

Section 5

Self-Help Practice Exercises from Lists and Single- and Multiple-Score Tests

Children: Mixed Internalizing and Externalizing Disorders

School Conduct Problems
School Social Skills
Unusual or Troublesome
Behavior

Adults

Butcher Treatment Planning Inventory
(BTPI)

Single-Score Tests

Axis II Cluster C Internalizing Disorders

Beck Depression Inventory
Beck Anxiety Inventory
Hamilton Anxiety Inventory
Hamilton Depression Inventory
Other Troublesome thoughts

Axis II Cluster B Externalizing Personalities

Anger Expression
Self-Suffering (Masochism)
Help-Seeking (Dependent)
Serious (Depressed)

Selected Cluster B Personality Disorders

Self-Interested (Narcissistic)
Nonconformist (Negativistic)
Compelling (Compulsive)
Unusual (Sadistic)
Unpopular (Antisocial)
Exciting (Histrionic)
Private (Avoidant)
Distinct (Schizoid)

Mixed Internalizing and Externalizing Disorders

Personality Disorders: Form 1992
Personality Disorders: Form 1989
Personality Disorders: Form 1990

Multiple Score Tests

Personality Dimensions from the
Minnesota Multiphasic Personality
Inventory-2
Personality Dimensions from the
Five-Factor Model of Personality
(Neuroticism Extraversion Openness
[NEO] Inventory)
Personality Dimensions from the
Personality Assessment Inventory
(PAI)

Couples

Improving Relationships

Relationship Conflict

Couple Satisfaction

Family Functioning

*Children: Mixed Internalizing and**Externalizing Disorders**Families*

Family Profile Form (FPF)

School Conduct Problems

The purpose of this practice exercise is to help you deal with behaviors that get you into trouble in school, outside school, and perhaps at home.

Practice Exercise 1. Definitions

This practice exercise may be difficult for some children to answer in just one sessions. In such cases, allow the child to work on the first part of this practice exercise.

Name _____ Sex ____ Date _____

This beginning practice exercise helps you learn more about the behaviors that get you into trouble in school.

1. Define what each behavior listed below means to you. Use a dictionary or the Internet if you need information. 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**Definitions and Examples*

a. Disruptive in class _____

Example 1 _____

 Example 2 _____

b. Disrespectful and discourteous to
 others _____

Example 1 _____

 Example 2 _____

- c. Stealing or destroying others' property Example 1 _____

Example 2 _____

- d. Using excessive profanity (bad words) or verbal aggression _____

Example 2 _____

- e. Uncooperative in school-related group activities _____

Example 2 _____

- f. Not obeying commands from authority figures _____

Example 2 _____

- g. Fighting others without provocation _____

Example 2 _____

- h. Intimidating, bullying, or victimizing other students _____

Example 2 _____

- i. Expressing extremely negative feelings about school _____

Example 2 _____

- j. Testing classroom and school rules to extreme limits _____

Example 2 _____

2. Rank-order the behaviors defined above according to how hurtful they are to you, that is, according to how much they get you into trouble now. Rank as No. 1 the most hurtful behavior, rank as No. 2 the next most hurtful behavior, and so on; mark as N/A (not applicable) the behaviors that do not get you into trouble.

<i>Behaviors</i>	<i>Rank-order</i>
a. Disruptive in class	_____
b. Disrespectful and discourteous to others	_____
c. Stealing or destroying others' property	_____
d. Using excessive profanity (bad words) or verbal aggression	_____
e. Uncooperative in school-related group activities	_____
f. Not obeying commands from authority figures	_____
g. Fighting others without provocation	_____
h. Intimidating, bullying, or victimizing other students	_____
i. Expressing extremely negative feelings about school	_____
j. Testing classroom and school rules to extreme limits	_____

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 face these behaviors instead of avoiding them, the easier it will be for you to forget about them and for them to have no effect on your behavior. Before going on with the next practice exercise, answer these two questions in writing:

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

2. What would happen to you if you were to change these behaviors from hurtful to helpful and from troublesome to trouble free?

Standard Practice Exercise for School Conduct Problems

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.

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 | _____ | | |

2. How often do you behave this way?

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 (cool, OK) or unacceptable (not cool, not OK) to you? Why is this behavior acceptable (OK) to you?

Please explain:

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

Example 1:

Example 2:

Example 3:

6. Give three specific examples of how this behavior gets you into trouble now.

Example 1:

Example 2:

Example 3:

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

Example 1:

Example 2:

Example 3:

Homework: Next week, pretend doing this behavior by writing it on paper 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 troublesome to you. However, keep in mind that if you can start it, you can learn to control it. If you can learn to control it, you may be able to let go of it. Otherwise, this behavior may come back when you will be the one who is hurt. Each time you pretend doing 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 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 Feedback Form for School Conduct Problems

Name _____ Sex _____ Date _____

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

1. Please check 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? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

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

Practice Exercises

Rank-order

- | | |
|---|-------|
| a. Disruptive in class | _____ |
| b. Disrespectful and discourteous to others | _____ |
| c. Stealing or destroying others' property | _____ |
| d. Using excessive profanity (bad words) or verbal aggression | _____ |
| e. Uncooperative in school-related group activities | _____ |
| f. Not obeying commands from authority figures | _____ |
| g. Fighting others without provocation | _____ |
| h. Intimidating, bullying, or victimizing other students | _____ |
| i. Expressing extremely negative feelings about school | _____ |
| j. Testing classroom and school rules to extreme limits | _____ |

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

School Social Skills

The purpose of this practice exercise is to help you get along with grown-ups in better ways than you may have done in the past.

Practice Exercise 1. Relations with Adults

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out which relations skills you need to learn in order to deal positively and successfully with adults.

1. Below is a list of behaviors you need to learn to get along with grown-ups. Write what each behavior means to you. If you do not know it, look it up in a dictionary. If necessary, ask a grown-up to tell you what that behavior means, then write it down. Then give two examples of what each behavior means.

Behavior

Definitions and Examples

- a. Follows verbal instructions

Example 1 _____

Example 2 _____

- b. Accepts criticism

Example 1 _____

Example 2 _____

- c. Accepts no for an answer

Example 1 _____

Example 2 _____

- d. Greets familiar adults

Example 1 _____

Example 2 _____

- e. Introduces self

Example 1 _____

Example 2 _____

f. Makes requests	Example 1
	Example 2
g. Gives compliments	Example 1
	Example 2
h. Accepts compliments	Example 1
	Example 2
i. Makes conversation	Example 1
	Example 2
j. Apologizes	Example 1
	Example 2
k. Volunteers	Example 1
	Example 2

2. Now that you know what each behavior means, rank-order the behaviors you want to work on to learn to get along with grown-ups in better ways than you have done in the past. Rank as No. 1 the behavior you want to learn first, rank as No. 2 the behavior you want to learn next, and so on, until you have rank-ordered all the behaviors listed below according to how much you want to learn them.

Behaviors	Rank-order	Behaviors	Rank-order
a. Follows verbal instructions		g. Gives compliments	
b. Accepts criticism		h. Accepts compliments	
c. Accepts no for an answer		i. Makes conversation	
d. Greets familiar adults		j. Apologizes	
e. Introduces self		k. Volunteers	
f. Makes requests			

3. Explain why you ranked ordered these behaviors the way you did.

Homework: During the coming week, think whether you do not want to change these behaviors and not get along with grown-ups, or whether you do want to learn to get along with grown-ups. What will happen to you if you do not get along with grown-ups? What will happen to you if you do learn how to get along with grown-ups? Write down your answers to these questions and give them to whoever is working with you on this practice exercise.

Final Follow-Up Form for School Social Skills Relations with Adults

Name _____ Sex _____ Date _____

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

1. Please check 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 cannot get along with grown-ups had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Follows verbal instructions	_____	g. Gives compliments	_____
b. Accepts criticism	_____	h. Accepts compliments	_____
c. Accepts no for an answer	_____	i. Makes conversation	_____
d. Greets familiar adults	_____	j. Apologizes	_____
e. Introduces self	_____	k. Volunteers	_____
f. Makes requests	_____		

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

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

Practice Exercise 1. Peer Relations

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you get along better with your classmates in school and on the playground.

The purpose of this practice exercise is to find out what behaviors make it very hard for you to get along with your classmates.

- Below there is a list of behaviors that make it very hard for you to get along with your classmates. Explain what each behavior means; if necessary, ask a grown-up to tell you what that behavior means or look it up in a dictionary. Write down its meaning as you understand it and give two examples of the behavior.

*Behavior**Definitions and Examples*

a. Angry and hostile to classmates

Example 1 _____

Example 2 _____

b. Resists classmates' pressure

Example 1 _____

Example 2 _____

c. Reports classmates' behavior

Example 1 _____

Example 2 _____

2. How does each behavior make it hard for you to get along with your classmates? Explain and give two examples of how that behavior applies to you.

*Behaviors**Explanations and Examples*

a. Angry and hostile to classmates

Example 1 _____

Example 2 _____

b. Resists classmates' pressure

Example 1 _____

Example 2 _____

c. Reports classmates' behavior

Example 1 _____

Example 2 _____

3. What does each behavior get you? Explain what you gain from behaving in any of those three ways. Explain and give two examples of what you gain from that behavior.

Behavior Explanations and Examples

- | | |
|------------------------------------|-----------------|
| a. Angry and hostile to classmates | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Resists classmates' pressure | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| c. Reports classmates' behavior | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

Homework: During the coming week, think about whether you want to get along with your classmates or whether you do not want to get along with them.

1. What will happen to you if you do not get along with them?

2. What will happen to you if you do get along with them?

Write down your answers and give them to whoever is working with you on this practice exercise.

Practice Exercise 1. School Rules

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you follow school rules.

The purpose of this practice exercise is to find out whether you follow school rules or not.

1. What happens to you if you do not follow school rules? Check which answer applies to you best:

- | | |
|-------------------------------------|---|
| a. Reprimand from teacher _____ | d. Transferred to a special school _____ |
| b. Sent to principal's office _____ | e. Not being promoted to next grade _____ |
| c. Suspended from school _____ | f. Other _____ (explain): |

2. How often do you break school rules? Check which answer applies to you:

- | | |
|-------------------------------|-----------------------------|
| a. Almost every day _____ | d. About once a month _____ |
| b. Every other day _____ | e. Once a year _____ |
| c. At least once a week _____ | f. Never _____ |

3. Below is a list of school rules that need to be followed if you want to do well in school. Of course, if you do not want to do well in school, you do not have to follow them. Regardless, you need to explain what each rule means to you. Explain and give two examples of what that rule means.

<i>School Rule</i>	<i>Explanations and Examples</i>
a. Responsibility with school supplies and property _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Keeping good school attendance _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Following school dress code _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

d. Keeping neat personal appearance Example 1 _____

 Example 2 _____

e. Walking quietly in school building Example 1 _____

 Example 2 _____

f. Not keeping dangerous weapons or drugs Example 1 _____

 Example 2 _____

g. Honesty Example 1 _____

 Example 2 _____

4. What happens to you if you break any of these rules? Please give a general result and then give two examples of what happens to you if you break any of these rules.

School Rules

What Happens if You Break Them

a. Responsibility with school supplies and property Example 1 _____

 Example 2 _____

b. Keeping good school attendance Example 1 _____

 Example 2 _____

c. Following school dress code Example 1 _____

 Example 2 _____

d. Keeping neat personal appearance Example 1 _____

 Example 2 _____

e. Walking quietly in school building Example 1 _____

_____ Example 2 _____

f. Not keeping dangerous weapons or drugs Example 1 _____

_____ Example 2 _____

g. Honesty Example 1 _____

_____ Example 2 _____

5. Do you enjoy breaking school rules? How does it make you feel when you break a school rule and you get punished for doing it? Please explain.

Homework: During the coming week, think whether you want to go on breaking school rules and being punished for it, or whether you want to quit breaking school rules.

1. What will happen to you if you keep breaking school rules?

2. What will happen to you if you do not break school rules?

It is up to you to make up your mind as to whether you want to go on breaking school rules or follow them. Nobody will do it for you and you will be the one who will be hurt by what you are doing. Write down your answers and give them to whoever is working with you on this practice exercise.

Practice Exercise 1. Classroom Behavior

Name _____ Sex ____ Date _____

The purpose of this practice exercise on classroom behavior is to find out which behaviors get you into trouble in the classroom and in school.

The purpose of this practice exercise is to help you do better in the classroom and in school.

1. Below there is a list of behaviors you need to learn to get along with grown-ups. Write what each behavior means to you. If necessary, ask a grown-up to tell you what that behavior means, and then write it down. Give two examples of what each behavior means to you.

<i>Behavior</i>	<i>Meanings and Examples</i>
a. Listening to the teacher _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Participating in discussions _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Contributing to group projects _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Remaining on task _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Completing homework assignments _____ _____	Example 1 _____ _____ Example 2 _____ _____

f. Asking permission

Example 1 _____

Example 2 _____

2. Now that you know what each behavior means, rank-order these behaviors according to the behavior you want to work on to learn to get along with grown-ups in better ways than you have done in the past. Rank as No. 1 the behavior you want to learn first, rank as No. 2 the behavior you want to learn next, and so on, until you have rank-ordered all the behaviors listed below according to how much you want to learn them.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Listening to the teacher	_____	d. Remaining on tasks	_____
b. Participating in discussions	_____	e. Completing home-work	_____
c. Contributing to group projects	_____	f. Asking permission	_____

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

Homework: During the coming week, think about whether you want to change these behaviors and not behave well in class, or whether you do want to learn do well in class and in school.

1. What will happen to you if you do not do well in class and in school?

2. What will happen to you if you do well in class and in school?

Standard Practice Exercise No. _____ for any School Social Skills Practice exercise

Title (name of behavior) _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about how the behavior listed in the title above got you into trouble in school.

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

2. How often do you behave this way?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 | _____ | | |

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 | _____ |

Explain further:

4. Are you pleased and proud of this behavior? If you are pleased and proud, write why.

5. Give three specific examples of how this behavior got you into trouble in school in the past.

Example 1:

Example 2:

Example 3:

- 6. Give three specific examples of how this behavior gets you into trouble in school now

Example 1:

Example 2:

Example 3:

- 7. Give three specific examples of how this behavior will get you into trouble in school in the future.

Example 1:

Example 2:

Example 3:

Homework: 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. 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 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. _____

Check which of the following indicates 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.

Final Follow-Up Form for School Social Skills Classroom Behaviors

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 which statement 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 cannot get along in the classroom had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank order</i>	<i>Behaviors</i>	<i>Rank order</i>
a. Listening to the teacher	_____	d. Remaining on tasks	_____
b. Participating in discussions	_____	e. Completing homework practice exercises	_____
c. Contributing to group projects	_____	f. Asking permission	_____

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

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

Unusual or Troublesome Behavior

The purpose of this practice exercise is to help you deal with unusual or troublesome behavior that might get you into trouble.

Practice Exercise 1. Unusual or Troublesome Behavior

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand which behaviors seem unusual and seem to get you into trouble.

- Below are unusual behaviors that can get you into trouble. Define them to the best of your ability. You may use a dictionary, or you may ask your teachers, friends, or whoever knows what each of these words means. Write down what you understand about what each word means to you and give two examples of that behavior

<i>Unusual Behavior</i>	<i>Definitions and Examples</i>
a. Irritability _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Agitation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Lethargy _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

- d. Social withdrawal _____ Example 1 _____

 _____ Example 2 _____

- e. Repetitions _____ Example 1 _____

 _____ Example 2 _____

- f. Hyperactivity _____ Example 1 _____

 _____ Example 2 _____

- g. Noncompliance _____ Example 1 _____

 _____ Example 2 _____

- h. Inappropriate speech _____ Example 1 _____

 _____ Example 2 _____

2. Now that you have defined each word in the list above, rank-order these behaviors according to how troublesome they are for you. In the first column (“Yours”), rank as No. 1 the behavior that gets you into the most trouble, rank as No. 2 the behavior that gets you into trouble next, and so on, until you have ranked all the behaviors up to No. 8, the behavior that gets you into the least trouble.

<i>Behavior</i>	<i>Yours</i>	<i>Rank-orders</i> <i>Test Results</i>	<i>Difference</i>	<i>Final</i> <i>Rank-order</i>
a. Irritability	_____	_____	_____	_____
b. Agitation	_____	_____	_____	_____
c. Lethargy	_____	_____	_____	_____
d. Social withdrawal	_____	_____	_____	_____
e. Repetitions	_____	_____	_____	_____
f. Hyperactivity	_____	_____	_____	_____
g. Noncompliance	_____	_____	_____	_____
h. Inappropriate speech	_____	_____	_____	_____

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

4. Now ask your teacher, counselor, or whoever is working with you on this practice exercise to write down the rank-order of these behaviors according to the test results about the same behaviors. How similar or different are your rank-orders from the rank-orders from the test results? Write why you think they are similar or different. Talk it over with your teachers and together come up with a final rank-order for these behaviors that will give you a way of working to improve them one behavior at a time. The behavior that has the final rank-order of No. 1 is what you will work on next week. The behavior that is rank-ordered as No. 2 is what you will work next, and so on, until all the unusual and troublesome behaviors are dealt with.

Homework: During the coming week, think whether you want to change your unusual or troublesome behavior or not.

1. What will happen to you if you do not change it?

2. What will happen to you if you do change it?

Standard Practice Exercise for Unusual or Troublesome Behavior

Practice exercise No. ____ Title of Behavior _____

Name _____ Sex _____ Date _____

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

1. Explain in detail how the behavior listed above applies to you.

2. How often did this behavior get you into trouble? 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 | _____ | | |

Explain further:

3. 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 | _____ |

Explain further when this behavior started.

4. How did this behavior get you in trouble? Explain.

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

Example 1:

Example 2:

Example 3:

6. Give three specific examples of how this behavior gets you in trouble now.

Example 1:

Example 2:

Example 3:

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

Example 1:

Example 2:

Example 3:

Homework: During the coming week, pretend 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 because if you can start it, you can stop it. Write down what you plan will happen in detail. For each time make sure to answer 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 indicates what you got out of this 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 Follow-Up Form for Unusual or Troublesome Behavior

Name _____ Sex _____ Date _____

The purpose of this final follow-up form is to review whether this practice exercise was helpful to you.

- Which answer 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, but I am glad I got to work on it. _____
 - I am happy I got a chance to work on this practice exercise. _____
 - 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. _____
- How helpful was it to work on this practice exercise? Please check the answer that applies to you:

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____
- Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on, down to the one you did not like at all (No. 13).

Adults

Butcher Treatment Planning Inventory (BTPI)

The purpose of this practice exercise is to help you become more aware of areas in your life that are perhaps relevant to the development of a specific treatment plan tailor-made for you.

Practice Exercise 1. Becoming Aware of Oneself

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to list some of the most common areas of your personality that are relevant to treatment planning. The remainder of this practice exercise consists of practice exercises that are drawn from this list.

1. Please define in writing what the areas of personality listed below mean to you. If necessary use a dictionary, ask a friend, or ask the professional you are working with at the present time. Give two examples that come to mind to complete each definition.

Areas of Personality to Define with Two Examples

a. Consistency of self-definition _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Presentation of self _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Reason for seeking treatment _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Closed-mindedness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Problems in forming relationships	Example 1
	Example 2
f. Somatization of conflicts	Example 1
	Example 2
g. Low expectations of therapeutic benefit	Example 1
	Example 2
h. Self-oriented centeredness	Example 1
	Example 2
i. Lack of support	Example 1
	Example 2
j. Seriousness/depression/self-defeating behavior	Example 1
	Example 2
k. Disabling anxiety	Example 1
	Example 2
l. Intense anger expression	Example 1
	Example 2
m. Anger turned against the self	Example 1
	Example 2

- n. Unusual thinking or bizarre beliefs Example 1 _____

 _____ Example 2 _____

2. Now rank-order this list according to how much each area of personality applies to you and according to its strength and in comparison to other areas. Rank as No. 1 the area that applies to you the most, rank as No. 2 the area that applies to you second most, and so on, until the that applies to you the least (No. 14).

<i>Areas</i>	<i>Rank-order</i>
a. Consistency of self-description	_____
b. Presentation of self	_____
c. Reason for seeking treatment	_____
d. Closed-mindedness	_____
e. Problems in forming relationships	_____
f. Somatization of conflicts	_____
g. Low expectations of therapeutic benefit	_____
h. Self-oriented centeredness	_____
i. Lack of support	_____
j. Seriousness/depression/self-defeating behavior	_____
k. Disabling anxiety	_____
l. Intense anger expression	_____
m. Anger turned against the self	_____
n. Unusual thinking or bizarre beliefs	_____

3. Write why you ranked the list the way you just did.

4. Check which of the following indicates what you got out of this practice exercise:

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

Homework: During the coming week, think about the areas listed above and write down how helpful or hurtful they are for you.

Standard Format for Most Practice Exercises
in This Section

Practice Exercise No. ____: Title of Area, Behavior, or Troublesome thoughts:

Name _____ Sex _____ Date _____

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

1. How is this area relevant to you? Explain in detail.

2. How often are you aware of this area? 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 | _____ | h. Explain further: | _____ |

3. Can you remember how this area came about? Do you remember when you started becoming aware of 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 | _____ |

4. Explain further:

5. Did this area ever get you in trouble? Explain.

9. Give three specific examples of how this area got you in trouble (if at all).

Example 1:

Example 2:

Example 3:

Homework: Next week, in order for you to become more aware of yourself (“Start it if you want to stop it!”), keep in mind the area you just worked on in this practice exercise, and plan, recall, or pretend to repeat the behavior in that area at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. 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. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on, down to the one you did not like at all (No. 14).

Area	Rank-order
a. Consistency of self-description	
b. Presentation of self	
c. Reason for seeking treatment	
d. Closed-mindedness	
e. Problems in forming relationships	
f. Somatization of conflicts	
g. Low expectations of therapeutic benefit	
h. Self-oriented centeredness	
i. Lack of support	
j. Seriousness/depression/self-defeating behavior	
k. Disabling anxiety	
l. Intense anger expression	
m. Anger turned against the self	
n. Unusual thinking or bizarre beliefs	

4. Explain why you rank-ordered 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-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, down to the least helpful (No. 14).

Area	Rank-order
a. Consistency of self-description	
b. Presentation of self	
c. Reason for seeking treatment	
d. Closed-mindedness	
e. Problems in forming relationships	
f. Somatization of conflicts	
g. Low expectations of therapeutic benefit	
h. Self-oriented centeredness	

<i>Area</i>	<i>Rank-order</i>
i. Lack of support	_____
j. Seriousness/depression/self-defeating behavior	_____
k. Disabling anxiety	_____
l. Intense anger expression	_____
m. Anger turned against the self	_____
n. Unusual thinking or bizarre beliefs	_____

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

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

Single-Score Tests

Axis II Cluster C Internalizing Disorders

These disorders are included in Axis II Cluster C of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM; American Psychiatric Association, 1994). They involve anxiety, depression, fear, and dependency that direct time and energies toward ruminating critically about or against the self, usually making others more important than oneself (L'Abate, 2005).

Beck Depression Inventory

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

Practice Exercise 1. Understanding Your Depression

Name _____ Sex _____ Date _____

The purpose of this first practice exercise is to understand more about your troublesome thoughts. To learn more about yourself, you will need to explain what the behaviors listed below mean to you. Each behavior, together with other behaviors, very likely makes up your depression. To understand how these behaviors 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 clinical facility. Give two examples of each behavior as it applies to you.

<i>Behaviors</i>	<i>Definitions and Examples</i>
a. Seriousness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Pessimism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Past failures _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Loss of pleasure _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Guilt feelings _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Feeling punished _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Self-dislike _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

- h. Self-criticalness _____ Example 1 _____

_____ Example 2 _____

- i. Suicidal thoughts _____ Example 1 _____

_____ Example 2 _____

- j. Crying _____ Example 1 _____

_____ Example 2 _____

- k. Agitation _____ Example 1 _____

_____ Example 2 _____

- l. Loss of interest _____ Example 1 _____

_____ Example 2 _____

- m. Indecisiveness _____ Example 1 _____

_____ Example 2 _____

- n. Worthlessness _____ Example 1 _____

_____ Example 2 _____

- o. Loss of energy _____ Example 1 _____

_____ Example 2 _____

- p. Changes in sleep _____ Example 1 _____

_____ Example 2 _____

q. Irritability _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
r. Changes in appetite _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
s. Concentration difficulty _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Tiredness and fatigue _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Loss of interest in sex _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed these definitions, it is important to find out how they apply to you. Rank order each behavior according to how much that particular 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.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Seriousness _____	_____	l. Loss of interest _____	_____
b. Pessimism _____	_____	m. Indecisiveness _____	_____
c. Past failures _____	_____	n. Worthlessness _____	_____
d. Loss of pleasure _____	_____	o. Loss of energy _____	_____
e. Guilt feelings _____	_____	p. Changes in sleep _____	_____
f. Punishment feelings _____	_____	q. Irritability _____	_____
g. Self-dislike _____	_____	r. Changes in appetite _____	_____
h. Self-criticalness _____	_____	s. Concentration difficulty _____	_____
i. Suicidal thoughts _____	_____	t. Tiredness and fatigue _____	_____
j. Crying _____	_____	u. Loss of interest in sex _____	_____
k. Agitation _____	_____		

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 psychiatric hospitals or in need of psychiatric help could get something like this practice exercise to work on. _____

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

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

Standard Format for Most Internalizing Disorders

Practice Exercise No. ____: Name or Title of Behavior: _____

Name _____ Sex _____ Date _____

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

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

2. How often do you feel 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 | _____ | | |

3. 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. Explain further:

6. Was this behavior acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this behavior affects you in the present.

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 (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). If you can start it, you can stop it. Write down what happened in detail. For each time you start this behavior, 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 indicates 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 Beck Depression Inventory

Name _____ Sex _____ Date _____

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

1. Please check 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 depression had a chance to work on it _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Seriousness	_____	l. Loss of interest	_____
b. Pessimism	_____	m. Indecisiveness	_____
c. Past failures	_____	n. Worthlessness	_____
d. Loss of pleasure	_____	o. Loss of energy	_____
e. Guilt feelings	_____	p. Changes in sleep	_____
f. Punishment feelings	_____	q. Irritability	_____
g. Self-dislike	_____	r. Changes in appetite	_____
h. Self-criticalness	_____	s. Concentration difficulty	_____
i. Suicidal thoughts	_____	t. Tiredness and fatigue	_____
j. Crying	_____	u. Loss of interest in sex	_____
k. Agitation	_____		

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

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Seriousness	_____	l. Loss of interest	_____
b. Pessimism	_____	m. Indecisiveness	_____
c. Past failures	_____	n. Worthlessness	_____
d. Loss of pleasure	_____	o. Loss of energy	_____
e. Guilty feelings	_____	p. Changes in sleep	_____
f. Punishment feelings	_____	q. Irritability	_____
g. Self-dislike	_____	r. Changes in appetite	_____
h. Self-criticalness	_____	s. Concentration difficulty	_____
i. Suicidal thoughts	_____	t. Tiredness and fatigue	_____
j. Crying	_____	u. Loss of interest in sex	_____
k. Agitation	_____		

5. Explain why you rank-ordered these behaviors the way you did.

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

Beck Anxiety Inventory

The purpose of this practice exercise is to help you understand the nature of your anxiety. You will be asked to answer in writing many practice exercises containing a great many questions about the many behaviors that make up this troublesome thoughts. Of course, you do not have to answer any question or complete any practice exercise if you do not want to. Participation is completely voluntary. It is completely up to you whether you want to learn more about yourself and whether you want 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 troublesome thoughts.

Practice Exercise 1. Understanding Your Anxiety

Name _____ Sex ____ Date _____

The purpose of this first practice exercise is to understand more about your troublesome thoughts. To learn more about yourself, you will need to explain what the behaviors listed below mean to you. Each behavior, together with other behaviors, very likely makes up your anxiety. To understand how these behaviors 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 clinical facility. Give two examples to explain how each behavior applies to you.

*Behaviors**Definitions and Examples*

a. Feeling hot

Example 1 _____

Example 2 _____

b. Feeling wobbly

Example 1 _____

Example 2 _____

c. Feeling dizzy

Example 1 _____

Example 2 _____

d. Difficulty in breathing

Example 1 _____

Example 2 _____

e. Face flushed

Example 1 _____

Example 2 _____

f. Feeling scared

Example 1 _____

Example 2 _____

g. Unable to relax

Example 1 _____

Example 2 _____

h. Fearing the worst

Example 1 _____

Example 2 _____

i. Feeling terrified

Example 1

Example 2

j. Feeling nervous

Example 1

Example 2

k. Afraid to lose control

Example 1

Example 2

2. Now that you have completed these definitions, it is important to find out how they apply to you. Rank-order each behavior according to how much that particular 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.

Behaviors	Rank-order	Behaviors	Rank-order
a. Feeling hot		g. Unable to relax	
b. Feeling wobbly		h. Fearing the worst	
c. Feeling dizzy		i. Feeling terrified	
d. Difficulty in breathing		j. Feeling nervous	
e. Face flushed		k. Afraid to lose control	
f. Feeling scared			

3. Write why you ranked your behaviors the way you did.

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

a. I did not like this practice exercise at all. I want to quit this stupid practice exercise.

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

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

- d. I liked this practice exercise 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 psychiatric hospitals or in need of psychiatric help could get something like this practice exercise to work on. _____
5. 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 behaviors as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Beck Anxiety Inventory

Name _____ Sex _____ Date _____

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

1. Please check 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 depression had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Feeling hot	_____	g. Unable to relax	_____
b. Feeling wobbly	_____	h. Fearing the worst	_____
c. Feeling dizzy	_____	i. Feeling terrified	_____
d. Difficulty in breathing	_____	j. Feeling nervous	_____
e. Face flushed	_____	k. Afraid to lose control	_____
f. Feeling scared	_____		

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

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Feeling hot	_____	g. Unable to relax	_____
b. Feeling wobbly	_____	h. Fearing the worst	_____
c. Feeling dizzy	_____	i. Feeling terrified	_____
d. Difficulty in breathing	_____	j. Feeling nervous	_____
e. Face flushed	_____	k. Afraid to lose control	_____
f. Feeling scared	_____		

5. Explain why you rank-ordered the practice exercises the way you did. How is this ranking different from how much you liked them? Please answer in detail.

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

Hamilton Anxiety Inventory

The purpose of this practice exercise is to help you understand the nature of your anxiety. You will be asked to answer in writing many practice exercises containing a great many questions about the many behaviors that make up your troublesome thoughts. Of course, you do not have to answer any question or complete any practice exercise if you do not want to. Participation is completely voluntary. It is completely up to you whether you want to learn more about yourself and whether you want 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 troublesome thoughts.

Practice Exercise 1. Understanding Your Troublesome thoughts

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about your troublesome thoughts. To learn more about yourself, you will need to explain what the behaviors and body parts listed below mean to you. Each behavior, together with other behaviors, very likely makes up your troublesome thoughts. To understand these behaviors and body parts, 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 clinical facility. In addition to each definition, you need to give two examples of how that behavior or body part applies to you or how you understand it in your own words.

*Behaviors and Body Parts**Definitions and Examples*

a. Anxious mood

Example 1 _____

 Example 2 _____

b. Tension

Example 1 _____

 Example 2 _____

c. Muscles

Example 1 _____

 Example 2 _____

d. Body sensations

Example 1 _____

 Example 2 _____

e. Blood and veins

Example 1 _____

 Example 2 _____

f. Respiration

Example 1 _____

 Example 2 _____

g. Stomach	Example 1
	Example 2
h. Sweating and perspiring	Example 1
	Example 2
i. Nervous under pressure	Example 1
	Example 2
j. Insomnia	Example 1
	Example 2
k. Agitation	Example 1
	Example 2
l. Mental anxiety	Example 1
	Example 2
m. Body anxiety	Example 1
	Example 2
n. Troublesome thoughts about health	Example 1
	Example 2
o. Fear of losing self	Example 1
	Example 2

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

<i>Behaviors and Body Parts</i>	<i>Rank-order</i>	<i>Behaviors and Body Parts</i>	<i>Rank-order</i>
a. Anxious mood		i. Nervous under pressure	_____
b. Tension	_____	j. Insomnia	_____
c. Muscles	_____	k. Agitation	_____
d. Body sensations	_____	l. Mental anxiety	_____
e. Circulation	_____	m. Body anxiety	_____
f. Respiration	_____	n. Troublesome thoughts	_____
		about health	
g. Stomach	_____	o. Fear of losing self	_____
h. Sweating and perspiring	_____		

3. Write why you ranked the list the way you did.

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

- | | |
|--|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with it. | _____ |
| c. I liked the practice exercises in this practice exercise and I willing to work on another practice exercise. | _____ |
| d. I liked this practice exercise 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 psychiatric hospitals or in need of psychiatric help could get something like this practice exercise to work on. | _____ |

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

Homework: During the coming week, think more about the exercise and whether you want to change the rank-orders listed above, or start working on the next practice exercise.

Concluding Feedback Form for Hamilton Anxiety Inventory

Name _____ Sex _____ Date _____

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

1. Please check 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 my troublesome thoughts had a chance to work on it _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors and Body Parts</i>	<i>Rank-order</i>	<i>Behaviors and Body Parts</i>	<i>Rank-order</i>
a. Anxious mood	_____	i. Nervous under pressure	_____
b. Tension	_____	j. Insomnia	_____
c. Muscles	_____	k. Agitation	_____
d. Body sensations	_____	l. Mental anxiety	_____
e. Circulation	_____	m. Body anxiety	_____
f. Respiration	_____	n. Troublesome thoughts about health	_____
g. Stomach	_____	o. Fear of losing self	_____
h. Sweating and perspiring	_____		

4. Explain why you rank-ordered the list the way you did.

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

<i>Behaviors and Body Parts</i>	<i>Rank-order</i>	<i>Behaviors and Body Parts</i>	<i>Rank-order</i>
a. Anxious mood	_____	i. Nervous under pressure	_____
b. Tension	_____	j. Insomnia	_____
c. Muscles	_____	k. Agitation	_____
d. Body sensations	_____	l. Mental anxiety	_____
e. Circulation	_____	m. Body anxiety	_____
f. Respiration	_____	n. Troublesome thoughts	_____
		about health	
g. Stomach	_____	o. Fear of losing self	_____
h. Sweating and perspiring	_____		

6. Explain why you rank-ordered the list the way you did.

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

Hamilton Depression Inventory

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

Practice Exercise 1. Understanding Your Depression

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about your depression. To learn more about yourself, you will need to explain what the behaviors listed below mean to you. Each behavior, together with other behaviors, very likely makes up your depression. To understand these behaviors, you will need the help of a dictionary, or of your attending professional, your relatives, your friends, or staff members, if you are at the present time in a clinical facility. Give two examples of each definition.

*Behaviors**Definitions*

a. Depressed mood

Example 1 _____

Example 2 _____

b. Feelings of guilt

Example 1 _____

Example 2 _____

c. Thinking about suicide

Example 1 _____

Example 2 _____

d. Insomnia

Example 1 _____

Example 2 _____

e. Unable to work and act

Example 1 _____

Example 2 _____

f. Motor retardation

Example 1 _____

Example 2 _____

g. Feeling sexually inadequate	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Loss of weight	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Variations from day to night	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Helplessness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Hopelessness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Worthlessness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Intellectual retardation	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed these definitions, it is important to find out how they apply to you. Rank-order each behavior according to how much that particular 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.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Depressed mood	_____	h. Loss of weight	_____
b. Feelings of guilt	_____	i. Variations during the day	_____
c. Thinking about suicide	_____	j. Helplessness	_____
d. Insomnia	_____	k. Hopelessness	_____
e. Unable to work and act	_____	l. Worthlessness	_____
f. Motor retardation	_____	m. Intellectual retardation	_____
g. Feeling sexually inadequate	_____		

3. Write why you ranked your behaviors the way you did.

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

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

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

Homework: During the coming week, think more about the behaviors covered in this concluding feedback form and whether you want to change their rank-order as listed above, or start working on another practice exercise.

Concluding Feedback Form for Hamilton Depression Inventory

Name _____ Sex _____ Date _____

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

1. Please check which answer 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 the same condition had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please check the answer that applies to you:
 - a. Not helpful at _____
 - b. Somewhat helpful _____
 - c. Helpful _____
 - d. Very helpful _____
3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Depressed mood	_____	h. Loss of weight	_____
b. Feelings of guilt	_____	i. Variations during the day	_____
c. Thinking about suicide	_____	j. Helplessness	_____
d. Insomnia	_____	k. Hopelessness	_____
e. Unable to work and act	_____	l. Worthlessness	_____
f. Motor retardation	_____	m. Intellectual retardation	_____
g. Feeling sexually inadequate	_____		

4. Explain why you rank-order the practice exercises the way you did.

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

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Depressed mood	_____	h. Loss of weight	_____
b. Feelings of guilt	_____	i. Variations during the day	_____
c. Thinking about suicide	_____	j. Helplessness	_____
d. Insomnia	_____	k. Hopelessness	_____
e. Unable to work and act	_____	l. Worthlessness	_____
f. Motor retardation	_____	m. Intellectual retardation	_____
g. Feeling sexually inadequate	_____		

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

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

Other Troublesome Thoughts

The purpose of this practice exercise is to help you identify your major troublesome thoughts and help you deal with them. Usually there are two different types of troublesome thoughts: those related to self-criticism, and those related to overdependency on others. The evaluation form given below will help you identify which type is more pertinent to you or whether both troublesome thoughts are pertinent. Once a type of troublesome thought is identified, homework practice exercises are administered according to the results of the evaluation checklist given below.

Name _____ Age _____ Sex _____ Date _____

The purpose of this checklist is to find what kind of troublesome thoughts is affecting you at the present time. Please read the items below and rate them according to whether they apply to you most of the time, sometimes, or never.

<i>Item</i>	<i>Most of the time</i>	<i>Some of the time</i>	<i>Never</i>
1. Helplessness (feeling completely unable to cope or to deal with a situation)	_____	_____	_____
2. Feelings of worthlessness	_____	_____	_____
3. Loss (feeling completely lost and alone)	_____	_____	_____
4. Feelings of inferiority	_____	_____	_____
5. Abandonment (feeling abandoned and left out)	_____	_____	_____
6. Feeling guilty	_____	_____	_____
7. Comfort (not having anyone to comfort and support you)	_____	_____	_____
8. Feeling like a failure	_____	_____	_____
9. Closeness (not having anyone to be close to and to confide your hurts with)	_____	_____	_____
10. Fear of criticism	_____	_____	_____
11. Love and loss of love (unable to be loved by someone important to you)	_____	_____	_____
12. Perfectionism	_____	_____	_____
13. Protection (feeling no one looks after you)	_____	_____	_____
14. Afraid to make mistakes	_____	_____	_____
15. Nurturance (feeling without sufficient nurturance or care from anybody)	_____	_____	_____
16. Wanting acceptance and approval	_____	_____	_____
17. Rejection (being rejected by someone you love)	_____	_____	_____
18. Wanting to achieve well	_____	_____	_____
19. Overdependence (relying too much on someone else)	_____	_____	_____
20. Self-criticalness (being very hard on yourself)	_____	_____	_____

Instructions for Scoring*

Give two points for each checkmark under “Most of the time,” one point for each checkmark under “Sometimes,” and zero points for each checkmark under “Never.” Then add up all the scores for the odd-numbered statements (1, 3, 5, etc.), and all the scores for the even-numbered statements (2, 4, 6, etc.). Write the totals below:

Totals for odd-numbered statements _____

Totals for even-numbered statements _____

* The professional should decide whether the scoring of this rating sheet is to be done by the respondent or by the professional.

If the total for odd-numbered statements is five or more points higher than the total for even-numbered statements, then your troublesome thoughts may stem primarily from depending too much on others. If your total for even-numbered statements is five or more points higher than the total for the odd-numbered statements, then your troublesome thoughts may stem primarily from being too self-critical. If your two totals are within 1–4 points of each other, then your troublesome thoughts may stem from both depending too much on others and being too self-critical. Whatever the conclusion, regardless of your scores, rest assured that these troublesome thoughts are normal can be dealt successfully if they are discussed with those who care about you and if you keep on working on this practice exercise.

Practice Exercise 1. Too Many Troublesome Thoughts About Others

Name _____ Sex ____ Date _____

1. This practice exercise is for people whose troublesome thoughts are related to breakups, rejections, and conflicts in their relationships with loved ones, past and present, are related to relying too much on others rather than on oneself. How does this practice exercise relate to your troublesome thoughts? Please comment.

2. These troublesome thoughts may be linked to a variety of past or present dependencies. Please read over the dependency troublesome thoughts that may have brought about your feeling overly serious, unhappy, and even miserable and bad about yourself. After you have read these troublesome thoughts, rank them in order of greatest importance to you. Rank as No. 1 the most important in its relationship to how you feel, rank as No. 2 the second most important as related to how you feel, and so on, down to the least important troublesome thought.

<i>Troublesome Thoughts</i>	<i>Rank-order</i>
a. Helplessness (feeling completely unable to cope or to deal with a situation)	_____
b. Loss (feeling completely lost and alone)	_____
c. Abandonment (feeling abandoned and left out)	_____
d. Comfort (not having anyone to comfort and support you)	_____
e. Closeness (not having anyone to be close to and to confide your hurts to)	_____
f. Love and loss of love (unable to be loved by someone important to you)	_____

<i>Troublesome Thoughts</i>	<i>Rank-order</i>
g. Protection (feeling you have no one to look after you)	_____
h. Nurturance (feeling without sufficient nurturance or care from anybody)	_____
l. Rejection (being rejected by someone you love)	_____
1. Overdependence (relying too much on someone else)	_____
m. Other (write your particular situation that is not listed above)	_____

3. Pick the top five ranked dependency troublesome thoughts and write down how and why each of them is related to how you feel about yourself.

Troublesome thoughts 1. _____
 Troublesome thoughts 2. _____
 Troublesome thoughts 3. _____
 Troublesome thoughts 4. _____
 Troublesome thoughts 5. _____

4. Add whatever you want to make sure that the dependency troublesome thoughts listed above are the most important in relationship to how you feel. It is perfectly all right to change your rank-orders and include a troublesome thoughts that you had ranked differently earlier.
5. The rest of this practice exercise will help you deal with each of the dependency troublesome thoughts you have listed above. You will need to deal with each one once a week. Make sure that you make an appointment with yourself at a preset time at least 24 h ahead. If you have to change this appointment time for any reason, give yourself at least 24 h before working on each practice exercise.

Homework: Write any additional troublesome thoughts, feelings, or thoughts that come to mind during the coming week as you are thinking about dependency troublesome thoughts that lead to how you feel. Discuss these notes with your professional helper, if you have one, or with a friend.

Instructions: Under the title of this standard format for all the following practice exercises of this practice exercise, write the name of the self-critical attitude that is important to you. Start with the attitude rank-ordered as No. 1 for this practice exercise. In the practice exercise following this one, write the attitude ranked No. 2. Follow the same for all the next practice exercises of the attitudes ranked No. 3, No. 4, and No. 5. If you have ranked more than five self-critical attitudes and you want to work on them, write their name in the title of this standard format. This standard format is repeated from one week to another. The title of the practice exercise changes according to the rank-order you have written in the first practice exercise.

Standard Format for all Practice Exercises for Troublesome Thoughts

Practice Exercise No. _____ Title of Troublesome thoughts _____

Name _____ Sex _____ Date _____

1. Write how the title of this practice exercise is related to how you feel.

2. Describe how this troublesome thoughts took place in your life from its very beginning.

3. What effects has this troublesome thoughts had on your life?

4. What did you learn from this troublesome thoughts?

5. How can you change this troublesome thoughts?

6. What part did you play in the influence of this troublesome thoughts on how you feel about yourself? Explain how you were, in part, responsible for allowing this troublesome thoughts to control your life.

7. During the next week, think about four possible ways of changing this troublesome thoughts for the better. What should you do to make sure that you will win rather than defeat yourself? You may want to talk these possible ways over with whoever is interested in your life and welfare.

Solution 1:

Solution 2:

Solution 3:

Solution 4:

Solution 5:

8. After you have made up your mind about which solution would work best for you and others, make sure you practice this solution until it becomes second nature to you. Write down which solution seems the best for you, why you selected it (pros and cons), and how you are going to practice it.

9. You need to practice this solution as soon as possible. Write down each instance when you practiced this solution. What happened?

Practice 1:

Practice 2:

Practice 3:

Practice 4:

10. Feel free to write whatever comments you want to make about this practice exercise and how it applies to you.

Once you have finished this practice exercise and are satisfied with the results, you may then use the same standard format to work on the next troublesome thoughts. Make sure you write the title of the troublesome thoughts at the top of this practice exercise. Note that we cannot go on to the next practice exercise unless this practice exercise is completed.

Practice Exercise 1. Ranking of Self-Critical Troublesome thoughts or Attitudes

Name _____ Sex _____ Date _____

1. This practice exercise is for people whose troublesome thoughts are related to poor or negative self-attitudes. How does this practice exercise apply to you?

2. Below you will find a list of self-critical troublesome thoughts or attitudes that are related to how you feel about yourself. Please read this list and rank these self-critical attitudes according to how they apply to you. Rank as No. 1 the attitude that applies to you the most, rank as No. 2 the attitude that applies to you second most, and so on, until the end. The last number would be assigned to the attitude that does not apply to you at all.

*Self-Critical Attitudes**Rank-order*

- | | |
|--|-------|
| a. Feelings of worthlessness | _____ |
| b. Feelings of inferiority | _____ |
| c. Feeling guilty | _____ |
| d. Feeling like a failure | _____ |
| e. Fear of criticism | _____ |
| f. Perfectionism | _____ |
| g. Afraid to make mistakes | _____ |
| h. Wanting acceptance and approval | _____ |
| i. Wanting to achieve well | _____ |
| j. Self-criticalness (being very hard on yourself) | _____ |
| k. Other (write whatever critical self-attitude applies to you that is not listed above) | _____ |

3. Pick the top five ranked self-critical attitudes that are most related to your depression and explain how and why this attitude is related to how you feel about yourself.

Attitude 1:

Attitude 2:

Attitude 3:

Attitude 4:

Attitude 5:

4. Add whatever you want to make sure that the self-critical attitudes listed above are the most important and are related to how you feel about yourself. It is perfectly all right to change your ranking and include another self-critical attitude that you had ranked earlier.
5. The rest of this practice exercise will help you deal with each of the self-critical attitudes listed above. You will deal with each one once a week. Make sure that you make an appointment with yourself at a preset time at least 24 h ahead. If you have to change this appointment time for any reason, give yourself at least 24 h to work on each practice exercise.

Homework: During the coming week, write down whatever feelings and thoughts come to you, as you keep thinking about this practice exercise and this practice exercise.

Instructions: Under the title of this standard format for all the following practice exercises of this practice exercise, write the self-critical attitude that is important to you. Start with the attitude rank-ordered as No. 1 for this practice exercise. In the practice exercise following this one, write the self-critical attitude ranked No. 2. Do the same for the next practice exercises ranked No. 3, No. 4, and No. 5. If you have ranked more than five self-critical attitudes and you want to work on them, feel free to write their name in the title of this standard format. This standard format is repeated from one week to another. The title of the practice exercise changes according to the rank-order you have written in the first practice exercise.

Standard Format for Self-Critical Practice Exercises

Practice Exercise No. _____ Title of Self-Critical Troublesome thoughts or Attitude

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you understand the nature of the self-critical troublesome thoughts or attitude written in the title of this practice exercise.

1. Write how the title of this practice exercise is related to how you feel about yourself.

2. Describe how this self-critical attitude developed in your life starting from its very beginning.

3. What effect has this self-critical attitude had on your life?

4. What did you learn from this self-critical attitude?

5. How can you change this self-critical attitude?

6. What part did you play in this self-critical attitude? Explain how you were, in part, responsible for allowing this self-critical attitude to control your life.

7. During the next week, think about four possible ways of changing this self-critical attitude for the better. What should you do to make sure that you will win rather than defeat yourself? You may want to talk these possible ways over with whoever is interested in your life and welfare.

Solution 1:

Solution 2:

Solution 3:

Solution 4:

8. After you have made up your mind about which solution would work best for you and others, make sure you practice this solution until it becomes second nature to you. Write down which solution seems the best for you and how you are going to practice it.

9. You need to practice this solution as soon as possible. Write down each instance when you practiced this solution. What happened?

Practice 1:

Practice 2:

Practice 3:

Practice 4:

10. Feel free to write whatever comments you want to make about this practice exercise and how it applies to you.

Once you have finished this practice exercise and are satisfied with the results, you may then use the same practice exercise format for the next troublesome thoughts. Note that we cannot go on to the next practice exercise unless this one is completed.

Axis II Cluster B Externalizing Personalities

These practice exercises are included among Axis II of Cluster B externalizing personalities according to the DSM. These personalities tend to discharge immediately verbally and nonverbally, expressing feelings directly through anger, acting out, aggression, hostility, and self-centered exhibitionism. They usually reject professional help because they are satisfied with themselves, making themselves more important than others, including professionals (L'Abate, 2005). Consequently, they reject any attempt to intervene in their conditions unless they are in a hospital or in jail.

Instructions for administration: After the first practice exercise, all subsequent ones follow the same format. Each personality part (one practice exercise per part) should be written in the title line of the practice exercises that follow the rank-order given by participants in the first practice exercise. This sequence may follow whatever criterion the professionals and the participants agree on. It can be either subjective or objective, taking into account the rank-order given by participants in the first practice exercise. This sequence could be changed by objective evaluation and negotiation between professionals and participants.

Anger Expression

The purpose of this practice exercise is to help you understand how you express your anger and how your anger expression may hurt you and others.

Practice Exercise 1. How I Express My Anger

Name _____ Sex ____ Date _____

The purpose of this first practice exercise is to determine whether and how you want to change your anger expression for the better. Answering this and other practice exercise may make you angry. You need to decide whether you want to

stay angry or whether you want to improve on how you have expressed your anger up to now.

1. Below is a list of how anger is felt and expressed through a variety of ways. Check how much each expression applies to you: most of the time, sometimes, or never.

<i>Anger Expressions</i>	<i>Most of the Time</i>	<i>Sometimes</i>	<i>Never</i>
a. Fury	_____	_____	_____
b. Madness	_____	_____	_____
c. Rage	_____	_____	_____
d. Anger at self	_____	_____	_____
e. Anger at others	_____	_____	_____
f. Violence	_____	_____	_____
g. Aggravation	_____	_____	_____
h. Temper tantrums	_____	_____	_____
i. Hatred	_____	_____	_____
j. Hostility	_____	_____	_____
k. Fighting	_____	_____	_____
l. Frustration	_____	_____	_____
m. Annoyance	_____	_____	_____
n. Yelling	_____	_____	_____
o. Spite	_____	_____	_____
p. Bitterness	_____	_____	_____
q. Jealousy	_____	_____	_____
r. Impatience	_____	_____	_____
s. Upset	_____	_____	_____
t. Irritation	_____	_____	_____
u. Resentment	_____	_____	_____
v. Failure	_____	_____	_____
w. Humiliation	_____	_____	_____
x. Disturbed	_____	_____	_____
y. Indignant	_____	_____	_____
z. Disappointed	_____	_____	_____
aa. Tension	_____	_____	_____
bb. Discontent	_____	_____	_____
cc. Envy	_____	_____	_____
dd. Disgust	_____	_____	_____
ee. Depression	_____	_____	_____
ff. Sorrow	_____	_____	_____
gg. Fear	_____	_____	_____

Assign two points for each item rated “Most of the Time” and one point for each item rated “Sometimes” to obtain a total score that shows how intense or strong the anger expression is.

2. Which of these anger expressions would you like to change, if any? If you do not want to change any anger expression, and you are feeling angry now, then stop and do not go any further in this practice exercise. You do not need to change your anger expression if you do not want to.

On the other hand, if you do want to change your anger expression, rank-order the items according to which anger expression you want to change among all those listed below. Rank as No. 1 the expression 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 anger expressions that you do not want or need to change or that do not apply to you.

<i>Anger Expressions</i>	<i>Rank-order</i>	<i>Anger Expressions</i>	<i>Rank-order</i>
a. Fury	_____	r. Impatience	_____
b. Madness	_____	s. Upset	_____
c. Rage	_____	t. Irritation	_____
d. Anger at self	_____	u. Resentment	_____
e. Anger at others	_____	v. Failure	_____
f. Violence	_____	w. Humiliation	_____
g. Aggravation	_____	x. Disturbed	_____
h. Temper tantrums	_____	y. Indignant	_____
i. Hatred	_____	z. Disappointed	_____
j. Hostility	_____	aa. Tension	_____
k. Fighting	_____	bb. Discontent	_____
l. Frustration	_____	cc. Envy	_____
m. Annoyance	_____	dd. Disgust	_____
n. Yelling	_____	ee. Depression	_____
o. Spite	_____	ff. Sorrow	_____
p. Bitterness	_____	gg. Fear	_____
q. Jealousy	_____		

3. Explain why you rank-ordered the angry expressions the way you did.

Homework: During the coming week, keep thinking about how you express your anger. Make yourself pretend to express your anger by thinking about (a) what situation may arouse your anger, (b) how you would express your anger, and (c) how

you would feel afterwards. Make an appointment with yourself for specific times (9 a.m., 12 noon, 7 p.m.) at least every other day and pretend to express your anger at least three times during the coming week. Write down what happened for the above issues a, b, and c.

Note: If you think that pretending to express your anger is silly, strange, or weird, think about the possibility that if you can start your anger expression, you may learn to stop it. Make sure that you write everything down and discuss your pretend situations with whoever is working with you on this practice exercise.

Time 1

- a. _____

- b. _____

- c. _____

Time 2

- a. _____

- b. _____

- c. _____

Time 3

- a. _____

- b. _____

- c. _____

Standard Practice Exercise Format for Anger Expression

Administer as many standard practice exercises as necessary before administering practice exercises on how to express anger positively.

Practice Exercise No. ____ Type of Anger _____

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about the type of anger expression listed above.

1. How does this anger expression apply to you? Explain in detail.

2. How often do you express your anger this way?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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. Explain further:

4. How did you learn to express anger this way? 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. Explain further:

6. Was this anger expression acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this anger expression affects you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this anger expression affects others.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to repeat this anger expression 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). If you can start it, you can stop it. Pretend to express your anger even if you do not feel like it.

Write down what happened in detail. For each time you start this reaction 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 reaction 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 indicates 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.

First Practice Exercise for How to Express Anger Positively

Practice Exercise No. ____ Type of Anger _____

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you learn how to express anger in more positive ways than you may have done in the past.

1. To help you learn how to express your anger, it might be useful for you to explain what you understand about the many ways in which people can stop feeling angry. Below is a list of ways to stop feeling angry. Explain what you understand by each way, and give two examples of what you mean.

<i>Ways to Stop Feeling Angry</i>	<i>Explanation</i>
a. Do something soothing to calm down _____ _____	Example 1 _____ Example 2 _____
b. Do something relaxing to calm down _____ _____	Example 1 _____ Example 2 _____
c. Cool down as quickly as possible _____ _____	Example 1 _____ Example 2 _____
d. Cool off as soon as possible _____ _____	Example 1 _____ Example 2 _____
e. Try to relax _____ _____ _____	Example 1 _____ Example 2 _____

f. Try to calm myself as soon as possible _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Try to simmer down _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Reduce my anger as soon as possible _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Control my urge to express angry feelings _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j. Control my anger expression _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k. Control my angry feelings _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
l. Stop myself from losing control _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
m. Keep my cool _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

n. Control myself _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
o. Do not lash out at what angers me _____ _____	Example 1 _____ _____ Example 2 _____ _____
p. Try not to express my anger _____ _____	Example 1 _____ _____ Example 2 _____ _____
q. Any other way to stop feeling angry (write what it is) _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Rank-order the ways to stop feeling angry according to how much you would like to learn them. Rank as No. 1 the way that you would like to learn first, rank as No. 2 the way that you would like to learn next, and so on; mark as N/A the ways that do not apply to you or that are not preferable to you.

<i>Ways to Stop Feeling Angry</i>	<i>Rank-order</i>
a. Do something soothing to calm down	_____
b. Do something relaxing to calm down	_____
c. Cool down as quickly as possible	_____
d. Cool off as soon as possible	_____
e. Try to relax	_____
f. Try to calm myself as soon as possible	_____
g. Try to simmer down	_____
h. Reduce my anger as soon as possible	_____
i. Control my urge to express angry feelings	_____
j. Control my behavior	_____
k. Control my angry feelings	_____
l. Stop myself from losing my temper	_____
m. Keep my cool	_____
n. Control my temper	_____
o. Do not lash out at what angers me	_____
p. Try not to express my anger	_____
q. Any other way (write what it is)	_____

3. Explain why you ranked the ways to stop feeling angry the way you did.

Homework: During the coming week, think about all the ways that are available to you to control your anger expression.

Standard Practice Exercise for How to Stop Feeling Angry More Positively

Practice Exercise No. ____ Type of Expression _____ (fill in from the above list)

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you become more specific, concrete, and practical in learning how to express your anger. Reducing your anger is easier said than done. The expression listed here may be general, vague, and not sufficient to learn how to control your anger. Consequently, in this practice exercise you will need to determine how each expression can apply to you.

1. Write at least three specific ways in which you could employ the expression listed in this practice exercise.

a. _____

b. _____

c. _____

2. List at least three examples of how you used the expression listed above to deal with your anger during the previous week

Example 1:

Example 2:

Example 3:

3. What happened after you completed the expression you were supposed to use in this practice exercise? Explain in detail by
- a. Describing the situation,
 - b. Describing how you expressed yourself, and
 - c. Describing how you felt afterwards:

Explanation 1:

- a.

- b.

- c.

Explanation 2:

- a.

- b.

- c. _____

Explanation 3:

- a. _____

- b. _____

- c. _____

Homework: During the coming week, note in writing whether the way you used in this practice exercise to control your anger, hostility, or aggression worked or did not work for you.

Concluding Follow-Up Form for Anger Expression

Name _____ Sex _____ Date _____

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

1. Please check 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? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Anger Expressions</i>	<i>Rank-order</i>	<i>Anger Expressions</i>	<i>Rank-order</i>
a. Fury	_____	r. Impatience	_____
b. Madness	_____	s. Upset	_____
c. Rage	_____	t. Irritation	_____
d. Anger at self	_____	u. Resentment	_____
e. Anger at others	_____	v. Failure	_____
f. Violence	_____	w. Humiliation	_____
g. Aggravation	_____	x. Disturbed	_____
h. Temper tantrums	_____	y. Indignant	_____
i. Hatred	_____	z. Disappointed	_____
j. Hostility	_____	aa. Tension	_____
k. Fighting	_____	bb. Discontent	_____
l. Frustration	_____	cc. Envy	_____
m. Annoyance	_____	dd. Disgust	_____
n. Yelling	_____	ee. Depression	_____
o. Spite	_____	ff. Sorrow	_____
p. Bitterness	_____	gg. Fear	_____
q. Jealousy	_____		

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

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

<i>Anger Expressions</i>	<i>Rank-order</i>	<i>Anger Expressions</i>	<i>Rank-order</i>
a. Fury	_____	d. Anger at self	_____
b. Madness	_____	e. Anger at others	_____
c. Rage	_____	f. Violence	_____

<i>Anger Expressions</i>	<i>Rank-order</i>	<i>Anger Expressions</i>	<i>Rank-order</i>
g. Aggravation	_____	u. Resentment	_____
h. Temper tantrums	_____	v. Failure	_____
i. Hatred	_____	w. Humiliation	_____
j. Hostility	_____	x. Disturbed	_____
k. Fighting	_____	y. Indignant	_____
l. Frustration	_____	z. Disappointed	_____
m. Annoyance	_____	aa. Tension	_____
n. Yelling	_____	bb. Discontent	_____
o. Spite	_____	cc. Envy	_____
p. Bitterness	_____	dd. Disgust	_____
q. Jealousy	_____	ee. Depression	_____
r. Impatience	_____	ff. Sorrow	_____
s. Upset	_____	gg. Fear	_____
t. Irritation	_____		

6. In going back to the practice exercises to help you stop feeling angry, which was most helpful among those administered to you? Rank as No. 1 the practice exercise that was most helpful to you, rank as No. 2 the practice exercise that was second most helpful, and so on, until all the practice exercises that were administered to you have been rank-ordered.

<i>Ways to Control Anger</i>	<i>Rank-order</i>
a. Do something soothing to calm down	_____
b. Do something relaxing to calm down	_____
c. Cool down as quickly as possible	_____
d. Cool off as soon as possible	_____
e. Try to relax	_____
f. Try to calm myself as soon as possible	_____
g. Try to simmer down	_____
h. Reduce my anger as soon as possible	_____
i. Control my urge to express angry feelings	_____
j. Control my anger expression	_____
k. Control my angry feelings	_____
l. Stop myself from losing my temper	_____
m. Keep my cool	_____
n. Control myself	_____
o. Do no lash out at what angers me	_____
p. Try not to express my anger	_____
q. Any other way (write what it is)	_____

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

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

Self-Suffering (Masochism)

Practice Exercise 1. Understanding your Self-Suffering Personality

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about this aspect of your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with other parts listed below, very likely makes up your personality.

1. To define these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Abstinent _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Deferential _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

c. Diffident	Example 1
	Example 2
d. Exaggerating	Example 1
	Example 2
e. Undeserving	Example 1
	Example 2
f. Discredited	Example 1
	Example 2
g. Inverted	Example 1
	Example 2
h. Dysphoric	Example 1
	Example 2

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Abstinent		e. Undeserving	
b. Deferential		f. Discredited	
c. Diffident		g. Inverted	
d. Exaggerating		h. Dysphoric	

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

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

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Self-Suffering Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 a personality like mine had a chance to work on it.
-
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

Parts	Rank-order	Parts	Rank-order
a. Abstinent		e. Undeserving	
b. Deferential		f. Discredited	
c. Diffident		g. Inverted	
d. Exaggerating		h. Dysphoric	

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

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

Parts	Rank-order	Parts	Rank-order
a. Abstinent		e. Undeserving	
b. Deferential		f. Discredited	
c. Diffident		g. Inverted	
d. Exaggerating		h. Dysphoric	

6. Explain why you rank-order these practice exercises the way you did.

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

Help-Seeking (Dependent)

Practice Exercise 1. Understanding Your Help-Seeking Personality

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Incompetent _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Submissive _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

c. Naive _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Introjected _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Inept _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Immature _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Inchoate _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Pacific _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Incompetent	_____	e. Inept	_____
b. Submissive	_____	f. Immature	_____
c. Naive	_____	g. Inchoate	_____
d. Introjected	_____	h. Pacific	_____

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

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

Homework: During the coming week, think more about the parts you defined and rank-order and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Help-Seeking Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it.
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

Parts	Rank-order	Parts	Rank-order
a. Incompetent		e. Inept	
b. Submissive		f. Immature	
c. Naive		g. Inchoate	
d. Introjected		h. Pacific	

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

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

Parts	Rank-order	Parts	Rank-order
a. Incompetent		e. Inept	
b. Submissive		f. Immature	
c. Naive		g. Inchoate	
d. Introjected		h. Pacific	

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

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

Serious (Depressed)

Practice Exercise 1. Understanding Your Serious Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Disconsolate _____

Example 1 _____

Example 2 _____

b. Defenseless _____

Example 1 _____

Example 2 _____

c. Pessimistic	Example 1
	Example 2
d. Ascetic	Example 1
	Example 2
e. Worthless	Example 1
	Example 2
f. Forsaken	Example 1
	Example 2
g. Depleted	Example 1
	Example 2
h. Melancholic	Example 1
	Example 2

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

Parts	Rank-order	Parts	Rank-order
a. Disconsolate		e. Worthless	
b. Defenseless		f. Forsaken	
c. Pessimistic		g. Depleted	
d. Ascetic		h. Melancholic	

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-order and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Serious Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Disconsolate	_____	e. Worthless	_____
b. Defenseless	_____	f. Forsaken	_____
c. Pessimistic	_____	g. Depleted	_____
d. Ascetic	_____	h. Melancholic	_____

4. Explain why you rank-ordered these practice exercises the way you did.
- _____
- _____
- _____
- _____
- _____

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Disconsolate	_____	e. Worthless	_____
b. Defenseless	_____	f. Forsaken	_____
c. Pessimistic	_____	g. Depleted	_____
d. Ascetic	_____	h. Melancholic	_____

6. Explain why you rank-ordered these practice exercises the way you did.
- _____
- _____
- _____
- _____
- _____

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

Selected Cluster B Personality Disorders

The purpose of the practice exercises in these practice exercises is to help participants understand the specific nature of their personalities. Participants are asked to answer in writing a great many questions about the parts that make up their special personalities. Participation in these practice exercises is completely voluntary. Working on these practice exercises is completely up to participants who want to learn more about themselves and who want professional helpers interested in their welfare to learn more about them. If participants complete the first practice exercise, it means that they do want to learn more about themselves and that they are interested in improving their personalities.

An attempt was made to give most personality disorders a positive connotation to avoid using psychiatric labels or jargon. Nevertheless, participants should be warned beforehand and understand in writing, by signing an informed consent form (Appendix A), that some of the parts that illustrate their personalities are quite negative, which participants might dislike. On the other hand, participants will need to confront and understand how these negative parts contribute to their dysfunctionalities. After this discussion and a practice exercise are completed, perhaps participants will be ready to start working on more positive aspects of their personalities (see Sect. 3 of this sourcebook). Note that schizotypal, borderline, and paranoid personalities do not have a practice exercise. However, the interested professional can replicate the format used here to reproduce additional practice exercises for these three personalities (Davis & Millon, 1999, p. 517).

Self-Interested (Narcissistic)

Practice Exercise 1. Understanding Your Self-interested Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with other parts listed below, very likely makes up your overall personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

*Parts**Definitions and Examples*

a. Haughty _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Exploitive _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Expansive _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Rationalizing _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Admirable _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Contrived _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Spurious _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Insouciant _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Haughty	_____	e. Admirable	_____
b. Exploitive	_____	f. Contrived	_____
c. Expansive	_____	g. Spurious	_____
d. Rationalizing	_____	h. Insouciant	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

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

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Self-Interested Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help
had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Haughty	_____	e. Admirable	_____
b. Exploitive	_____	f. Contrived	_____
c. Expansive	_____	g. Spurious	_____
d. Rationalizing	_____	h. Insouciant	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Haughty	_____	e. Admirable	_____
b. Exploitive	_____	f. Contrived	_____
c. Expansive	_____	g. Spurious	_____
d. Rationalizing	_____	h. Insouciant	_____

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

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

Nonconformist (Negativistic)

Practice Exercise 1. Understanding Your Nonconformist Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your unique personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Resentful _____

Example 1 _____

Example 2 _____

b. Contrary _____

Example 1 _____

Example 2 _____

c. Skeptical _____

Example 1 _____

Example 2 _____

d. Displacing _____

Example 1 _____

Example 2 _____

e. Discontented _____

Example 1 _____

Example 2 _____

f. Vacillating _____

Example 1 _____

Example 2 _____

g. Divergent _____

Example 1 _____

Example 2 _____

h. Irritable _____

Example 1 _____

Example 2 _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Resentful	_____	e. Discontented	_____
b. Contrary	_____	f. Vacillating	_____
c. Skeptical	_____	g. Divergent	_____
d. Displacing	_____	h. Irritable	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

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

Homework: During the coming week, think more about the parts you defined and rank-order and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Nonconformist Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Resentful	_____	e. Discontented	_____
b. Contrary	_____	f. Vacillating	_____
c. Skeptical	_____	g. Divergent	_____
d. Displacing	_____	h. Irritable	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Resentful	_____	e. Discontented	_____
b. Contrary	_____	f. Vacillating	_____
c. Skeptical	_____	g. Divergent	_____
d. Displacing	_____	h. Irritable	_____

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

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

Compelling (Compulsive)

Practice Exercise 1. Understanding Your Compelling Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Disciplined _____

Example 1 _____

Example 2 _____

b. Respectful _____

Example 1 _____

Example 2 _____

c. Constricted _____

Example 1 _____

Example 2 _____

d. Reactive _____

Example 1 _____

Example 2 _____

e. Conscientious _____

Example 1 _____

Example 2 _____

f. Concealed _____

Example 1 _____

Example 2 _____

g. Compartmentalized _____

Example 1 _____

Example 2 _____

h. Solemn _____

Example 1 _____

Example 2 _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Disciplined	_____	e. Conscientious	
b. Respectful	_____	f. Concealed	
c. Constricted	_____	g. Compartmentalized	
d. Reactive	_____	h. Solemn	

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Compelling Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Disciplined	_____	e. Conscientious	_____
b. Respectful	_____	f. Concealed	_____
c. Constricted	_____	g. Compartmentalized	_____
d. Reactive	_____	h. Solemn	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Disciplined	_____	e. Conscientious	_____
b. Respectful	_____	f. Concealed	_____
c. Constricted	_____	g. Compartmentalized	_____
d. Reactive	_____	h. Solemn	_____

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

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

Unusual (Sadistic)

Practice Exercise 1. Understanding Your Unusual Personality

Name_____Sex____Date_____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Precipitating	Example 1
	Example 2
b. Abrasive	Example 1
	Example 2
c. MDogmatic	Example 1
	Example 2
d. Isolated	Example 1
	Example 2
e. Combative	Example 1
	Example 2
f. Pernicious	Example 1
	Example 2
g. Eruptive	Example 1
	Example 2
h. Hostile	Example 1
	Example 2

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the find parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Precipitating	_____	e. Combative	_____
b. Abrasive	_____	f. Pernicious	_____
c. Dogmatic	_____	g. Eruptive	_____
d. Isolated	_____	h. Hostile	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-order and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Unusual Personality

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Precipitate	_____	e. Combative	_____
b. Abrasive	_____	f. Pernicious	_____
c. Dogmatic	_____	g. Eruptive	_____
d. Isolated	_____	h. Hostile	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Precipitate	_____	e. Combative	_____
b. Abrasive	_____	f. Pernicious	_____
c. Dogmatic	_____	g. Eruptive	_____
d. Isolated	_____	h. Hostile	_____

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

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

Unpopular (Antisocial)

Practice Exercise 1. Understanding Your Unpopular Personality

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Impulsive _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Irresponsible _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Deviant _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Acting-out _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Autonomous _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Debased _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Unruly _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Callous _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the find parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Impulsive	_____	e. Autonomous	_____
b. Irresponsible	_____	f. Debased	_____
c. Deviant	_____	g. Unruly	_____
d. Acting-out	_____	h. Callous	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Unpopular Personality

Name _____ Sex _____ Date _____

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

1. Please select which answer 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.

a. I did not like this practice exercise at all, but I am glad I got to work on it.

a. I am delighted I got a chance to work on this practice exercise.

a. I am not only delighted about working on this practice exercise, but I wish all people who need professional help had a chance to work on it.
2. How helpful was it to work on this practice exercise? Please check the answer that applies to you:

a. Not helpful at all

a. Helpful

b. Somewhat helpful

b. Very helpful

3. Which practice exercise did you like best? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.
- | Parts | Rank-order | Parts | Rank-order |
|------------------|------------|---------------|------------|
| a. Impulsive | _____ | e. Autonomous | _____ |
| b. Irresponsible | _____ | f. Debased | _____ |
| c. Deviant | _____ | g. Unruly | _____ |
| d. Acting-out | _____ | h. Callous | _____ |
4. Explain why you rank-ordered these practice exercises the way you did.

5. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rank as No. 1 the most helpful, rank

as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Impulsive	_____	e. Autonomous	_____
b. Irresponsible	_____	f. Debased	_____
c. Deviant	_____	g. Unruly	_____
d. Acting-out	_____	h. Callous	_____

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

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

Exciting (Histrionic)

Practice Exercise 1. Understanding Your Exciting Personality

Name_____Sex____Date_____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Dramatic _____

Example 1 _____

Example 2 _____

b. Attention-seeking _____

Example 1 _____

Example 2 _____

c. Flighty _____

Example 1 _____

Example 2 _____

d. Dissociated _____

Example 1 _____

Example 2 _____

e. Gregarious _____

Example 1 _____

Example 2 _____

f. Shallow _____

Example 1 _____

Example 2 _____

g. Disjointed _____

Example 1 _____

Example 2 _____

h. Fickle _____

Example 1 _____

Example 2 _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Dramatic	_____	e. Gregarious	_____
b. Attention-seeking	_____	f. Shallow	_____
c. Flighty	_____	g. Disjointed	_____
d. Dissociated	_____	h. Fickle	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Exciting Personality

Name _____ Sex _____ Date _____

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

1.

Please select the statement 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 who need professional help had a chance to work on it.

2.

How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

Parts	Rank-order	Parts	Rank-order
a. Dramatic	_____	e. Gregarious	_____
b. Attention-seeking	_____	f. Shallow	_____
c. Flighty	_____	g. Disjointed	_____
d. Dissociated	_____	h. Fickle	_____

4.

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Dramatic	_____	e. Gregarious	_____
b. Attention-seeking	_____	f. Shallow	_____
c. Flighty	_____	g. Disjointed	_____
d. Dissociated	_____	h. Fickle	_____

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

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

Private (Avoidant)

Practice Exercise 1. Understanding Your Private Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Fretful _____

Example 1 _____

Example 2 _____

b. Aversive _____

Example 1 _____

Example 2 _____

c. Distracted _____

Example 1 _____

Example 2 _____

d. Fantasy-oriented _____

Example 1 _____

Example 2 _____

e. Alienated _____

Example 1 _____

Example 2 _____

f. Vexatious _____

Example 1 _____

Example 2 _____

g. Fragile _____

Example 1 _____

Example 2 _____

h. Anguished _____

Example 1 _____

Example 2 _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank-order as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Fretful	_____	e. Alienated	_____
b. Aversive	_____	f. Vexatious	_____
c. Distracted	_____	g. Fragile	_____
d. Fantasy-oriented	_____	h. Anguished	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you defined and rank-ordered and whether you want to change their rank-order as listed above, or start working on the next practice exercise.

Concluding Feedback Form for Private Personality

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 statement 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 who need professional help had a chance to work on it. _____

- 2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Fretful	_____	e. Alienated	_____
b. Aversive	_____	f. Vexatious	_____
c. Distracted	_____	g. Fragile	_____
d. Fantasy-oriented	_____	h. Anguished	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Fretful	_____	e. Alienated	_____
b. Aversive	_____	f. Vexatious	_____
c. Distracted	_____	g. Fragile	_____
d. Fantasy-oriented	_____	h. Anguished	_____

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

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

Distinct (Schizoid)

Practice Exercise 1. Understanding Your Distinct Personality

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts listed below, very likely makes up your personality.

1. To understand these parts, define them with the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members. For each part, add two examples that show your understanding of that part.

Parts

Definitions and Examples

a. Impassive _____

Example 1 _____

Example 2 _____

b. Unengaged _____

Example 1 _____

Example 2 _____

c. Impoverished _____

Example 1 _____

Example 2 _____

d. Intellectualizing _____

Example 1 _____

Example 2 _____

e. Complacent _____

Example 1 _____

Example 2 _____

f. Meager _____

Example 1 _____

Example 2 _____

g. Undifferentiated _____

Example 1 _____

Example 2 _____

h. Apathetic _____

Example 1 _____

Example 2 _____

2. Now that you have completed these definitions, it is important to find out how these parts apply to you. Rank-order each part according to how much it applies to you. Rank as No. 1 the part that applies to you the most, rank-order as No. 2 the part that applies to you next, and so on; mark as N/A the parts that may not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Impassive	_____	e. Complacent	_____
b. Unengaged	_____	f. Meager	_____
c. Impoverished	_____	g. Undifferentiated	_____
d. Intellectualizing	_____	h. Apathetic	_____

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

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

- | | |
|---|-------|
| a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercise. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercise. | _____ |
| d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. | _____ |

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about the parts you just defined and rank-ordered and whether you want to change that rank-order-order or start working on the next practice exercise.

Concluding Feedback Form for Distinctive Personality

Name _____ Sex _____ Date _____

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

1.

Please select the statement 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 that people who need professional help had a chance to work on it.

2.

How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

Parts	Rank-order	Parts	Rank-order
a. Impassive	_____	e. Complacent	_____
b. Unengaged	_____	f. Meager	_____
c. Impoverished	_____	g. Undifferentiated	_____
d. Intellectualizing	_____	h. Apathetic	_____

4.

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Impassive	_____	e. Complacent	_____
b. Unengaged	_____	f. Meager	_____
c. Impoverished	_____	g. Undifferentiated	_____
d. Intellectualizing	_____	h. Apathetic	_____

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

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

Mixed Internalizing and Externalizing Personalities

Practice exercises included here are based on factor analyses that did not distinguish between internalizing and externalizing personalities.

Personality Disorders: Form 1992

Practice Exercise 1. Understanding Your Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts, very likely makes up your overall personality.

1. To understand these parts, you will need the help of a dictionary, your attending professional helper, your relatives, your friends, or staff members, if you are presently in a clinical facility. Give two examples for each definition to make sure each part is understood correctly.

Parts

Definitions and Examples

a. Affective lability _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Anxiousness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Compulsivity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Conduct problems _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Diffidence _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Identity problems _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Insecure attachments _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Interpersonal disesteem _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Intimacy problems _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

j. Narcissism _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Passive oppositionality _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Rejection _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Restricted expression _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Social avoidance _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Sensation (stimulation) seeking _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Suspiciousness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Affective lability	_____	i. Intimacy problems	_____
b. Anxiousness	_____	j. Narcissism	_____
c. Compulsivity	_____	k. Passive oppositionality	_____
d. Conduct problems	_____	l. Rejection	_____
e. Diffidence	_____	m. Restricted expression	_____
f. Identity problems	_____	n. Social avoidance	_____
g. Insecure attachments	_____	o. Sensation seeking	_____
h. Interpersonal disesteem	_____	p. Suspiciousness	_____

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

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble and in need of professional help could get something like this practice exercise to work on. _____

5. Discuss your completed practice exercise with whoever gave it to you.

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

Concluding Feedback Form for Personality Form 1992

Name _____ Sex _____ Date _____

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

1. Please select the statement 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 people who need professional help had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Affective lability	_____	i. Intimacy problems	_____
b. Anxiousness	_____	j. Narcissism	_____
c. Compulsivity	_____	k. Passive oppositionality	_____
d. Conduct problems	_____	l. Rejection	_____
e. Diffidence	_____	m. Restricted expression	_____
f. Identity problems	_____	n. Social avoidance	_____
g. Insecure attachments	_____	o. Sensation seeking	_____
h. Interpersonal disesteem	_____	p. Suspiciousness	_____

4. Explain why you rank-order these practice exercises the way you did.

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Affective lability	_____	i. Intimacy problems	_____
b. Anxiousness	_____	j. Narcissism	_____
c. Compulsivity	_____	k. Passive oppositionality	_____
d. Conduct problems	_____	l. Rejection	_____
e. Diffidence	_____	m. Restricted expression	_____
f. Identity problems	_____	n. Social avoidance	_____
g. Insecure attachments	_____	o. Sensation seeking	_____
h. Interpersonal disesteem	_____	p. Suspiciousness	_____

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

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

Personality Disorders: Form 1989

Practice Exercise 1. Understanding Your Personality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts, very likely makes up your overall personality.

1. To understand these parts, 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 clinical facility. To make sure you understand each part, give two examples to show how each part is understood.

Parts

Definitions and Examples

a. Compulsivity _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Conduct problems _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Diffidence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Identity problems _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Insecure attachment _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

f. Intimacy problems _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Narcissism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Suspiciousness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Affective lability _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j. Passive oppositionality _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k. Perceptual cognitive distortion _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
l. Rejection _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
m. Self-harming parts _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

n. Restricted expression _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Social avoidance _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Sensation seeking _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Interpersonal disesteem _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
r. Anxiousness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Compulsivity _____	_____	k. Perceptual cognitive distortion _____	_____
b. Conduct problems _____	_____	l. Rejection _____	_____
c. Diffidence _____	_____	m. Self-harming parts _____	_____
d. Identity problems _____	_____	n. Restricted expression _____	_____
e. Insecure attachment _____	_____	o. Social avoidance _____	_____
f. Intimacy problems _____	_____	p. Sensation seeking _____	_____
g. Narcissism _____	_____	q. Interpersonal disesteem _____	_____
h. Suspiciousness _____	_____	r. Anxiousness _____	_____
i. Affective lability _____	_____		
j. Passive oppositionality _____	_____		

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

4. Now that you have completed this practice exercise, check which answer indicates how you feel about it. There is also space for you to explain further, if you want to:

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

5. Discuss your completed practice exercise with whoever gave it to you.

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

Concluding Feedback Form for Personality Form 1989

Name _____ Sex _____ Date _____

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

1. Please check 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 troubles who need professional help had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Compulsivity	_____	k. Perceptual cognitive distortion	_____
b. Conduct problems	_____	l. Rejection	_____
c. Diffidence	_____	m. Self-harming parts	_____
d. Identity problems	_____	n. Restricted expression	_____
e. Insecure attachment	_____	o. Social avoidance	_____
f. Intimacy problems	_____	p. Sensation seeking	_____
g. Narcissism	_____	q. Interpersonal disesteem	_____
h. Suspiciousness	_____	r. Anxiousness	_____
i. Affective lability	_____		
j. Passive oppositionality	_____		

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Compulsivity	_____	e. Insecure attachment	_____
b. Conduct problems	_____	f. Intimacy problems	_____
c. Diffidence	_____	g. Narcissism	_____
d. Identity problems	_____	h. Suspiciousness	_____

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
i. Affective lability	_____	n. Restricted expression	_____
j. Passive oppositionality	_____	o. Social avoidance	_____
k. Perceptual cognitive distortion	_____	p. Sensation seeking	_____
l. Rejection	_____	q. Interpersonal disesteem	_____
m. Self-harming parts	_____	r. Anxiousness	_____

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

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

Personality Disorders: Form 1990

Practice Exercise 1. Understanding Your Personality

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand more about your personality. To learn more about yourself, you will need to explain what the parts listed below mean to you. Each part, together with the other parts, very likely makes up your personality.

1. To define and understand these parts, you will need the help of a dictionary, your attending professional, relatives, friends, or staff members, if you are at the present time in a clinical facility. To make sure you understand each part, give two examples to show how each part is understood.

*Parts**Definitions and Examples*

a. Suicide proneness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Self-derogation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Anhedonia _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Instability _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Hypersensitivity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Anger/aggression _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Pessimism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Negative affect _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Suspiciousness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

j. Self-centered exploitation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k. Passive-aggressiveness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
l. Dramatic exhibitionism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
m. Grandiose egocentrism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
n. Social isolation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
o. Emotional coldness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
p. Dependency _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
q. Conventionality-rigidity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
r. Impulsivity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

s. High energy _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Antisocial part _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Strange thoughts _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Suicide proneness _____	_____	m. Grandiose _____	_____
b. Self-derogation _____	_____	egocentrism _____	_____
c. Anhedonia _____	_____	n. Social isolation _____	_____
d. Instability _____	_____	o. Emotional coldness _____	_____
e. Hypersensitivity _____	_____	p. Dependency _____	_____
g. Pessimism _____	_____	q. Conventionality- _____	_____
h. Negative affect _____	_____	rigidity _____	_____
i. Suspiciousness _____	_____	r. Impulsivity _____	_____
j. Self-centered _____	_____	s. High energy _____	_____
exploitation _____	_____	t. Antisocial part _____	_____
k. Passive-aggressiveness _____	_____	u. Strange thoughts _____	_____
l. Dramatic _____	_____		
exhibitionism _____	_____		

3. Write why you rank-ordered the parts the way you did.

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

- a. I did not like this practice exercise at all. I want to quit this stupid practice exercise. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercise. _____
- c. I liked this practice exercise and I want to go on with this practice exercise. _____
- d. I liked this practice exercise 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 trouble or in need of professional help could get something like this practice exercise to work on. _____

5. Discuss your completed practice exercise with whoever gave it to you.

Homework: During the coming week, think more about these parts and whether you want to change their rank-order as listed above, or you want to start working on the next practice exercise.

Concluding Feedback Form for Personality Form 1990

Name _____ Sex _____ Date _____

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

1. Please check 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 who need professional help had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Behaviors</i>	<i>Rank-order</i>	<i>Behaviors</i>	<i>Rank-order</i>
a. Suicide proneness	_____	l. Dramatic exhibitionism	_____
b. Self-derogation	_____	m. Grandiose egocentrism	_____
c. Anhedonia	_____	n. Social isolation	_____
d. Instability	_____	o. Emotional coldness	_____
e. Hypersensitivity	_____	p. Dependency	_____
g. Pessimism	_____	q. Conventionality-rigidity	_____
h. Negative affect	_____	r. Impulsivity	_____
i. Suspiciousness	_____	s. High energy	_____
j. Self-centered exploitation	_____	t. Antisocial part	_____
k. Passive-aggressiveness	_____	u. Strange thoughts	_____

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

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

<i>Parts</i>	<i>Rank-order</i>	<i>Parts</i>	<i>Rank-order</i>
a. Suicide proneness	_____	l. Dramatic exhibitionism	_____
b. Self-derogation	_____	m. Grandiose egocentrism	_____
c. Anhedonia	_____	n. Social isolation	_____
d. Instability	_____	o. Emotional coldness	_____
e. Hypersensitivity	_____	p. Dependency	_____
g. Pessimism	_____	q. Conventionality-rigidity	_____
h. Negative affect	_____	r. Impulsivity	_____
i. Suspiciousness	_____	s. High energy	_____
j. Self-centered exploitation	_____	t. Antisocial part	_____
k. Passive-aggressiveness	_____	u. Strange thoughts	_____

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

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

Multiple Score Tests

Personality Dimensions from the Minnesota Multiphasic Personality Inventory-2

The purpose of the practice exercises in this practice exercise is to help you deal with, understand, and even control some personality characteristics that may work against you rather than for you. These personality characteristics should have been pinpointed and identified by previous testing.

Practice Exercise 1. Anxiety

Name_____ Sex_____ Date_____

1. What does anxiety mean for you? Define it as it applies especially to you.

2. In the list of problems with anxiety given below, explain in detail which of them applies especially to you and give two examples to show you understand what anxiety means.

*Problems**Explanations and Examples*

a. Tension _____

Example 1 _____

Example 2 _____

b. Physical problems in general _____

Example 1 _____

Example 2 _____

c. Physical problems in particular:

Example 1 _____

i. Heart pounding _____

Example 2 _____

ii. Shortness of breath _____

Example 1 _____

Example 2 _____

iii. Loose bowels _____

Example 1 _____

Example 2 _____

iv. Sweating _____

Example 1 _____

Example 2 _____

v. Any other physical problem not
listed above _____

Example 1 _____

Example 2 _____

d. Trouble with sleep _____

Example 1 _____

Example 2 _____

e. Worries about _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Trouble concentrating _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Fears of: _____	Example 1 _____
i. Losing my mind _____	_____
_____	Example 2 _____
_____	_____
ii. Not making it in life _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
iii. Losing my family _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
iv. Losing my job _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. Losing my friends _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
vi. Any other fear (describe in detail) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

3. Rank-order these problems with anxiety according to how strong they are for you. Rank as No. 1 the problem that is the strongest and affects you the most, rank as No. 2 the problem that is next strongest, and so on; mark as N/A the problems that do not affect you at all.

<i>Problems</i>	<i>Rank-order</i>	<i>Problems</i>	<i>Rank-order</i>
a. Tension	_____	d. Trouble with sleep	_____
b. Physical problems in general	_____	e. Worries about	_____
c. Physical problems in particular:	_____	f. Trouble concentrating	_____
i. Heart pounding	_____	g. Fears of:	_____
ii. Shortness of breath	_____	i. Losing my mind	_____
iii. Loose bowels	_____	ii. Not making it in life	_____
iv. Sweating	_____	iii. Losing my family	_____
v. Any other physical problem not listed above	_____	iv. Losing my job	_____
		vi. Any other fear (described above)	_____

3. Now explain why you rank-ordered these problems the way you did.

Homework: During the coming week, think about your problems with anxiety and whether you want to change their rank-order or keep it the same. Feel free to change the rank-order if you feel it is more specific about problems with your anxiety.

Standard Format for Anxiety

Practice Exercise No. _____ Name of Problem _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to control your problems with anxiety, one problem at a time. To achieve this goal, go back to the rank-ordering of problems with anxiety completed in the previous practice exercise. Write in the space above the problem you ranked as No. 1. Your next practice exercise will consist of the problem ranked No. 2, and so on, until you have

completed a practice exercise for each feeling that you rank-ordered. Use this same format for all the other practice exercises, following the rank-order given in the first practice exercise. Before you start answering, be sure to make as many copies of this practice exercise as the number of rank-ordered problems given in the preceding practice exercise.

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

2. How often do you feel this problem?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 problem come about? Do you remember how 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 | _____ |

5. Please explain further:

6. Was this problem acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this particular problem affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this problem affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this problem will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make sure you make regular appointments with yourself to work on your rank-ordered problems (for instance, on Monday, Wednesday, and Friday night at 8 o'clock). Make sure that no one will bother you so that you can concentrate on this problem. During this time (either 30 or 60minute,

depending on how long you want to work on this problem), try to concentrate on the problem that you are working on. Make it as real as you can in your mind. As soon as you feel the problem coming on, start answering the questions asked below. The idea here is for you to start the problem rather than for you to try to stop it. Remember: If you want to stop your problem, in your mind, start it in your mind! If you can start it, you can stop it. For each time you start this problem, 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 problem 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 indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Fears

Name _____ Sex _____ Date _____

1. What do fears mean for you? Define them the best you can.

2. After you have defined them in general, define those things or situations listed below. Give two examples to show that you understand that fear. Feel free to use a dictionary to understand fully the meaning of each characteristic quality.

*Fearful Things or Situations**Definitions and Examples*

a. Blood _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. High places _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Money _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Snakes _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Mice _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Spiders _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Dogs _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

h. Other animals (_____)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Leaving home _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Fire _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Storms (thunder, lightning, etc.) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Water _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Dark places _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Being indoors _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Being outdoors _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

p. Dirt	Example 1
_____	_____
_____	Example 2
_____	_____

q. Any other fear not listed above.	Example 1
What is it? (_____)	_____
_____	Example 2
_____	_____

2. Which of the following things or situations upsets you the most? Rank-order them in the order that they upset you. Rank as No. 1 the object or troublesome thoughts that upsets you the most, rank as No. 2 the one that upsets you next, and so on; mark as N/A the ones that do not upset you at all and that do not apply to you.

<i>Fearful Objects or Troublesome thoughts</i>	<i>Rank-order</i>
a. Blood	_____
b. High places	_____
c. Money	_____
d. Snakes	_____
e. Mice	_____
f. Spiders	_____
g. Dogs	_____
h. Other animals (_____)	_____
i. Leaving home	_____
j. Fire	_____
k. Storms (thunder, etc.)	_____
l. Water	_____
m. Dark places	_____
n. Being indoors	_____
o. Being outdoors	_____
p. Dirt	_____
q. Any other fear not listed above	_____
What is it? (_____)	

3. Explain why you rank-ordered your fears the way you did.

Homework: During the next week, keep thinking about your fears and whether you should rank-order differently from the way you did. Feel free to change the rank-order if appropriate.

Standard Format for Fears

Practice Exercise No. ____ Title of Feared Thing or Situation _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to control your fears, one at a time. To achieve this goal, go back to the rank-ordering of your fears completed in the previous practice exercise. Write in the space above the fear you ranked as No. 1. Your next practice exercise will consist of the fear ranked No. 2, and so on, until you have completed a practice exercise for each fear that you rank-ordered. Use this very same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, be sure to make as many copies of this practice exercise as the number of rank-ordered fears given in the preceding practice exercise.

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

2. How often do you feel this fear?

- | | |
|------------------------------|-------|
| 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. Please explain further:

4. How did this fear come about? Do you remember how 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 _____

5. Please explain further:

6. Was this fear acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this fear affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this fear affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this particular fear will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on your fearful thing or situation (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this problem. During this time (either 30 or 60 minutes, depending on how long you want to work on this fear), try to concentrate on the fear that you are working on. Make it as real as you can in your mind. As soon as you feel this specific fear coming on, start answering the questions asked below. The idea here is for you to start the fear rather than for you to try to stop it. Remember: If you want to stop your fear in your mind, start it in your mind! If you can start it, you can stop it. For each time you start this particular fear, make sure to answer the following four questions:

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

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Obsessiveness

Name _____ Sex _____ Date _____

This troublesome thoughts shows itself in different ways. The purpose of this practice exercise is to find those ways and learn to control them, if possible.

1. Define the ways listed below in which obsessiveness shows itself in everyday behavior. Give two specific examples of how each way shows itself in your behavior.

<i>Obsessions</i>	<i>Examples</i>
a. Trouble in making decisions_____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Thinking too much about issues and problems_____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Causing others to be impatient with me and my ways_____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Trouble with changes_____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

- e. Any other obsession (write what it is) _____ Example 1 _____
_____ Example 2 _____

2. Pick the obsession that is the strongest in your mind (specify: _____) and answer the following questions about it.

a. How often does it take place? Check which answer applies:

- i. Daily _____
ii. Weekly _____
iii. Monthly _____
iv. Rarely _____
v. Explain how it takes place.

b. How strongly does this obsession affect:

i. Your life in general?

ii. Your marriage or your relationships with the opposite sex?

iii. Your parents?

iv. Your children?

v. Your friends?

vi. Your work?

vii. Your leisure time?

3. If you have more than one obsession, write the second one here (_____) and answer the same questions about it.

a. Check how often it takes place:

- i. Daily _____
- ii. Weekly _____
- iii. Monthly _____
- iv. Rarely _____
- v. Please explain how it takes place: _____

b. How strongly does this obsession affect:

i. Your life in general?

ii. Your marriage or your relationships with the opposite sex?

iii. Your parents?

iv. Your children?

v. Your friends?

vi. Your work?

vii. Your leisure time?

8. If you have another obsession, write it here (_____) and answer the same questions asked of the two previous obsessions.

9. There is the possibility that your obsessive behavior comes about from an inability to connect and to link feelings, thinking, and actions together. What do you think of this possibility? If you think that this possibility may apply to you, comment on the various relationships within yourself between:

a. Thinking and acting

b. Acting and feelings

c. Thinking and feelings

Homework: Part of this homework practice exercise may not make sense for you. However, try to follow these instructions. First, decide whether you want your obsession(s) to control you or whether you want to learn to control your obsession(s). If you want your obsession(s) to control you, go no further. You do not need to complete this practice exercise. If you want to learn how to control your obsession(s), you will need to follow these instructions consistently.

Step 1: Set specific times when you can start to think about your obsession(s). At the beginning, these times may have to be closely spaced, according to how often you think about your obsession(s). For instance, if you obsess twice a day, start obsessing at least once every hour for 12 h a day for a week, if at all possible. However, this time you must write what you are obsessing about as long as you can stand it. It does not matter if you repeat yourself. In fact, the more you repeat yourself, the better off you will be.

Step 2: See if, in the second week, you can start decreasing how often you can obsess every day. Instead of 12 times a day, could you go down to ten times a day for a week, always at prearranged times? In this case, you may want to obsess every hour and a half rather than every hour. It is important that you follow the schedule you set beforehand, that is, if you have planned the day before to obsess on the hour every hour, except for mealtimes. Use a clock or timer to remind you of obsessing right at the time you planned and not at any other time. Keep writing what you are obsessing about as long as possible, even if you repeat yourself, as many times as possible.

Step 3: If you are successful in performing this practice exercise for the second week, see if you can set the goal of decreasing your obsessing to eight times for the third week, always at preset times.

Step 4: If you have completed the previous step, see if you can now decrease your obsessing to six times for the fourth week, decreasing it every week after you have been able to perform this task for at least a week.

Note: Do not try to rush and go faster than necessary. It may be dangerous for you to go faster than the instructions given above! Keep track of how well you follow your schedule and discuss it with your professional helper.

Practice Exercise 1. Depression

Name _____ Sex _____ Date _____

Depression means a lot of different things to different people. The purpose of this practice exercise is to decrease your depression.

1. What does depression mean to you? Define it and describe it as you see it.

2. Below is a list of feelings that are related to depression. Please expand on all of them by using two examples to show you have understood what that feeling is.

<i>Feelings</i>	<i>Expansions and Examples</i>
a. Feeling blue _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Uncertainty about the future _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

c. Uninterested in living	Example 1
	Example 2
d. Brooding	Example 1
	Example 2
e. Unhappiness	Example 1
	Example 2
f. Crying often	Example 1
	Example 2
g. Feeling hopeless and empty	Example 1
	Example 2
h. Thinking of killing myself	Example 1
	Example 2
i. Wishing to be dead	Example 1
	Example 2
j. Sinfulness and lack of forgiveness	Example 1
	Example 2
k. Lacking supports	Example 1
	Example 2

1. Another feelings not listed above.
What is it? _____

Example 1 _____

Example 2 _____

3. Now rank-order these feelings based on how strong they are for you. Rank as No. 1 the strongest feeling for you, rank as No. 2 the second strongest feeling, and so on; mark as N/A the feelings that do not apply to you.

<i>Feelings</i>	<i>Rank-order</i>
a. Feeling blue	_____
b. Uncertainty about the future	_____
c. Uninterested in living	_____
d. Brooding	_____
e. Unhappiness	_____
f. Crying often	_____
g. Feeling hopeless and empty	_____
h. Thinking of killing myself	_____
i. Wishing to be dead	_____
j. Sinfulness and lack of forgiveness	_____
k. Lacking supports	_____
l. Another feeling (_____)	_____

3. Explain why you rank-ordered these feelings the way you did.

Homework: During the next week, think about your rank-order of feelings and change that order if you feel it did not accurately represent how you feel.

Standard Format for Feelings of Depression

Practice Exercise No. _____ Title of Feeling _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to control your feelings of depression, one at a time. To achieve this goal, go back to the rank-ordering of your feelings completed in the previous practice exercise. Write in the space above the feeling you ranked as No. 1. Your next practice exercise will consist of the feeling ranked No. 2, and so on, until you have completed a practice exercise for each feeling that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, be sure to make as many copies of this practice exercise as the number of rank-ordered feelings given in the previous practice exercise.

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

2. How often do you feel this feeling?

- | | |
|------------------------------|-------|
| 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. Please explain further:

4. How did this feeling 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 | _____ |

5. Please explain further:

6. Was this feeling acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this feeling affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this feeling affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how you want this feeling to affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on your rank-ordered feelings (for instance, on Monday, Wednesday, and Friday night at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this feeling. During this time (either 30 or 60 minute, depending on how long you want to work on this feeling), try to concentrate on the feeling that you are working on. Make it as real as you can in your mind. As soon as you feel the feeling coming on, start answering the questions asked below. The idea here is for you to start the feeling rather than for you to try to stop it. Remember: If you want to stop your feeling in your mind, start it in your mind! If you can start it, you can stop it. Write down what happened in detail. For each time you start this feeling, make sure to answer the following four questions:

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

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Compulsions

Name_____ Sex_____ Date _____

Compulsions are behaviors that repeat themselves often and unnecessarily without your control. In fact, these behaviors control you. Which compulsion controls your life?

1. Define each compulsion and give two examples of each.

Compulsions

Definitions and Examples

- | | |
|---|--|
| a. Hand washing _____

_____ | Example 1 _____

Example 2 _____
_____ |
| b. Hoarding (collecting things) _____

_____ | Example 1 _____

Example 2 _____
_____ |
| c. Counting _____

_____ | Example 1 _____

Example 2 _____
_____ |
| d. Buying/shopping _____

_____ | Example 1 _____

Example 2 _____
_____ |
| e. Other compulsions: what is it? _____

_____ | Example 1 _____

Example 2 _____
_____ |

2. Pick the compulsion that applies to you the most and describe it in detail.

3. Describe in detail what you feel and think and what happens to you before, during, and after you have given in to this compulsion.

- a. Before

b. During

c. After

4. How often does this compulsion take place?

- | | | | |
|-----------|-------|------------|-------|
| a. Daily | _____ | c. Monthly | _____ |
| b. Weekly | _____ | d. Rarely | _____ |

5. Please explain in greater detail how often it takes place.

6. How strongly does this compulsion affect:

a. Your life in general?

b. Your partner or your relationships with the opposite sex?

c. Your parents?

d. Your children?

e. Your friends?

f. Your work?

g. Your leisure time?

7. If you have more than one compulsion, describe the others by answering questions 2 through 6 above.

8. There is the possibility that compulsive behavior comes about from our inability to connect and to link feelings, thinking, and actions together. What do you think of this possibility? If you think that it may apply to you, please comment on the various relationships within yourself between:

a. Thinking and acting

b. Acting and feelings

c. Thinking and feelings

Homework: Part of this homework practice exercise may not make sense for you. However, try to follow these instructions. First, you have to decide whether you want your compulsion to control you or whether you want to learn to control your compulsion. If you want your compulsion to control your life, go no further. You do not need to complete this practice exercise. If you want to learn how to control your compulsion, you will need to follow these instructions consistently.

Step 1. You need to set specific times when you can start to work on your compulsion. At the beginning, these times may have to be closely spaced, according to how often you perform your compulsion. For instance, if you hand wash ten times a day, set 12 times when you are going to wash your hands, at least once every hour on the hour for 12 h a day for a week. However, it is crucial that you record and log how often and how many times you washed your hands each day.

Step 2. In the second week, you can start decreasing how often you wash your hands every day. Instead of 12 times a day, could you go down to ten times a day for a week, always at prearranged times? In this case, you may want to wash your hands every hour and a half rather than every hour. It is important that you follow the schedule you set beforehand; that is, if you have planned from the day before to wash your hands on the hour every hour, except for mealtimes, use a clock or timer to remind you of washing your hands right at the time you planned and not at any other time. Again log and record how often and how many times you have washed your hands each day.

Step 3. In the third week, see if you can set the goal of decreasing your hand washing to eight times a day for a week always at preset times. Keep track of how well you follow your schedule.

Step 4. In the fourth week, see if you can now decrease your hand washing to six times a day for a week. Thereafter, decrease your schedule by two hand washings every week after you have been able to perform this task for at least a week. But do not try to rush and go faster than necessary. It may be dangerous for you to go faster than the instructions given above.

Discuss your records with your professional helper.

Practice Exercise 1. Health Troublesome thoughts

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find whether some of your health troublesome thoughts are due to actual physical causes or whether they are produced from emotional tensions without proved medical causes.

1. Circle how often and how strongly these physical troublesome thoughts worried or affected you. Circle only those troublesome thoughts that apply to you:

Frequency: How often?

Everyday = 4; Once a week = 3; Once a month = 2; Once a year = 1; Never = 0.

Intensity: How strong?

Very strong = 3; Somewhat strong = 2; a bit strong = 1; Not strong at all = 0.

	Frequency					Intensity			
1. Gastrointestinal									
a. Constipation	4	3	2	1	0	3	2	1	0
b. Nausea and vomiting	4	3	2	1	0	3	2	1	0
c. Stomach trouble	4	3	2	1	0	3	2	1	0
d. Other (_____)	4	3	2	1	0	3	2	1	0
2. Neurological									
a. Convulsions	4	3	2	1	0	3	2	1	0
b. Dizziness	4	3	2	1	0	3	2	1	0
c. Fainting spells	4	3	2	1	0	3	2	1	0
d. Paralysis	4	3	2	1	0	3	2	1	0
e. Other (_____)	4	3	2	1	0	3	2	1	0
3. Sensory problems									
a. Hearing	4	3	2	1	0	3	2	1	0
b. Vision	4	3	2	1	0	3	2	1	0
c. Smell	4	3	2	1	0	3	2	1	0
d. Balance	4	3	2	1	0	3	2	1	0
4. Cardiovascular system									
a. Heart	4	3	2	1	0	3	2	1	0
b. Chest pains	4	3	2	1	0	3	2	1	0
c. Other (_____)	4	3	2	1	0	3	2	1	0
5. Skin	4	3	2	1	0	3	2	1	0
6. Pains	4	3	2	1	0	3	2	1	0
a. Headaches	4	3	2	1	0	3	2	1	0
b. Neck	4	3	2	1	0	3	2	1	0
c. Lower back	4	3	2	1	0	3	2	1	0
d. Other (_____)	4	3	2	1	0	3	2	1	0
7. Respiration									
a. Coughing	4	3	2	1	0	3	2	1	0
b. Hay fever	4	3	2	1	0	3	2	1	0
c. Asthma	4	3	2	1	0	3	2	1	0
d. Emphysema	4	3	2	1	0	3	2	1	0
e. Other (_____)	4	3	2	1	0	3	2	1	0

8. What have you done about these troublesome thoughts? Please describe in detail.

9. What have you done about feeling healthy and keeping healthy?

10. What have you done about your diet?

11. What have you done about exercising regularly?

12. What have you done about your mental and emotional attitude towards your body?

13. What is the relationship between your physical troublesome thoughts and painful past events in your life?

14. What is the relationship between your physical troublesome thoughts and stressful events in your present life?

15. Of all the things you have been asked above, what can you change and how are you going to change it?

16. When is the last time you received a thorough physical examination?

17. If you have not had a complete physical examination in the last 2 years, get one before going any further with this or other practice exercises.

Homework: During the next week, think more about physical troublesome thoughts that have a demonstrated medical basis and troublesome thoughts that have no medical basis. Make an appointment with yourself at least 24 h in advance at a specific time and place. If there are some troublesome thoughts that do not have a demonstrated medical basis, pick the one that stresses you the most and answer in writing questions 8–15. After completing the answers to this first troublesome thoughts, repeat this process for any other troublesome thoughts that does not have a demonstrated medical basis. Be sure to follow medical prescriptions for all those troublesome thoughts that are medically demonstrated. Discuss your answers with your professional helper.

Practice Exercise 1. Unusual Thinking

Name _____ Sex _____ Date _____

Unusual thinking may entail different things for different people. The purpose of this practice exercise is to learn more about the nature of your unusual thinking.

1. In what way is your thinking unusual?

2. Have you experienced hallucinations or visions of any kind recently? For instance, have you:

a. Heard something very unusual or strange? What?

i. When?

ii. How often have you heard it?

Every day

Every other day

Once or twice a week

Once every 2 weeks

Once a month

Once a year

Less than once a year

iii. Can you control what you heard? Yes____ No____

b. Seen something very unusual or strange? What?

i. When?

ii. How often have you seen it?

Every day

Every other day

Once or twice a week

Once every 2 weeks

Once a month

Once a year

Less than once a year

iii. Can you control what you have seen? Yes____ No____

- c. Smelled something that you have never smelled before? What?

- i. When?

- ii. How often have you smelled it?

Every day	_____	Once a month	_____
Every other day	_____	Once a year	_____
Once or twice a week	_____	Less than once a year	_____
Once every 2 weeks	_____		

- iii. Can you control what you have smelled? Yes_____ No_____

3. Describe any strange or peculiar thoughts that have come into your head lately. What are they?

- a. When do you have these thoughts?

- b. How often do these thoughts come into your head?

Every day	_____	Once a month	_____
Every other day	_____	Once a year	_____
Once or twice a week	_____	Less than once a year	_____
Once every 2 weeks	_____		

- c. Can you control these thoughts? Yes_____ No_____

4. Do you find that you cannot trust anybody these days and that you are suspicious or fearful that:

- | | | |
|---|----------|---------|
| a. Others may speak ill of you | Yes_____ | No_____ |
| b. Others are plotting against you | Yes_____ | No_____ |
| c. Someone is trying to poison you | Yes_____ | No_____ |
| d. Someone is trying to hurt you or your reputation | Yes_____ | No_____ |
| e. Somebody is trying to cheat you | Yes_____ | No_____ |
| f. Somebody is after you | Yes_____ | No_____ |
| g. Someone has it in for me | Yes_____ | No_____ |

5. Do you think that you are on a special mission? Yes_____ No_____

a. If yes, what is this special mission about?

b. What will you get if and when you finish this special mission?

5. Do you think you have received special powers? Yes_____ No_____

a. If yes, who granted you these powers?

b. What do these special powers consist of?

Homework: If you want to keep hearing, seeing, or smelling strange things or if you want to keep having peculiar thoughts and stay suspicious of others, going on your special mission, or keeping your special powers, do nothing more. You do not need to do this homework practice exercise. However, if you want to get rid of strange and peculiar things or thoughts, follow these instructions.

Step 1. Make three appointments with yourself next week at preset times, such as Tuesday, Thursday, and Saturday at 9 p.m., for at most 1 h. Set a clock or timer to

make sure that you spend just 1 h with yourself and write down whatever comes into your mind. If the things listed above come into your head at other times, write a brief note on a piece of paper and use it during your next appointment.

Step 2. During this hour, try to hear, see, smell, or think whatever you have experienced lately. As you make yourself start these things, write down everything you see, hear, smell, feel, and think in as much detail as you can. If you cannot write, talk into a tape-recorder. Bring your notes or tapes to your professional helper and ask whether there is medication that could help avoid all your unusual thinking.

Practice Exercise 1. Anger

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you control and express your anger in more constructive and positive ways than you may have done in the past.

1. Anger and hostility show themselves in various ways. Define and write in detail what, how, when, and how often you get angry. Feel free to use a dictionary if you need help with these definitions.

- a. Irritability

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

b. Grouchiness

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

c. Impatience

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

d. Hotheadedness

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

e. Annoyance

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

f. Stubbornness

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

g. Swearing

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

h. Smashing or breaking things

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

- i. Loss of control, temper tantrums

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

- j. Verbal abuse of others

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

k. Physical abuse of others

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

1. Any other way to express anger peculiar to you

What is it? Define it:

How? (Give an example):

When?

How often?

How strong?

3. Rank-order these terms by how often and how strong you show that particular form of anger. Pick the worst way you show anger and give it a rank-order of No. 1. Then pick the next worst and give it a rank-order of No. 2, and so on; mark as N/A the forms of anger that do not present a problem for you.

<i>Anger</i>	<i>Rank-order</i>	<i>Anger</i>	<i>Rank-order</i>
a. Irritability	_____	d. Hotheadedness	_____
b. Grouchiness	_____	e. Annoyances	_____
c. Impatience	_____	f. Stubbornness	_____

<i>Anger</i>	<i>Rank-order</i>	<i>Anger</i>	<i>Rank-order</i>
g. Swearing	_____	j. Verbal abuse of	_____
h. Smashing or breaking things	_____	others	
i. Loss of control, temper tantrums	_____	k. Physical abuse of	_____
		others	
		l. Your peculiar way to show anger	_____

4. Explain why you rank-ordered these forms of anger the way you did.

Homework: During the coming week, think about how you have rank-ordered the ways anger is expressed. Feel free to change that order if you feel it is closer to the ways you show and express anger. Be sure to discuss your completed practice exercise with your professional helper.

Standard Practice Exercise for Anger

Practice Exercise No. _____ Title of Angry Behavior _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to control your angry feelings, one angry feeling at a time. To achieve this goal, go back to the rank-ordering of your angry feelings completed in the previous practice exercise. Write in the space above the angry feeling you ranked as No. 1. Your next practice exercise will consist of the angry feeling you ranked as No. 2, and so on, until you have completed a practice exercise for each feeling that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, be sure to make as many copies of this practice exercise as the number of rank-ordered angry feelings given in the previous practice exercise.

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

2. How often do you express this angry feeling?

- 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. Please explain further:

4. How did this angry feeling 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 _____

5. Please explain further:

6. Was this angry feeling acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this angry feeling affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this angry feeling affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this angry feeling will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this feeling angry), try to concentrate on the specific feeling of anger that you are working on. Make it as real as you can in your mind. As soon as you feel that angry feeling coming on, start answering the questions asked below. The idea here is for you to start the angry feeling rather than for you to try to stop it. Remember: If you want to stop your angry feelings in your mind, start them in your mind! If you can start it, you can stop it. Write down what happened in detail. For each time you start this angry feeling, 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 feeling angry 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 indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Cynicism

Name _____ Sex _____ Date _____

Cynicism means a lot of things. Some of these things may apply to you and some may not. Determine which of these things apply to you and which do not by answering the questions below.

1. Distrust of others

- Are you distrustful of others? Yes _____ No _____
- If yes, how distrustful are you? A lot _____ Some _____ A little _____
- What is it that you distrust? _____
- Whom do you distrust the most? _____
- Whom do you distrust next? _____
- Whom do you distrust the least? _____
- How does this distrust affect you?

2. Negativity and negative motivation

- a. How negative are you? A lot_____ Some_____ A little_____
- b. What are you negative about?

- c. What does your negativity get you?

- d. How did you learn to think negatively?

- e. Give an example of your negativity and what it got you in the end.

- f. How can you learn to replace your negative feelings with positive feelings?
If you do not know, ask your professional helper for suggestions.

3. Most people are honest because they fear being caught.

- a. This statement, if you believe it to be true, would mean that you believe that most people are dishonest. Is that what you believe? Yes_____ No_____
- b. What does honesty mean to you?

- c. While we cannot control other people's honesty and there is little we can do about it, except to make sure they behave honestly with us, there is a

great deal we can do to make sure we strive to be as honest as possible.
Why?

4. People cannot be relied upon.

a. Why not?

b. What past painful experiences have led you to believe that statement to be true?

c. If you cannot rely on other people, can other people rely on you? If so, why should they?

d. Instead of making a general statement, would it be better to say that some people can be relied upon and some cannot? Please comment.

5. Friendliness cannot be trusted.

a. If you believe this statement to be true, you must have felt let down a lot. What experiences led you to believe the truth of that statement? List at least three painful experiences that led you to believe not to trust friendliness.

Experience 1:

Experience 2:

Experience 3:

- b. Between friendliness on one extreme and coldness on the other, can you find a middle point where you can be yourself without turning people off?

6. Distance from others is the best policy.

- a. Do you believe this statement to be true or false?
b. If you believe this statement to be true, why do you?

- c. What would be the outcome for you by always keeping distance from others?

- d. Rather than making one flat statement for everybody, could you agree that there are some people that we want to keep distant from us. On the other hand, there are people who we need to be close to and we want them to be close to us? What kind of people do you want to keep distant from?

e. Why?

f. What kind of people would you like to be close to? Why?

7. People are out to take advantage of others.

- a. Do you believe this statement to be true or false?
- b. If you believe this statement to be true, what experiences in your past led you to believe it to be true?

c. What kind of people are more likely to take advantage of you?

d. What kind of people are more likely not to take advantage of you?

e. What do you think about this statement: Certain people are more likely to take advantage of us if we let them.

8. Rank-order the above statements from items 3–7 according to the how much they apply to you and how much you believe the statement to be true. Rank as No. 1 the statement that applies to you the most and that you believe to be most true, rank as No. 2 the next statement that you believe to apply to you, and so on; mark as N/A the statements that do not apply to you.

Statement	Rank-order
a. Most people are honest because they fear being caught.	_____
b. People cannot be relied upon.	_____
c. Friendliness cannot be trusted.	_____
c. Distance from others is the best policy.	_____
d. People are out to take advantage of others.	_____

9. Explain why you rank-ordered these statements the way you did.

Homework: During the coming week, think about how you have rank-ordered these statements and feel free to change that order if you feel that that change is closer to the way you think.

Standard Practice Exercise for Cynicism

Practice Exercise No.____ Title of Cynical Statement _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to control your cynical thinking, one statement at a time. To achieve this goal, go back to the rank-ordering of the statements completed in the previous practice exercise. Write in the space above the statement you ranked as No. 1. Your next practice exercise will consist of the statement ranked as No. 2, and so on, until you have completed a practice exercise for each statement. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

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

2. How often do you express this statement?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 statement come about? Do you remember how 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 | _____ |

5. Please explain further:

6. Was this statement acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this statement affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this statement affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this statement will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (For instance, Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this practice exercise), try to concentrate on the statement that you are working on. Make it as real as you can in your mind. As soon as you feel you have this statement in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than for you to try to stop thinking. Remember: If you want to stop your cynical thinking in your mind, start it in your mind! If you can start it, you can stop it. Write down what

happened in detail. For each time you start thinking cynically, make sure to answer the following four questions:

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

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Antisocial Practices

Name_____Sex_____Date_____

The purpose of this and other practice exercises is to help you control your anti-social behaviors. As you know, that is not an easy goal. You will need to work on this practice exercise as well and as completely as you can.

1. List the discipline or conduct problems you had during your school years.

2. Have you ever been in trouble with the law? How and how much?

a. When?

b. Where?

3. How much stealing have you done in the past?

a. When?

b. Where?

4. How much shoplifting have you done in the past?

a. When?

b. Where?

5. How much lying have you done in the past?

a. When?

b. Where?

6. Have you ever set a fire? To what?

a. When?

b. Where?

7. Any other antisocial practice not listed above:

a. What?

b. When?

c. Where?

8. One of the major attitudes that produces antisocial behavior is: "I know better."

a. How does this attitude apply to you?

b. How did you develop it?

c. What did this attitude get you?

- d. How can you change this attitude if it gets you into trouble?

9. A second attitude that leads to antisocial behavior is: "I won't be caught."

- a. How does this attitude apply to you?

- b. How did you develop it?

- c. What did this attitude get you?

- d. How can you change this attitude if it gets you into trouble?

10. Rank-order the antisocial behaviors listed below according to how much and how often you practiced that behavior. Rank as No. 1 the behavior that was the most common in your practice, rank as No. 2 the behavior that was next common, and so on; mark as N/A the behaviors that do not apply to you.

Antisocial Behaviors

Rank-order

- a. Discipline or conduct problems in school
- b. In trouble with the law
- c. Stealing
- d. Shoplifting
- e. Lying
- f. Setting fires
- g. Any other behavior (_____)

Homework: During the coming week, think more about how you behaved in the past and what that behavior got you.

1. Was it rewarding?

2. Was it helpful?

3. Did you enjoy it?

4. What did that behavior get you?

Standard Practice Exercise for Antisocial Practices

Practice Exercise No.____ Title of Behavior_____

Name_____ Sex_____ Date_____

The purpose of this and other practice exercises is to help you learn to control your antisocial practices, one behavior at a time. To achieve this goal, go back to thinking of the behaviors completed in the previous practice exercise. Write in the space

above the behavior you ranked as No. 1. Your next practice exercise will consist of the behavior rank-ordered No. 2, and so on, until you have completed a practice exercise for each behavior that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the preceding practice exercise.

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

2. How often did you behave this way?

- | | |
|------------------------------|-------|
| 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. Please explain further:

4. How did this behavior come about? Do you remember how 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 | _____ |

5. Please explain further:

6. Was this behavior acceptable or unacceptable? Why? Explain.

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

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this behavior affects you in the present.

Example 1:

Example 2:

Example 3:

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

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute), depending on how long you want to work on this practice exercise) try to recall behaviors that got you into trouble. As soon as you feel you have this behavior in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than to try to stop thinking. Remember: If you want to stop your behavior in your mind, start it in your mind! If you can start it in your mind, perhaps you can stop it outside of your mind. Write down what happened in detail. For each time you start thinking about this past behavior, 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 choices indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Type A Personality

Name_____Sex_____Date_____

Type A personality is a label used for individuals who are otherwise described as workaholics. This troublesome thoughts means an intense and burning involvement and investment in work. Work is the major source of satisfaction in their lives at the expense of other aspects of their personality and of other people in their lives.

Answer the following questions. Be sure to match numbers and letters on your answer sheets with the same numbers and letters on this practice exercise. It might take more than one sitting to answer all the questions found in this practice exercise. Make sure to make appointments to work on installments of this practice exercise at least 24 h in advance and no longer than 1 h at a time. You will need more than one appointment to complete this practice exercise.

1. Are you a type A personality? In what way?
2. How is work the most important priority in your life?
 - a. How did you develop this priority?
 - b. How does this priority affect:
 - i. The rest of your life?
 - ii. Your marriage (if you are married)?
 - iii. Your children (if you have any)?
 - iv. The rest of your family (parents, siblings, in laws)?
 - v. Your friends (if you have any)?
 - vi. Your leisure time (if you have any)?
2. One characteristic of type A personalities is “drivenness.”
 - a. How does this label apply to you?
 - b. How did you develop this drivenness?
 - c. Can you enjoy doing nothing?
 - d. How would you feel if you did nothing?
 - e. Do you feel that you have to justify your existence? Why?
 - f. Can you enjoy your vacations?
 - g. Do you take work with you when you go on vacations?
 - h. Do you have headaches on Sundays?
2. Another characteristic of type A personalities is “immediacy,” that is, never leave to tomorrow what can be done today!
 - a. How does this characteristic apply to you?
 - b. How did you develop this characteristic?
 - c. What does this characteristic get?

- i. You?
 - ii. Your wife/husband/partner (if you have one)?
 - iii. Your children (if you have any)?
 - iv. The rest of your family (parents, siblings, in laws)?
 - v. Your friends (if you have any)?
 - vi. Your leisure time?
4. One of the major effects of drivenness and immediacy may be a deficit in awareness of other people's needs, wants, and desired. Sometimes this attitude is expressed in the phrase, "Don't interrupt when I am interrupting!"
 - a. How does this phrase apply to you?
 - b. Are you able to listen to others (rather than to yourself)?
 - c. Are your feelings, thoughts, and action more important than the feelings, thoughts, and actions of others? Why?
 - d. How would reply to this proverb: "No person is an island unto oneself"?
5. Another characteristic of type A personalities is a restriction in time perspective, as if life is too short and time is also short.
 - a. How does this perspective apply to you?
 - b. How did you develop this restricted time perspective?
 - c. How does this perspective affect you?
 - d. How does it affect your family?
 - e. How does it affect your friends?
 - f. How does it affect your leisure time?
6. Another characteristic of type A personalities is the belief that "bluntness is the best policy."
 - a. How does this characteristic apply to you?
 - b. How does it affect your family?
 - c. How does it affect your friends?
 - d. How does it affect your relationships with the people you work with?
 - i. Your subordinates?
 - ii. Your peers?
 - iii. Your superiors?
7. Many of the previous characteristics bring about a pattern of using and manipulating others for your own gains and profits.
 - a. How does this pattern apply to you?
 - b. How did you develop it?
 - c. Who do you use?
 - d. How do you manipulate others?
 - e. What does this pattern get you?

8. One of the major characteristic goals of type A personalities is to achieve success through hard work. Success, however, is defined in terms of externals, such as:
 - a. Money: What does it mean to you?
 - b. Material rewards (objects, things): What do they mean to you?
 - c. Intangibles, like fame and glory: What do they mean to you?
9. If your sense of self-importance and self-esteem comes from all these externals, how are you going to feel if or when they are no longer available to you, as in retirement or old age?

Homework: During the next week, keep a daily diary of all your thoughts troublesome thoughting the following topics:

- a. How is work your most important priority in your life?
- b. Who gets short-changed by this priority?
- c. What other priorities in your life get short-changed?
- d. How does your drivenness effect others?
- e. What makes you think you are invulnerable to heart attack, burnout, or breakdown?
- f. Why do you need everything now? Why can't you wait until tomorrow?
- g. What will happen to you and to your family if you keep up the pace you have been following thus far?
- h. Why should people be nice to you if you are not to them?
- i. If your self-esteem is linked to externals, what would happen to you if and when these externals disappear?
- j. Are money, things, fame, and glory more important than what your spouse, children, and family think of you?

If you cannot write about all of these topics in one sitting, take one topic at a time each week and think about it for the whole week, writing everything that comes to mind at preset and regular appointments with yourself, for no longer than 1 h. It is doubtful whether you will be able to change if you do not follow these instructions: writing at regularly preset times for no longer than 1 h.

Practice Exercise 1. Low Self-Esteem

Name_____Sex_____Date_____

There are many ways of not feeling good about oneself. Here are 11 harmful and hurtful beliefs about oneself. How do they apply to you?

1. I do not like myself.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

2. I am not important.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

3. I am not good-looking enough.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

4. I am not bright enough.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

5. I am not rich enough.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

6. I am clumsy.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

7. I am awkward.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

8. I am useless.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

9. I am a burden to others.

a. How does this belief apply to you?

b. How did you develop it?

c. Why do you believe it?

10. I am afraid of what others think of me.

a. How does this belief apply to you?

- b. How did you develop it?

- c. Why do you believe it?

11. Negativity controls me.

- a. How does this belief apply to you?

- b. How did you develop it?

- c. Why do you believe it?

12. There are two major characteristics about all of the previous 11 statements, one you will agree with, the second you will not:

- a. At one time in your life you decided to think negatively about yourself or to believe what others may have said negatively about you. The decision to believe negatively about yourself, however, was entirely yours.
- b. What do you think about this statement?

- c. None of the negative statements listed above have anything to do with the external, objective reality. However, you have made them your reality, deciding to believe about yourself negatively rather than positively.

d. What do you think about this statement?

13. The power to think negatively or positively about yourself is entirely yours. You have the power to choose. What will you choose? You have to decide whether you want negativity or positivity about yourself to control your life. If you want to go on thinking negatively about yourself, the rest of this practice exercise will not help you. However, if you want to learn to think positively about yourself, you may want to complete this practice exercise.
14. Rank-order each of the 11 beliefs in order of how they apply to you. Rank as No. 1 the belief that applies to you the most, rank as No. 2 the belief that applies to you next, and so on; mark as N/A the beliefs that do not apply to you.

Belief	Rank-order
1. I do not like myself	<div></div>
2. I am not important	<div></div>
3. I am not good-looking enough	<div></div>
4. I am not bright enough	<div></div>
5. I am not rich enough	<div></div>
6. I am clumsy	<div></div>
7. I am awkward	<div></div>
8. I am useless	<div></div>
9. I am a burden to others	<div></div>
10. I am afraid of what others think of me	<div></div>
11. Negativity controls me	<div></div>

Homework: During the coming week, think about how you have rank-ordered those beliefs about yourself. Feel free to change the order if you feel that that change would reflect more accurately how you feel about yourself.

Standard Practice Exercise for Low Self-Esteem

Practice Exercise No.____ Name of Belief_____

Name_____Sex____Date_____

The purpose of this and other practice exercises is to help you learn to decrease your beliefs in low self-esteem, one belief at a time. To achieve this goal, go back to the rank-ordering of the beliefs completed in the previous practice exercise. Write

in the space above the belief you ranked as No. 1. Your next practice exercise will consist of the belief rank-ordered No. 2, and so on, until you have completed a practice exercise for each belief that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

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

2. How often do you feel this belief?

- | | |
|------------------------------|-------|
| 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. Please explain further:

4. How did this belief 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 | _____ |

5. Please explain further:

6. Was this belief acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this belief affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this belief affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this belief will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this practice exercise, try to concentrate on

this belief. As soon as you feel you have this belief in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than to try to stop thinking about it. Remember: If you want to stop thinking of yourself as being low in self-esteem, start thinking positively in your mind! If you can start it in your mind, perhaps you can stop it outside of your mind. Write down what happened in detail. For each time you start thinking about this belief, make sure to answer in writing the following four questions:

- a. How did you start thinking about it?
- b. What followed?
- c. How did it end?
- d. What did this belief 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 choices indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Social Discomfort

Name _____ Sex _____ Date _____

Being socially uncomfortable means a variety of things to different people. The purpose of this and other practice exercises is to help you become more comfortable socially.

1. What does it mean to you to be uncomfortable socially?

2. We use a variety of reasons to explain why we are socially uncomfortable. Answer all of the reasons below whether they apply to you or not:

a. Shyness

- i. This is one of the main reasons used to explain social discomfort. How does it apply to you?
- ii. How shy are you? A great deal _____ Some _____ Not at all _____
- iii. If your answer is "A great deal" or "Some," explain how this shyness developed in you:

- iv. What does shyness get you?

b. Fear of being discovered

- i. How strong is this fear? Very strong _____ Strong _____ Not at all strong _____
- ii. What are you afraid that people will discover in you?

- iii. What are you afraid will happen if or when they discover what you do not want them to find out?

- iv. What is the worst that could happen to you after they discover it?

- v. Has it ever happened to you and, if so, how?

- vi. What happens if what they discovered is not true?

- c. I like my company better than the company of others.

- i. Why is the company of others so uncomfortable to you?

- ii. How did this fear develop in you?

- iii. What is the worst that could happen to you if you developed some acquaintances or, worse, some friendships?

- d. I am afraid of getting close to people.

- i. How afraid are you? A lot_____ Some_____ Not at all_____

- ii. If your answer is "A lot" or "Some," how did this fear develop in you?

- iii. What is the worst that could happen if you learned to get close to people?

- e. If people discover what a stupid (awkward, clumsy, ugly, etc.) person I am, they won't have anything to do with me.

i. How did you develop this idea?

ii. What does this idea get you?

iii. Why is what people think of you so important?

iv. Why can't you think on your own two feet?

- f. Parties are awful.

i. Why?

ii. Aren't you entitled to fun and pleasure?

iii. Why not?

iv. How are you going to meet people and make friends?

g. I do not like crowds.

i. Why not?

ii. What does this dislike get you?

iii. What is the worst that could happen to you if you were in a crowd?

h. Give your own reason for social discomfort. If none of the reasons given above apply to you, please explain what your social discomfort consists of and what causes it in you?

i. How did this idea develop in you?

ii. What does this reason get you?

Rank-order each of these eight reasons in order of how much they apply to you. Rank as No. 1 the reason that applies to you the most, rank as No. 2 the reason that applies to you next, and so on, down to the reasons that applies to you the least; mark as N/A the reasons that do not apply to you at all.

<i>Reasons</i>	<i>Rank-order</i>
a. Shyness	_____
b. Fear of being discovered	_____
c. I like my company better than the company of others.	_____
d. I am afraid of getting close to people.	_____
e. If people discover what a stupid person I am, they won't have anything to do with me.	_____
f. Parties are awful.	_____
g. I do not like crowds.	_____
h. Your own peculiar (and very likely negative) reason	_____

Homework: During the coming week, think about your rank-order of all the negative reasons you believe about yourself. Feel free to change that rank-order if you think it is not an accurate representation of you.

Standard Practice Exercise for Social Discomfort

Practice Exercise No.____ Title of Reason_____

Name_____ Sex_____ Date_____

The purpose of this and other practice exercises is to help you learn to improve your social discomfort, one reason at a time. To achieve this goal, go back to the rank-ordering of reasons completed in the previous practice exercise. Write in the space above the reason you ranked as No. 1. Your next practice exercise will consist of the reason ranked as No. 2, and so on, until you have completed a practice exercise for each reason that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

1. How does the reason for feeling socially uncomfortable apply to you? Please explain in detail.
- _____
- _____
- _____
- _____

2. How often do you use this reason for feeling socially uncomfortable?

- 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. Please explain further:

4. How did this reason for feeling socially uncomfortable 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 _____

5. Please explain further:

6. Was this reason for feeling socially uncomfortable acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this reason affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this reason affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this reason will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this practice exercise), try to concentrate on the reason for your social discomfort. As soon as you feel you have this reason in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than to try to stop thinking. Remember: If you want to stop thinking of yourself as being a social misfit, start thinking positively in your mind! If you can start it in your mind, perhaps you can stop it outside of your mind. Write down what happened in detail about a social situation where you felt the reason for feeling uncomfortable. Make sure to answer in writing the following four questions:

- a. How did you start this reason for feeling socially uncomfortable?
- b. What followed?
- c. How did it end?
- d. What did this reason 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 choices indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Family Problems

Name _____ Sex _____ Date _____

Please write in detail which of the problems listed below describe your family best. Be sure that the numbers and letters on your answer sheets match those on this practice exercise. You will need more than one sitting to answer all these questions. Make an appointment with yourself at least 24 h in advance for no longer than 1 h at a time.

1. Arguments and fights

- a. How do these arguments and/or fights happen?
- b. How often do these fights and/or arguments take place?
 - i. At least once a day _____
 - ii. At least once a week _____
 - iii. At least once a month _____
 - iv. Rarely _____
 - v. Never _____
- c. How strong are these arguments/fights?
 - i. Very strong _____

- ii. Strong _____
- iii. Not strong _____
- iv. Not strong at all _____

d. How long do these arguments/fights last?

- i. One hour at most _____
- ii. More than 1 h _____
- iii. Hours _____
- iv. A whole day _____
- v. A week _____
- vi. A month _____
- vii. Months _____
- viii. Years _____

e. What are these arguments/fights about?

f. What are the results of these arguments/fights?

- i. Very positive _____
- ii. Positive _____
- iii. Neither positive or negative _____
- iv. Negative _____
- v. Very negative _____

g. Please explain and expand on the nature of your choice in Question f.

2. Inability to show love

- a. How is this inability to love shown in your family?
- b. How did this inability to love develop in your family?
- c. In some families the inability to love is shown through giving but not getting or receiving it.
- d. How does this statement apply to your family?
- e. In some families the inability to love is shown through getting and receiving love rather than giving it.

How does this statement apply to your family?

- f. What are some of the ways that your family fails to show love? Which of the following apply to you?

Please explain and expand:

- i. Abuse. Underline which: physical, verbal, chemical, alcohol, other
- ii. Neglect. Underline which: lack of attention, busyness, incompetence, other

- iii. Stress on doing and performing at the expense of being together and available emotionally to each other
 - iv. Stress on things and money at the expense of being together and available emotionally to each other
 - v. Stress on togetherness and being available emotionally for each other at the expense of doing or having
 - vi. Any other way that is not listed above
3. Unpleasantness
- a. How is this unpleasantness shown in your family?
 - b. What does this unpleasantness do to your family?
 - c. Does anybody gain anything from this unpleasantness?
4. Anger and hate
- a. How are anger and hate shown in your family?
 - b. What are the results of anger and hate in your family?
 - c. How did anger and hate develop in your family?
5. Abuse and neglect in childhood
- a. How much of your present family problems are due or related to childhood experiences?
 - i. A great deal _____
 - ii. Some _____
 - iii. Not at all _____
 - b. If your answer is i or ii, please expand on these past painful experiences
 - c. Has the pain of these experiences ever been shared in the family?
 - i. No, never _____
 - ii. Sometimes _____
 - iii. Only when we are upset _____
 - iv. Other (please explain and expand) _____
6. Family of origin
- a. Where do these problems come from?
 - i. Parents _____
 - ii. Grandparents _____
 - iii. In-laws _____
 - iv. Other (please explain) _____

- b. What kind of problems have been present in your family of origin?
 - c. What have these problems done to your family?
- 7. Present relationships
 - a. What kind of problems exist in your present family relationships?
 - b. What do these problems do to you?
 - c. What do these problems do to your partner (companion, mate, spouse, etc.)?
- 8. Problems peculiar to your family
 - a. What kind of problems exist in your family that were not listed or considered above?
 - b. How did these problems develop?
 - c. What do these problems do to you?
- 9. Rank-order the problems presented above in terms of how strong they are for you and your family. Rank as No. 1 the problem that affects your family the most, rank as No. 2 the problem that affects your family next, and so on, down to the problem that affects your family the least.

<i>Problem</i>	<i>Rank-order</i>
1. Arguments and fights	_____
2. Inability to show love	_____
3. Unpleasantness	_____
4. Anger and hate	_____
5. Abuse and neglect in childhood	_____
6. Family of origin	_____
7. Present relationships	_____
8. Problems peculiar to your family	_____

Homework: Next week, think about your rank-orders of the previous practice exercise. Feel free to change that order if you think it would be more accurate of your family problems.

Standard Practice Exercise for Family Problems

Practice exercise No. _____ **Name of Problem** _____

Name _____ **Sex** _____ **Date** _____

The purpose of this and other practice exercises is to help you learn to improve how you think about your family problems, one problem at a time. To achieve this goal, go back to the rank-ordering of problems completed in the previous practice exercise. Write in the space above the problem you ranked as No. 1. Your next practice exercise will consist of the problem rank-ordered No. 2, and so on, until you have completed a practice exercise for each problem that you rank-ordered. Use

this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

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

2. How often does this problem take place?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 problem 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 | _____ |

5. Please explain further:

6. Was this problem acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this problem affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this problem affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this problem will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute,

depending on how long you want to work on this practice exercise), try to concentrate on this family problem. As soon as you feel you have this reason in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than to try to stop thinking. Remember: If you want to stop thinking of your family problems, start thinking positively in your mind! If you can start it in your mind, perhaps you can stop it outside of your mind. Write down what happened in detail about a past family problem related to this practice exercise. Make sure to answer in writing the following four questions:

- a. How did you start this specific problem?
- b. What followed?
- c. How did it end?
- d. What did this family problem 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 choices 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Work Interference

Name _____ Sex _____ Date _____

There are many ways of interfering with work performance. Answer the following questions. Be sure that the numbers and letters on your answer sheets match those on this practice exercise. You may need more than one sitting to answer all these questions. For each sitting, make an appointment with yourself at least 24 h in advance and no longer than 1 h.

Please write about each of the following ways:

1. Low self-confidence
 - a. What does your low self-confidence consist of?
 - b. How did you develop it?
 - c. What does this low self-confidence say about you as a person?
 - d. How does your low self-confidence relate to your work performance?
2. Trying too hard to please others
 - a. Why are making others more important than you?
 - b. What does pleasing others get you?
 - c. How did learn to please others at your expense?
 - d. How would you react to the statement, "To please others means killing oneself"?
3. Trouble concentrating
 - a. How troublesome is your inability to concentrate?
 - b. How is your trouble in concentrating related to your work performance?
 - c. How did this trouble in concentrating develop?
4. Conflicts with authority
 - a. What kind of conflicts with authority do you have?
 - b. How did these conflicts with authority develop?
 - c. How do these conflicts affect your work performance?
5. Conflicts with coworkers
 - a. What kind of conflicts with coworkers do you have?
 - b. How did these conflicts with coworkers develop?
 - c. How do these conflicts affect your work performance?
6. Unable to make decisions
 - a. How are you unable to make decisions?
 - b. What kind of decisions do you have trouble making?
 - c. How does this inability to make decisions affect your work performance?
7. Uptight and unable to relax
 - a. How uptight and unable to relax are you?
 - b. How did this uptightness and inability to relax develop?
 - c. How much are this uptightness and inability to relax affecting your work performance?

- i. A great deal _____
- ii. Some _____
- iii. Not at all _____

8. Lack of family support for career choice

- a. How did this lack of support for your career choice develop?
- b. Does your lack of family support in career choice apply also to other parts of your life? How?
- c. Why do you lack family support in your career choice?
- d. How does this lack of family support affect your work performance?

9. Questions about career

- a. What questions about your career do you have?
- b. How did these questions develop?
- c. Why do you have these questions?
- d. How do these questions affect your work performance?

10. Another way not listed above

- a. What way not listed above interferes with your work performance?
- b. How does it affect your work performance?
- c. How did it develop?

11. Now rank-order all of the above ways according to the degree of interference with work. Rank as No. 1 the way that most interferes with your work performance, rank as No. 2 the way that interferes next, and so on down to the way that interferes least.

<i>Ways</i>	<i>Rank-order</i>
1. Low self-confidence	_____
2. Trying too hard to please others	_____
3. Trouble concentrating	_____
4. Conflicts with authority	_____
5. Conflicts with coworkers	_____
6. Unable to make decisions	_____
7. Uptight and unable to relax	_____
8. Lack of family support for career choice	_____
9. Questions about career	_____
10. Another way not listed above-	_____

Homework: During the coming week, think about the rank-orders of ways that interfere with your work. Feel free to change that rank-order if you think that it is more accurate of how you think about your work.

Standard Practice Exercise for Work Interference

Practice Exercise No. _____ Title of Way _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to improve how you think about your ways of work interference, one way at a time. To achieve this goal, go back to the rank-ordering of problems completed in the previous practice exercise. Write in the space above the problem you ranked as No. 1. Your next practice exercise will consist of the way you rank-ordered No. 2, and so on, until you have completed a practice exercise for each way that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

1. How does this way of work interference apply to you? Please explain in detail.

2. How often does this way take place?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 way 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 _____

5. Please explain further:

6. Was this way acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this way affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this way affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this way will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this practice exercise), try to concentrate on this way. As soon as you feel you have this way in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than to try to stop thinking. Remember: If you want to stop thinking about what interferes with your work, start thinking positively in your mind! If you can start it in your mind, perhaps you can stop it outside of it. Write down what happened in detail about the way related to this practice exercise. Make sure to answer in writing the following four questions:

- a. How did you start this specific way?
- b. What followed?
- c. How did it end?
- d. What did this way 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 choices indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Practice Exercise 1. Negative Treatment Indicators

Name_____Sex_____Date_____

The purpose of this and other practice exercises is to see whether you can change attitudes that interfere with your welfare and the welfare of those you love and who love you

Below there is a list of various negative, self-defeating, and destructive attitudes that make professional help very difficult. See which of these attitudes apply to you, but try to answer as many as you can, even though that attitude may not apply to you.

1. Negative attitudes toward receiving help from others in general

- a. What are these attitudes in you?
 - b. How did these negative attitudes develop in you?
 - c. With what troublesome thoughts would you accept help?
 - d. With what troublesome thoughts would you not accept help?
2. No one can understand me or my problems. I am the only one who can.
 - a. Why do you think so?
 - b. How did this attitude develop in you?
 - c. You can use your hopelessness to destroy you or to improve you. Which is your choice and why do you chose it?
3. I do not need anybody to help me solve my problems.
 - a. Have you ever heard the expression: "No person is an island unto one-self"? What does it mean to you?
 - b. How did you develop this destructive attitude?
 - c. What have you done to solve your problems by yourself?
 - d. How successful were you?
4. I know better.
 - a. What does this attitude get you?
 - b. How did you develop it?
 - c. If you know better than anyone else, no one can ever tell you anything. Is that right? Please comment
 - d. Why is being right more important to you than being close to people you love and who love you, and being happy, successful, effective, competent, etc.?
5. Doctors are incompetent and they are just in for the money.
 - a. Every profession has its share of incompetents. Are there any incompetent people where you work? How do you spot them?
 - b. What does this attitude get you?
 - c. Do you get your sense of importance by putting other people down?
 - d. This attitude says that you elected yourself judge and jury of others; what happens when others do it to you?
6. My problems belong to me and to no one else
 - a. How did this attitude develop in you?
 - b. What do you get by holding on to your problems?
 - c. Are you the only one who has these problems?
 - d. Should other people hold onto them as you do?
 - e. What would happen to them then?

7. I like my life the way it is. I do not care what others think.
 - a. No matter what the price is?
 - b. No matter how it affects those who love you?
 - c. How did you develop such a negative attitude?
 - d. Apparently you are thinking only or mainly of yourself. What would happen if everybody thought the way you do?
8. I cannot change, nor want to change, my life.
 - a. Why do you feel so hopeless?
 - b. How did you develop such hopelessness?
 - c. What does this hopelessness do to you? What do you get?
9. No one can help me.
 - a. Why do you feel that way?
 - b. How did you develop such a negative attitude?
 - c. What does this attitude do to you? What does it get you?
10. I like trouble in my life, because as long as there is trouble, I do not have to take responsibility for my behavior; it's much more convenient to blame others!
 - a. How did you develop such a negative attitude?
 - b. What does this attitude get you?
 - c. What does this attitude do to those who care for you?
11. My car can be fixed but I cannot be fixed.
 - a. What makes you think you cannot be fixed?
 - b. Do you know of anything in nature or in your experience that fixes itself?
 - c. If you cannot ask for help and want to stay the same, what would those who love you do?
 - d. Please comment on the following: "If I cannot change, why should anybody else?"
12. Cars are machines. I am human and I cannot be fixed.
 - a. What does this attitude consist of?
 - b. How did it develop?
 - c. What did it get you?
 - d. What does it get those who love you?
13. Any other attitude of your choice

- a. What does this attitude consist of?
 - b. How did it develop?
 - c. What did it get you?
 - d. What does it get those who love you?
14. Any other attitude of your choice
- a. What does this attitude consist of?
 - b. How did it develop?
 - c. What did it get you?
 - d. What does it get those who love you?
15. Now you have at least two choices. One choice is to do absolutely nothing. Keep on doing exactly what you have been doing all along. Do not change in any way possible! Think, however, if you can, about these two statements:
- a. We make our choices, we pay our price. What will be the natural outcome of these negative attitudes to you and to those whom you love and who love you?
 - b. Only strong people ask for help, because weak people cannot. What does this statement mean and how does it apply to you?
16. Rank-order the list of negative attitudes given below according to how much you use it in your life. Rank each attitude according to its strength and in comparison to other negative attitudes. Rank as No. 1 the strongest negative attitude, rank as No. 2 the second, and so on; mark as N/A the attitudes that do not apply to you.

<i>Negative Attitude</i>	<i>Rank-order</i>
1. Negative attitudes toward receiving help from others in general	_____
2. No one can understand me or my problems	_____
3. I do not need anybody to help me solve my problems	_____
4. I know better than anybody else	_____
5. Doctors are incompetent and they are in it for the money	_____
6. My problems belong to me and to no one else	_____
7. I like my life the way it is. I do not care what others think	_____
8. I cannot change, nor want to change, my life	_____
9. No one can help me	_____
10. I like trouble in my life	_____
11. My car can be fixed but I cannot be fixed	_____
12. Cars are machines. I am human and I cannot be fixed	_____
13. Any other attitude of your choice (_____)	_____
14. Any other attitude of your choice (_____)	_____

Homework: During the coming week, think about how you have rank-ordered these attitudes and feel free to change the rank-order in ways you feel may fit you better.

Standard Practice Exercise for Negative Attitudes

Practice exercise No. _____ Name of Attitude _____

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to improve your attitudes, one attitude at a time. To achieve this goal, go back to the rank-ordering of attitudes completed in the preceding practice exercise. Write in the space above the attitude you ranked as No. 1. Your next practice exercise will consist of the attitude rank-ordered No. 2, and so on, until you have completed a practice exercise for each attitude that you rank-ordered. Use this same format for all the other practice exercises following the rank-order given in the first practice exercise. Before you start answering, however, be sure to make as many copies of this practice exercise as the number of rank-ordered statements given in the previous practice exercise.

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

2. How often does this attitude take place?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 attitude 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

5. Please explain further:

6. Was this attitude acceptable or unacceptable? Why? Explain.

7. Give three specific examples of how this attitude affected you in the past.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this attitude affects you in the present.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this attitude will affect you in the future.

Example 1:

Example 2:

Example 3:

Homework: During the next week, make regular appointments with yourself to work on this practice exercise (for instance, on Monday, Wednesday, and Friday nights at 8 o'clock). Make sure that no one will bother you in order for you to concentrate on this practice exercise. During this time (either 30 or 60 minute, depending on how long you want to work on this practice exercise), try to concentrate on this attitude. As soon as you feel you have this attitude in your mind, start answering the questions asked below. The idea here is for you to start thinking rather than try to stop thinking. Remember: If you want to stop thinking of your negative attitudes, you start thinking positively in your mind! If you can start it in your mind, perhaps you can stop it outside of it. Write down what happened in detail about the attitude related to this practice exercise. Make sure to answer the following four questions:

- a. How did you start this specific attitude?
- b. What followed?
- c. How did it end?
- d. What did this attitude 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 choices indicates 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.

Bring this completed practice exercise and your written notes to your professional helper.

Personality Dimensions from the Five-Factor Model of Personality (Neuroticism Extraversion Openness [NEO] Inventory)

The purpose of this practice exercise is to help you deal with personality characteristics or qualities that may work against you rather than for you. These characteristic should have been pin-pointed and identified by previous testing.

Practice Exercise 1. Low Agreeableness

Name _____ Sex _____ Date _____

The purpose of this practice exercise it to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. Low agreeableness is made up of the characteristics or personal qualities listed below. Define each term, using a dictionary or asking for help from others. Write down what each characteristic means to you, and give two examples to show you understand the meaning of each characteristic.

Characteristics

Definitions and Examples

- | | |
|---|--|
| a. Cynicism _____

_____ | Example 1 _____

Example 2 _____
_____ |
| b. Doubt _____

_____ | Example 1 _____

Example 2 _____
_____ |
| c. Inability to trust friends or family

_____ | Example 1 _____

Example 2 _____
_____ |
| d. Quarrelsomeness _____

_____ | Example 1 _____

Example 2 _____
_____ |
| e. Readiness to pick fights _____

_____ | Example 1 _____

Example 2 _____
_____ |

- f. Exploitive (conning) of others _____ Example 1 _____

_____ Example 2 _____

- g. Manipulative of others _____ Example 1 _____

_____ Example 2 _____

- h. Lying _____ Example 1 _____

_____ Example 2 _____

- i. Rude and inconsiderate manner toward others _____ Example 1 _____

_____ Example 2 _____

- j. Limiting social support _____ Example 1 _____

_____ Example 2 _____

- k. Lacking of respect for conventions _____ Example 1 _____

_____ Example 2 _____

- l. Trouble with the law _____ Example 1 _____

_____ Example 2 _____

- m. Inflated and grandiose sense of self _____ Example 1 _____

_____ Example 2 _____

- n. Arrogance _____ Example 1 _____

_____ Example 2 _____

2. Rank-order these characteristics according to how you think they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least (No. 14).

<i>Characteristic</i>	<i>Rank-order</i>
a. Cynicism	_____
b. Doubt	_____
c. Inability to trust friends or family	_____
d. Quarrelsomeness	_____
e. Readiness to pick fights	_____
f. Exploitive (conning) of others	_____
g. Manipulative of others	_____
h. Lying	_____
i. Rude and inconsiderate manner toward others	_____
j. Limiting social support	_____
k. Lacking of respect for social conventions	_____
l. Trouble with the law	_____
m. Inflated and grandiose sense of self	_____
n. Arrogance	_____

Homework: During the next week, think on whether you want to go on being very disagreeable or whether you want to be more effective in your relationships with others. It is very difficult sometimes to be agreeable and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Standard Practice Exercise for All Personality Characteristics

Practice Exercise No. _____ Title of Characteristic _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you. Fill in the characteristic from the above list, starting with the one you ranked as No. 1.

1. What does the title of this practice exercise mean to you?
 - a. Write down what you understand by this characteristic.
 - b. If you are not familiar with it, you may be familiar with similar words.

- c. Write down what words come to your mind to understand what is meant by this characteristic.
 - d. Which of these words applies to you, as you see yourself? Choose words you recognize and write down what they mean to you:
2. Write down when and how this characteristic applies to you. Write down as many instances as you can remember, where this characteristic applies to your behavior, the more instances the better.
3. What happened when you behaved in a manner described by this characteristic? Write in detail what the result was for you and for others who were involved with you.
4. How did you learn to behave in this way?
 - a. Did you learn by yourself or did someone you knew behave the same way?
 - b. Write down how and who thought you how to behave in this way.
5. Do you want to behave this way for the rest of your life or do you want to change?
 - a. If you want to go on behaving the same way, you may as well stop writing.
 - b. If you want to change this behavior for the better, go on with this practice exercise.
 - c. What is your choice?
6. Give one or more reasons for whatever choice you make:
 - a. I want to quit this practice exercise because _____.
 - b. I want to go on with this practice exercise because _____.

Homework: If you choose to go on with this practice exercise, you should pat yourself on the back. You made a decision that might help you behave in more acceptable and comfortable ways with those you love and who love you as well as your neighbors, friends, and strangers. To go on with this program you will need to follow these instructions for next week: Keep track in writing of at least three situations when you behaved in a manner described by the title of this practice exercise. Write down (a) how the situation came about; (b) what your behavior consisted of, that is, how you behaved; and (c) what result did you get from behaving the way you did.

First situation: _____

Second situation: _____

Third situation: _____

Also during this coming week, try to behave in a manner opposite from the title of this practice exercise for at least three times, writing down what happened in the same way you did above:

First situation: _____

Second situation: _____

Third situation: _____

1. Now read back your answers to the three situations.
 - a. Which of these situations was best for you?
 - b. What results did you get from behaving one way or another?
 - c. Choose what behavior was best for you: behaving according to the title of this practice exercise or the opposite?
 - d. Are there choices in between these two extremes? Write down at least three possible choices available to you that you could follow in the future:

First choice: _____

Second choice: _____

Third choice: _____

2. During the coming week, think which of these choice is best for you, and write down the behavior you want to follow. Choose a behavior
 - a. that is not hurtful to you and others and that is helpful to you and others;
 - b. that is pleasing to you and others; and
 - c. that you can be proud of.

Practice Exercise 1. High Agreeableness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. High agreeableness is made up by the following characteristics or personal qualities. Using a dictionary or asking others, define each characteristic as you understand it and give two examples to show you understand the meaning of each characteristic.

Characteristics

Definitions and Examples

a. Gullibility _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Indiscriminate trust of others _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Excessive candor and generosity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Putting yourself down _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Inability to stand up to others and fight back _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Easily taken advantage of _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Gullibility	_____
b. Indiscriminate trust of others	_____
c. Excessive candor and generosity	_____
d. Putting yourself down	_____
e. Inability to stand up to others and fight back	_____
f. Easily taken advantage of	_____

Homework: During the next week, think about whether you want to go on being very agreeable or whether you want to be more effective in your relationships with others. It is very difficult sometimes to be agreeable and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. Low Conscientiousness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. Low conscientiousness is made up of at least the seven characteristics listed below. Next to each characteristic, write down what it means. Use a dictionary or ask others for assistance. Give two examples to show that you understand the characteristic.

Characteristics

Definitions and Examples

- | | |
|--|--|
| a. Underachievement _____

_____ | Example 1 _____

Example 2 _____
_____ |
| b. Not fulfilling intellectual or artistic potential _____

_____ | Example 1 _____

Example 2 _____
_____ |
| c. Poor academic performance relative to ability _____

_____ | Example 1 _____

Example 2 _____
_____ |
| d. Disregard of rules and responsibilities _____

_____ | Example 1 _____

Example 2 _____
_____ |
| e. Trouble with the law _____

_____ | Example 1 _____

Example 2 _____
_____ |

f. Unable to discipline (or control) self _____

Example 1 _____

Example 2 _____

g. Personal and occupational aimlessness _____

Example 1 _____

Example 2 _____

2. Rank-order these characteristic according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Underachievement	_____
b. Not fulfilling intellectual or artistic potential	_____
c. Poor academic performance relative to ability	_____
d. Disregard of rules and responsibilities	_____
e. Trouble with the law	_____
f. Unable to discipline (or control) self	_____
g. Personal and occupational aimlessness	_____

Homework: During the next week, think about whether you want to be very low in conscientiousness or whether you want to be effective in your relationships with others. It is very difficult sometimes to be low in conscientiousness and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. High Conscientiousness

Name _____ Sex _____ Date _____

The purpose of this practice exercise it to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. High conscientiousness is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Write down what you understand each characteristic means, and give two examples to show you understand it.

Characteristics

Definitions and Examples

a. Overachievement _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Workaholic absorption in job or cause to the exclusion of family, social, and personal interests _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Compulsiveness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Excessive cleanliness, tidiness, and attention to detail _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Rigid self-discipline _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Inability to set tasks and responsi- bilities aside and relax _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Lack of spontaneity _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Overly scrupulous in moral behav- ior _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Rank-order these characteristics of high conscientiousness according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Overachievement	_____
b. Workaholic absorption	_____
c. Compulsiveness	_____
d. Excessive cleanliness	_____
e. Rigid self-discipline	_____
f. Inability to set tasks aside and relax	_____
g. Lack of spontaneity	_____
h. Overly scrupulous in moral behavior	_____

Homework: During the next week, think about whether you want to go on being very conscientious or whether you want to be effective in your relationships with others. It is very difficult sometimes to be very conscientious and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. Introversion

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. Introversion is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

<i>Characteristics</i>	<i>Definitions and Examples</i>
a. Social isolation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Interpersonal detachment _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

- c. Lack of support networks _____ Example 1 _____

 _____ Example 2 _____

- d. Flatness of feelings and emotions _____ Example 1 _____

 _____ Example 2 _____

- e. Lack of joy and zest in life _____ Example 1 _____

 _____ Example 2 _____

- f. Reluctance to assert self _____ Example 1 _____

 _____ Example 2 _____

- g. Unwilling to assume leadership roles _____ Example 1 _____

 _____ Example 2 _____

- h. Social inhibition _____ Example 1 _____

 _____ Example 2 _____

- i. Shyness _____ Example 1 _____

 _____ Example 2 _____

2. Rank-order these characteristics according to how they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

Characteristics

Rank-order

- a. Social isolation _____
 b. Interpersonal detachment _____
 c. Lack of support networks _____

<i>Characteristics</i>	<i>Rank-order</i>
d. Flattened feelings and emotions	_____
e. Lack of joy and zest for life	_____
f. Reluctance to assert self	_____
g. Unwilling to assume leadership roles	_____
h. Social inhibition	_____
i. Shyness	_____

Homework: During the next week, think about whether you want to go on being introverted or whether you want to be effective in your relationships with others. It is very difficult sometimes to be introverted and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. Extroversion

Name_____Sex_____Date_____

The purpose of this practice exercise it to help you better understand personal characteristics or qualities that may work against you rather than for you.

- 1. Extroversion is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

<i>Characteristics</i>	<i>Definitions and Examples</i>
a. Excessive talking _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Inappropriate self-disclosure _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Social friction _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Inability to spend time alone _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Attention seeking _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Overly dramatic expression of emotions _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Reckless excitement seeking _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Inappropriate attempts to dominate and control others _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Excessive talking	_____
b. Inappropriate self-disclosure	_____
c. Social friction	_____
d. Inability to spend time alone	_____
e. Attention seeking	_____
f. Overly dramatic expression of emotions	_____
g. Reckless excitement seeking	_____
h. Inappropriate attempts to dominate others	_____

Homework: During the next week, think about whether you want to go on being highly extroverted or whether you want to be effective in your relationships with others. It is very difficult sometimes to be highly extroverted and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. Low Neuroticism

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you understand personal characteristics or qualities that may work against you rather than for you.

1. Low neuroticism is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

<i>Characteristics</i>	<i>Definitions and Examples</i>
a. Inadequate troublesome thought about health matters _____ _____	Example 1 _____ Example 2 _____
b. Inadequate troublesome thoughts about social adjustment _____ _____	Example 1 _____ Example 2 _____
c. Emotional blandness (avoidance of either high or low feelings) _____ _____	Example 1 _____ Example 2 _____

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and rank as No. 3 the characteristic quality that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Inadequate troublesome thought about health matters	_____
b. Inadequate troublesome thought about social adjustment	_____
c. Emotional blandness	_____

Homework: During the next week, think about whether you want to go on denying certain aspects of yourself or whether you want to be more effective in your relationships with yourself and others. It is hard sometimes to deny one characteristic and to be effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. High Neuroticism

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. High neuroticism is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

*Characteristics**Definitions and Examples*

- a. Chronic negative feelings:

Example 1 _____

- i. Anxiety

Example 2 _____

- ii. Fearfulness

Example 1 _____

Example 2 _____

- iii. Tension

Example 1 _____

Example 2 _____

- iv. Irritability

Example 1 _____

Example 2 _____

- v. Anger

Example 1 _____

Example 2 _____

- vi. Dejection

Example 1 _____

Example 2 _____

vii. Hopelessness	Example 1
	Example 2
viii. Guilt	Example 1
	Example 2
ix. Shame	Example 1
	Example 2
b. Inability to tolerate frustration or unpleasantness	Example 1
	Example 2
c. Irrational beliefs	Example 1
	Example 2
d. Unrealistic expectations	Example 1
	Example 2
e. Perfectionistic demands on self	Example 1
	Example 2
f. Unwarranted pessimism	Example 1
	Example 2
g. Unfounded body troublesome thoughts	Example 1
	Example 2

h. Helplessness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Dependence on others for emotional support _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j. Dependence on others for decision making _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Chronic negative feelings:	
i. Anxiety	_____
ii. Fearfulness	_____
iii. Tension	_____
iv. Irritability	_____
v. Anger	_____
vi. Dejection	_____
vii. Hopelessness	_____
viii. Guilt	_____
ix. Shame	_____
b. Inability to tolerate frustration or unpleasantness	_____
c. Irrational beliefs	_____
d. Unrealistic expectations	_____
e. Perfectionistic demands on self	_____
f. Unwarranted pessimism	_____
g. Unfounded body troublesome thoughts	_____
h. Helplessness	_____
i. Dependence on others for emotional support	_____
j. Dependence on others for decision making	_____

Homework: During the next week, think about whether you want to go on being highly neurotic or whether you want to be effective in your relationships with yourself and with others. It is very difficult sometimes to be highly neurotic and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. Low Openness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

- Low openness is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

*Characteristics**Definitions and Examples*

- a. Difficulty adapting to social or personal change _____

Example 1 _____

Example 2 _____

- b. Low tolerance in understanding different viewpoints _____

Example 1 _____

Example 2 _____

- c. Low tolerance in understanding different lifestyles _____

Example 1 _____

Example 2 _____

- d. Emotional blandness _____

Example 1 _____

Example 2 _____

- e. Inability to understand and express own feelings _____

Example 1 _____

Example 2 _____

- f. Constricted range of interests _____

Example 1 _____

Example 2 _____

g. Insensitivity to art and beauty _____ Example 1 _____

 _____ Example 2 _____

h. Excessive conformity to authority _____ Example 1 _____

 _____ Example 2 _____

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Difficulty adapting to social or personal change	_____
b. Low tolerance in understanding different viewpoints	_____
c. Low tolerance in understanding different lifestyles	_____
d. Emotional blandness	_____
e. Inability to understand and express own feelings	_____
f. Constricted range of interests	_____
g. Insensitivity to art and beauty	_____
h. Excessive conformity to authority	_____

Homework: During the next week, think about whether you want to go on not being very open or whether you want to be effective in your relationships with others. It is very difficult sometimes not to be open and be effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Practice Exercise 1. High Openness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

1. High openness to experience is made up of the characteristics or personal qualities listed below. Define each one, using a dictionary or asking others for assistance. Give two examples to show you understand each characteristic.

2. Rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you next, and so on, down to the characteristic that applies to you the least.

<i>Characteristics</i>	<i>Rank-order</i>
a. Preoccupation with fantasy and daydreaming	_____
b. Lack of practicality	_____
c. Eccentric thinking	_____
d. Diffuse identity	_____
e. Changing goals	_____
f. Joining religious cult	_____
g. Susceptibility to nightmares and altered states	_____
h. Social rebelliousness and nonconformity	_____
i. Interference with social or vocational advancement	_____

Homework: During the next week, think about whether you want to go on being very open or whether you want to be effective in your relationships with others. It is very difficult sometimes to be very open and effective at the same time. What do you think? Write down your answer and discuss it with whoever is working with you on this practice exercise.

Next to Last Practice Exercise for Each Characteristic: Developing and Checking on a Plan

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you better understand personal characteristics or qualities that may work against you rather than for you.

- Following what you have written at the end of the last practice exercise, write down a plan for how you will behave in the future. If you cannot do it by yourself, ask the help of someone you know who cares about you, whether a relative, a friend, or a professional counselor. Before starting on your plan, complete the following sentences by writing a characteristic you do not like about yourself or others:
 - When someone is _____ with me, I will _____.
 - When someone is _____ with me, I will _____.
 - When someone is _____ with me, I will _____.

2. Complete the following sentences:

- a. I plan to behave (write down the behavior you will follow)
_____ when _____.
- b. I plan to behave (write down the behavior you will follow)
_____ when _____.
- c. I plan to behave (write down the behavior you will follow)
_____ when _____.

3. Now that you have written down a plan on how to behave, apply it next week and write down what happened in at least three situations.

First situation: _____
 Second situation: _____
 Third situation: _____

2. Did your plan work? If it worked well, go on and apply it again and again. If the plan did not work well, what happened? Why did the plan not work well? What part of the plan do you need to change to behave the way you planned? Write down what you need to change to get an improved plan to behave the way you planned.

Homework: Next week, apply your changed plan in at least three situations and write down

- a. what happened;
- b. how you behaved; and
- c. what the result was in each situation:
 First situation: _____
 Second situation: _____
 Third situation: _____

6. What did you learn from the changes you made in your plan?

Last Practice Exercise: Checking and Rechecking on the Plan

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to check on whether this practice exercise was helpful to you in any way.

1. It is important that you check on whether your plan worked or not. If it worked, do not change it. If it did not work, perhaps you may need to talk with someone you trust who may help you develop a better plan. If you do not check with someone, it will be impossible to find out what went wrong in your plan.

2. Write down what you learned by talking with someone you trust about your plan to behave in a helpful, pleasing, and prideful manner.
3. How can you change your plan to put what you just learned into it? Write down what you want to do to change your plan.
4. If necessary, you may repeat some of the practice exercises done in the past weeks but with a changed plan. See if it helped.
5. Did working on this practice exercise help you or not? Write down how this practice exercise helped you and how it did not help.

Personality Dimensions from the Personality Assessment Inventory (PAI)

The purpose of this practice exercise is to help you deal with, understand, and even enjoy some personality dimensions that may work against you rather than for you. These personality dimensions should have been pinpointed and identified by previous testing. When working on the questionnaires, make sure that the numbers on your answer sheet match the numbers and letters on the practice exercise.

Practice Exercise 1. Somatic Complaints

Name_____Sex_____Date_____

The purpose of this practice exercise is to learn more about any complaints that you may have about your body.

1. List as many physical complaints as you have experienced in order of severity from the one that has lasted longest and more intensely down to the one that did not last very long and was less intense.
2. Troublesome Thoughts list.
3. Take the troublesome thought that has been the most bothersome and troublesome to you and answer the following questions about it:
4. When did this troublesome thought start?
5. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
6. How often does it bother you?
7. How intense is this troublesome thought?
8. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?

9. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought.
10. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
11. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of results from seeking treatment?

Homework: During the next week, keep track of all the troublesome thoughts you are feeling, and write down the troublesome thought, the exact time of occurrence, and whatever proceeded or followed your becoming aware of that troublesome thought.

Practice Exercise 2. Tracking Troublesome thoughts

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your physical troublesome thoughts:

1. List as many physical complaints as you have experienced in order of severity from the one that has lasted longest and more intensely down to the one that did not last very long and was less intense.
2. Troublesome thoughts list.
3. Take the troublesome thought that has been the most bothersome and troublesome to you and answer the following questions about it:
4. When did this troublesome thought start?
5. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
6. How often does it bother you?
7. How intense is this troublesome thought?
8. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?

9. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought.
10. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
11. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, continue to keep track of your troublesome thoughts. This time, however, write down what kind of feelings you experience as you become aware of each troublesome thought.

Practice Exercise 1. Conversion Troublesome Thoughts

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out more about physical complaints for which no physical basis can be found.

1. List as many complaints of body sensations as you have experienced for which there does not seem to be a physical basis. List them in order of severity from the one that has lasted longest and more intensely than any other troublesome thought down to the one that did not last very long and was less intense.
2. Troublesome thoughts list.
3. Now take the troublesome thought that has been the most bothersome and troublesome to you and answer the following questions about it:
4. When did this troublesome thought start?
5. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
6. How often does it bother you?
7. How intense is this troublesome thought?
8. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?

9. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought:
10. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
11. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, keep track of every time you are becoming aware of each troublesome thought. Write down the exact time of occurrence, its duration, and whatever feelings were present before, during, and after you became aware of that troublesome thought.

Standard Practice Exercise for Troublesome Thoughts

This practice exercise can be repeated with all other troublesome thoughts that follow after the first and second troublesome thoughts.

Practice Exercise No. _____ Title of Troublesome thoughts: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the troublesome thought that is bothering you the most after the one you have considered in the previous practice exercise.

Answer the following questions about the complaint listed above:

1. When did this troublesome thought start?
2. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
3. How often does it bother you?
4. How intense is this troublesome thought?
5. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life

- f. Anything else?
6. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought:
7. How much does this troublesome thought cause you to lose control of yourself?
- a. Most of the time _____
- b. Sometimes _____
- c. Never _____
8. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, write down each time you become aware of each troublesome thought, registering when you became aware of it, its nature, duration, intensity, and what feelings you experienced at the time.

Practice Exercise 1. Somatization

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your troublesome thoughts with your body sensations.

1. List as many physical complaints troublesome thoughting your general health or fatigue as you have experienced. List them in order of severity from the one that has lasted longest and more intensely than any other troublesome thought down to the one that did not last very long and was less intense.
2. Troublesome thoughts list.
3. Now take the troublesome thought that has been the most bothersome and troublesome to you and answer the following questions about it:
4. When did this troublesome thought start?
5. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
6. How often does it bother you?
7. How intense is this troublesome thought?
8. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?

9. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought.
10. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
11. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?
12. How does this complaint about your health affect your state of depression or anxiety? Please write as long as it is necessary to explain in detail.

Homework: During the coming week, write down each time you become aware of each troublesome thought, registering when you became aware of it, its nature, duration, intensity, and what feelings you experienced at the time.

Standard Practice Exercise for Troublesome Thoughts about Physical Sensations and your Body

This practice exercise can be used repeatedly to deal with multiple bodily troublesome thoughts.

Practice Exercise No. ____ Title of Physical Sensation _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your bodily sensations.

Answer the following questions about the sensation listed in the title of this practice exercise:

1. When did this troublesome thought start?
2. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
3. How often does it bother you?
4. How intense is this troublesome thought?
5. How much does this troublesome thought interfere with your:

- a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?
6. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought:
7. How much does this troublesome thought cause you to lose control of yourself?
- a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
8. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, write down each time you become aware of each troublesome thought, registering when you became aware of it, its nature, duration, intensity, and what feelings you experienced at the time.

Practice Exercise 1. Health Troublesome Thoughts

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to learn more about your worries about your health.

1. List as many worries about your health and physical problems as you have experienced that (1) take a great deal of your time, thinking and talking about them; (2) affect how you feel about yourself; and (3) make you feel like a disabled person. List these worries in order of severity, from the one that has lasted longest and more intensely, down to the one that did not last as long and was less intense.
2. Troublesome thoughts list.
3. Now take the troublesome thought that has been the most bothersome and troublesome to you and answer the following questions about it:
4. When did this troublesome thought start?
5. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?
6. How often does this troublesome thought bother you?
7. How strong is this troublesome thought?
8. How much does this troublesome thought interfere with your:

- a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?
9. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought:
10. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
11. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, write down each time you become aware of each troublesome thought, writing down the exact time you became aware of it, its nature, duration, intensity, and what feelings you experienced at the time.

Standard Practice Exercise for Health Troublesome Thoughts

This practice exercise can be used repeatedly to deal with multiple bodily troublesome thoughts.

Practice Exercise No. ____ Title of Troublesome thoughts _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your troublesome thoughts about your health.

Answer the following questions about the troublesome thought in the title of this practice exercise.

1. When did this troublesome thought start?
2. Can you remember any other significant event in your life that was close to the beginning of this troublesome thought?

3. How often does this troublesome thought bother you?
4. How strong is this troublesome thought?
5. How much does this troublesome thought interfere with your:
 - a. Home life
 - b. Work
 - c. Leisure time activities
 - d. Sex life
 - e. Social life
 - f. Anything else?
6. What have you done to get rid of this troublesome thought? Write down all the various cures you have followed or doctors that you have consulted to get rid of this troublesome thought.
7. How much does this troublesome thought cause you to lose control of yourself?
 - a. Most of the time _____
 - b. Sometimes _____
 - c. Never _____
8. What kind of feelings and emotions does this troublesome thought elicit in you, and what kind of feelings and emotions have you experienced about the lack of result from seeking treatment?

Homework: During the coming week, write down each time you become aware of each troublesome thought, registering when you became aware of it, its nature, duration, intensity, and what feelings you experienced at the time.

Practice Exercise 1. Defining Anxiety

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn more about your anxiety and possibly learn to control it.

1. What does anxiety mean to you? 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

- b. Months

- c. Weeks

- d. Days

- e. Hours

- f. Other (please explain):

4. How intense are these feelings?
- a. Extreme

- b. Moderate

- c. Mild

- e. Other (please explain):

5. Rank-order the following feelings or problems in the order of most troublesome to least troublesome according to how you feel. Rank as No. 1 the feeling or problem that is generally the worst, rank as No. 2 the feeling or problem that is generally second worst, and so on, down to the least troublesome feeling or problem.

Feelings	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 problems	_____
g. Sleep problems	_____
h. In regard to concerning	_____
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_____	_____

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

7. How did this feeling or problem develop? What events and thoughts have contributed to the development of this feeling or problem?

8. How has your family contributed to this feeling or problem? What does this feeling or problem do to your family?

9. How does this feeling or problem upset other areas of your life (e.g., friends, work, leisure, school)?

10. What memories do you have of experiencing this problem or feeling? What was happening?

Homework: 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, maybe this homework may be of help to you.

During the next week, make an appointment with yourself (at least 24 h ahead) 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 and stop it at preset, regular times.

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 to 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 Feeling: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your anxiety. Answer the following questions about the feeling listed above.

1. How did this feeling or problem develop? What events and thoughts have contributed to the development of this feeling or problem?
2. How has your family contributed to this feeling or problem? What does this feeling or problem do to your family?
3. How does this feeling or problem upset other areas of your life (e.g., friends, work, leisure, school)?
4. What memories do you have of experiencing this problem or feeling? What was happening?

Homework: During the next week, make an appointment with yourself (at least 24 h ahead) 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 this specific feeling without anyone or anything disturbing you. During each of these appointments pay attention to the feeling selected for this practice exercise 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 to 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.

Practice Exercise 1. Obsessions-Compulsions

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to help you learn to cope with your obsessions or compulsions.

- 1. Define what you understand as an obsession. If necessary, look it up in a dictionary or consult a friend.
- 2. Define what you understand as a compulsion. If necessary, look it up in a dictionary or consult a friend.
- 3. For purposes of understanding whether you suffer from either obsessions or compulsions, three lists of characteristics that break down each troublesome thought are given below. Define each term as you understand it. If necessary, consult a dictionary or a friend. After writing down these definitions, check whether that characteristic applies to you not at all, sometimes, or most of the time. If necessary, consult someone who knows you very well to see whether a characteristic applies to you or not.

		<i>Applies to me:</i>	<i>Most of the Time</i>	<i>Rank-order</i>
	<i>Not at all</i>	<i>Sometimes</i>		
A. External characteristics:				
i. Overorganized	_____	_____	_____	_____
ii. Dutiful	_____	_____	_____	_____
iii. Work-oriented	_____	_____	_____	_____
iv. Conscientious	_____	_____	_____	_____
v. Disciplined	_____	_____	_____	_____
vi. Perfectionistic	_____	_____	_____	_____
vii. Rule-bound	_____	_____	_____	_____
viii. Detail-oriented	_____	_____	_____	_____
ix. Achievement-oriented	_____	_____	_____	_____

	<i>Not at all</i>	<i>Applies to me: Sometimes</i>	<i>Most of the Time</i>	<i>Rank-order</i>
x. Controlling	_____	_____	_____	_____
xi. Very proper	_____	_____	_____	_____
xii. Any other character- istic not listed above (_____)	_____	_____	_____	_____
B. Internal characteristics:				
i. Fault-finding	_____	_____	_____	_____
ii. Self-doubting	_____	_____	_____	_____
iii. Self-critical	_____	_____	_____	_____
iv. Worrisome	_____	_____	_____	_____
v. Needing approval	_____	_____	_____	_____
vi. Fearful of disapproval	_____	_____	_____	_____
vii. Guilt-ridden	_____	_____	_____	_____
viii. Fearful of expressing hostility	_____	_____	_____	_____
ix. Any other character- istic not listed above (_____)	_____	_____	_____	_____
C. Interpersonal characteristics:				
i. Inflexible	_____	_____	_____	_____
ii. Formal	_____	_____	_____	_____
iii. Pedantic	_____	_____	_____	_____
iv. Dogmatic	_____	_____	_____	_____
v. Serious	_____	_____	_____	_____
vi. Lacking in spontaneity	_____	_____	_____	_____
vii. Any other character- istic not listed above (_____)	_____	_____	_____	_____

2. Now go back to those characteristics that you have checked as applying to you most of the time and rank-order them in order of importance to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you second, and so on down the list of characteristics that apply to you most of the time. If you have not listed anything under “Most of the time,” go over those that apply to you “Sometimes” and rank-order them as indicated above.

Homework: During the coming week, go back to your rank-orderings and change them if you feel it is appropriate to do so.

Standard Practice Exercise for Obsessions and Compulsions

Practice Exercise No.____ O/C Characteristic_____

Name_____Sex_____Date_____

The purpose of this and all other practice exercises is to teach how to cope with your obsessions or compulsions.

1. Write how the characteristic cited above in the title of this practice exercise applies to you.
2. What advantages do you get from this characteristic?
3. What disadvantages do you get from this characteristic?
4. How did this characteristic develop within yourself?
5. How is this characteristic similar or different from that of family members, parents, caregivers, siblings, or other important relatives who influenced you a great deal?
6. Do you want to keep this characteristic, or do you want to leave it behind you? Why?
7. What would happen to you if you kept it?
8. What would happen to you if you left it behind?
9. How would you change it if you kept it?
10. How would you replace it if you left it behind?
11. The major decision you have to make now is whether this characteristic controls you or whether you control it.
12. What are the advantages of it controlling you versus your controlling it?
13. What will it take for you to learn to control it? Write down a plan that you believe will give you greater control over it, if that is what you want. Discuss this plan with your counselor or friend, changing it according to his or her advice, and try it out for at least a week to see whether it works or not. If this plan does not work, try to develop another plan with the help of a counselor or friend.

Practice Exercise 1. Phobias

Name_____Sex_____Date_____

The purpose of this and other practice exercises is to help you cope with your fears or phobias in better ways than you have done before.

1. Do fears or phobias interfere with significant parts of your life? If so, how?
2. Fears and phobias mean that you have to keep constant watch over what you are afraid of to avoid contact with it. Write down how this constant watching limits your life activities.

3. What kind of phobias control you? Please specify whether your phobias involve:
 - a. Social situations
 - b. Public transportation
 - c. Heights
 - d. Enclosed spaces
 - e. Specific objects
 - f. Specific animals
 - g. Any other situation not included in the list above
4. It is important to know whether you suffer from one intense phobia rather than a variety of phobias.
 - a. Which is it?
 - b. The major issue here is whether you want this phobia to control you, or whether you want to learn to control it.
 - c. What is your choice? Why?
5. If you want to learn to control this phobia or many phobias, you need to write in detail about the phobia that affects you the most.
 - a. How did this phobia develop over time?
 - b. How did it snowball to take control of you?
 - c. What have you done to achieve control over it?

Homework: If you want to learn to control this phobia, you will need to make specific appointments with yourself (e.g., 7 p.m. for 1 h) to start this phobia when you want it. If you want to learn to stop it, you need to learn to start it. If you can learn to start it, you can learn to stop it. However, you will need to write down what is happening to you when you allow yourself to start it. Discuss your writing with your professional helper.

Standard Practice Exercise for Phobias

Practice Exercise No.____Name of Phobia_____

Name_____Sex_____Date_____

Please write in detail about the phobia that is listed above in the title of this practice exercise.

1. How does this phobia interfere with significant parts of your life?
2. This phobia means that you have to keep constant watch over what you are afraid of to avoid contact with it. Write down how this constant watching limits your life activities.

3. How much does this phobia control you?
4. The major issue here is whether you want this phobia to control you, or whether you want to learn to control it. What is your choice? Why?
5. If you want to learn to control this phobia or other phobias, you need to write about the phobia that affects you the most in detail.
 - a. How did this phobia develop over time?
 - b. How did it snowball to take control of you?
 - c. What have you done to achieve control over it?

Homework: If you want to learn to control this phobia you will need to make specific appointments with yourself (e.g., 7 p.m. for 1 h) to start this phobia when you want it. If you want to learn to stop it, you need to learn to start it. If you can learn to start it you can learn to stop it. However, you will need to write down what is happening to you when you allow yourself to start it. Discuss your writing with your professional helper.

Practice Exercise 1. Traumatic Stress

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about stresses that have hurt you severely.

1. Write down what experience of a disturbing traumatic event in the past is still distressing you.
2. Does this event produce recurrent episodes of anxiety? If yes, how? If not how does it affect you?
3. Has this event left you changed or damaged in some fundamental way? Write down how this event affected you.
4. Possible traumatic events involve:
 - a. Victimization
 - b. Rape
 - c. Abuse
 - i. Physical
 - ii. Verbal
 - iii. Sexual (incest, fondling, genital touching, anal intercourse)
 - d. Combat experiences
 - e. Life-threatening accidents
 - f. Natural disasters, e.g., earthquakes
 - g. Any other event not included above, name it:
5. Tell in detail what happened as you remember it, not leaving anything out.
6. What feelings are related to this event? Can you write about them in detail?
7. Have you discussed this event with anybody?

8. What were the reactions of the person you discussed this event with?
9. Have you been able to grieve about the painfulness of this event? If yes, how? If not, why not?
10. Allow yourself to express whatever feelings you have with someone you trust who can understand and discuss with you the pain of this event, whether it is your helper, friend, or family member.

Homework: During the coming week, write down how you feel whenever someone you trust understands you. Write down also how you feel whenever you do not feel understood.

Practice Exercise 1. Hyperactivity or Drivenness

Name _____ Sex _____ Date _____

The purpose of this and other practice exercises is to learn more about your hyperactivity or drivenness.

1. We need to determine how often this troublesome thought is present in you. Does it apply to you never, sometimes, or most of the time? If necessary, check with someone who knows you very well to see whether and how these characteristics apply to you.

	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the Time</i>	<i>Rank-order</i>
A. Activity level, evidenced by:				
i. Keeping busy all the time	_____	_____	_____	_____
ii. Involving a wide range of activities	_____	_____	_____	_____
iii. In a driven but somewhat disorganized manner	_____	_____	_____	_____
iv. With accelerated thought processes	_____	_____	_____	_____
B. Grandiosity, made up of:				
i. Inflated self-esteem or sense of importance	_____	_____	_____	_____
ii. Expansiveness	_____	_____	_____	_____
iii. Beliefs of having exceptionally high levels of common skills	_____	_____	_____	_____
iv. Beliefs bordering on the delusional in terms of having special and unique talents that will lead to fame and fortune	_____	_____	_____	_____

	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the Time</i>	<i>Rank-order</i>
C. Irritability, where relationships with others are strained due to:	_____	_____	_____	_____
i. Your frustrations with the inability or unwillingness of those around you to keep up with your plans, demands, and possibly unrealistic ideas	_____	_____	_____	_____
ii. At the extreme, this irritability may result in accusations that significant others are attempting to thwart your plans for success and achievement.	_____	_____	_____	_____
2. After you have checked those characteristics that apply to you most of the time, rank-order them according to how much they describe you. Rank as No. 1 the one that describes you best, rank as No. 2 the one that describes you second best, and so on, until you have rank-ordered all the characteristics that apply to you most of the time. Then do the same for the characteristics that apply to you sometimes.				

Homework: During the coming week, make an appointment with yourself for a definite, preset time (no longer than 1 h) to think about how these characteristics control you, and to decide whether you want to learn to control them.

Standard Practice Exercise for Hyperactivity and Drivenness

Practice Exercise No.____Title of Behavior_____

Name_____Sex_____Date_____

What is your decision about whether the characteristic named in the title of this practice exercise should control you or whether you want to learn to control it? If you want to stay the same and not change, you do not need to complete these practice exercises. If you have decided you want to change and you want to learn to control this characteristic, go on with this practice exercise.

1. How did this characteristic develop over time? Can you write about how it began and how it took over your life?

2. How did this characteristic develop from your family relationships? Did anyone in your family have this characteristic? How?

3. What are the advantages of this characteristic?

4. What are the disadvantages of this characteristic?

Homework: Develop a plan for learning to control this characteristic over time. If necessary, talk with your professional helper to develop this plan. If you do not have any help, talk with a friend to see whether he or she can help you develop a plan.

Practice Exercise 1. Extreme Doubts and No Confidence in Others

Name_____Sex_____Date_____

The purpose of this and other practice exercise is to help you understand how extreme doubt and no confidence in others may be destructive to you.

1. To understand this troublesome thought, we need to determine to what extent it is made up of characteristics that control you. Do these characteristics apply to you never, sometimes, or most of the time?

	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the Time</i>	<i>Rank-order</i>
A. Hypervigilance, consists of:				
i. Close monitoring of the environment for evidence that others are trying to harm or discredit you in some devious way	_____	_____	_____	_____
ii. Questioning and not trusting the motives of those around you, despite the nature or history of the relationship in question	_____	_____	_____	_____
B. Ideas of persecution:				
i. Quick to feel that you have been treated inequitably	_____	_____	_____	_____
ii. Belief that there is a concerted effort by others to undermine your interests or your welfare	_____	_____	_____	_____
C. Resentment:				
i. You are likely to be easily insulted or slighted	_____	_____	_____	_____
ii. Typically responding by holding grudges toward others	_____	_____	_____	_____
iii. Inclined to attribute your misfortunes to the neglect of others	_____	_____	_____	_____
iv. Discrediting successes of others as being the result of luck or favoritism	_____	_____	_____	_____
v. Being envious of others	_____	_____	_____	_____
vi. Disinclined to assist others in achieving goals and successes	_____	_____	_____	_____
2. After you have checked those characteristics that apply to you most of the time, rank-order them according to which characteristic describes you best. Rank as No. 1 the one that describes you best, rank as No. 2 the one that describes you second best, and so on, until you have rank-ordered all the characteristics that apply to you most of the time. Then do the same for the characteristics that apply to you sometimes.				

Homework: During the next week, make an appointment with yourself for a definite, preset time (no longer than 1 h) to think about how these characteristics control you, and to decide whether you want to learn to control them.

Standard Practice Exercises for Extreme Doubts and No Confidence in Others

Use the same standard practice exercise as you used for hyperactivity, but change the title of the behavior.

Practice Exercise 1. Unusual Thinking

Name _____ Sex _____ Date _____

The purpose of this and other practice exercise is to understand in greater detail the nature of your thinking.

1. To understand and help you with your unusual thinking, you need to check which characteristics apply to you never, sometimes, or most of the time. You may need the help of a professional to answer some of these items.

	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the Time</i>	<i>Rank- the order</i>
A. Psychotic experiences, made up of:				
i. Unusual perceptions and sensations	_____	_____	_____	_____
ii. Magical thinking	_____	_____	_____	_____
iii. Unusual ideas that may involve delusional beliefs	_____	_____	_____	_____
iv. Hallucinations	_____	_____	_____	_____
Auditory (ears)	_____	_____	_____	_____
Visual (eyes)	_____	_____	_____	_____
B. Social detachment				
i. Socially isolated	_____	_____	_____	_____
ii. Few close or warm interpersonal relationships	_____	_____	_____	_____
iii. Having difficulty in interpreting normal nuances of interpersonal behavior that provide meaning to personal relationships	_____	_____	_____	_____

	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the Time</i>	<i>Rank- order</i>
iv. Social isolation and emotional detachment may serve to decrease the sense of discomfort that is fostered by interpersonal contact	_____	_____	_____	_____
C. Thought disorder				
i. Thought processes marked by confusion and difficulties in concentration	_____	_____	_____	_____
ii. Severe depression due to:	_____	_____	_____	_____
Brain injury or disease	_____	_____	_____	_____
Effects of medication	_____	_____	_____	_____
v. Consequences of drug or alcohol abuse	_____	_____	_____	_____
2. After you have checked those characteristics that apply to you most of the time, rank-order them according to which characteristic describes you best. Rank as No. 1 the one that describes you best, rank as No. 2 the one that describes you second best, and so on, until you have rank-ordered all the characteristics that apply to you most of the time. Then do the same for the characteristics that apply to you sometimes.				

Homework: During the next week, make an appointment with yourself for a definite, preset time (no longer than 1 h) to think about how these characteristics control you, and to decide whether you want to learn to control them. Write down what you have concluded, and discuss it with your professional helper.

Standard Practice Exercises for Unusual Thinking

Use the same standard practice exercise as you used for hyperactivity, but change the title of the behavior.

Practice Exercise 1. Borderline Characteristics

Name_____Sex_____Date_____

- 1. To understand and help you with your borderline characteristics of behavior, you need to check which characteristics apply to you never, sometimes, or most of the time.

	<i>Not at all</i>	<i>Some- times</i>	<i>Most of the Time</i>	<i>Rank- order</i>
A. Affective instability made up of:				
i. Highly responsive emotionally	_____	_____	_____	_____
ii. Rapid and extreme mood swings (rather than more cyclic mood changes as seen in mood disorders)	_____	_____	_____	_____
iii. Episodes of poorly controlled anger	_____	_____	_____	_____
B. Identity problems				
i. Uncertain about major life issues	_____	_____	_____	_____
ii. Little sense of purpose	_____	_____	_____	_____
iii. Feeling empty, bored, or unfulfilled	_____	_____	_____	_____
C. Negative relationships				
i. History of involvement in ambivalent intense and unstable relationships	_____	_____	_____	_____
ii. Often feel resentful and betrayed by people who were once close to you	_____	_____	_____	_____
D. Self-harm				
i. Impulsive in areas that have high potential for negative conse- quences	_____	_____	_____	_____
ii. Excessive spending	_____	_____	_____	_____
iii. Unsafe or promiscuous sex	_____	_____	_____	_____
iv. Substance abuse	_____	_____	_____	_____
v. Ineffective social and occupational performance	_____	_____	_____	_____
vi. At risk for self-mutilation and suicidal behavior	_____	_____	_____	_____

2. After you have checked those characteristics that apply to you most of the time, rank-order them according to which characteristic describes you best. Rank as No. 1 the one that describes you best, rank as No. 2 the one that describes you second best, and so on, until you have rank-ordered all the characteristics that apply to you most of the time. Then do the same for the characteristics that apply to you sometimes.

Homework: During the next week, make an appointment with yourself for a definite, preset time (no longer than 1 h) to think about how these characteristics control you, and to decide whether you want to learn to control them. Write down what you conclude and discuss it with your professional helper.

Standard Practice exercises for Borderline Personality

Use the same format as you used for the standard practice exercise for hyperactivity, but change the title.

Practice Exercise 1. Antisocial Characteristics

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand the nature of your antisocial characteristics.

1. To understand and help you with your antisocial characteristics of behavior, you need to check which characteristics apply to you never, sometimes, or most of the time.

	<i>Not at all</i>	<i>Some- times</i>	<i>Most of the Time</i>	<i>Rank- order</i>
a. A conduct disorder during adolescence	_____	_____	_____	_____
b. Involvement in illegal occupations	_____	_____	_____	_____
c. Engagement in criminal acts involving	_____	_____	_____	_____
d. Theft	_____	_____	_____	_____
e. Destruction of property	_____	_____	_____	_____
f. Physical aggression toward others	_____	_____	_____	_____
g. Little regard for others or of the opinion of the society around you	_____	_____	_____	_____
i. Desire to satisfy your own goals and impulses	_____	_____	_____	_____
j. Taking advantage of others, even those who are closest to you	_____	_____	_____	_____
k. Little responsibility for the property of others	_____	_____	_____	_____
l. Little loyalty to your acquaintances	_____	_____	_____	_____
m. No remorse of a long-lasting nature	_____	_____	_____	_____
n. Little importance for your roles as spouse, parent, or employee	_____	_____	_____	_____
o. Reckless and potentially dangerous to yourself and to those around you	_____	_____	_____	_____
p. Craving excitement and stimulation	_____	_____	_____	_____
q. Easily bored by routine or convention	_____	_____	_____	_____

2. After you have checked those characteristics that apply to you most of the time, rank-order them according to which characteristic describes you best. Rank as No. 1 the one that describes you best, rank as No. 2 the one that describes you

second best, and so on, until you have rank-ordered all the characteristics that apply to you most of the time. Then do the same for the characteristics that apply to you sometimes.

Homework: During the next week, make an appointment with yourself for a definite, preset time (no longer than 1 h) to think about how these characteristics control you, and to decide whether you want to learn to control them.

Standard Practice Exercises for Antisocial Characteristics

Use the same format of practice exercise as you used for hyperactivity, but change the title.

Practice Exercise 1. Aggression

Name_____Sex_____Date_____

1. To understand and help you with your aggressive characteristics, you need to check which characteristics apply to you never, sometimes, or most of the time.

	<i>Not at all</i>	<i>Some- times</i>	<i>Most of the Time</i>	<i>Rank- order</i>
A. Aggressive attitudes:				
i. Easily angered	_____	_____	_____	_____
ii. Having difficulty controlling expression of your anger	_____	_____	_____	_____
iii. Likely to be perceived by others as being hostile and readily provoked	_____	_____	_____	_____
B. Verbal aggression				
i. Not easily intimidated by confrontation	_____	_____	_____	_____
ii. Verbally aggressive (critical, insulting, or threatening) with little provocation	_____	_____	_____	_____
iii. Displaying anger as soon as it is experienced	_____	_____	_____	_____
C. Physical aggression				
i. Prone to physical display of anger	_____	_____	_____	_____
ii. Including damage to property	_____	_____	_____	_____
iii. Physical fights	_____	_____	_____	_____
iv. Threats of violence	_____	_____	_____	_____

	<i>Not at all</i>	<i>Some- times</i>	<i>Most of the Time</i>	<i>Rank- order</i>
v. Intimidating others by your temper	_____	_____	_____	_____
vi. Potential for violence	_____	_____	_____	_____

2. Now you need to rank-order these characteristics according to how much they apply to you. Rank as No. 1 the characteristic that applies to you the most, rank as No. 2 the characteristic that applies to you second, and so on; mark as N/A the characteristics that do not apply to you.

Homework: During the coming week, write down all instances of aggression that you have been involved with. Write down what led to that situation, what happened, and what the outcome was.

Standard Practice Exercise for Aggression

Use the same format of practice exercise as you used for hyperactivity, but change the title.

Practice Exercise 1. Suicidal Ideation

Suicidal ideation consists of thoughts and ideas relating to death and suicide, ranging from hopelessness to general and vague thoughts of dying and suicide, with concrete plans for the suicidal act. Use any of the depression practice exercises contained in this sourcebook.

Stress

Identify the nature of life stressors and find the most suitable practice exercise to deal with them, such as anxiety, depression, or any other troublesome thought that is specific to the respondent. When in doubt, to learn more about the individual, use either anxiety-related practice exercises or the self-awareness practice exercise contained in this sourcebook.

Nonsupport

The perception of lack of social support from available or unavailable social relationships, family members, friends, and neighbors entails identifying the presence of other factors, including loneliness, anxiety, depression, moodiness, or even paranoia. Practice exercises relevant to any of these factors are available in this sourcebook.

Treatment Resistance or Rejection

Two practice exercises are available in this sourcebook. One deals with the negative treatment indicators content scale of the MMPI-2. Another deals with treatment rejection, the Butcher Treatment Planning Inventory (BTPI)

Dominance

This scale measures the extent to which one is controlling, submissive, or autonomous in interpersonal relationships. Other characteristics may need to be identified before settling on a practice exercise that would help decrease it. For instance, dominance often is present in either impulsive or driven individuals, who would profit from social training or practice exercises for externalization disorders available in this sourcebook.

Fear of Closeness (Warmth)

Fear of closeness means lacking in empathic, affectionate, sociable, or sympathetic characteristics. There is fear of engaging in intimate relationships, or rejecting them and having no confidence in them. These characteristics develop within the context of an unfeeling personality that has little patience with faults of others, and who is uninterested in making commitments to personal relationships. It may represent also denial of dependency. It is suggested that perhaps this kind of characteristic be dealt with through focused distance writing, asking respondents to write for 20 minutes a day for four consecutive days about hurts and traumas that have not been disclosed or discussed with anyone heretofore. An alternative suggestion would be the administration of the intimacy for couples practice exercise available in this sourcebook.

Couples

Improving Relationships

Instructions for professionals:

1. Administer the Relationship Assessment Test (RAT) to each partner.
2. Add up the points for each area to see which areas have the highest degree of discrepancy between partners.
3. Choose which areas are the most troublesome, and discuss the findings with the couple. If necessary have the partners rank-order the six areas from most troublesome to least troublesome, independently of the test results.

4. Assign pertinent practice exercises, beginning with the most troublesome areas and ending with the least troublesome ones.
5. Upon completion of Practice Exercise No. 6, ask the couple to develop their own practice exercise for maintaining the relationship.
6. Readminister the RAT to see whether any changes have taken place as a result of this program.

Relationship Assessment Test (RAT)

On a scale from 1 to 5, agree or disagree with the following statements as they apply to you. Circle the appropriate number: 1 = disagree completely; 2 = disagree; 3 = neutral; 4 = agree; 5 = agree completely.

A. Personal values

- | | | | | | |
|--|---|---|---|---|---|
| 1. I believe in keeping traditions alive | 1 | 2 | 3 | 4 | 5 |
| 2. My independence is important to me | 1 | 2 | 3 | 4 | 5 |
| 3. Family is important to me | 1 | 2 | 3 | 4 | 5 |
| 4. I want my partner's respect | 1 | 2 | 3 | 4 | 5 |
| 5. If you work for something, you appreciate it more | 1 | 2 | 3 | 4 | 5 |
| 6. Parents and elders are to be respected | 1 | 2 | 3 | 4 | 5 |
| 7. A college education is needed to get a good job | 1 | 2 | 3 | 4 | 5 |
| 8. Religion or faith helps one through hard times | 1 | 2 | 3 | 4 | 5 |
| 9. Nice houses reflect the value of the owners | 1 | 2 | 3 | 4 | 5 |
| 10. Expensive cars are symbols of good taste | 1 | 2 | 3 | 4 | 5 |

B. Expectations

- | | | | | | |
|---|---|---|---|---|---|
| 1. The man should be head of the household | 1 | 2 | 3 | 4 | 5 |
| 2. A woman should work at home | 1 | 2 | 3 | 4 | 5 |
| 3. The man should share household chores | 1 | 2 | 3 | 4 | 5 |
| 4. I thought we would live in the country | 1 | 2 | 3 | 4 | 5 |
| 5. Love can overcome all problems | 1 | 2 | 3 | 4 | 5 |
| 6. Males have more freedom and choices in life | 1 | 2 | 3 | 4 | 5 |
| 7. Females have more freedom and choices in life | 1 | 2 | 3 | 4 | 5 |
| 8. Men make better leaders | 1 | 2 | 3 | 4 | 5 |
| 9. A woman is expected to bear children for her man | 1 | 2 | 3 | 4 | 5 |
| 10. I expect(ed) financial security by age 30 | 1 | 2 | 3 | 4 | 5 |

C. Beliefs

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Lovers automatically know how each other feels | 1 | 2 | 3 | 4 | 5 |
| 2. | Nagging is the best way to get something done. | 1 | 2 | 3 | 4 | 5 |
| 4. | An argument ends when the other admits fault | 1 | 2 | 3 | 4 | 5 |
| 5. | I must be an achiever to be worthwhile | 1 | 2 | 3 | 4 | 5 |
| 6. | It is terrible if the house is not cleaned daily | 1 | 2 | 3 | 4 | 5 |
| 7. | It would be awful if my partner stops loving me | 1 | 2 | 3 | 4 | 5 |
| 8. | I must be perfect so that others think I am smart | 1 | 2 | 3 | 4 | 5 |
| 9. | If my children misbehave, I must be a bad parent | 1 | 2 | 3 | 4 | 5 |
| 10. | My ideas are usually correct | 1 | 2 | 3 | 4 | 5 |

D. Anger

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | I am in charge of my anger | 1 | 2 | 3 | 4 | 5 |
| 2. | I am able to show anger without violence | 1 | 2 | 3 | 4 | 5 |
| 3. | I take responsibility for my anger | 1 | 2 | 3 | 4 | 5 |
| 4. | My partner does things to make me angry | 1 | 2 | 3 | 4 | 5 |
| 5. | I can control others by showing my anger | 1 | 2 | 3 | 4 | 5 |
| 6. | My family says I embarrass them when I am angry | 1 | 2 | 3 | 4 | 5 |
| 7. | I feel guilty after one of my tantrums | 1 | 2 | 3 | 4 | 5 |
| 8. | I can't help myself when I get angry | 1 | 2 | 3 | 4 | 5 |
| 9. | I get angry when others don't do what I say | 1 | 2 | 3 | 4 | 5 |
| 10. | I often hurt the feelings of those I care about | 1 | 2 | 3 | 4 | 5 |

E. Power

To indicate how comfortable you are with each item, circle 1 for very comfortable, 2 for somewhat comfortable, or 3 for not at all comfortable.

- | | | | | |
|-----|--|---|---|---|
| 1. | Responsibilities are assigned | 1 | 2 | 3 |
| 2. | Authority is used | 1 | 2 | 3 |
| 3. | Finances and money are handled | 1 | 2 | 3 |
| 4. | Vacations or recreational events are planned | 1 | 2 | 3 |
| 5. | Acceptable behavior is defined | 1 | 2 | 3 |
| 6. | We deal with parents and siblings | 1 | 2 | 3 |
| 7. | Major decisions are made | 1 | 2 | 3 |
| 8. | Household chores are divided | 1 | 2 | 3 |
| 9. | Decisions are carried out | 1 | 2 | 3 |
| 10. | We decide to have social contacts | 1 | 2 | 3 |

F. Sex and intimacy

- | | | | | |
|----|--|---|---|---|
| 1. | I am comfortable with sexuality and lovemaking | 1 | 2 | 3 |
| 2. | Sex is important to me | 1 | 2 | 3 |
| 3. | I can talk about sex with my partner | 1 | 2 | 3 |
| 4. | My partner understands if I ever say no to sex | 1 | 2 | 3 |

- | | | | |
|---|---|---|---|
| 5. Sex is becoming routine and boring for me | 1 | 2 | 3 |
| 6. I like to touch my partner | 1 | 2 | 3 |
| 7. I enjoy being touched by my partner | 1 | 2 | 3 |
| 8. I like to be held even if sex doesn't follow | 1 | 2 | 3 |
| 9. I share my sexual fantasies with my partner | 1 | 2 | 3 |
| 10. I make time for sex and lovemaking | 1 | 2 | 3 |

This practice exercise is designed to work on your relationship. As you complete the practice exercises given to you, be honest about your feelings. Even though you may feel uncomfortable doing the practice exercises in the beginning, the process will become more natural as you progress.

It is important to set aside at least 1 h a week to make positive changes in your relationship. You must make a commitment to work toward that goal.

This is an opportunity to be truthful to yourself about your relationship, so do not try to hide your true feelings. There are no trick questions and there are no right or wrong answers.

Practice Exercise 1. Values

Name _____ Sex _____ Date _____

The purpose of this homework practice exercise is to clarify your values in relationship to the values of your partner. Think about objects, events, or activities that you consider most important to you. Be sure to match the numbers and letters of your answer sheets with those in these practice exercises.

1. Prepare two lists of values; one list represents your own (Mine), and the other one represents what you think your partner values (Partner's). List them in order of negotiability, according to four levels of negotiability:
 - a. Nonnegotiable (e.g., killing, stealing, etc.)
 - b. Nonnegotiable but with some exceptions (e.g., having a glass of wine even though you may not drink alcoholic beverages)
 - c. Negotiable issues and problems that need to be negotiated anew with your partner, such as the areas included in this practice exercise or not included in it.
 - d. Not needing negotiation (e.g., brushing your teeth, buying your clothes, etc.).
2. During the coming week, compare your lists with those of your partner.
 - a. Write down your impressions of the lists. Do not discuss your impressions with your partner yet.
 - b. Wait until both of you have gone over your respective lists.
 - c. Set a specific appointment time (at least 24 h ahead) when you will discuss your reactions to each other's lists.
3. Note (always in writing) agreements between your lists and those of your partner.
4. Note which disagreements exist among the lists.

5. Note the accuracy of your perception of your partner's values
6. Note what opposite ideas exist between you and your partner.
7. Note what similar ideas exist between you and your partner
8. At the preset (at least 24 h in advance) appointment time, exchange your lists and notes and discuss areas of disagreement and agreement. Write down which areas of disagreement exist between you two.

Homework: During the coming week, write down a plan on how disagreements between you two could be dealt with and possibly resolved. Make another appointment (at least 24 h in advance) and compare and contrast (pros and cons) each other's plan, coming up with a master plan that includes ideas from each other's plan.

Practice Exercise 2. Expectations

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to clarify your expectations of yourself and of your partner.

1. Complete the following sentences:

- a. As a woman (man) I must _____

- b. If I had the courage, I would _____

- c. If you knew me, you would think _____

- d. I would like to _____

- e. I want to _____

- f. I need _____

- g. My daydreams focus on _____

- h. I dream of _____

- i. I expect _____

- j. I hope _____

- k. In the future _____

- 2. Write about problems in your role as a man (woman).
- 3. Write about problems in your role as a partner.
- 4. Write about your problems in your role as a parent.
- 5. Write about the last time you felt your partner treated you fairly and respectfully.
- 6. Write what your reaction was to his/her behavior.
- 7. Write about the last time your partner treated you unfairly or disrespectfully.
- 8. Write what your reaction was to her/his behavior.
- 9. Make an appointment (24 h in advance) to discuss and compare your answers with your partner.

Homework: During the following week, write down each time you feel that you do something that is not your responsibility. Then set a time when you and your partner will switch roles in your roles as homemaker and as parent. This practice exercise may mean that the one who is working full-time may have a week off for “vacation.” Record what happens, and write down your feelings about the switch in roles.

Practice Exercise 3. Beliefs

Name_____Sex_____Date_____

The purpose of this practice exercise is to clarify your beliefs and to discuss them with your partner.

- 1. For the next 3 days, state your belief (how you feel, what you think, and how you behave) in regard to each belief listed below. State what might be a better or more helpful belief.

- 2. Rank-order your beliefs according to their importance to you. Rank as No. 1 the belief that is most important in your life, rank as No. 2 the belief that is second in your life, and so on; mark as N/A the beliefs that might not be important to you.

<i>Belief</i>	<i>Rank-order</i>	<i>Belief</i>	<i>Rank-order</i>
a. Sex	_____	g. Friends	_____
b. Personal appearance	_____	h. Relatives	_____
c. Home	_____	i. Religion	_____
d. Love	_____	j. Politics	_____
e. Children	_____	k. Partner	_____
f. Career (work, job)	_____	l. Money	_____

3. Explain why you rank-ordered your beliefs the way you did.

4. Complete this sentence: "If I were to change my beliefs, the danger would be_____."

Homework: Next week, think and write down how and why you should change beliefs that do not work well for you.

Practice Exercise 4. Anger

Name _____ Sex_____ Date_____

The purpose of this practice exercise is to understand how anger affects your relationship.

1. What do you do when you become angry?

2. How do those around you react to your anger?

3. How do you react to their reactions?

4. Complete the following sentences:
 - a. I feel angry when my partner _____

 - b. I get angry about _____

 - c. Anger is _____

 - d. Anger _____

5. List the number of times in the last few weeks that you have become angry with each of the following people:
 - a. Partner _____ How did you express your anger?
 - b. Child _____ How did you express your anger?
 - c. Mother _____ How did you express your anger?
 - d. Father _____ How did you express your anger?
 - e. Other _____ How did you express your anger?

6. What usually happens when you lose control?
7. What will happen if you do not learn to control your anger?
8. Give three reasons why you should control your anger.
9. Why do you want to control your anger now?
10. List other ways to express your anger.
11. What does this anger do to you and your partner?
12. How do you use anger to control your relationship?
13. How do you react when others become angry with you?
14. List the number of times in the last few weeks that the following people were angry with you:
 - a. Mate _____ How was the anger expressed?
 - b. Child _____ How was the anger expressed?
 - c. Mother _____ How was the anger expressed?
 - d. Father _____ How was the anger expressed?
 - e. Other _____ How was the anger expressed?

Homework: During the following week, write down every time you become angry: (1) what situation led to your anger; (2) what the anger was about; (3) how you expressed your anger; (4) what was the outcome of your anger; and (5) how your could have dealt with the situation in a more constructive, helpful fashion.

Practice Exercise 5. Power

Name_____Sex_____Date_____

The purpose of this practice exercise is to learn more about how power is discussed in your relationship.

Power consists of two separate behaviors: (1) who makes decisions, and (2) who carries out the decisions about (a) finances; (b) information (books, TV, videotapes, movies, restaurants, entertainment, etc.); (c) chores, errands, responsibilities; and (d) goods and possessions.

1. Who makes the decisions and who carries them out?

2. Who decides what in your relationship?

3. How do you separate authority from responsibility?

4. What are some decisions that you and your partner have made in the last 4 weeks that both of you were happy with?

5. What are some decisions that you and your partner have made in the last 4 weeks that you were unhappy with?

6. How does your partner show that your ideas mean something to him/her?

7. Do you give in to your partner to prevent an argument? How does that make you feel?

8. What do you do to get your way?

9. What are some decisions you are responsible for?

Homework: During the next week, at a specified time, hold a 30 minute meeting with your partner. Write down your ideas about how an issue could be solved, and compare lists. After talking about all options, pick one that you can agree on.

Practice Exercise 6. Sex and Sexuality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to increase the chances that sex and sexuality improve in your relationship, if they do need improvement.

1. What initially attracted you to your partner?

2. Give a brief description of your dating.

3. What is the difference between sex and sexuality?

4. What do you think makes a good lover?

5. List the strengths in your sexual relationship.

6. List the weaknesses in your sexual relationship.

7. What pleases your partner sexually?

8. What pleases you sexually?

9. Are you willing to experiment? If so, what would you like to do sexually that you have not done before?

Homework: During the next week, talk with your partner about ways you both could make the sexual side of your relationship more satisfying. Write them down and discuss them with each other.

Relationship Conflict

The purpose of this practice exercise is to decrease conflicts between partners.

Practice Exercise 1. Arguments

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about how you argue. Be sure that the numbers and letters in your answer sheets match those in this practice exercise.

1. Check how often arguments take place in your relationship:

- a. Almost every day _____
- b. About every other day _____
- c. Once or twice a week _____
- d. A couples of times a month _____
- e. Once every 2–3 months _____

2. How intense (strong) are these arguments?

- a. Very, very strong _____
- b. Strong enough to upset us _____
- c. Somewhat strong _____
- d. Not very strong _____

3. How long do these arguments last?
 - a. Minutes_____ (explain)
 - b. Hours_____ (explain)
 - c. Days_____ (explain)
 - d. Weeks_____ (explain)
4. How are these arguments started? Write down how your arguments begin and develop.
5. How do your arguments get out of hand? That is, how do they become stronger or more intense?
6. What are the results of these arguments? That is, how do they end?
7. What have you done up to the present to decrease these arguments?
8. Was whatever you have done to decrease these arguments successful? If yes, why? If no, why not?
9. How do you feel after each argument? Write down in detail your feelings after each argument.

Homework: During the next week, try to start as many arguments as possible. If you want to learn to control your arguments, to end or to improve them, you should be able to start them. If you know how to start them and you practice enough times, eventually you may be able to learn to stop them.

As soon as you see that an argument is coming or inevitable, make sure you start a tape-recorder to record as much of the argument as possible. In the absence of a tape-recorder, make sure to write down (1) how the argument started; (2) how heated (strong) it was; (3) what it was about; (4) how it ends; and (5) what the results were. Write down also the feelings that you experienced before, during, and after each argument. Bring your tape or written notes to your counselor or therapist.

Note to professionals: The couple should be congratulated or thanked for finishing this homework practice exercise. Tape or notes should be returned to the couple with the prescription to listen to the tape or to find out from the notes the destructive patterns of responding that are peculiar to each individual, such as (1) using the pronoun “You” coupled with “never” or “always,” rather than the pronouns “I” or “We”; (2) reading the partner’s mind (“I know what you are thinking, feeling, etc.”); (3) bringing up painful events from the past, as if the past could be changed; (4) ultimatums (“If you do not stop ____ by the end of the week, I will leave you”) coupled with blackmail or bribery; (5) making excuses to justify one’s behavior but not allowing similar excuses for the partner; (6) other patterns, such as, for instance, (a) distracting by changing topic or focusing on an issue that is irrelevant to the argument at hand, (b) walking out on the confrontation, (c) getting out of hand and using coercion and manipulation to win the argument, and (d) any other pattern not listed above.

The couple should be encouraged to continue arguing to find out more about themselves in ways that would not come out if they were not arguing. Other positive

refraining of the arguing pertains to the professional helper's personal style and experience. After the couple brings back whatever individual patterns are peculiar to each, the helper could prescribe that each partner continue with that pattern. However, the partner should monitor, that is, write down, every time the pattern is used.

Practice Exercise 2. Avoidance

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn how stop avoiding each other.

Answer the following questions in writing:

1. How does avoidance take place in your relationship?

2. Who avoids whom?

3. Who avoids what? What are specific areas of avoidance in your relationship?

4. Why is avoidance used?

5. What does avoidance contribute to the relationship?

6. Does it mean that avoidance is one way to avoid painful confrontations?

7. Does it mean that avoidance is one way of sweeping the problem under the rug so that nothing is ever solved or resolved between you two?

Homework: During the next week, spend some time thinking about and writing down all of the advantages and disadvantages that are related to avoidance of issues and problems in the relationship. What would happen to the relationship if all issues in it were avoided? Make an appointment with your partner (at least 24 h in advance) to compare, contrast, and discuss your answers to the questions asked in this practice exercise.

Practice Exercise 3. Communication Difficulties

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how you fail to communicate in your relationship.

1. Check which difficulties in communication exist in your relationship. Check all that apply to the relationship in your opinion:

<i>Difficulty</i>	<i>Rank-order</i>
a. Blaming rather than supporting	_____
b. Discounting the partner's feelings and thinking rather than affirming them	_____
c. Avoidance rather than approach of issues	_____
d. Anger, contempt, and resentment rather than understanding, support, and help	_____
e. Immediacy, responding to the partner immediately without thinking rather than thinking before responding	_____
f. Withdrawing and leaving any confrontation rather than staying with it until a mutually agreeable solution is found	_____
g. Losing one's temper and jumping to conclusions rather than keeping control of oneself and allowing the partner to express himself or herself	_____

<i>Difficulty</i>	<i>Rank-order</i>
h. Not listening rather than listening	_____
i. Inability to communicate either feelings or thoughts rather than being able to communicate both feelings and thoughts	_____
j. Unwillingness to communicate at all rather than wanting to communicate no matter how painful the topic may be	_____
k. Any other difficulty not listed above	_____

- Now that you have checked which communication difficulties are present in your relationships, rank-order them according to their level of difficulty. Rank as No. 1 the one that entails the greatest difficulty, rank as No. 2 the second most difficult area, and so on, until you have rank-ordered all of the difficulties listed above; mark as N/A the difficulties that do not apply. Bring these rank-orderings to your professional or discuss them with your partner by appointment made at least 24 h in advance, never on the spur of the moment.

Note to professionals: If relevant, pick the difficulty ranked as No. 1 and ask the couple to elaborate on it on the basis of their developmental background, that is, similar patterns of communicating from their parents, the payoff of each difficulty, etc. If necessary, assign each difficulty as homework in order for the couple to be able to achieve better control of it. The principle behind this suggestion is the same as other principles of control: (1) If you want to stop it, learn to start it! (2) Approach what you have avoided. (3) Write down in detail what happened, as often as necessary.

Practice Exercise 4. Disconfirmation

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how disconfirmation takes place in your relationship.

- What does disconfirmation mean to you? (Hint: Look it up in a dictionary.)

- What would you like to happen in this relationship? What is the opposite of disconfirmation?

3. How does disconfirmation take place in your relationship? Check all that apply:

<i>Disconfirmation</i>	<i>Rank-order</i>
a. Sarcasm	_____
b. Put downs	_____
c. Not listening	_____
d. Verbal abuse, like name-calling	_____
e. Withdrawing and avoiding	_____
f. Criticisms	_____
g. Ignoring	_____
h. Physical abuse, like hitting or shoving	_____
i. Nagging	_____
j. Any other disconfirmation not listed above. What is it? (_____)	_____

4. Rank-order the disconfirmations listed above according to how extreme and painful they are to you. Rank as No. 1 the most painful, rank as No. 2 the next most painful, and so on; mark as N/A the disconfirmations that do not apply to the relationship.
5. By appointment 24 h in advance, compare, contrast, and discuss your answers with your partner and see whether you can find any agreement in how each of you disconfirms and discounts the other. Discuss how disconfirmation and discounting are destructive to your relationship. Write down your conclusions and bring them to your helper.

Note to professionals: In addition to discussing the pattern with this couple, one could go into the historical-developmental events that were related to this pattern, including how the family of origin used the same pattern and how each partner feels discounted by the other in a way that replicates patterns in the family of origin.

Practice Exercise 5. Painful Deterioration in the Relationship

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to learn more about how your relationship is deteriorating.

1. How is this relationship deteriorating? Explain in detail.
2. How do you feel about this deterioration?
- _____
- _____
- _____

3. What contributed to this deterioration?

4. Sometimes deterioration in a relationship develops because the partners care so much for each other that each has given up the self for the other one. Consequently, once the self has been given up, each partner starts to think negatively about the partner's behavior, allowing the partner's behavior to occupy all of his or her time and energy. This deterioration can be observed very readily by counting how often each of you is using the "You" pronoun instead of the "I" and "We" pronouns. To check on this possibility, write down all the statements that you have made to you partner containing the "You" pronoun. If you like, in addition, you may record how often your partner is using the "You" pronoun in talking with you. If both of you can complete this exercise, you may want to make an appointment (at least 24 h in advance) to see and compare what kind of results each of you has obtained.
5. Another possibility, which is not exclusive of the previous one, consists of trying to discuss your individual hurts about this deterioration. Sometimes one partner hurts much more than the other, and the one who does not hurt is unable or unwilling to listen to the partner's hurt feelings. If when the one who hurts discusses this feeling with the partner and the partner indicates that he or she is not interested in hearing about these feelings, perhaps the relationship is irretrievably broken, since there does not seem to be any potential for intimacy. If we cannot discuss our hurts with our partner, why stay married?
6. Another variation on the same theme consists of both of you spending 15–20 minute a day for 4 or 5 days writing down all the hurts that you have accumulated in your lifetime. After finishing these lists, you should make an appointment (at least 24 h in advance) with each other and discuss your lists, allowing for whatever reactions these lists elicit from each other. After discussing these reactions, you need to decide whether you want to continue discussing each other's hurts or whether you want to separate. One of you may deny or minimize any hurts. He or she may prefer to keep distant and not discuss any hurts with anybody, remaining a loner away from intimate relationships. If this is what one of you wants, perhaps marriage is not for that person.
7. There are other possibilities available if you want them. Bring your lists and notes to your professional helper and discuss them with him or her.

Practice Exercise 6. Emotional Coercion/Intimidation

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn how coercion and intimidation affect this relationship.

1. What does coercion/intimidation mean to you? Define both words to the best of your ability. If necessary, consult a dictionary or ask a friend for help in defining both terms.

2. How is coercion/intimidation taking place in your relationship?

3. How did this pattern come about?

4. What are the results of this pattern on each of you and on your relationship?

5. Whoever uses coercion/intimidation wants to control or manipulate the one who does not use this pattern. What do you think about this possibility? How does it apply to your relationship?

Homework: During the next week, record how many times this pattern takes place. Write down in detail (1) what brought it about, (2) how it progressed, and (3) what the outcome was in each instance. Bring your notes to your professional helper.

Practice Exercise 7. Verbal Attack

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand how verbal abuse and attack takes place in your relationship.

1. How is verbal attack taking place in your relationship?

2. What does verbal attack consist of? Write in detail whatever makes up this pattern.

3. How often does verbal attack take place?

- a. More than once a day
- b. At least once a day
- c. Once or twice a week
- d. Once or twice a month
- e. Once in a while

4. What is the purpose of verbal attack? Check as many as apply:

- a. To control the partner
- b. To put down the partner and put oneself up
- c. To discount the partner to elevate oneself
- d. This is the only way of relating known to the abuser
- e. To make the abused partner feel inadequate and unimportant
- f. "It was good for my father, it was good for my mother and is good enough for me"
- g. This is the only way for the abuser to relieve frustrations
- h. This is the only way for the abuser to feel important
- i. The responsibility for the abuse resides inside the abused partner ("It's all your fault!") and not in the abuser
- j. Any other excuse used to justify the abuse (write what it is)

5. The one who is the victim of abuse and attack has to deal with the abuser, who will deny the importance and intensity of the attack. What excuses are used to justify the attack? Write as many as can be remembered.

Homework: During the coming week, write down and list any verbal attack received: (1) what seems to bring it about, (2) what it consists of, and (3) what was the outcome. Bring these notes to your professional helper.

Practice Exercise 8. Physical Abuse

Name _____ Sex _____ Date _____

Note to professionals: Usually verbal abuse takes place together with physical abuse. Nonetheless, conceivably, there may be physical abuse without verbal abuse, but very rarely. Hence, the previous practice exercise should be given before handing this one to the couple.

The purpose of this practice exercise is to understand how physical abuse is taking place in your relationship.

1. What does physical abuse consist of? Write down in detail what makes up this abuse.

2. How often does it take place?

- a. More than once a day _____
- b. Once every couple of days _____
- c. A couple of times a week _____
- d. At least once a week _____
- e. A couple of times a month _____
- f. Once in 2–3 months _____
- g. Once or twice a year _____

3. What is the result of the abuse?

4. What happens after the abuse?

a. What does the abused one do?

b. What does the abuser do?

5. Were the police ever called?

6. If the police were called, what happened?

7. If the police were not called, what happened?

8. Why were the police not called?

9. Did the abused partner ever leave the house?

Note: In cases of physical abuse, it is important for each partner to receive help separately, by joining groups specifically set up for these purposes. If such groups are not available, the major decision is whether the abuser is willing to take responsibility and own up to his or her abuse. If the abuser refuses to ask for help (for whatever reasons), the abused one should do whatever is necessary to protect himself or herself as well as the children (if there are any). Protection may mean leaving the house, calling the police, going to a shelter for battered partners, asking the local department of children and families for help, or calling the health department, one's clergy, or a lawyer.

Practice Exercise 9. Threats

Name_____Sex_____Date_____

The purpose of this practice exercise is to learn more about what kind of threats take place in your relationship.

1. What do threats consist of in this relationship? Write down all the threats made as far back as you can remember.

2. How often are these threats made?

- | | | | |
|-----------------------------|-------|--------------------------|-------|
| a. Every day | _____ | e. Once every other week | _____ |
| b. very other day | _____ | f. Once a month | _____ |
| c. A couple of times a week | _____ | g. Once every few months | _____ |
| d. Once a week | _____ | | |

3. What brings these threats up?

4. Are these threats ever carried out? If yes, how? If no, why not?

5. Were threats a common way of relating in your family background? Who used them the most in your family?

6. Do threats produce the desired result? If yes, how?

7. Why are threats used? What are the reasons for using them?

Homework: During the next week, record all the threats made in your relationship. Make sure to write down (1) what brought them about, (2) how they were voiced, and (3) their outcome or result. Bring these notes to your professional helper.

Practice Exercise 10. Threatened Use of Weapons

Name _____ Sex _____ Date _____

Note: If weapons are used in the house and threats have been made about their use, and if an improvement in the relationship is desired, the one who uses them should bring them to a police station for safekeeping. Unless this procedure is followed, there is little hope that professional help will be available except for the one who has been threatened. Threat of actual or potential use should be taken very seriously. The one who has been threatened must do whatever it takes to protect himself or herself and the children.

Whatever is written about threatened use of weapons applies to their use. Unless they are deposited at the police department for safekeeping, the partner who does not use weapons should take whatever steps are necessary to safeguard his or her safety as well as the safety of the children.

Practice Exercise 11. Communication

Name _____ Sex _____ Date _____

The same practice exercise as for difficulties in communication could be used here.

Practice Exercise 12. Undesirable Habits

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about how undesirable habits affect your relationship.

1. What habits do you not like in yourself?

2. What habits do you not like in your partner?

3. Why are these habits undesirable?

4. Are you willing to change your undesirable habit(s) if your partner is willing to give up his or her undesirable ones? Why?

Homework: Make an appointment with your partner at least 24 h in advance and discuss your lists of undesirable habits. Rank-order these habits from the most undesirable to the more acceptable. Rank as No. 1 the most undesirable habit, and write down what could be done to either stop it or to change it in a way that makes it more acceptable to the partner. If you have time, do the same with undesirable habit No. 2. Otherwise, make another appointment to see whether what you have decided about undesirable habit No. 1 is working or not. If it is, go on to a plan for No. 2. If it is not working, ask for help from your professional helper.

Practice Exercise 13. Choices (Preferences)

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to understand your personal choices and how they affect your relationship.

1. Choice means whatever you like and want in contrast to what you do not like or want. List what your likes and dislikes are on two separate pages.
2. Once you have made this list, rank-order your likes and dislikes according to what you like and want first, second, etc. Do the same with your dislikes, rank-ordering first the dislikes you do not want at all down to the dislikes that may be acceptable under certain conditions.
3. Once you have completed these lists of likes and dislikes, think whether each like has been fulfilled or not.

- a. If it has not been fulfilled, what will it take for you to fulfill it?

- b. What will you need to do to get what you want and like?

- c. What plan can you prepare to see that you get what you want?

4. Choices are made in terms of what is most important to you. Rank-order the following choices according to their importance to you. Rank as No. 1 the choice that is most important to you, rank as No. 2 the next most important choice, and so on, down to the least important choice:

<i>Choices</i>	<i>Rank-order</i>
a. Self	_____
b. Partner	_____
c. Child(ren)	_____
d. Parents	_____
e. Siblings	_____
f. Relatives (uncle, aunts)	_____

Choices	Rank-order
g. In-laws	_____
h. Friends	_____
i. Boss	_____
j. Coworkers	_____
k. Neighbors	_____
l. Others (_____)	_____

5. Why did you rank-order the way you did? Explain in detail why you chose the way you did.

6. There are other rank-orderings that are relevant to our choices, and that is, whether we prefer work to leisure time activities or home over work, etc. Rank-order which of these choices is most preferable to you. Rank as No. 1 your first choice, rank as No. 2 your second choice, and so on; mark as N/A the choices that do not apply to you.

Choice	Rank-order
a. Family over work	_____
b. Family over leisure time	_____
c. Work over leisure time	_____
d. Leisure time over family	_____
e. Leisure time over work	_____
f. Family over work	_____
g. Children over partner	_____
h. Leisure over work	_____
i. Parent(s) over partner	_____
j. Friends over family	_____
k. Money over family	_____
l. Things over family	_____
m. TV over family	_____
n. Drinking over family	_____
o. Work over family	_____
p. Other (_____)	_____

7. Why did you rank-order these choices the way you did?

Homework:

1. Make an appointment with your partner at least 24 h in advance.
2. Contrast and compare your answers with those of your partner.
3. Discuss any similarities and differences in your choices.
4. Discuss what the outcome is bound to be for each choice you have made.
5. Bring your answers and notes to your professional helper and discuss with him or her what helpful or hurtful choices may be for you and for your relationship.

Practice Exercise 14. The Nature of Relationships

Name_____ Sex____ Date_____

The purpose of this practice exercise is to understand more about your relationships.

1. Circle from 10 to 1 the relationships listed below, where 10 represents most satisfactory relationships and 1 represents the least satisfactory relationships. Omit any relationship that does not apply to you.

		<i>Satisfactory</i> <-----					<i>Unsatisfactory</i>				
a.	Your partner	10	9	8	7	6	5	4	3	2	1
b.	Your child	10	9	8	7	6	5	4	3	2	1
c.	Your parents	10	9	8	7	6	5	4	3	2	1
d.	Your siblings	10	9	8	7	6	5	4	3	2	1
e.	Your in-laws	10	9	8	7	6	5	4	3	2	1
f.	Your friends	10	9	8	7	6	5	4	3	2	1
g.	Your neighbors	10	9	8	7	6	5	4	3	2	1
h.	Your boss	10	9	8	7	6	5	4	3	2	1
i.	Your coworkers	10	9	8	7	6	5	4	3	2	1
j.	Anyone else	10	9	8	7	6	5	4	3	2	1
	(_____)										

2. Write down the nature of your relationship with those you have rated as unsatisfactory. What can you do to make these relationships more satisfactory?

Homework: Check with your partner or helper to develop a plan to make your unsatisfactory relationships more satisfactory for you. (1) Write this plan down. (2) What are its advantages and disadvantages? (3) See if you can apply your plan or parts of your plan. Ask for help if necessary.

Practice Exercise 15. Responsibilities

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about responsibilities in your relationship.

1. What responsibilities do you have? List them below

a. House

- i _____
- ii _____
- iii _____
- iv _____
- v _____

b. Work

- i _____
- ii _____
- iii _____
- iv _____
- v _____

c. Leisure time

- i _____
- ii _____
- iii _____
- iv _____
- v _____

2. Which responsibilities do you enjoy and why?

3. Which responsibilities you do not enjoy and why?

4. Who makes decisions in your home and who carries out these decisions? Who has the authority to make decisions, and who has the responsibility to carry out those decisions?

5. Who decides what is done in your home? _____

a. Why is it done this way?

b. Is this arrangement satisfactory for you? If yes, why? If no, why not?

6. Who decides what is done at work?

7. Who decides what is done in your leisure time?

8. Is the authority to make decisions matched by who is responsible to carry them out?
Is there a difference between who makes decisions and who carries them out?

9. What is the outcome of an imbalance between authority and responsibility?

10. If there is an imbalance between authority and responsibility, what is its outcome on the relationship?

Homework: During next week write down (1) who makes decisions, (2) what the decisions are about, (3) who carries these decisions out, and (4) what is the outcome of this arrangement on the relationship.

Practice Exercise 16. Values

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your values and how they affect your relationship.

1. Values relate to what is important to you. During the next week, take 15–20 minute a day for as many days as it is necessary to write down what is important to you. After you have finished this list, prioritize it. Rank as No. 1 whoever or whatever is most important to you; rank as No. 2 whoever or whatever is second in importance, and so on, until you have rank-ordered each item in your list.
2. Discuss your list with your partner and respond to his or her list of values if he or she has one.

- a. Why is someone or something so important to you?

- b. Why is someone or something so important to your partner?

3. What are the outcomes that develop from each value?

- a. Lists the advantages and disadvantages that are related or relevant to each value.

- b. List the advantages and disadvantages of each value for your relationship with each other:

4. Values vary from nonnegotiable to negotiable.

a. Which value is nonnegotiable for you and why?

b. Which is negotiable under certain conditions (which conditions and why?)

c. Which value is completely negotiable and why?

d. Which values do not need negotiation?

5. Which values need changing and why?

6. What will happen if you do not change some of your values?

7. What will happen if you do change some values?

Homework: It is important that you think seriously about some of the issues brought up by this practice exercise. During the next week, think about how you have answered some questions and how you would like to change your answers. After you are sure that you can live with your answers, make an appointment (at least 24 h ahead of time) with your partner and discuss your reactions to each other's answers. Keep notes about your discussion and bring them to your professional helper.

Couple Satisfaction

The purpose of this practice exercise is to improve your satisfaction, either in the marriage or in a committed couple relationship.

Practice Exercise 1. Defining Marital Satisfaction

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define the nature of couple satisfaction by making sure that you understand and discuss with each other the meaning of each dimension that makes up such satisfaction.

- Below are listed the various dimensions that cover a range of couple satisfaction-dissatisfaction. Define each dimension, using a dictionary if necessary, and give two examples of how that dimension is shown concretely in your relationship.

<i>Dimensions</i>	<i>Meanings and Examples</i>
a. Affective or emotional communication _____ _____	Example 1 _____ _____
	Example 2 _____ _____
b. Aggression _____ _____	Example 1 _____ _____
	Example 2 _____ _____

c. Conflict over child rearing _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
d. Conventionalization _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
e. Disagreements about finances (money) _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
f. Dissatisfaction with children _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
g. Family history of distress _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
h. Global distress _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
i. Inconsistency _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j. Problem-solving communication _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k. Role orientation _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

l. Time together

Example 1

Example 2

m. Sexual dissatisfaction

Example 1

Example 2

2. Rank-order dimensions according to how troublesome they are to you in this relationship. Rank as No 1 the dimension that is the most troublesome to you; rank as No. 2 the dimension that is next troublesome to you, and so on; mark as N/A the dimensions that may not be troublesome to you at all or that do not apply to this relationship.

Dimensions	Rank-orders		
	Mine	Partner	Joint
a. Affective or emotional communication			
b. Aggression			
c. Conflict over child rearing			
d. Conventionalization			
e. Disagreements over finances (money)			
f. Dissatisfaction with children			
g. Family history of distress			
h. Global distress			
i. Inconsistency			
j. Problem-solving communication			
k. Role orientation			
l. Time together			
m. Sexual dissatisfaction			

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

Homework: During the coming week, make an appointment with your partner and go over your definitions and your rank-orders. Record your partner's rank-orders in the appropriate column above, and add both to achieve a joint rank-order. Take notes while you are discussing (comparing and contrasting) your answers. Give your completed practice exercises and your notes to the professional who is

assisting you with this practice exercise. You will need to reconcile your rank-orders with the rank-orders received from answering the test given at the outset of this program. Whatever order you agree with will determine the order of future practice exercises.

Practice Exercise 1. Aggression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how aggression is affecting your relationship negatively.

1. How does aggression take place in your relationship? Explain in detail.

2. How did you learn to be aggressive or nonaggressive?

3. What do you get out of being or not being aggressive?

4. What does aggression or nonaggression mean to your partner?

7. How does aggression or nonaggression affect your relationship with:

- a. Children _____
- b. Parents _____
- c. Siblings _____
- d. In-laws _____
- e. Friends _____
- f. Neighbors _____
- g. Boss _____
- h. Coworkers _____
- i. Anyone else you know who may have been affected by this pattern

8. If aggression or nonaggression (indicate which) is a problem for you, do you want to continue with it or do you want to give it up? If you want to keep it, you do not need to complete this practice exercise. However, if you are troublesome thought about it and want to change, follow the homework assigned below.

Homework: During the next week, record in writing or with a tape recorder all the instances in which you either behaved aggressively or were unable to deal with the aggression of your partner. Make sure to record what was said or done in detail, and bring your notes or tapes to your next counseling or therapy session.

Practice Exercise 19. Global Distress

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how much distress is present in your relationship.

1. Describe the overall nature of your distress.

- a. What does it consist of?

- b. Break it down into its parts and in detail.

- c. How does this distress affect:

- i. Yourself _____
- ii. Partner _____
- iii. Children _____
- iv. Parents _____
- v. In-laws _____
- vi. Siblings _____
- vii. Friends _____
- viii. Coworkers _____
- ix. Anybody else (name them) _____

2. Is this distress something that you have always experienced in the past or is it more related to present circumstances in your relationship?

- a. If your distress was also present in the past, describe the circumstances that were responsible for your becoming distressed.

- b. Describe the present circumstances that are responsible for your distress.

3. What have you done thus far to deal with this distress?

4. Has anything you have tried in the past to deal with your distress worked?

5. If you are working on this pattern presently, it looks like previous efforts to deal with distress have not worked. Is that correct?

6. If so, what have you done to discuss this distress with your partner?

7. If you have tried to discuss your distress with your partner, what has happened?

8. Many couples do not know how to discuss their distresses with their partners. As a result they keep a lot of feelings bottled up inside.

- a. Is this the case with you? Yes_____ No_____
- b. Is this the case with your partner? Yes_____ No_____
- c. If "a" is yes, with whom do you discuss your distress?

d. If “b” is yes, with whom does your partner discuss his or her distress?

9. How do you feel when someone who cares for you listens to your distress?

10. How do you feel when someone who claims to care for you does not listen to your distress?

11. Do you listen to the distress of your partner?

a. If yes, what happens?

b. If no, what happens?

Homework: During the next week, take 15–20 minute a day for 4 days to write down all of the distresses that you have experienced in the present and in the past. Bring your notes to your next counseling or therapy session.

Practice Exercise 20. Affective Communication

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how you and your partner communicate emotionally.

1. By affective communication is meant all the verbal and nonverbal signals that partners give each other to express their care for each other. This pattern is also called affection (nonverbal) and understanding (verbal). How does this pattern apply to you and to your relationship?

2. How do you communicate affection and understanding to your partner?

- a. Write how affection is communicated nonverbally.

- b. Write how understanding is communicated verbally.

3. How does your partner communicate affection and understanding to you?

4. How do you fail to communicate affection and understanding to your partner?

5. How does your partner fail to communicate affection and understanding to you?

6. Do you want more affection and better communication with your partner? If yes, why? If no, why not?

7. Affective communication or miscommunication may develop from patterns of disaffection listed below. Rank-order these patterns in order of troublesome thought to you. Rank as No. 1 the pattern you are most troublesome thought about, rank as No. 2 the next pattern of troublesome thought, and so on, down to the last pattern of least troublesome thought to you.

<i>Patterns of Disaffection</i>	<i>Rank-orders</i>		
	Mine	Partner	Joint
a. Minimal affection for one's partner	<hr/>	<hr/>	<hr/>
b. Minimal understanding for one's partner	<hr/>	<hr/>	<hr/>
c. Absence of common interests	<hr/>	<hr/>	<hr/>
d. Absence of shared leisure activities	<hr/>	<hr/>	<hr/>
e. General dissatisfaction with the relationship	<hr/>	<hr/>	<hr/>
f. Inclination toward separation or divorce	<hr/>	<hr/>	<hr/>
g. Other (name) <hr/>	<hr/>	<hr/>	<hr/>

8. After you have finished your rank-orders and completed this practice exercise, check with your partner and record his or her rank-orders of the same patterns of dissatisfaction. Add both rank-orders together and write about each pattern according to the joint rank-order listed above. Describe in full and in detail.

- a. Minimal affection for one's partner. Joint rank-order

- i. How did this pattern arise?

ii. How did this pattern develop?

iii. What effect has this pattern had on your overall relationship?

b. Minimal understanding of one's partner. Joint rank-order _____

i. How did this pattern arise?

ii. How did this pattern develop?

iii. What effect has this pattern had on your overall relationship?

c. Absence of common interests. Joint rank-order _____

i. How did this pattern arise?

ii. How did this pattern develop?

iii. What effect has this pattern had on your overall relationship?

d. Absence of shared leisure activities. Joint rank-order _____

i. How did this pattern arise?

ii. How did this pattern develop?

iii. What effect has this pattern had on your overall relationship?

e. General dissatisfaction with the relationship. Joint rank-order _____

i. How did this pattern arise?

ii. How did this pattern develop?

iii. What effect has this pattern had on your overall relationship?

- f. Inclination toward separation and divorce. Joint rank-order _____
i. How did this pattern arise?

- ii. How did this pattern develop?

- iii. What effect has this pattern had on your overall relationship?

- g. Other (name) _____
Joint rank-order _____

- i. How did this pattern arise?

- ii. How did this pattern develop?

- iii. What effect has this pattern had on your overall relationship?

9. What are the major issues on which you disagree?

10. Did you and your partner ever sit down (by appointment only) and discuss these issues, rather than discussing them when you are mad, sad, or frustrated? If yes, what happened? If no, why not?

Homework: What can you do to improve this kind of communication in your relationship? Write down a plan that you would like to follow to improve affection and understanding in your relationship, if that is what you want. No plan can work unless your partner is willing and able to develop a plan of his or her own. If such a plan has been written individually by both of you, make an appointment with each other and compare and contrast your respective plans. See if you can put together both plans into a single one. Keep notes of whatever happened at this meeting and bring them to your next counseling or therapy session.

Practice Exercise 21. Problem-Solving Communication

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how you and your partner solve problems together or separately.

1. Problem-solving communication deals with how a couple is able or unable to solve and resolve differences in feelings, opinions, and behavior. How does this pattern apply to your relationship? Are you and your partner able to solve and resolve differences? If you are able to do so, then this practice exercise is inappropriate for you. However, if you not able to solve and resolve differences, complete this practice exercise.
2. Write how you and your partner are unable to reconcile differences.

- a. In what areas are these differences more pronounced?

- b. Why are you unable to reach an agreement?

3. What is the process whereby the two of you fail to reach an agreement?

4. Usually, couples are not able to reconcile differences because they keep on “reacting” to each other rather than “proacting.” Write down what you understand by these words.

- a. Reacting

- b. Proacting

- c. How much are your difficulties in reconciling differences due to reactivity rather than responsiveness to each other?

5. If reactivity is not present in your communication, sometimes evasiveness, withdrawal, and avoidance may be present. One of you may want to approach an issue, while the other may want to avoid it. How does this pattern apply to your relationship?

6. If your problems in communicating affection and understanding are not covered by the previous points, describe the process of failing to communicate.

a. What happens when one of you fails to communicate affection and understanding? What does your partner do or say?

b. How does this failure get out of hand into a full-blown argument or fight?

c. How does your argument end? What is the result of your failure to be affectionate and understanding?

Homework: How were affection and understanding communicated in your family of origin? Write in full and in detail about how this process took place. If necessary, check with a family member to make sure that you are describing this process correctly. Make an appointment with your partner and exchange your notes about what you learned about affection and understanding from your family of origin. Keep notes about your reactions to this exchange, and bring them to your next counseling or therapy session.

Practice Exercise 1. Time Together

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to check on how much time you and your partner spend together.

1. This pattern entails a lack of common interests and dissatisfaction with the characteristic quality and quantity of either leisure time together or work time. How much does it apply to your relationship?

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

2. What interests do you have or not have in common in your relationship?

a. Interests in common

b. Interests that only one partner has

3. How did this pattern develop in your relationship?

4. What is the outcome of little time spent together?

5. You would like:

- a. Much more time together ____
- b. More time together ____
- c. Less time together ____
- d. Much less time together ____

6. Why? What are the reasons for your choice?

7. What have you done to improve the quantity and characteristic quality of time spent together?

8. Did you succeed? If yes, how? If no, why not?

Homework: During the next week, add up how much time you actually spend together day by day for the whole week. After a week, make an appointment with your partner at least 24 h in advance and compare each other's time measurements. Write down a summary of your ensuing discussion or conclusions, and bring your notes to the next counseling or therapy session.

Practice Exercise 22. Disagreements Over Finances

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand how you and your partner agree or disagree about how money is spent in your household.

1. This pattern deals with discord over money and management of financial matters. How much does this pattern apply to you?
 - a. A great deal _____
 - b. Some _____
 - c. Not at all _____
2. If you have checked "a" or "b," go on with this practice exercise. If you have checked "c," you may need to become aware of why this may be deemed a problem.

3. Write in detail about how money and management of financial matters is a problem in your relationship.

4. Is it possible that one of you exaggerates the importance of the problem and that the other minimizes it or even denies it?

5. If you and your partner are at opposite extremes of how to deal with money, in that one of you exaggerates and the other minimizes or denies it, are you also on opposite extremes in other areas of your relationship? List as many areas in which you feel you and your partner are at opposite extremes in your relationship.

6. What do money and possessions mean to you? Explain fully the meaning, both symbolic and real, of both.

a. Money

b. Possessions

7. Is it possible that conflict over financial matters may hide feelings that have not been fully expressed in the relationship?

8. If that is the case (and it might not be), what is the nature of these feelings? Could you express them in writing and in detail?

9. Are you ready to discuss these feelings with your partner?

- a. What are you afraid might happen if you did?

- b. What might happen if you did not?

- c. Which of these two alternatives is more constructive for the relationship and why?

Homework: During the next week, give some thought to the possibility that money matters may be used as a way of distracting yourself from getting in touch with and expressing hidden feelings that you might be afraid to express otherwise. In addition, write down any argument you might have had during the week about money and possessions. Why are you letting these matters control the relationship?

Practice Exercise 1. Sexual Dissatisfaction

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to understand why there is sexual satisfaction or dissatisfaction in your relationship.

1. Dissatisfaction relates to the frequency and characteristic quality of intercourse and other sexual activities. How much does it apply to you?
 - a. A great deal _____
 - b. Some _____
 - c. Not at all _____
2. What is unsatisfactory about sex and sexuality in your relationship? Write in full and in detail.

3. What is the meaning of sex and sexuality for you? Write in full and in detail.

4. Is sex performance-oriented (doing it) or is presence-oriented, that is, being together without demands for perfection, performance, production, or problem solving? Do you use sex as physical release or as a way of coming together emotionally?

5. Have you and your partner ever discussed all the anxieties, fears, and emotions relating to past sexual activities before you two met? If yes, how? If no, why not?

6. Is there unspoken or unfinished business about sex and sexuality in your relationship that was present before you met? If so, can you write about it, or do you feel too ashamed and guilty to write about it?

7. Have you ever told each other what you especially enjoy about sex and sexuality?

8. Are there certain taboos that each of you are setting to limit sex and sexuality in your relationship?

9. How free are you to talk about this topic with your partner?

Homework: During the next week, make two or three appointments with each other before you go to bed. Plan to pleasure each other without using your genital organs. Flip a coin to decide who should go first in being pleased. The one who is designated as the “pleasurer” should spread a cream or lotion on the partner’s body. Spend time caressing and touching your partner’s body (except for the genital areas). Ask for feedback from your partner about what is pleasurable and what is nonpleasurable during this activity. Alternate the role of “pleasuree” and “pleasurer” the next time you get together to repeat this activity. The purpose of this activity is to decrease any performance anxiety and improve the closeness and meaning of sex and sexuality. If one partner becomes sexually aroused by this activity, try to avoid having intercourse then and there. Instead, make an appointment specifically devoted to that purpose. Keep pleasuring separate from sexuality as long as you can to increase the chance of eventually both sides coming together in more ways than one.

Practice Exercise 1. Role Orientation

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand your orientation toward the various roles that are needed to fulfill a relationship.

1. This pattern means the adoption of a traditional versus a nontraditional view of marriage and the parental gender roles. On a scale from 1 to 10, rate your relationship on how traditional or nontraditional it is.

Extremely traditional 1 2 3 4 5 6 7 8 9 10 Extremely nontraditional

2. Explain why you rated your relationship the way you did.

3. Do you like your relationship the way you rated it? If yes, why? If not, how would you like it to be? Rate how you would like it to be ideally.

Extremely traditional 1 2 3 4 5 6 7 8 9 10 Extremely nontraditional

4. What do you need to do to make your relationship closer to what you would like it to be? Write down a plan or ideas on how you could make your relationship more satisfactory to you.

5. How cooperative do you think your partner will be in implementing a plan to improve your relationship? Rate this degree of expectation below:

Very cooperative 1 2 3 4 5 6 7 8 9 10 Very uncooperative

Homework: During the next week, spend time and energy writing down the steps of a plan to improve your role orientation by defining what it means for you to be an effective partner.

Practice Exercise 2. Defining Role Orientation

Name_____ Sex_____ Date_____

1. Define each role listed below, and give two examples of that role. If necessary, use a dictionary to help you understand fully the meaning of each role.

<i>Role</i>	<i>Definition</i>
a. Person	<div></div> <div></div>
b. Partner	<div></div> <div></div>
c. Parent	<div></div> <div></div>
d. Provider	<div></div> <div></div>
e. Caregiver	<div></div> <div></div>
f. Homemaker	<div></div> <div></div>

<i>Role</i>	<i>Definition</i>
g. Worker	<div></div> <div></div>
h. Hobbyist	<div></div> <div></div>
i. Other ()	<div></div> <div></div>

2. Now rank-order these roles according to their importance to you. Rank as No. 1 the role that is the most important to you, rank as No. 2 the role that is second in importance to you, and so on, down to the least important role.

<i>Role</i>	<i>Rank-order</i>	<i>Role</i>	<i>Rank-order</i>
a. Person	<div></div>	f. Homemaker	<div></div>
b. Partner	<div></div>	g. Worker	<div></div>
c. Parent	<div></div>	h. Hobbyist	<div></div>
d. Provider	<div></div>	i. Other	<div></div>
e. Caregiver	<div></div>		

3. From these rank-orders, develop a plan of how to reconcile these roles with your partner and with other responsibilities. After you have completed the rank-orderings and developed a tentative plan, make an appointment with your partner and discuss each other’s notes, rank-orders, and discrepancies between your respective rank-orders. See if you can begin to develop a plan that is agreeable to both of you. Keep notes of your conclusions, and bring them to your next counseling or therapy session.

Practice Exercise 1. Family History of Distress and Trouble

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to understand the influence that your family of origin has had on your present relationship.

1. Present relationship dissatisfaction may reflect an unhappy childhood and disharmony in your parents’ marriages and extended family. How much does this statement it apply to you?
- a. A great deal

b. Some

c. Not at all

If your answer is “c,” you might not need to go any further with this practice exercise.

2. Spend 15–20 minute a day for 4 days writing down how painful these experiences were for you, listing all hurtful experiences and how they affected you in the long run.

Day 1

Day 2

Day 3

Day 4

3. How much are you now repeating in your relationship the same kind of patterns you learned from your family of origin?
 - a. A great deal _____
 - b. Some _____
 - c. Not at all _____

4. If you checked “a” or “b,” how do you feel about this possibility?

5. If intimacy were defined as discussing past and present hurts as well as discussing fears of being hurt in the future, how much does this definition apply to your relationship?

- a. A lot _____
- b. Somewhat _____
- c. Not at all _____

6. If intimate relationships were to be classified according to the following styles, how does each style apply to your past or present relationship?

- a. Abusive-apathetic (neglectful), verbally and nonverbally. No intimacy is possible here.

- b. Reactive-repetitive, where each partner responds immediately and negatively to the other partner’s words or deeds in a way that escalates to abuse or neglect or anger, frustration, and eventual withdrawal. Intimacy here is occasional and sporadic.

- c. Creative-proactive, where each partner is committed to the enhancement of self and of the other. Intimacy is possible and present here.

7. Which of these styles describes relationships in your family of origin? Elaborate on your choice.

8. Which of these styles describes your present relationship? Elaborate.

9. How can you break away from the influence of your family of origin without rejecting members of your family? What choices are possible to you?

Homework: During the next week, for 15–20 minute a day for 4–5 days write down possible ways of not letting your family of origin control and influence your life and destiny. After you have finished this homework, make an appointment with your partner to discuss, compare, and contrast your answers to the same practice exercise. Keep notes of this meeting, and bring them to your next counseling or therapy session.

Practice Exercise 1. Dissatisfaction with Children

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand possible satisfaction and dissatisfaction with your children.

1. This pattern indicates that there are many disappointments in your parent–child relationships. How much does this statement apply to you?
- a. A great deal _____
 - b. Some _____
 - c. Not at all _____

2. If you answer “c,” you do not need to go any further. However, if your answer is either “a” or “b,” write about the nature of disappointments and problems in your relationship with your children.

3. What kind of role does your behavior play in the development of these disappointments and problems?

4. Parent–child problems arise from various possibilities. Check which possibility applies to you:

- a. Parenting is an individual issue, where both parents are not able to work as partners in dealing with the children. Partners did not develop an effective parenting plan and, instead, parented the children as separate individuals, without any plan.

- b. Parents are at opposite extremes in the soft-hard dimension, with one partner playing the “nice” role through “yea-saying” without setting clear limits, while the other partner plays the “nasty” role through “nay-saying” and limit setting.

- c. Parents are too busy arguing and fighting with each other to spend any time to devote themselves to parenting.

- d. What other possibilities are specific to you and your partner as parents that are not included in the three possibilities given above? Write about them in detail.

5. Have you ever spent any time thinking about parenting as one of the most, if not the most, responsible task of life? What are your feelings and thoughts on this matter?

6. You, like most of us, have taken classes in practically any area of knowledge. However, no classes were ever taken in parenting.
- a. Is that conclusion correct?

- b. The only parenting we are aware of and experienced is the parenting we received from our parents. If that parenting was inadequate, how can we assume we know better than our parents? What are your feelings and thoughts on this matter?

Homework: During the next week, make an appointment with your partner and together try to find out what parenting courses or programs are available in your community. Use your counselor or therapist to get help in this area. If no course on parenting is available in your community, find a popular book on the subject and try to learn from it to develop a parenting plan together with your partner. If necessary, see if you can develop a parenting study group to discuss and seek help from other parents on how to parent in better ways than you may have done in the past. A Planned Parenting practice exercise is available in Sect. 4 of this sourcebook.

Practice Exercise 1. Conflicts Over Child Rearing

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand the nature of conflicts over raising children in your relationship. This practice exercise deals with conflicts that may exist between partners in regard to parenting practices and parental responsibilities.

1. How much does this practice exercise apply to you?
 - a. A great deal _____
 - b. Some _____
 - c. Not at all _____
2. If you checked “a” or “b,” go on with this practice exercise. If you checked “c,” you will need to discuss this issue further with your partner and your professional helper, especially if your partner disagrees with your views on this matter.

3. What is the nature of conflicts that exist between you and your partner in regard to children? Write about these conflicts in detail.

4. Is this a major bone of contention between you two, or are there other areas of conflict underlying this issue?

5. How much of these conflicts repeat patterns existing in your family of origin? Check which answer applies to you.

A great deal _____
Somewhat _____
Not at all _____

- a. How did child rearing take place in your family of origin?

- b. How similar are your parenting styles to those in your family of origin?

6. These conflicts may represent the fact that neither one of you has been able to clarify priorities in regard to:

- a. Selfhood: How important do you feel you are?

- b. Partnership: How important does it feel to you?

- c. Parenthood: How important does it feel to you?

7. Answer how you feel about each of the following statements:

- a. Selfhood is the backbone of a partnership.

- b. A partnership is the backbone of parenting.

- c. Parenting is to be performed by both partners.

8. How do these statements apply to differences in parenting styles between you and your partner?

9. These conflicts indicate that perhaps your priorities may be unclear or unqualified. For instance, where would you put yourself in regard to the partnership and parenthood? First, second, or third?

10. If you put selfhood second or third to either partnership or parenthood, perhaps many of your child-rearing conflicts may stem from the possibility that you may have given up part of your self to put most of your energy into the parenting before the partnership.

- a. If you are not clear about your importance, how will your partner as well as your children learn to see themselves as important?

b. If you put yourself down or allow your partner to put you down, what are your children going to learn from this pattern?

c. How do you guess your partner is reacting to these issues?

Homework: During the next week, write down how many times you have put the partnership and parenthood ahead of yourself. After recording in detail how you let yourself down, make an appointment with your partner to discuss each other’s notes. Keep progress notes and conclusions of your appointment, and bring them to your next counseling or therapy session.

Practice Exercise 1. Inconsistency

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to receive more information about how consistent or inconsistent you are in your relationship.

1. The title of this practice exercise covers a variety of behaviors listed below. Rank-order these factors according to how troublesome thoughted you are about them. Rank as No. 1 the factor that is of greatest troublesome thought to you, rank as No. 2 the next factor of troublesome thought, and so on, with the last factor being of least troublesome thought. After you have finished with your rank-orders, check with your partner and write down his or her rank-orders. Add both rank-orders to derive a joint rank-order.

<i>Behaviors</i>	<i>Rank-orders</i>		
	Mine	Partner's	Joint
a. General inability to solve differences	_____	_____	_____
b. Misinterpretations of each other's views	_____	_____	_____
c. Propensity to perceive disagreements as personal criticisms	_____	_____	_____
d. Escalation of minor differences into major conflicts	_____	_____	_____
e. Saying one thing and doing another	_____	_____	_____
f. Being in good humor one day and in bad humor another day without any explanation	_____	_____	_____
g. Being capricious and thoughtless about your partner's needs	_____	_____	_____
h. Black is white and white is black	_____	_____	_____

<i>Behaviors</i>	<i>Rank-orders</i>		
	Mine	Partner's	Joint
i. Lying and deception, not knowing which is the truth	_____	_____	_____
j. Being affectionate one day and hostile the next day without apparent reason	_____	_____	_____
k. Name a pattern of inconsistency not listed above	_____	_____	_____

2. Give specific examples of your inconsistency related to any or all of the factors listed above.			
a.	_____		

b.	_____		

c.	_____		

d.	_____		

e.	_____		

f.	_____		

g.	_____		

h.	_____		

i.	_____		

j.	_____		

k.	_____		

3. Give specific examples of inconsistency in your partner related to any or all of the factors listed above.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

- f. _____

- g. _____

- h. _____

- i. _____

- j. _____

- k. _____

4. What do you have to do to decrease your inconsistency in your relationship?
How do you contribute to this inconsistency?

5. What, do you guess, does your partner do in regard to his or her inconsistency?
How does he or she contribute to it?

6. What do you want to do to improve your inconsistency?

- a. What have you done in the past?

- b. What would you like to do in the future?

- c. Describe in detail.

6. How did you agree to disagree and why?

7. Are issues of inconsistency hiding some more serious underlying issues within yourself or between you two?

Homework: During the next week, check on the two columns marked Mine and Partner's instances in which either you or your partner have been inconsistent. Also write down what made up this inconsistency, with whatever may have led to it and what happened at and after the end of that episode. Complete as many instances as there are present in your relationship.

- a. Instance of inconsistency _____
- b. Pattern _____
- c. What led into it? _____
- d. What happened? _____
- e. How did it end? _____
- f. How did you feel during and after this instance? _____

Concluding Follow-Up Form for Couple Satisfaction

Name _____ Sex _____ Date _____

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

1. Which answer 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. _____
 - d. I am not only delighted about this practice exercise, but I wish all couples could get it. _____
2. How helpful was it to work on this practice exercise? Please 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 that was the most helpful to you? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on; mark as N/A the ones you did not like at all or did not apply to you.

<i>Dimensions</i>	<i>Rank-orders</i>		
	Mine	Partner	Joint
a. Affective or emotional communication	_____	_____	_____
b. Aggression	_____	_____	_____
c. Conflict over child rearing	_____	_____	_____
d. Conventionalization	_____	_____	_____
e. Disagreements over money	_____	_____	_____
f. Dissatisfaction with children	_____	_____	_____
g. Family history of distress	_____	_____	_____
h. Global distress	_____	_____	_____
i. Inconsistency	_____	_____	_____
j. Problem-solving communication	_____	_____	_____
k. Role orientation	_____	_____	_____
l. Time together	_____	_____	_____
m. Sexual dissatisfaction	_____	_____	_____

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

5. Make an appointment with your partner and write down in the appropriate column your partner's rank-orders. Discuss (compare and contrast) whatever differences you may find in your individual rank-orders.
6. After completion of this practice exercise, check which of these answers indicates how you felt about it. There is also space for you to explain further, if you want to:
- I did not like it at all, a waste of time. I wish I never saw this stupid practice exercise. _____
 - I did not like it very much, but I want to go on with another practice exercise. _____
 - I liked it and I want to go on with another practice exercise. _____
 - 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 couples could get something like this practice exercise to work on. _____
- 7. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercise.

Families

Family Profile Form (FPF)

The purpose of this practice exercise is to help your family members learn from one another rather than to change anybody’s feelings, opinions, or behaviors.

Practice Exercise 1. Definitions and Examples

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn how your family sees itself along a variety of dimensions.

- 1. Define each dimension of family life by using a dictionary or asking other family members, friends, or relatives. For each definition give at least two examples of how that definition applies to your family.

<i>Dimensions</i>	<i>Definitions and Examples</i>
a. Description	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
b. Evaluation	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____

c. Self-expression	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
d. Reflection	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
e. Touching	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
f. Brainstorming	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
g. Play	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
h. Negotiation	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
i. Role taking	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____

3. Now that you have completed the definitions of these dimensions and given examples of how they apply to your family, rank-order these dimensions according to how they apply to your family. Rank as No. 1 the dimension that applies to your family the most, rank as No. 2 the dimension that applies second, and so on, down to the dimension that applies to your family very little or not at all.

Dimensions	Rank-order	Dimensions	Rank-order
a. Description	_____	f. Brainstorming	_____
b. Evaluation	_____	g. Play	_____

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
c. Self-expression	_____	h. Negotiation	_____
d. Reflection	_____	i. Role taking	_____
e. Touching	_____		

4. Why did you rank-order these dimensions the way you did?

Homework: During the coming week, before you meet with your family for a family meeting, think about why you rank-ordered the dimensions listed above the way you did. If you need to change this rank-order, do so and write down why you changed it.

Standard Practice Exercise for Family Dimensions

Exercise No. _____ Title of Dimension: _____

Name _____ Sex _____ Date _____

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

1. How does this dimension apply to your family? Explain in detail.

2. How often does this dimension take place in your family?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 dimension 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 _____

5. Please explain further:

6. Give three specific examples of how this dimension gets your family in trouble.

Example 1:

Example 2:

Example 3:

Homework: Next week, in order for you to learn more about yourself and your family, plan to repeat this dimension as a family at preset, prearranged times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (on 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 it?
- b. What followed?
- c. How did it end?
- d. What did this dimension get you?

Time 1 (write time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Check which of the following indicates 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 practice exercise and what you got out of it.

Concluding Follow-Up Form for Family Dimensions

Name _____ Sex _____ Date _____

The purpose of this concluding follow-up form is to review whether this practice exercise was helpful to you.

- Check 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 _____ families had a chance to work on it.
- How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on, down to the one you did not like at all.

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
a. Description	_____	f. Brainstorming	_____
b. Evaluation	_____	g. Play	_____
c. Self-expression	_____	h. Negotiation	_____
d. Reflection	_____	i. Role taking	_____
e. Touching	_____		

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

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
a. Description	_____	f. Brainstorming	_____
b. Evaluation	_____	g. Play	_____
c. Self-expression	_____	h. Negotiation	_____
d. Reflection	_____	i. Role taking	_____
e. Touching	_____		

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

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

Family Functioning

The purpose of this practice exercise is to help your family members learn from one another rather than to change anybody’s feelings, opinions, or behaviors. After completing this practice exercise, get together by appointment to compare and contrast your answers with one another. See whether you can arrive at an agreement on what are the dimensions that are important to your family by adding individual rank-orders and finding those that are rank-ordered the highest by this family.

Practice Exercise 1. Definitions and Examples

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn how you see your family along a variety of dimensions.

1. Define each dimension of family functioning by using a dictionary or asking other family members, friends, or relatives. For each definition, give at least two examples of how that definition applies to your family.

*Dimensions**Definitions and Examples*

a. Cohesive

Example 1 _____

Example 2 _____

b. Expressive

Example 1: _____

Example 2: _____

c. Conflictual

Example 1: _____

Example 2: _____

d. Intellectual-cultural

Example 1: _____

Example 2: _____

e. Active-recreational

Example 1: _____

Example 2: _____

f. Religious

Example 1: _____

Example 2: _____

g. Organized

Example 1: _____

Example 2: _____

h. Sociable	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
i. External control	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Idealized	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Disengaged	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Democratic	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Laissez-faire	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Authoritarian	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Enmeshed	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

3. Now that you have completed the definitions of these dimensions and given examples of how they apply to your family, rank-order these dimensions according to how they apply to your family. Rank as No. 1 the dimension that applies to your family the most, rank as No. 2 the dimension that applies second best, and so on, down to the last dimension that applies to your family very little or not at all.

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
a. Cohesive	_____	i. External control	_____
b. Expressive	_____	j. Idealized	_____
c. Conflictual	_____	k. Disengaged	_____
d. Intellectual-cultural	_____	l. Democratic	_____
e. Active-recreational	_____	m. Laissez-faire	_____
f. Religious	_____	n. Authoritarian	_____
g. Organized	_____	o. Enmeshed	_____
h. Sociable	_____		

4. Write your reason for rank-ordering these dimensions the way you did.

Homework: During the coming week, and before your next family meeting, think about how you rank-ordered these dimensions the way you did. Write down your answer(s), and bring them to your family meeting to discuss with them.

Standard Practice Exercise for Family Functioning

Exercise No. _____ Title of Dimension: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the dimension listed above.

1. How does this dimension get your family in trouble? Explain in detail.

2. How often does this dimension take place in your family?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 dimension 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 _____

5. Please explain further:

6. Give three specific examples of how this dimension gets your family in trouble

Example 1

Example 2

Example 3

Homework: In the next few days, in order for you to learn more about yourself and your family (“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 (on 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 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 practice exercise.

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

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

Concluding Feedback Form for Family Functioning

Name _____ Sex _____ Date _____

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

- 1. Check 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 families had a chance to work on it. _____
- 2. How helpful was it to work on this practice exercise? Please 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? Rank as No. 1 the one that you liked best, rank as No. 2 the one you liked next best, and so on, down to the one you did not like at all.

Dimensions	Rank-order	Dimensions	Rank-order
a. Cohesive	_____	i. External control	_____
b. Expressive	_____	j. Idealized	_____
c. Conflictual	_____	k. Disengaged	_____
d. Intellectual-cultural	_____	l. Democratic	_____
e. Active-recreational	_____	m. Laissez-faire	_____
f. Religious	_____	n. Authoritarian	_____
g. Organized	_____	o. Enmeshed	_____
h. Sociable	_____		

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

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful.

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
a. Cohesive	_____	i. External control	_____
b. Expressive	_____	j. Idealized	_____
c. Conflictual	_____	k. Disengaged	_____
d. Intellectual-cultural	_____	l. Democratic	_____
e. Active-recreational	_____	m. Laissez-faire	_____
f. Religious	_____	n. Authoritarian	_____
g. Organized	_____	o. Enmeshed	_____
h. Sociable	_____		

6. Explain why you arranged the practice exercises the way you did.

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