to learn how to cope nonreactively but not passively to the inevitable ambushes and attacks from your partner. To avoid getting “hooked” into your partner, you need to develop a written plan on how s/he will behave when your partner attacks you. An example of such a plan is found in the list below. In spite of this plan, you may fail to maintain a nonreactive stance in front of the onslaught of abusive and manipulative behavior from your partner. Remember s/he wants to see you upset and lose control of yourself! Reaching a nonreactive level is especially important in trying to implement the next step in this program. Remembering and applying suggestions made in this list may be helpful. These suggestions are given to help you get “unhooked” from your partner, whenever s/he is trying to draw you out, by pushing your button, so to speak, and trying to get you to lose control of yourself.

How to Avoid Getting “Hooked” into Provocations by Partner

1. Avoid using the seven suicidal and homicidal patterns: (1) blaming (“You always...You never...”); (2) bringing up the past; (3) mind-reading; (4) ultimatums; (5) threats; (6) blackmail or bribery; and (7) distracting or computing.

2. Instead, use all the opposite patterns consistently: (1) use pronoun “I” or “We” only; (2) stay in the present; (3) deal with what it is said or done in front of your eyes; (4) suggest possible consequences of destructive behavior; (5) use natural, real consequences of what *will* happen and not what *could* happen; (6) be mindful that even unconditional love has limits on the behavior (i.e., we can love a person but we do not like what s/he is doing); (7) stay on the topic of discussion and make sure it is important and relevant to the relationship.
3. Respond to the feelings rather than to the behavior. For instance, reflect the feelings of hurt, helplessness, and frustration that your partner may experience even if he or she denies them.
4. Rather than react in kind, muse on what would happen if you were to indulge in the same behavior. For instance: “If I were to bring up the past, we would be both unable to deal with the present, even if the present is even worse than the past.”
5. Consider alternatives in how to respond by asking for more information and suggesting possible solutions, even if the solutions are rejected. In that case, comment to the effect that “I guess that the only solution possible is for me to lose and for you to win. I wonder whether we can ever win together. I guess that’s too much to ask.”
6. When he or she asks “hooking” questions, designed to upset the codependent, make her or him lose control; if you do not how to answer, say, “I will have to think about it before I give you an answer,” or “I am not ready to give you an answer right now, so let me sleep on it,” or “I doubt I can come up with a helpful answer when I am upset. Let me calm down and I’ll get back to you.”
7. When your partner accuses or criticizes you, avoid defending yourself; instead say, “You may be right about that,” or “I am not perfect and I am entitled to make mistakes.”
8. When the attack goes on, suggest the following: “Since we are both upset, wouldn’t it be better if we stop this discussion and postpone it until we have both calmed down?” or “I do not think well when I am under attack, please give me a break,” or “I really need some time to think about what you said. If you’ll excuse me, I’ll go for a walk.”
9. When an ambush is sudden and unexpected, excuse yourself to go to the bathroom. While there, review possible strategies to use, without reacting or overreacting as your partner wants you to do. Your overreaction will give him or her more ammunition to avoid confrontation, and, therefore, power.

10. If all of the previous strategies fail, and you are at the point of “losing it,” get on the phone and call your doctor (therapist, minister, friends, relatives) for support and suggestions.
11. Make it clear that you will not stand for any verbal or physical abuse: “That is completely unacceptable.”
12. If there is a threat or danger to you in the form of physical abuse, leave the house immediately. Do not come back until you are sure that you are perfectly safe and that no harm will come to you. If promises are made to make you come back, make sure that these promises are made in writing and in front of a witness.

4. Which of these suggestions has been helpful for you and how?

5. Which suggestions were useless to you in dealing with your partner?

Homework: Expect to make mistakes, to fall down, to fall for your partner’s provocations, to lose your cool, and “lose it.” This is a process that needs to be experienced little by little. There are not going to be giant steps, only small ones. What is your reaction to this statement? Discuss this practice exercise and your reactions with your professional helper.

Practice Exercise 7. Writing a Bill of Rights for Overdependency

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to learn and practice writing a Bill of Rights for yourself to learn to protect yourself and to learn to control your life.

1. Writing a Bill of Rights is a process rather than a task to be accomplished in a few easy lessons. It will take some time to complete this process. It needs to be broken down into three separate steps: (a) learning to write a Bill of Rights; (b) introducing it to the partner; and (c) learning to deal with the consequences of attempting to change a rather entrenched and rigid relationship.

2. Learning how: Writing a Bill of Rights is based on one single principle, the same principle of boundaries discussed under the previous lesson of drawing lines. Write down various areas of troublesome thought to you, that is, behaviors about which you have not been able to draw lines in the past. After you have identified these behaviors, and it may take some time for you to do so, write down how you plan and intend to behave in relation to those behaviors. Whatever the behavior you choose, it should follow the rule of three presented in an earlier exercise. You need to think of three positive, relevant, and realistic reasons for the new behavior. An example of a Bill of Rights written by a codependent individual, the wife of the alcoholic, is shown in the table below:

Example of a Bill of Rights for Codependent or Overly Dependent Relationships

- A. I will not allow myself to
 1. ARGUE when my partner has been drinking (or is angry, upset, strung out, etc.), because
 - a. When I argue, it causes me to become defensive and to justify myself
 - b. Arguments when we are upset accomplish absolutely nothing
 - c. Arguments cause me to become sad and/or mad
 - d. During arguments we say things we regret later
 2. BE PUT DOWN and be abused verbally or otherwise, because
 - a. I am human and I am entitled to make mistakes
 - b. Put-downs cause me to become defensive. I do not need to defend myself. I am a responsible, caring, and loving individual
 - c. I cannot use put downs. They do not give me any helpful information about me or anybody else. However, I can use support and guidance if this is a reciprocal process and my support and guidance are listened to
 - d. Put-downs cause me to become sad and/or mad, and lose control of myself, and I do not like myself when I lose control of myself, even when my partner provokes it
 3. ACCEPT more than my share of responsibilities, because
 - a. Eventually, I would become resentful and angry
 - b. Then I feel used and abused
 - c. It would increase the stress I am under
 - d. I already have more responsibilities than I can handle. The more responsibilities I have taken on in the past, the greater the chances of my having been criticized, put-down, and abused. Therefore, I shall only assume responsibilities that enhance me and that will not debase my partner and my relationships with him or her
 - e. If I accept more than my share of responsibilities, I would not have energy and time left for myself first and others second
 4. "HOLD IN" my emotions, because
 - a. I could become physically sick
 - b. I am entitled to express my feelings, provided I do not put anybody else down

- c. If I hold my feelings in, I could “build them up” to the point of a “blow-up”
 - d. Expressing my feelings lets other people know that my feelings are important, because they are *my* feelings, and I am important
 - e. Feelings are to be discussed with those I love and who love me. If someone does not care about my feelings, maybe they do not care about me
 - f. Sharing my feelings with those I love will give them a chance to discuss their feelings with me also
 - g. Sharing my feelings will help people I love learn to know me better and appreciate me for what I am – an important person
- B. I will not allow anybody to
- 1. Keep me from doing the positive things I enjoy doing, because
 - a. I deserve some enjoyment out of life
 - b. My family is part of my life. I enjoy being with them and I should be able to spend time with them, without feeling guilty
 - c. It makes me happy and content to do things I enjoy, including doing absolutely nothing! (I am important even when I am doing nothing)
 - 3. You do not have to follow this example to the letter. You can and should write a Bill of Rights that applies specifically to you and to no one else. However, this example can be used as a model to improve on. Go over several drafts, paying special attention to the use of language. For instance, you need to avoid accusations, put-downs, and name calling. Use the “I” position, referring to your thoughts and feelings and not attempting to read your partner’s mind nor making negative comments about him/her, avoiding the use of the seven deadly errors from a previous lesson. Complaints should be kept strictly to the behavior and not to the person. This Bill of Rights is to be written for how you are going to behave, not about how your partner is going to behave. You cannot control your partner’s behavior, you can only learn to control yours. Give up fantasies or hopes that you are going to change your partner. Concentrating instead on how you are going to change. Comment on the above statements.

Homework: There is another important step that needs to be undertaken here. If you look up most of the points made in the table above, you will readily see that all of these points are written in a negative fashion, *what* the codependent will allow herself/himself *not to do*. You need to stress the flip side of this negativity, giving support and permission to think about *what to do positively*. Thus, for each negative point on the table above, think of some positive behavior you want to start. Again write down at least three reasons why you want and need to do it. Think of the rule of three: (a) Are you doing what you want to do? (b) Are you doing what you need to do? (c) Are you doing what you wish or like to do? Does it hurt anyone else? Why? After a reasonable document has been completed, with various drafts and revisions, make three copies, one for you, one for your partner, and one for your records or a friend or your counselor (therapist). Write down whatever has happened throughout this process.

Practice Exercise 8. Presenting the Bill of Rights to your Partner

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to confront your partner with your Bill of Rights. Expect a tremendously negative reaction with putdowns of you, of whatever you have written, and whoever suggested it

1. This step is not as easy as it may seem at first glance. You might become anxious, wondering fearfully about your partner's reactions, and perhaps thinking that this Bill of Rights should not be shown at all. This is an option that is still open to you. You do not need to show this document. You can keep it to yourself and act accordingly. However, you must have at least three good reasons for choosing this course of *no action*.

Reason a

Reason b

Reason c

2. Think of at least three good reasons for presenting your Bill of Rights to your partner.

Reason a

Reason b

Reason c

3. If you choose to show your partner your Bill of Rights, be prepared to receive a predictably angry, if not explosive, reaction. Thus, it may help to put an introduction at the top of the page, such as: "I know that this paper is going to upset you a great deal. However, it is important for me to learn to control myself, regardless of how you behave. Go ahead and respond the way you usually do (get mad, stamp your feet, holler, have a temper tantrum, etc.). After you have finished, I would like to set a time (at least 24 h from now) to discuss this paper with you, if you are interested in our welfare and in our relationship." Please comment on the above:

4. In case you have written down different reasons, we need to stress the purpose of presenting your Bill of Rights to your partner. There are at least three reasons for doing it: (a) you need to make a strong statement about being an independent human being in charge of herself or himself; (b) your partner needs to know that you (1) no longer want to behave like a doormat, (2) have a will of your own, (3) are interested in making things better for yourself, and (4) no one can win at your expense, unless you let them, nor do you want to win at your partner's expense. You both need to win. If one wins, you both win. If one loses, you both lose. Presenting the Bill of Rights is the first step in the process of learning how to win, preferably for *both* partners. Please comment on the above.

5. Keep in mind, however, that your partner wants to “win” and see you lose by losing your control. Please comment:

6. There is another and most important reason for presenting the Bill of Rights: to start a dialogue between you two that will lead to a helpful outcome. What would this helpful outcome consist of? That outcome cannot be predicted at this point of the program because it depends on so many factors. One successful outcome, for instance, would be for both of you to come up with a conjugal contract that would direct both of you to work as real partners, and not as enemies. This contract must be in writing, to avoid distortions and deletions (forgetting, misunderstanding, etc.). Thus, the major reason for presenting a Bill of Rights is to have both partners start talking with each other as friends and not as adversaries. Please comment:

7. If you let your partner get into an argument with you right then and there, when the paper is presented, then the whole purpose of writing this Bill of Rights is lost. You must be very clear and firm that you want your partner to read this paper first and then think about it before discussing it: “I want you to have time to think it through.” You may need to practice not allowing your partner to bully or bulldoze you into an instant replay of past fights: “I am not ready to discuss it now. We will need to talk about it whenever we are both calm.” If the partner persists or goes off half cocked, you may need to walk out of the room, or if necessary leave the house. At worst, if the partner becomes violent or abusive, one should call the police. Please comment:

8. The issue here is one of control: who controls whom? If you lose your cool because of your partner’s inevitable and predictable provocations (verbal and physical abuse, put-downs, blames, accusations, criticisms, etc.), you are giving

up control of the situation. That is what your partner wants the most, namely, to have you at his/her beck and call, to dominate, manipulate, and bully you at will. If you give up the time of the stated appointment and give in, by responding immediately to provocation, on the spot, when a copy of the Bill of Rights is given, control is lost on both sides. Both of you must negotiate when and where you will have the proposed meeting. The time and place may be negotiable. However, having a meeting is not negotiable. You need to watch out, because after the meeting has been set, your partner may try other tricks to get you to lose your cool. Please comment:

Homework: This is a very crucial time that may make or break anything that you have been trying to do. Your partner cannot stand your becoming more detached, more in control of situations, and more “reasonable” instead of being what often-times you may have been accused of being, and that is volatile, capricious, and “irrational,” or even worse. If you are no longer reacting to your partner as s/he wants you to, this change may be very frightening for both. Your partner may try anything, including threats of suicide and/or murder, for you to go back to the way you were. Under these circumstances, you must set clear, firm, and nonnegotiable limits: “I am sorry, but I am not ready to talk about it now. I am too upset to think rationally. Let’s set a time for us to talk about it calmly.” You may need to refer to behaviors suggested in earlier practice exercises.

Practice Exercise 9. Holding a Meeting Together

Name _____ Sex _____ Date _____

If you have reached this stage in your relationship, you and your partner are doing great. The purpose of this practice exercise is to try to discuss issues like adults, with a plan, rather than like children, with no plan.

1. If and when you both meet, you must be prepared accordingly. The first step to maintain control is to write down what is going on between you two on a pad of paper. Even better, you could use a tape recorder (“My memory plays tricks on me, and I want to be sure I record everything we say.”). Why record what is going on at this meeting? For three reasons: (a) to help you keep your cool and in control of yourself; (b) memory, especially during critical situations, plays tricks on us, we tend to forget, distort, and delete whatever might have been said; and (c) writing or tape recording starts a record that needs to be kept for future meetings (if there are going to be others!). This record will allow both

of you to go back and see whether any change or improvement has taken place over time. Please comment:

2. In addition, a time limit for this meeting must be set, preferably no longer than 1 h. The kitchen timer should be set for 1 h and this limit should be kept, in spite of the partner also pushing these time limits, like everything else. If these time limits are not kept, control is lost. Instead of running over, a time for another meeting should be set, at least 24 h later. Why should this limit be set beforehand? For three reasons: (a) time limits are a form of control, and we achieve control by setting clear space (where you are meeting) and time (when and how long) boundaries; (b) if you go beyond the preset time, you will start losing controls and boundaries; consequently, this meeting would deteriorate into a shouting match or a fight, an outcome we do not suggest or support; (c) not much might be settled in 1 h; however, you both will need to set a weekly “relationship hour” on a preset, agreed-upon basis. The written or recorded record will allow the therapist to follow what areas in the relationship need improvement. Please comment:

Practice Exercise 10. Problem Solving Together (If Possible!)

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to practice problem solving about your troublesome thoughts together. This is a very hard step to accomplish. However, if you and your partner have reached this stage, you both are doing extremely well.

1. Issues between you two are not going to be solved by arguing. If either one of you loses control, the meeting should end immediately, but a time for a future appointment should be agreed upon (“We are not ready to solve troublesome thoughts when we are upset. We can negotiate only when we are calm and have thought through how to solve troublesome thoughts.”). Please comment:

2. During the next week, each of you should look over the other partner's suggested proposals for solutions. Each should write down whatever pro's and cons they see in this proposal. On the basis of these criticisms (not insults!), a counterproposal should be written. These counterproposals should be presented at the next meeting and exchanged. The partners should look these proposals over and decide whether they are now ready to write down a final solution that would be acceptable to both of them. For instance, let's take one single issue first:

Troublesome thoughts: How should we treat each other and solve problems together?

Goals: (a) to treat each other with the utmost respect and care, (b) to assert each other's importance, (c) to enhance each other and our relationship; (d) to work as partners and not as enemies.

Proposed solutions: (a) to meet regularly at preset, clearly stated times; (b) to keep most of our discussions in written form, to avoid distortions and deletions and our getting more upset, as we have done in the past; (c) to avoid using the suicidal seven errors listed above, relying instead on their opposites; (d) to end our meetings when we become upset; and (e) set another meeting at our earliest convenient time, 24 h after this meeting. Please comment:

Homework: During the coming week, follow the same process for each point, that is: (a) definition of problem areas; (b) how each of you feels about the problem; (c) set goal(s) to achieve in that area; and (d) proposed solutions. The resulting paper may be your final contract. Allow 3 months to see how this contract is working or not working and what changes are needed to improve it. Remember that if you want to achieve your goals you need to solve problem through the written word. If you rely mainly or only on the spoken word, you are going to lose control of yourselves and of your relationship.

Practice Exercise 11. Going on Strike

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to teach you how to give up doing anything for anybody, something that goes against what you have done all your life, thinking more of others than of yourself. It is time that you start thinking about yourself and not about others. Taking care of oneself is a full-time job. At this time in your life you do not need to care of anybody else but yourself.

1. If whatever has been suggested above does not work, you may need to work toward the very last step in the process of possible change, and that is, going on strike. Going on strike may well be the most difficult thing you have ever done in your life. It requires you to give up being the overresponsible, overnurturing, overcompetent, and overcaring person you wanted to be all along. Does not your sense of importance stem from what you do – cooking, cleaning, washing, driving, buying, and working for the benefit of everybody (especially your partner) except yourself! Now you are being asked to quit doing everything. Very likely, you will not be able to do it right off the bat. You may be as addicted to chores and responsibilities as your partner is addicted to something else. Before you go on strike, you need to consider if you are willing to do it as a last resort. Write down at least three reasons why you would be better off going on strike than to keep things as they are.

Reason a

Reason b

Reason c

2. Write down what would happen if you did not do something to change the relationship.

3. Going on strike is new, positive, and powerfully change-producing. By going on strike you are telling anyone who cares that (a) you are important, (b) you want change for the better, and (c) you are willing to work for it. Going on strike may not be the best term to call what you need to do. For instance, you may choose to call it “having a nervous breakdown” instead of going on strike, as a way of telling your partner and the rest of your family about your inability

to take care of all of them as you have done in the past (“I am at the end of my rope and I cannot cope any more. Either I just care for myself or I may need to go to a hospital.”). Please comment:

4. What are the goals of going on strike? As usual, you must have at least three reasons for doing it: (a) to bring attention to a problem, that is, (1) lack of change in the relationship, (2) being taken for granted, (3) being treated as not unimportant, (4) assuming too much responsibility, etc.; (b) to make your partner (or the rest of the family) understand that without talking things over, that is, without cooperation in efforts to change, the relationship is doomed; (c) to bring your partner to the table and start putting some order in the relationship through problem solving. Without talking things over, there is no hope that things will change for the better. Please comment:

5. Think through why and how you are going to do it, planning it step by step. Expect a strong and usually negative reaction from everybody in the family, especially your partner. For once, a family member, that is, you, is now acting instead of just talking! Once your partner or your family is assembled together, after a 24-h notice has been given, announce your decision to quit doing anything for anybody else, since doing for everybody thus far has not brought about any change. Keep a pad of paper and write down the answers of your partner or other family members. Your partner and other family members will not like what you propose to do (or not do!). They will have to think about what they are going to do to eat, to get things washed, to take care of the house, to buy whatever is needed in the home, etc. You might give your partner or family options: “Would you like me to go to bed or would you like for me to go to a motel?” or “Would you like me to have a nervous breakdown at home or should I wait until things are so bad that I will need to go to the hospital?” Please comment:

6. If you choose to stay home, it should be made clear that you will not play the part of consultant, telling your partner and other family members what they have to do and how they have to do it. Act as if you were sick, letting them find out how to deal with all these issues by themselves. Once the announcement about what is going to happen is made, you must follow this path, unless it becomes a useless threat. Write down your partner's and family members' reactions, reading your notes afterwards to see whether anything new has been learned. Avoid getting into any arguments with any of your family members and especially your partner. If you get into an argument, you are again going to lose control. Please comment:

7. If going on strike works, go back to the Bill of Rights steps. If it does not work, you may need to see a lawyer! If seeing an attorney works (and it may not), one may keep in mind that marriage is slavery when the possibility of divorce does not exist. Before seeking a divorce, however, ask yourself if you have changed enough, feeling proud and pleased of yourself, to warrant taking this final step. Please comment:

Homework: If going on strike works, in addition to learning to talk things over, go on to the next practice exercise and do both, talking things over and joining other people who are in the same trouble as you are.

Practice Exercise 12. Forming or Joining a Study or Support Group

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to start taking leadership steps to make a life for yourself separate from your partner.

1. You may invite your partner to take active participation in such a course. Now you need to make up your mind as to whether you want to join a support group or a study group. Examples of support groups are Alcoholic Anonymous, Adult Children of Alcoholics (ACOA), Al-Anon if the troublesome thought is alcohol, Nar-Anon or Narateen if the troublesome thought is drug abuse, Gamblers Anonymous if the troublesome thought is gambling, Codependents of Sexual Addictions, or groups that focus on domestic violence, or sexual or

physical abuse. Check the phone book or Internet or ask your friends, clergyman, physician, or lawyer for where you would find such a support group. These groups may not give you skills but may help you find enough confidence in yourself to take more steps to advance yourself. Please comment:

2. Study groups focus on learning self-help skills. There are a great many courses and study groups on many topics, such as parenting, marital fitness, relationship enhancement, etc. Some of these courses are formal and some are informal. Especially in large metropolitan areas, there are courses and workshops on marital and parental relationships. Usually these courses include some practical “hands-on” experiential, not book-based, training between partners or with their children. Most universities have faculty members who are qualified and eager to give these courses. Search and ask. Doing nothing is not going to change anything. Please comment:

3. If you cannot find any support or study group, then start a support group by asking around and checking how many people there are in the neighborhood, church, community, etc. who have the same troublesome thought as you do. This task means getting on the phone and calling potential study group members by passing the word around with friends and acquaintances. If you do start a study/support group, make sure that whoever joins is committed to coming at a regular time and for a definite number of sessions. Before starting this group, write down a tentative outline of topics or subjects that might be of interest and of use to the group. During the first session of the group, set specific times and durations for weekly, biweekly, or monthly meetings. Let the group decide about the number of meetings you are going to have. Work out a specific agenda of topics the group needs to follow. Even though you may be the founder of the group, do not take responsibility for the whole process. Each member of the study group is responsible for leading at least one session of the series, deciding on topics to be discussed beforehand, and distributing phone numbers so that each member of the group can get in touch with the others. Please comment:

Homework: Another approach is to ask your church's director of education or other church members about organizing such a study group. Or you may be able to do start such a study group with coworkers with a supervisor's approval and/or assistance.

Practice Exercise 13. Conclusion (Optional)

Name_____Sex_____Date_____

This practice exercise gives some suggestions on how you can reach a higher level of functioning. Comment with your reactions to any or all the points made below.

1. Very likely, obtaining this higher level of functioning may destroy your relationship.
2. Your partner may not be able to tolerate change for the better.
3. How can s/he cope without an always available partner, a caring friend, a sex object, a purchasing agent, etc.?
4. While any changes you may have made for the betterment of the relationship may motivate your partner to do better, such changes may possibly produce a deterioration in your partner, and, possibly, in the relationship.
5. Improving yourself may incur the risk of possibly losing your partner.
6. Is change worth that kind of price?
7. Some people are so afraid of losing their partners that they prefer to stay the same and avoid changing just to please the other, to avoid conflict, or "for the children's sake."
8. Other people feel that the financial security they enjoy is too valuable to jeopardize it in any way.
9. If that is the price you want to pay, to be stepped on and demeaned every day, you can continue doing what you have been doing all along.
10. Avoid changing for the better, and do not apply any of the suggestions made in this practice exercise.
11. What did you get out of this practice exercise? Please comment:

Sexual Abuse

The purpose of this practice exercise is to help victims of sexual abuse come to terms and deal with their past hurts in this painful area of their lives.

Practice Exercise 1. Acknowledgment of the Problem

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you remember hurts related to your past sexual abuse.

1. When did you first begin to face that you had a problem? Describe in detail how this realization took place.

2. What did the abuse consist of?

- a. What was the nature of the abuse (what was done to you)?

- b. Where did it take place?

- c. Who was the abuser or abusers?

d. How long did it last?

e. How old were you?

3. Most of us tend to deny painful or hurtful experience. How did you deal with your experience of abuse over the years? Explain in terms of years.

a. While the abuse was going on:

b. After the abuse stopped:

c. Immediately after the abuse:

d. How long did it take for you to face the abuse after it stopped?

e. Later on, months or years after the abuse:

4. Once you began to face these abuses, what did you do? Write in detail.

5. How and how much did this abuse influence you?

6. What did you do to cope with the abuse?

7. What did the abuser say to you to keep you from talking about it to anybody else?

8. What did the abuser(s) tell you during and after the abuse took place?

9. Any other comment that you think is important for you to write down at this point:

Homework: During the coming week, make sure you seat down in a safe place, as free as possible from distractions and interruptions, and write for 15 minute a day for at least 4 days and more (possibly or preferably at a preset time), about all the hurts that you have experienced from this abuse, including those you never discussed with anybody. Discuss your notes about past hurts with whoever is working with you on this practice exercise.

Practice Exercise 2. Awareness of Feelings About Past Abuse

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to make sure that you let go of all the past hurts related to your abuse. Very likely these memories are so painful that you would like to avoid dealing with them. Avoiding remembering them, however, will not help you get rid of them. We need to approach and face them squarely because you have avoided these memories and they are still controlling if not dominating you. Let's see if we can get rid of them.

Remembering painful memories is always very hard. However, to keep all of those painful memories all stored up inside of you is even more painful in the long run. What do you think about this issue? Do you want to get it out of yourself or do you want to keep it and let it fester inside of you? Please answer one way or another. If writing about painful memories is too hard for you, you can skip this practice exercise and come back to it when you feel more comfortable about it.

1. How did you feel while this experience was taking place?

2. How did you feel afterwards?

3. How did you feel after the abuse stopped (if ever)?

4. How do you feel about it now?

5. How did you feel about yourself as a child?

6. How did you feel about yourself as a person?

7. How did you feel about yourself as a (wo)man?

8. How do you feel now about the abuser?

Homework: During the coming week, allow yourself to experience all the painful feelings that may come to you. You do not need to be afraid of these feelings. We need to face them in order to get rid (if we can) of them. It would be helpful if you wrote down these feelings anytime they came to mind. Discuss your notes with whoever is working with you on this practice exercise.

Practice Exercise 3. Flashbacks from Past Experience

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with flashbacks from your experience of past abuse.

1. Did you ever have any flashbacks of this experience? If so, write about them:

a. When did you experience your first flashback?

b. What happen to make you remember what happened in the past?

c. How often did you experience these flashbacks?

d. How long did each flashback last?

e. How intense was each flashback?

2. What kind of relationship did you keep with the abuser(s)?

3. How do you feel about the abuser(s) now?

4. What would you like to see happen to your abuser(s)?

5. Any other comments relating to your remembering the abuse:

Homework: During the coming week, as soon as you experience a flashback, make sure to write the time and place it came to you and whether there was anything about your surroundings that brought it about. Wait until you have made an appointment time beforehand to write about that flashback in greater detail. Do not write about the flashback when it happens, because if you do, the flashbacks will start to control you. If you want to learn to control your flashbacks, you need to write about them by appointment only.

Practice Exercise 4. Sharing Feelings and Experiences with Trusted People

Name_____Sex____Date_____

The purpose of this practice exercise is to help you learn how to discuss painful feelings and experiences with people you love and who love you.

1. Discussing experiences of this kind may be even more painful than recalling them. On the other hand, if we do not discuss painful experiences with people we love and trust, then we do not make it possible for them to do the same with us. The result is isolation and lack of trust and eventually of intimacy. How can others trust us if we do not trust them? If intimacy means discussing hurts, then we can achieve it if and when we show our trust by discussing our hurts with selected others. What do you think about the above statement? Have you ever discussed your abuse with anyone? Write what happened:

2. With whom? List the people with whom you have discussed this experience.

3. What happened when you told of your experience?

4. Would you be willing to discuss this experience with someone you trust now?

5. Who would you choose and why?

6. Who would be your first choice?

7. Who would be your second choice?

Homework: If you are still fearful of discussing your feelings and experiences with anyone, think about writing a letter where you discuss these feelings and experiences with someone you love and who loves you. Talk it over with whoever is helping you with his practice exercise; discuss whether and why you could mail this letter to more than one person.

Practice Exercise 5. Acceptance of Self and of Others

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to allow you to accept yourself and selected others unconditionally, without any requirements for performance, production, perfection, or problem solving.

1. There is always the danger that a person who has been abused may think of herself or himself as “soiled,” “dirty,” “shameful,” and therefore not worthy of love from self or from others. Write what your experience has done to your self-esteem and self-confidence.

2. The act of sexual abuse in and of itself means that you were not important and that the abuser's immediate pleasure was more important than your pain. Your pain was never considered in the act. If your pain was unimportant, then you as a person may also be unimportant. How do you react to this statement?

3. What can be done to restore your acceptance of yourself as an important person?

4. Since the abuser did not think that you were very important, then perhaps you must have concluded that you were not important. You might have left to the abuser to define your own sense of importance. Did you do this, and should you continue to give the abuser so much power to define you?

5. Who is ultimately responsible for defining you and what kind of person you are?

6. Why?

7. Any other thoughts that you may have about the above issues:

Homework: During the coming week, think and write about how you are the one that defines how important you are to yourself and to those you love and who love you. Discuss your thoughts with whoever is helping you with this practice exercise.

Practice Exercise 6. Realizing How Much the Abuse Influenced the Self

Name_____ Sex____ Date_____

The purpose of this practice exercise is to help you realize how much you let the abuse influence and affect who you are and what you do.

1. How did the experience of abuse influence you?

a. Emotionally:

b. Intellectually:

c. Interpersonally:

d. Sexually:

e. In intimate relationships:

f. In any other respects:

2. How did this experience influence the reactions of others towards you?

Homework: During the coming week, think about how much you let the abuse influence you and determine how you feel about yourself and others. Write down whatever thoughts come into your mind and discuss them with your professional helper.

Practice Exercise 7. Understanding Why Abusers Abuse

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you make sense of why abusers abuse.

1. We do not want to excuse or condone whatever abuse took place in your life. The abuse is unforgivable. We may need, however, to understand why the abuser took advantage of you. Among the various possibilities there are the following:
 - a. The abuser did not know any better.
 - b. The abuser was after pleasure for himself or herself regardless of what harm resulted to others.
 - c. The abuser sought closeness and love in the only way he or she knew how.
 - d. This was the only way the abuser knew how to get pleasure and closeness.
 - e. Write about other possibilities that may come to mind:

2. Which of these possibilities make sense to you and why?

3. Very likely it will be impossible for you to forget this painful experience. However, will it be possible for you to forgive the abuser?

- a. Why should you?

- b. How would you?

- c. Can you?

- d. Why not?

4. List the pros and cons of not forgiving. What will happen to you and to your sense of importance if you do not forgive?

5. What does forgiveness mean to you?

6. Could you consider the possibility that one way to define forgiveness is to give up expecting perfection from others as well as ourselves? How do you feel about this definition?

Homework: You may not want to forgive your abuser just right now. However, during the coming week think and write some more about the pros and cons of forgiveness in terms of your well-being rather than the well-being of the abuser?

Practice Exercise 8. Learning and Integrating Experiences

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you put together all the pieces from the past and present that will allow you to go on and enjoy life rather than just surviving.

1. What did you learn from working on this practice exercise?

2. What did you learn from working on this practice exercise with the help of a group of other survivors of sexual abuse?

3. What did you learn from relating to your professional helper?

4. What did you learn from others? Was anyone more helpful than the others?

5. How did you put together this experience?

6. What has this work meant to you?

Homework: How can you go on living in better and better ways? Write down the concrete and specific plans you may have to ensure that your past experience and all the work you have put into changing yourself and on this practice exercise will multiply for yourself and those who love you. Discuss your notes with your group or your professional helper, if you have one.

Psychological Problems

The purpose of this practice exercise is to help you learn to control your psychological problems rather than having them control you.

Practice Exercise 1. Defining Psychological Problems

Name_____Sex____Date_____

The purpose of this practice exercise is to define psychological problems as you understand them. There are many definitions of psychological problems, and it is important that you define them as you see them

1. What do psychological problems mean to you?

2. In case you do not know, below there is a list of psychological problems. Explain what each sign means to you, and give two examples of how each sign applies to you.<COMP: Please set the sentences and dotted lines under heading “Signs of Psychological Problems and Definitions” and Examples 1 AND 2 under heading “Examples” SHOULD BE ALIGNED equally in 2 columns as in sample book.>

<i>Signs of Psychological Problems and Definitions</i>	<i>Examples</i>
a. Delusions	Example 1
	Example 2
b. Hallucinations	Example 1
	Example 2
c. Disorganized speech	Example 1
	Example 2
d. Grossly disorganized behavior	Example 1
	Example 2

e. Inability to express feelings and emotions

Example 1 _____

Example 2 _____

f. Work disturbances

Example 1 _____

Example 2 _____

g. Social disturbances

Example 1 _____

Example 2 _____

h. Educational disturbances

Example 1 _____

Example 2 _____

i. Disturbances in self-care

Example 1 _____

Example 2 _____

j. Preoccupation with one or more delusions (to the exclusion of reality)

Example 1 _____

Example 2 _____

k. Inability to move or talk (maintenance of a rigid posture)

Example 1 _____

Example 2 _____

l. Excessive motor activity

Example 1 _____

Example 2 _____

m. Extreme negativism

Example 1 _____

Example 2 _____

n. Lack of motivation	Example 1
	Example 2
o. Resistance to authority	Example 1
	Example 2
p. Peculiarities in thinking	Example 1
	Example 2
q. Bizarre (strange) postures or prominent mannerisms	Example 1
	Example 2
r. Repeating what other people say	Example 1
	Example 2
s. Repeating what other people do	Example 1
	Example 2
t. Confusion in thinking	Example 1
	Example 2
u. Confusion in reality testing	Example 1
	Example 2
v. Confusion in behavior	Example 1
	Example 2

w. Thinking that another person is in love with you	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Loving someone at a distance (writing love letters to someone)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. Fear of being followed	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. Stalking someone	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
aa. Thinking someone or some organization has it in for you	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
bb. Thinking you are a very powerful person, like God, Jesus, or the Virgin Mary	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
cc. Thinking your partner is unfaithful to you without evidence	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
dd. Imaginary health problems	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
ee. Inability to deal with feelings and emotions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

ff. A sign not included in the list above (write what it is): Example 1 _____

 _____ Example 2 _____

gg. A sign not included in the list above (write what it is): Example 1 _____

 _____ Example 2 _____

3. After you have defined these signs of psychological problems, rank them according to how closely each of them applies to you. Rank-order the most applicable to you with No. 1. Rank-order the second most applicable with No. 2, and so on; mark as N/A the signs that are not applicable to you.

<i>Signs of Severe Troublesome thoughts</i>		<i>Signs of Severe Troublesome thoughts</i>	
	<i>Rank-order</i>		<i>Rank-order</i>
a. Delusions	_____	q. Bizarre postures and prominent mannerisms	_____
b. Hallucinations	_____	r. Repeating what other people say	_____
c. Disorganized speech	_____	s. Repeating what other people do	_____
d. Grossly disorganized behavior	_____	t. Confusion in thinking	_____
e. Inability to express feelings and emotions	_____	u. Confusion in reality testing	_____
f. Work disturbances	_____	v. Confusion in behavior	_____
g. Social disturbances	_____	w. Thinking that another person is in love with you	_____
h. Educational disturbances	_____	x. Loving someone at a distance (writing love letters to someone)	_____
i. Disturbances in self-care	_____	y. Fear of being followed	_____
j. Preoccupation with one or more delusions	_____	z. Stalking someone	_____
k. Inability to move or talk (maintenance of a rigid posture)	_____	aa. Thinking someone or some organization has it in for you	_____
l. Excessive motor activity	_____	bb. Thinking you are a very powerful person	_____
m. Extreme negativism	_____		
n. Lack of motivation	_____		
o. Resistance to authority	_____		
p. Peculiarities in thinking	_____		

*Signs of Severe**Troublesome thoughts**Rank-order*

- cc. Thinking your partner _____
is unfaithful to you
without evidence
- dd. Imaginary health _____
problems
- ee. Unable to deal with _____
feelings and emotions

*Signs of Severe**Troublesome thoughts**Rank-order*

- ff. A sign not included _____
in the list above
(_____)
- gg. A sign not included _____
in the list above
(_____)

4. Explain why you rank-ordered these signs the way you did.

Homework: During the next few days keep on thinking about these signs and whether you want to keep their rank-order as is or whether you want to change it.

Standard Practice Exercise for Signs of Psychological Problems

Title of Sign _____ Practice Exercise No. _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the sign of psychological problems listed in the title of this practice exercise.

1. How does this sign trouble you? Please explain in detail.

2. How often does this sign trouble you? Check which answer applies to you:

- | | |
|----------------------------------|----------------------------------|
| a. Practically every day _____ | d. Once a month _____ |
| b. Once a week _____ | e. Once every six 6 months _____ |
| c. Couple of times a month _____ | f. Once a year _____ |
| | g. Once every few years _____ |

3. Please explain further:

4. How did this sign come about? Do you remember when you started feeling? it?
Check which answer fits best:

- a. When I was a child (younger than 5 years of age)

- b. When I was in elementary school

- c. When I was in middle school

- d. When I was in high school

- e. After high school

- f. Any other time

5. Please explain further:

6. Give three specific examples of how this sign troubles you:

Example a

Example b

Example c

Homework: Next week, in order for you to learn to control this sign (“Start it if you want to stop it!”), plan to repeat it at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start this sign?
- b. What followed after you felt this sign?
- c. How did this sign end?
- d. What did this sign get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Check which of the following shows what you got out of this practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Explain how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Psychological Problems

Name _____ Sex _____ Date _____

The purpose of this concluding feedback form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:

- | | |
|---|-------|
| a. I did not like working on this practice exercise at all. I wish I never saw it. | _____ |
| b. I did not like this practice exercise at all, but I am glad I got to work on it. | _____ |
| c. I am delighted I got a chance to work on this practice exercise. | _____ |
| d. I am not only delighted about this practice exercise, but I wish all people with severe problems had a chance to work on it. | _____ |

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
- a. Not helpful at all _____ c. Helpful _____
- b. Somewhat helpful _____ d. Very helpful _____
3. Rank-order the practice exercises you have completed. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on; mark as N/A the practice exercises you did not like at all or that you did not feel you could rank with the others.

Signs of Psychological Problems

	<i>Rank-order</i>
a. Delusions	_____
b. Hallucinations	_____
c. Disorganized speech	_____
d. Grossly disorganized behavior	_____
e. Inability to express feelings and emotions	_____
f. Work disturbances	_____
g. Social disturbances	_____
h. Educational disturbances	_____
i. Disturbances in self-care	_____
j. Preoccupation with one or more delusions	_____
k. Inability to move or talk (maintenance of a rigid posture)	_____
l. Excessive motor activity	_____
m. Extreme negativism	_____
n. Lack of motivation	_____
o. Resistance to authority	_____
p. Peculiarities in thinking	_____

Signs of Psychological Problems

	<i>Rank-order</i>
q. Bizarre postures and prominent mannerisms	_____
r. Repeating what other people say	_____
s. Repeating what other people do	_____
t. Confusion in thinking	_____
u. Confusion in reality testing	_____
v. Confusion in behavior	_____
w. Thinking that another person is in love with you	_____
x. Loving someone at a distance (writing love letters to someone)	_____
y. Fear of being followed	_____
z. Stalking someone	_____
aa. Thinking someone or some organization has it in for you	_____
bb. Thinking you are a very powerful person	_____

<i>Signs of Psychological Problems</i>	<i>Rank-order</i>	<i>Signs of Psychological Problems</i>	<i>Rank-order</i>
cc. Thinking your partner is unfaithful to you without evidence	_____	ff. A sign not included in the list above (_____)	_____
dd. Imaginary health problems	_____		
ee. Unable to deal with feelings and emotions	_____	gg. A sign not included in the list above (_____)	_____

4. Why did you rank-order the practice exercises the way you did?

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise.

<i>Signs of Psychological Problems</i>	<i>Rank-order</i>	<i>Signs of Psychological Problems</i>	<i>Rank-order</i>
a. Delusions	_____	j. Preoccupation with one or more delusions	_____
b. Hallucinations	_____		
c. Disorganized speech	_____	k. Inability to move or talk (maintenance of a rigid posture)	_____
d. Grossly disorganized behavior	_____	l. Excessive motor activity	_____
e. Inability to express feelings and emotions	_____	m. Extreme negativism	_____
f. Work disturbances	_____	n. Lack of motivation	_____
g. Social disturbances	_____	o. Resistance to authority	_____
h. Educational disturbances	_____	p. Peculiarities in thinking	_____
i. Disturbances in self-care	_____	q. Bizarre postures and prominent mannerisms	_____

*Signs of Psychological Problems**Rank-order*

- r. Repeating what other people say _____
- s. Repeating what other people do _____
- t. Confusion in thinking _____
- u. Confusion in reality testing _____
- v. Confusion in behavior _____
- w. Thinking that another person is in love with you _____
- x. Loving someone at a distance (writing love letters to someone) _____
- y. Fear of being followed _____
- z. Stalking someone _____

*Signs of Psychological Problems**Rank-order*

- aa. Thinking someone or some organization has it in for you _____
- bb. Thinking you are a very powerful person _____
- cc. Thinking your partner is unfaithful to you without evidence _____
- dd. Imaginary health problems _____
- ee. Unable to deal with feelings and emotions _____
- ff. A sign not included in the list above (_____) _____
- gg. A sign not included in the list above (_____) _____

6. Why did you rank the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercise.

Mood Swings

The purpose of this practice exercise is to help you learn to control your mood swings rather than having them control you.

Practice Exercise 1. Defining Mood Swings

Name_____Sex____Date_____

The purpose of this practice exercise is to define mood swings as you understand them. There are many definitions of mood swings, and it is important that you define them as you see them.

1. What do mood swings mean to you?

2. Here are some signs of mood swings. Explain what each sign means to you and give two examples of how each sign applies to you.

<i>Signs and Definitions</i>	<i>Examples</i>
a. Euphoria	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Grandiosity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Depression	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Loss of interest	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Sleeping too much

Example 1 _____

Example 2 _____

f. Sleeping too little

Example 1 _____

Example 2 _____

g. Racing thoughts

Example 1 _____

Example 2 _____

h. Full of energy

Example 1 _____

Example 2 _____

i. Doing too many things

Example 1 _____

Example 2 _____

j. Highly distractible

Example 1 _____

Example 2 _____

k. Suicidal thoughts

Example 1 _____

Example 2 _____

l. Easily fatigued

Example 1 _____

Example 2 _____

m. Unable to concentrate

Example 1 _____

Example 2 _____

n. Irritability	Example 1
	Example 2
o. Feeling worthless	Example 1
	Example 2
p. Taking big or unusual risks	Example 1
	Example 2
q. Feeling wired	Example 1
	Example 2
r. High level of anxiety	Example 1
	Example 2
s. Feeling slowed down	Example 1
	Example 2
t. Feeling speeded up	Example 1
	Example 2
u. Overly goal-driven	Example 1
	Example 2
v. Aggressive impulses	Example 1
	Example 2

w. Hopelessness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Passivity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. A sign not listed above (_____)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. A sign not listed above (_____)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

3. After you have defined these signs of mood swings, rank them according to how closely each of them resembles your experience and is applicable to you. Rank the most familiar or applicable to you as No. 1. Rank-order the second most familiar as No. 2, and so on, until the least familiar; mark as N/A the signs that are not applicable to you.

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	o. Feeling worthless	_____
b. Grandiosity	_____	p. Taking big or	_____
c. Depression	_____	unusual risks	_____
d. Loss of interest	_____	q. Feeling wired	_____
e. Sleeping too much	_____	r. High level of anxiety	_____
f. Sleeping too little	_____	s. Feeling slowed down	_____
g. Racing thoughts	_____	t. Feeling speeded up	_____
h. Full of energy	_____	u. Overly goal-driven	_____
i. Doing too many	_____	v. Aggressive impulses	_____
things	_____	w. Hopelessness	_____
j. Highly distractible	_____	x. Passivity	_____
k. Suicidal thoughts	_____	y. A sign not	_____
l. Easily fatigued	_____	listed above	_____
m. Unable to	_____	(_____)	_____
concentrate	_____	z. A sign not listed	_____
n. Irritability	_____	above (_____)	_____

4. Explain why you rank-ordered these signs the way you did.

Homework: During the next few days, keep on thinking about these signs and whether you want to keep their rank order as is or whether you want to change it.

Standard Practice Exercise for Signs of Mood Swings

Title of Sign _____ Practice Exercise No. _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the sign of mood swings listed in the title of this practice exercise.

1. How do this sign trouble you? Please explain in detail.

2. How often does this sign trouble you? Check which answer applies to you:

- | | |
|------------------------------|-------|
| a. Practically every day | _____ |
| b. Once a week | _____ |
| c. A couple of times a month | _____ |
| d. Once a month | _____ |
| e. Once every six 6 months | _____ |
| f. Once a year | _____ |
| g. Once every few years | _____ |

3. Please explain further:

4. How did this sign come about? Do you remember when you started feeling it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. When I was in elementary school _____
- c. When I was in middle school _____
- d. When I was in high school _____
- e. After high school _____
- f. Any other time _____

5. Please explain further:

6. Give three specific examples of how this sign troubles you.

Example a

Example b

Example c

Homework: Next week, in order for you to learn to control this sign (“Start it if you want to stop it!”), plan to repeat it at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start this sign?
- b. What followed after you felt this sign?
- c. How did this sign end?
- d. What did this sign get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

d. _____

Check which of the following shows what you got out of this practice exercise:

- a. Completely useless _____
- b. Somewhat useless _____
- c. So-so _____
- d. Somewhat useful _____
- e. Extremely useful _____

Feel free to explain how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Mood Swings

Name _____ Sex _____ Date _____

The purpose of this last concluding feedback form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
 - c. I am delighted I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about this practice exercise, but I wish all people with bipolar disorder had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
 - a. Not helpful at all _____
 - b. Somewhat helpful _____
 - c. Helpful _____
 - d. Very helpful _____

3. Rank-order the practice exercises you have completed. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on, until you reach a practice exercise you did not like at all or that you did not feel you could rank with the others (N/A).

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	o. Feeling worthless	_____
b. Grandiosity	_____	p. Taking big or	_____
c. Depression	_____	unusual risks	_____
d. Loss of interest	_____	q. Feeling wired	_____
e. Sleeping too much	_____	r. High level of anxiety	_____
f. Sleeping too little	_____	s. Feeling slowed	_____
g. Racing thoughts	_____	down	_____
h. Full of energy	_____	t. Feeling speeded up	_____
i. Doing too many	_____	u. Overly goal-driven	_____
things	_____	v. Aggressive impulses	_____
j. Highly distractible	_____	w. Hopelessness	_____
k. Suicidal thoughts	_____	x. Passivity	_____
l. Easily fatigued	_____	y. A sign not listed	_____
m. Unable to	_____	above (_____)	_____
concentrate	_____	z. A sign not listed	_____
n. Irritability	_____	above (_____)	_____

4. Why did you rank-order practice exercises the way you did?

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, could you rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise.

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	g. Racing thoughts	_____
b. Grandiosity	_____	h. Full of energy	_____
c. Depression	_____	i. Doing too many	_____
d. Loss of interest	_____	things	_____
e. Sleeping too much	_____	j. Highly distractible	_____
f. Sleeping too little	_____	k. Suicidal thoughts	_____

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
l. Easily fatigued	_____	t. Feeling speeded up	_____
m. Unable to concentrate	_____	u. Overly goal-driven	_____
n. Irritability	_____	v. Aggressive impulses	_____
o. Feeling worthless	_____	w. Hopelessness	_____
p. Taking big or unusual risks	_____	x. Passivity	_____
q. Feeling wired	_____	y. A sign not listed above (_____)	_____
r. High level of anxiety	_____	z. A sign not listed above (_____)	_____
s. Feeling slowed down	_____		

6. Why did you rank the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercise.
