

Luciano L'Abate

Sourcebook of Interactive Practice Exercises in Mental Health

 Springer

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Dedication

To mental health professionals who want to practice in the twenty-first century.

Foreword

In olden days, when people were troubled they sought out a wise elder for counsel. Just talking about particular troublesome thoughts always seemed to help, regardless of the usefulness of the advice given. There has always seemed to be something magical about the simple relating and discussing of troublesome thoughts; perhaps it was just the reinforcement of “you are not alone” that provided the succor. And there was always the probability that the person listening would supply a new and different healing perspective or action. The various quests that people went on contained implied solutions to whatever their troublesome thoughts were. That expectation of finding answers was generally fulfilled.

Much later in our evolution, when writing materials became inexpensive and easily obtainable, the writing of personal thoughts and troublesome thoughts in diaries became a substitute mechanism for confronting troublesome thoughts and troubles. Again, the simple act of writing out these internal thoughts both concretized and externalized them. Those thoughts and feelings were no longer isolated within you. Somehow, when they were out there in that diary, they were more tractable and there was some surcease of the inner pain and turmoil. This was a personal sharing with a private and secret confidant.

Since Freud’s time, face-to-face talk therapy has replaced wise elders and writing – in the age of experts, people needed to consult professional listeners. In a stroke of genius, Pennebaker found that simply writing for about 20 minutes/day about emotional troublesome thoughts had a significant beneficial effect. His discovery has led to the profusion of practice exercises, distance writing, and structured writing that has the potential of helping people with their troublesome thoughts via their own words. The designer of the practice exercise structures it to lead the writer through a well-thought-out series of questions and exercises, generally about a specific Troublesome thought. (Note that it is my bias to use the word *Troublesome thought* rather than the word *problem*.)

In this sourcebook, Professor L'Abate has provided a large number of well-thought-out practice exercises designed for both specific and general troublesome thoughts. In the first section the practice exercises are tied to specific diagnoses, such as those in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). The other sections include practice exercises for other areas, for dysfunctional and functional individuals, couples, and families. One of L'Abate's troublesome thoughts has always been to link therapeutic work to research, and his practice exercises provide a means of testing their usefulness to evaluate this link. By bringing together in one sourcebook all these practice exercises, he has made a major contribution to the field. This sourcebook will be a reference and an inspiration for further research. Perhaps the best way of proving this to yourself would be to pick a relevant practice exercise and just do it!

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Acknowledgments

The Practice Exercises contained in this Sourcebook were produced from a variety of sources that constitute the basic building blocks for their contents. I am indebted to the sources listed below for providing, in some way, materials (lists of behaviors, items, factor analyses, symptoms, and syndromes) that compose these Practice Exercises. Every attempt was made to contact authors and publishers of the various sources used to produce these Practice Exercises. Their permissions were needed to publish Practice Exercises based on their materials (L'Abate, 2002). In spite of these attempts, some publishers forbid outright the use of their materials for Practice Exercises (obviously not produced here or anywhere else). Other responses ranged from absolutely no response, on one hand, to outrageous demands for what this author considered excessive payments well beyond his financial resources, on the other hand. Furthermore, some Practice Exercises are based on more than one source, requiring to request permission from them all, an impossible task because there was no way to allocate percentages of contribution to separate sources.

Consequently, once this initial attempt failed, I fell back on “fair use” laws (Elias, 1997; Stevens, 1997) to justify the uniform use of materials for a larger good, and that is, the expansion of inherently inert materials (tests, lists, etc.) to dynamic and interactive Practice Exercises. These Practice Exercises have the potential to intervene with populations that might not improve with talk but that could improve using programmed writing, as in Practice Exercises. These Practice Exercises expand the use of programmed distance writing past and expensive mental health services based mostly on talk interventions, requiring personal face-to-face talk-based contacts with a professional helper. The medium of programmed writing, through computers and the Internet, does reach people in need who may not be helped by talk but who, in addition to or, as a alternative

or adjunct to talk, could use a different medium to improve their behaviors in ways that could not be obtained by talk alone. Even people who might improve with talk could obtain more lasting results if an additional medium of communication, such as distance writing, assigned as homework PEs is added to talk-based interventions (Kazantzis, Deane, Ronan, & L'Abate, 2005; Kazantzis & L'Abate, 2007; L'Abate (2002). I would like to thank the Copyeditor David Kaplan, the Project Manager Ragavia Ramakrishnan and SPi Global for the excellent job done.

Here are the sources, arranged by section, from which the practice exercise have been dervied.

Section 1. Self-help Practice Exercises for Individuals with Psychiatric Classification

Disorders of Internalization

Children and Youth

Anxiety: This practice exercise is based on the scale by the same name developed by Newcomer, Barenbaum, and Bryant (1994).

Anxiety Condition: This practice exercise is based on the work by Chorpita, Albano, and Barlow (1998).

Depression Condition: This practice exercise is based on the work by Chorpita, Albano, and Barlow (1998).

Fear Condition: This practice exercise is based on the work by Chorpita, Albano, and Barlow (1998).

Asperger Disorder: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Depression: This practice exercise is based on the scale by the same name developed by Newcomer, Barenbaum, and Bryant (1994).

Post-Traumatic Stress: This practice exercise is based on the work of Anthony, Lonigan, and Hecht (1999).

Separation Anxiety: This practice exercise is based on the list of symptoms found in the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Adults

Anxiety: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Depressive Personality: This practice exercise is based on the research by Hartlage, Arduino, and Alloy (1998) about depressive characteristics.

Loneliness: Although loneliness is not a psychiatric dimension or category, this condition effects a great many people who suffer also from other conditions. One could say that loneliness is a concomitant of many psychiatric and non-psychiatric conditions, especially in youth. These are the reasons for including this practice exercise in this Section. This practice exercise was developed from the work of Hurtug, Audy, and

Cohen (1998) and of Peplau and Perlman (1982). A questionnaire found in Peplau and Perlman could be administered before and after completion of this practice exercise.

Phobias: This practice exercise was developed from the combined work of Levinson (1986) and Henley (1987).

Post-Traumatic Stress Disorder: This practice exercise is based on the factor analysis of research performed by King, Leskin, King, and Weathers (1998) as well as by Taylor, Koch, Koch, Crockett, & Passey (1998).

Procrastination: This practice exercise was derived from the work of Ferrari, Johnson, and McCown (1995).

Signs of Depression: This practice exercise was based on a variety of clinical and research sources.

Disruptive Developmental Disorders

Anger: This practice exercise is based on the factor analysis of Lahey, Frick, Loeber, Tannenbaum et al. (1990) and the work of Feindler (1995).

Conduct Disorder: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Hyperactive/Attention Deficit: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Juvenile Troublemaking: This practice exercise is based on the Child Troublemaking Scale developed by Lynam (1997).

Oppositional Defiant: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Disorders of Externalization in Adults

Addendum to Social Training: This practice exercise is an elaboration of the original practice exercise on Social Training (L'Abate, 1992).

Anger Condition: This practice exercise is based on the work by Eckhardt and Deffenbacher (1995) and by Spielberger, Reheiser, and Sydeman (1995).

Hostility: This practice exercise is based on the work by Eckhardt and Deffenbacher (1995) and by Spielberger, Reheiser, and Sydeman (1995).

Agression: This practice exercise is based on the work by Eckhardt and Deffenbacher (1995) and by Spielberger, Reheiser, and Sydeman (1995).

Troublemaking: This practice exercise is based on the research by Kosson, Steuerwald, Forth, and Kirkhart (1997).

Severe Disorders

Mood Swings: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Over-dependency: This practice exercise is based on a model of codependency developed by L'Abate and Harrison (1992), which is part of a relational theory of personality socialization and psychopathology in intimate relationships (L'Abate, 1997, 2005; L'Abate & Cusinato, 2007).

Severe Troublesome thoughts: The list of symptoms used for this practice exercise was taken from the Diagnostic Statistical Manual for Mental Disorders-IV (DSM-IV). Washington, DC: American Psychiatric Association.

Sexual Abuse: The contents of this practice exercise were taken from the vast literature on sexual abuse, with no single source being primary over others.

Section 2. Relational Self-help Practice Exercises for Conflicting Couples and Families

Children and Families

Bing Eating: This practice exercise was developed in collaboration with Monique Gray and published with her kind permission.

Divorce Adjustment in Children: This practice exercise was developed by Karin B. Jordan, Ph.D., and published here with her kind permission

Domestic Violence: This practice exercise was developed in collaboration with Fran Greenfield and published here with her kind permission.

Lying: This practice exercise was developed in collaboration with Maureen O'Toole and published here with her kind permission.

Shyness: This practice exercise was developed in collaboration with Sue Matthews and published Here with her kind permission.

Stealing: This practice exercise was developed in collaboration with Ernestine Williams and published here with her kind permission.

Temper Tantrums: This practice exercise is a substantial revision of a previously published practice exercise (L'Abate, 1992).

Time Out: This practice exercise is based on my clinical experience and one of the first Practice Exercises developed for children and their families.

Verbal Abuse: This practice exercise was developed from clinical experiences and considered as part of the Abusive-Apathetic style in relational competence theory (L'Abate, 2005; L'Abate & Cusinato, 2007).

Couples

A practice exercise for a structured interview: This practice exercise is derived from a structured interview derived from the 16 models of relational competence theory (L'Abate, 2005, 2006; 2008a; L'Abate & Cusinato, 2007; L'Abate & De Giacomo, 2003).

Arguing or Fighting: This practice exercise was developed from clinical experience and is based on a model of paradoxical psychotherapy presented by Weeks and L'Abate (1982; L'Abate, 2002, pp.124–125).

Complaints: This practice exercise is based on the research by Coyne, Thompson, and Palmer (2003).

Depression: This practice exercise is based on relational model of depression developed by L'Abate (1986).

Difficulties: This practice exercise was developed jointly by Keith Stanford and Luciano L'Abate from Sanford's research (2004). The help of Dr. Sanford is gratefully acknowledged.

Sexuality: The contents of this practice exercise were taken from the vast literature on sexuality, with no primary source being more relevant than others.

Violence: This practice exercise is based on the research by Eckhardt, Barbour, and Davison (1998).

Families

Hurt Feelings: This practice exercise is based on a model developed 30 years after this construct was developed (L'Abate, 1977), evaluated (L'Abate, Frey, & Holly, 1979) and resurrected by the important research by Vangelisti and her students (Vangelisti, 2009; Vangelisti and Beck (2007) and a chapter in her handbook (2009b; L'Abate, 2009b).

Intimacy: This practice exercise is based on a relational model of intimacy developed by L'Abate (1986, 1997, 2005; L'Abate, Cusinato, Maino, Colesso, & Scilletta, 2010).

Negotiation: This practice exercise is based on a relational model of negotiation developed by L'Abate (1986, 1997, 2005).

When Parents Argue: From the Child's Eyes: This practice exercise was developed from the research by Weston, Boxer, and Heatherington (1998).

When Parents and Child Argue: From the Child's Eyes: This practice exercise was developed from the research by Weston, Boxer, and Heatherington (1998).

Section 3. Self-help Practice Exercises for Individual Life-long Learning

Character Strengths: This practice exercise is based on the work of Peterson and Seligman (2004).

Emotional Expression: This practice exercise is based on a list of feelings developed by Bonanno and Keltner (1997).

Development of Emotional Competence: The contents of this practice exercise were developed from a variety of sources (Averill, 1997; Bradley, 2000; Cacioppo & Gardner, 1999; Gottman, Faisilber, & Hooven. 1997; Kennedy-Moore & Watson, 1999; L'Abate, 2002, p. 116; Mascolo & Griffin, 1998).

Multiple Abilities: This practice exercise was developed from various theories of intelligence (Bodine & Crawford, 1999; Campbell, Campbell, & Dickinson, 1999; Fogarty & Bellanca, 1998; Gardner, 1999; Mayer & Salovey, 1995; Sternberg, 1996; Sternberg & Kaufman, 1998).

Normative Experiences: Form AB5C: This practice exercise is based on the work of Goldberg (1999) and published with his expressed permission.

Normative Experiences: Form IPIP: This practice exercise is based on the work of Goldberg (1999) and published with his expressed permission.

Normative Experiences: Form PSC: This practice exercise is based on the work of Goldberg (1999) and published with his expressed permission.

Priorities: This practice exercise is based on a relational model of priorities that is part of a contextual theory of personality socialization (L'Abate (1994, 1997, 2005, 2006; L'Abate & Cusinato, 2007; L'Abate & De Giacomo, 2003).

Self-awareness: This practice exercise is based on a model of relationships developed by Piero De Giacomo translated into English and expanded (L'Abate, 2002, pp. 117–118; L'Abate & De Giacomo, 2003)

Self- Others Importance: This practice exercise was developed from a Selfhood model that makes the attribution of importance to self and intimate others the cornerstone of intimate and non-intimate relationships (L'Abate, 1994, 1997, 2002, 2003, 2005, 2006; L'Abate & De Giacomo, 2003).

Social Skills: This practice exercise was developed from the Inventory by the same name developed by Lorr, Youniss, and Stefic (1991).

Speak UP For Yourself: This practice exercise is based on the need to help fearful or insecure partners express themselves assertively in their intimate relationships without anger or aggression.

Who Am I? Aspects of Identity Formation: This practice exercise is based on a relational model of identity-differentiation that is part of a contextual theory of personality socialization developed (L'Abate, 1994, 1997, 2002, 2003, 2005, 2006; L'Abate & Cusinato, 2007; L'Abate et al., 2010; L'Abate & De Giacomo, 2003).

Section 4. Relational Self-help Practice Exercises for Life-long Learning of Couples and Families

Couples

Premarital Preparation: This practice exercise was developed from clinical experience with couples, indicating the crucial importance of marital preparation for many to-be married or not yet married couples.

Relational Quality 1: This practice exercise was developed from the research by Hassebrauck and Fehr (2002).

Relational Quality 2: This practice exercise was developed from the research by Hassebrauck and Fehr (2002).

Relational Quality 3: This practice exercise was developed from the research by Hassebrauck and Fehr (2002).

Relational Styles: This practice exercise is based on the Elementary Pragmatic Model of relationships developed by De Giacomo (L'Abate & De Giacomo, 2003).

Sexual Motivation: This practice exercise was developed from the research by Schachner and Shaver (2004).

Families

Foster/Adoptive Care: This practice exercise was developed by Mario Cusinato after an extensive review of the literature on adoptive parenting and translated by L'Abate.

Planned Parenting: This practice exercise is based on a variety of models that compose a developmental, contextual theory of personality socialization and psychopathology (L'Abate (1994, 1997, 2002, 2003, 2005, 2006; L'Abate & Cusinato, 2007; L'Abate & De Giacomo, 2003).

Section 5. Self-help Practice Exercises from Lists and Single- and Multiple-score Tests

Children: Mixed Internalizing and Externalizing Disorders

School Conduct Problems: This practice exercise was developed from the work of Brown and Hammill (1978), Kelly (1990), Kelly and Vitali (1992),

and more general sources Such as Hersen and Last (1990) and Mash and Barkley (1996).

School Social Skills: This practice exercise was developed from the work of Brown, Black, and Downs (1984).

Unusual or Troublesome Behavior: This practice exercise was developed from Aman and Singh's (undated) Checklist for Aberrant Behavior.

Adults

Butcher Treatment Planning: This practice exercise was developed from the scale developed by Butcher (1998; Perry & Butcher, 1999) to evaluate individuals who are resistant to psychotherapeutic interventions.

Single Score Tests

Axis II Cluster C Internalizing Disorders:

Beck Anxiety: This practice exercise was developed from research by Joiner, Steer, Beck, Schmidt, Rudd, and Catanzaro (1999).

Beck Depression: This practice exercise was developed from research by Dozois, Dobson, and Ahnberg (1998) and the review by Katz, Katz, and Shaw (1999).

Hamilton Anxiety: This practice exercise was developed from research of Moras, Di Nardo, and Barlow (1992).

Hamilton Depression: This practice exercise was developed from research of Moras, Di Nardo, and Barlow (1992).

Help-seeking (Dependent): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Self-suffering (Masochistic): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Serious (Depressed): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

What Are My Troublesome thoughts?: This practice exercise was developed from Blatt's et al., (1982) two factor model of depression, dependency and self-criticism.

Axis II. Cluster B Selected Personality Disorders:

Anger Expression: This practice exercise was developed from the work of Forgays, Forgays, and Spielberger, (1997).

Compelling (Compulsive): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Distinct (Schizoid): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Exciting (Histrionic): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Non-conformist (Negativistic): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Private (Avoidant): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Self-interested (Narcissistic): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Unpopular (Antisocial): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Unusual (Sadistic): This practice exercise is based on lists of attributes for personality disorders developed by Davis and Millon (1999, p. 517).

Mixed Internalizing and Externalizing Disorders

Personality Disorders: Form 1989: This practice exercise was developed from research of Livesley, Jackson, and Schroeder (1989).

Personality Disorders: Form 1990: This practice exercise is derived from research of Clark (1990).

Personality Disorders: Form 1992: This practice exercise was developed from a factor analysis of Schroeder, Wormsworth, and Livesley (1992)

Multiple Score Tests

Personality Dimensions from the MMPI: This practice exercise was developed from the 15 Content Scales of the Minnesota Multiphasic Personality Inventory-2 (Greene & Anderson, 1999).

Personality Dimensions from Neuroticism Extraversion Openness Inventory: This practice exercise was developed from the work by McCrae (1994) and Costa (Costa & Widiger, 1994).

Personality Dimensions from Personality Assessment Inventory: This practice exercise was developed from the work of Morey (1999) and Morey and Henry (1994).

Couples

Improving Relationships: This practice exercise was developed by Brenda Whaley, Ph.D. (L'Abate, 2002, pp. 121–122) and published with her kind permission.

Relationship Conflict: This practice exercise was developed from Bodin's (1996) Relationship Conflict Inventory and is published with the kind permission of Dr. Bodin.

Couple Satisfaction: This practice exercise was developed from Snyder's Inventory by the same name (L'Abate, 2002, pp. 122–123; Snyder, 1981; Snyder & Aikman, 1999) and reprinted with the kind permission of Western Psychological Service.

Families

Profile Form: This practice exercise was developed from an instrument developed by L'Abate and Weinstein (1987) and validated by Kochalka and L'Abate (1997).

Functioning: This practice exercise was developed from the factor analysis of self-report measures by Bloom (1985).

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1

Background: Recent Advances in Mental Health Interventions

The purpose of this sourcebook is to provide a widely encompassing set of written self-help practice exercises that cover a variety of individual and relational conditions. They can be used as alternative or additional resources in the promotion of mental health as well as in the prevention, psychotherapy, and rehabilitation of mental illness.

This chapter discusses the development of self-help mental health practice exercises within the wider context of evolutionary if not revolutionary advances in the field of mental health interventions. The field has expanded so rapidly during the last generation that its advances can no longer be ignored by mental health professionals. These interventions, therefore, represent the historical background for the use of self-help practice exercises within the field of mental health interventions.

Mental health interventions entail the following approaches: (1) health promotion and lifelong learning; (2) prevention of emotional and mental illness, usually through structured psychoeducational social skills training programs for people at risk of future breakdown; (3) unstructured face-to-face talk-based psychotherapy for people who have had a breakdown and need immediate and close professional help; and (4) rehabilitation of anyone who has had a breakdown and needs to be brought back up, so to speak, to functional levels of adjustment. These uses of interventions demonstrate how self-help practice exercises are embedded within an evolutionary historical background.

Perhaps the major revolutionary step that is occurring in the mental health field right now because of these advances lies in helping needy and troubled people at a distance, that is, from a remote location, without ever seeing them face-to-face or even talking with them. For mental health professionals who doubt the validity of that conclusive statement, the following chapters will demonstrate how valid that conclusion may be.

Why, then, would these approaches be included here right at the beginning? This is a legitimate question that deserves a legitimate answer: "The reasons for including these approaches in this sourcebook are clear. Self-help practice exercises apply to and can be administered in all four approaches." Of course, this answer does not mean that a interactive practice exercise written for a severe disorder could or should be administered to a well-functioning individual, any more than a practice exercise written for such an individual should be administered to an individual with a serious psychiatric disturbance. The range of practice exercises in this sourcebook is such that, as the reader will see, it covers as many clinical and nonclinical conditions as is humanly possible, with inevitable overlaps with practice exercises produced elsewhere (L'Abate, 2004a).

Another way to present the evolutionary progress of practice exercises would enable us to perceive them as the natural hand-in-hand extension of these four approaches in mental health. Practice exercises did not develop in a practical vacuum. They are a natural development, a mental health technology, so to speak, to help troubled people with more effective and perhaps more efficacious ways than face-to-face talk. These practice exercises represent an additional and alternative way to address a wide range of mental health problems.

HEALTH PROMOTION AND LIFELONG LEARNING

This approach has been called also primary prevention in the sense that it is universal and would include the majority of well-functioning individuals, couples, and families. This approach is discussed at greater length in Chap. 5. Practice exercises related to more effective functioning and lifelong learning for individuals, couples, and families are contained in Sections III and IV (L'Abate & Goldstein, 2007). Conceivably, in addition to the control practice exercise in Appendix E, practice exercises in those two sections could also be used as controls for practice exercises administered in Sections I, II, and V.

PREVENTION OF EMOTIONAL AND MENTAL ILLNESS

This approach has been called also secondary prevention to the extent that it is directed toward at-risk, targeted, but not yet diagnosable populations, such as adult children of alcoholics. The literature about this approach is extensive; the interested reader can review this approach historically in L'Abate (1990, 2007b) and L'Abate (2008d), where a great many representative psychoeducational social skill training programs are included. Most practice exercises in Section I for individuals, Section II

for couples and families, and Section V could be administered to targeted individuals, couples, and families who may not be diagnosable yet but who are still at risk for a possible breakdown.

PSYCHOTHERAPY

This approach has been called also tertiary prevention or crisis intervention, to the extent that is designed to help people with serious, critical, chronic, clinical, and diagnosable emotional and mental disturbances. The literature for this face-to-face talk-based approach is extensive. Practice exercises in Sections I, II, and V address participants who could use these practice exercises in addition to face-to-face talk-based psychotherapy and medication (L'Abate, 1986, 1990, 2001, 2002, 2004a, 2004b).

REHABILITATION

This approach is administered to people who need to recover after a breakdown and during and after hospitalization. The interested reader is referred elsewhere for up-to-date sources (Corrigan, Mueser, Bond, Drake, & Solomon, 2007; Corrigan, Wassel, & Rafacz, 2008). Mental health rehabilitation is a completely wide-open field for the administration of self-help mental health practice exercises in all five sections of this volume.

CONCLUSION

The recent advances in the four approaches considered in this chapter as composing mental health interventions are discussed in the following chapters.

2

Computers and the Internet

The use of the Internet implies an interactive involvement in the process of acquiring information. To retain such information and incorporate it in one's daily life, that information needs to be in writing, either in printed form for reception or in one's handwriting or typing for recording reactions and responses (Pulier, Mount, McMenamin, & Maheu, 2007). If the Internet is indeed the most revolutionary development in the last generation, the information it yields will need to be transferred to participant records and documentation. This approach has made it relatively easy to help people through distance writing (DW) without ever seeing them face-to-face or even talking with them.

Consequently, reliance on DW, as the next inevitable step in the evolution of mental health interventions from face-to-face talk-based, suggests possibly a completely different paradigm. Ultimately, in its extreme, this DW-based paradigm implies never seeing participants face-to-face or talking with them, as happens every day online. DW includes a variety of approaches discussed in great detail in Chap. 6.

The ever-increasing role of the Internet in providing information to help people in need of greater knowledge about their perceived troublesome conditions is a topic considered briefly by Norcross (2006). This topic is discussed in greater detail in Chap. 3. There are at least four self-help advances not considered by Norcross. These advances have significant implications for the evolutionary progress of mental health interventions

because they are evidence-based rather than based on the subjective impressions or personal opinions of mental health professionals, let alone participants: (1) the advent of DW as an additional or alternative approach to traditional face-to-face talk-based interventions (see Chap. 6), (2) greater use of homework assignments to increase and widen the scope and effect of face-to-face talk-based interventions (see Chap. 4), (3) the meteoric growth of written self-help mental health practice exercises and source-books (see Chap. 7), and (4) the rise of low-cost approaches to promote physical and mental health (see Chap. 5).

All these approaches involve the use of writing, a skill that does cover the majority of the population including psychiatric participants who seem able to type on computers what they seem unable to express verbally (Bloom, 1992). For those who protest this limitation, that is, the exclusion of illiterate people from this approach, one needs to be reminded that most illiterates are also excluded from talk-based approaches. Furthermore, this population can be helped by taped recordings or by volunteers who translate the written instructions and transcribe the participant's responses.

CONCLUSION

The Internet will become one of the major avenues of service delivery in the mental health field. Thus, I developed a graduate curriculum for middle-level professionals to become experts in delivering structured self-help mental health practice exercises for individuals, couples, and families (L'Abate, 2008d).

3

The Self-Help Movement in Mental Health: From Passivity to Interactivity?

This chapter expands and updates Norcross's (2006) original proposal to integrate self-help within psychotherapy through reading self-help books and autobiographies, and viewing films. This relatively passive approach can be expanded with active and interactive mental health interventions (health promotion, prevention, psychotherapy, and rehabilitation) through (1) distance writing (DW) in its various approaches (see Chap. 6), (2) homework assignments (see Chap. 4), (3) low-cost approaches to promote physical and mental health (see Chap. 5), and (4) structured mental health practice exercises (see Chaps. 7 and 8). These new approaches suggest a paradigm shift in mental health from direct face-to-face talk-based interventions to DW approaches that may mean interacting with participants online without ever seeing them directly.

Norcross's (2006) excellent suggestions about integrating self-help into the psychotherapy process can and should be expanded to include also the other three specialties of mental health interventions already listed above (see Chap. 1): health promotion (see Chap. 5), prevention, psychotherapy, and rehabilitation (see Chaps. 7 and 8).

Even before the publication of Norcross's proposal, a great many evolutionary advances have occurred in the field of mental health that were not considered in his excellent article. Except for community interventions, health promotion, prevention, psychotherapy, and even rehabilitation have been traditionally based on the face-to-face talk-based paradigm of the last century. In this century, mental health interventions may be slowly

but inevitably and inexorably changing into a DW paradigm in its many interactive forms (L'Abate, 2007d). This relatively new DW paradigm is based on the increasing use of the Internet, as Norcross notes in his proposal, and in recent advances in the use of homework assignments in prevention, psychotherapy, and rehabilitation, especially the growth of self-help sourcebooks or practice exercises, and low-cost approaches to promote physical and mental health, topics discussed in the chapters to follow.

THE PASSIVE-ACTIVE-INTERACTIVE DIMENSION IN SELF-HELP

In defining self-help, Norcross (2006) includes reading self-help books and autobiographies and viewing films related to a variety of clinical and nonclinical conditions. The lists he presents about these three approaches also include rankings by a large number of psychologists who use them in their professional practices. Norcross, however, did not report any evidence to support the ancillary use of these three approaches in psychotherapy. The failure to provide evidence for his proposal seems strangely contrary to the need to support professional practices with evidence rather than with just consensus or personal opinion. For instance, there were no baseline data to evaluate what kind of participants would benefit by which approach. Without such information it would be impossible to evaluate the outcome of such approaches.

Nonetheless, Norcross's 16 practical suggestions to integrate self-help into psychotherapy are right on target and should be heeded by mental health professionals who use or plan to use self-help information and materials in their clinical, community, and preventive practices. (The interested reader can refer to Norcross's original article to review his 16 suggestions.)

Consequently, we are in Norcross's debt for providing an ample and distinct background for this expansion and updating of self-help approaches. He provides a completely thorough review of the literature, with a full-scale rationale for the introduction of self-help approaches in mental health interventions.

Instead of conceiving of self-help as connected solely to psychotherapy, however, self-help could and should be conceived of as forming a tier of interventions with characteristics of its own, independent of traditional mental health interventions. These characteristics may run hand in hand along a continuum of community and prevention approaches consisting of universal primary, targeted secondary, and tertiary prevention (Harwood & L'Abate, 2010; Mrazek & Haggerty, 1994), and already introduced in Chap. 1.

Consequently, self-help interventions can stand alone, depending, for instance, on whether they are directed toward functional populations in health promotion or primary prevention, or toward at-risk semiclinical targeted populations, such as adult children of alcoholics in secondary prevention, or toward clinical populations in crisis in tertiary prevention or psychotherapy and rehabilitation.

The introduction of self-help approaches would produce and, it is hoped, obtain a synergistic outcome with combinations of these approaches. Self-help should be paired with traditional face-to-face talk-based mental health interventions. Nonetheless, self-help should be shown empirically to produce positive outcomes of its own, before coupling it with any mental health intervention, in community, primary, secondary, or tertiary prevention approaches and rehabilitation (Harwood & L'Abate, *in press*).

No matter how interesting and even absorbing the reading of self-help books and autobiographies and the viewing of films may be, they are all passive activities. They entail receptively experiencing input and processing throughput rather than the expressive output side of information processing. They do not demand an active or interactive involvement and investment on the part of readers and viewers. These activities perhaps may be valuable in the precontemplative and contemplative phases of any intervention, maybe encouraging potential participants to ask for professional help. During treatment, these passive activities may increase to an unknown degree participants' involvement in the process. However, this information about the outcome of these three assigned activities is missing in Norcross's proposal, a strange omission when the field of psychotherapy is totally immersed in the quest for evidence-based practices. As Norcross himself notes, there is no evidence that these activities perform a positive role in the outcome of psychotherapy, except for subjective therapist and perhaps participant satisfaction. However, no information or evidence for consumer satisfaction was given, let alone outcome. Satisfaction in and of itself does not account for the outcome of any intervention. It may be part of the process and may contribute to the variance of outcome, but it does not guarantee that participants' behavior has been changed significantly. Consequently, the evidence to support these three passive activities is either lacking or questionable. Can we do better?

The passive-receptive nature of reading self-help books, autobiographies, and viewing films, for instance, stands in stark contrast to the many studies about the level of active involvement required by therapists as well as by participants for change to occur. The level of activity on the part of therapists and of participants, for instance, predicts a more positive outcome. The greater the level of activity from both parties, the more positive will be the outcome (Bergin & Garfield, 1994; Hubble, Duncan, & Miller, 1999; Snyder & Ingram, 2000). One would suspect that the same outcome would be present in other types of mental health interventions not included in Norcross's review. Of course, it all depends on the type of activity we are talking about. Activity *per se* does not make for a positive outcome. It is important to specify the nature of the activity (positive-negative, frequency, duration, intensity, and satisfaction), how it is prescribed (face-to-face, talk-based, online, mail, fax, phone, etc.), how it is implemented and evaluated by both professionals and participants, and how it is received and used by participants.

Independently of the three approaches advocated by Norcross, which could be considered minimal and self-absorbing, there are some relatively new advances in the field of self-help that require the active and even interactive involvement of participants in mental health interventions.

Table 3.1 A classification of the self-help movement in mental health

I. New advances in mental health interventions
A. Advent of the Internet and distance writing: working at a distance from participants (see Chap. 6)
B. Advent of homework assignments in psychotherapy: increase in psychotherapeutic directiveness (see Chap. 4)
C. Advent of low-cost approaches to promote physical and mental health (see Chap. 5)
D. Conclusion: a new paradigm for psychotherapy?
II. Self-support approaches: initiated and maintained by participants
A. Nutrition and diets
B. Exercise
C. Self-support face-to-face groups
D. Self-support groups online
E. Self-help books (popular psychology)
III. Self-help approaches: initiated, administered, guided, maintained, and monitored by professionals for participants
A. Bibliotherapy
B. Distance writing (see Chap. 6)
C. Online therapy
D. Manuals for practitioners (Muller, Rego, & Sanderson, 2008)
E. Miscellaneous (movies, videos, popular psychology books)
F. Self-help approaches for specific conditions: anxieties, depressions, eating disorders, addictions, personality disorders, severe psychopathology, medical conditions

Adapted from Harwood and L'Abate (2010)

As introduced in the previous chapters and discussed in greater detail in the following chapters, these advances were not considered in Norcross's otherwise interesting and important proposal. These advances require an interactive involvement by participants to become part of the process of change since they require participants to demonstrate their motivation to change with actions rather than solely with words (Bohart & Tallman, 1999). A list of most self-help approaches is included in [Table 3.1](#). The major distinction made in this table involves whether these approaches are consumer-led or administered by professionals.

CONCLUSION

The self-help movement might allow a great many people to take control of their mental health in ways that were unconceivable a generation ago. This movement offers so many choices and opportunities for both consumers and professionals that it will be imperative to evaluate which self-help approach is more effective than other approaches. This is the reason why Harwood and L'Abate (in press) undertook to review the empirical evidence to support self-help practices with and without the presence and influence of mental health professionals.

4

Growth in the Use of the Between-Session Homework Assignments

The field of mental health technology is full of advertising from major publishing houses about handouts, sourcebooks, reproducible instructions, and materials that can be used by participants. These advertisements attest to the tremendous growth of between-session homework assignments in psychotherapy (Kazantzis, Deane, Ronan, & L'Abate, 2005; Kazantzis & L'Abate, 2007). The rationale for the use of these approaches is relatively simple. We need to make sure that whatever is learned in the professional's office transfers outside that setting into the home, school, or work. This process has been called "generalization." Consequently, any mental health intervention must fulfill two requirements: (1) generalization to the home/school/work settings, and (2) duration of positive changes above and beyond the immediacy of the help proffered.

A taxonomy of counseling goals and methods (Frey & Raming, 1979), based on content analyses and multivariate taxonomic procedures, for instance, produced seven goal clusters. The cluster most relevant to the advances in mental health interventions considered here was "transfer of therapy learning to outside situations." The other six clusters are still relevant to mental health interventions in general but not to this particular sourcebook. The primary goal of any mental health intervention, be it in the community, school, clinic, private office, or hospital, is to ensure that whatever positive behaviors or relationships are considered and discussed in those settings will generalize to home/school/work settings. In line with this goal, in the last few years the evidence in support of homework assignments to increase generalization from the office to the home has grown

exponentially (Kazantzis et al., 2007). Administration of homework, for instance, may be minimal in nondirective and psychoanalytical psychotherapies, but it achieves much wider applications in most other psychotherapeutic approaches for a wide range of clinical conditions. The most relevant conclusion that can be made about homework assignments lies in their not yet having received systematic application. Many homework assignments seem to be administered helter-skelter, without clear plans or replicable prescriptive plans, as discussed below.

However, most homework assignments (Kazantzis et al., 2007; Kazantzis & L'Abate, 2007) rely in large part on written instructions, and in some cases require writing in practice exercises for participants. Thus far, homework assignments, in spite of their being used by many psychotherapeutic schools, as shown in Table 4.1, have not produced a model for their systematic administration, perhaps with the exception of Brown-Stanbridge's (1989) model that relies solely on verbal instructions rather than on writing. However, that model can be expanded by adding two modalities of intervention: writing and nonverbal (L'Abate, 2008d). Nonetheless, the potential for homework assignments in mental health interventions is immense and in need of being explored and exploited fully in research and practice (L'Abate, 2004b).

Table 4.1 Homework assignments in health promotion, prevention, psychotherapy, and rehabilitation

A. Schools of psychotherapy	
1.	Behavior approaches (Kazantzis et al., 2007)
2.	Participant-centered
3.	Cognitive
4.	Emotion-focused
5.	Interpersonal
6.	Psychodynamic
7.	Acceptance and commitment
8.	Brief strategic family therapy
9.	Personal constructs
B. Participant populations	
1.	Children and teenagers
2.	Adults
3.	Couples
4.	Families
C. Specific problems	
1.	Borderline personality disorders
2.	Chronic depression
3.	Chronic pain
4.	Eating disorders
5.	Low self-esteem
6.	Obsessions and compulsions
7.	Psychosis
8.	Sexual dysfunction
9.	Substance abuse
10.	Traumatic head injury

Adapted from Kazantzis & L'Abate, 2007

ISSUES IN THE ADMINISTRATION OF HOMEWORK ASSIGNMENTS

There are five issues that are relevant to the use of homework assignments, and even more relevant to the administration of written self-help practice exercises included in this sourcebook: (1) homework assigned ad hoc, (2) relationship to a theory or model, (3) verbally administered, or (4) administered in writing, and (5) resistance to homework assignments in the mental health professions (Kazantzis & L'Abate, 2007).

Ad-Hoc Assignments

These assignments are administered on the spur of the moment and intuitively, by the whim and will of the professional. They may seem related to the problem at hand but are independent of theory or of any systematic therapeutic approach. This kind of assignments may be the most frequent in the practice of psychotherapy.

Relationship to a Theory or Model

Homework assignment can be independent of, related to, or derived from any theory or model. As shown in Table 4.1, most schools of psychotherapy do use homework assignments to one extent or another: none in nondirective therapy, some in psychodynamic therapy, and a great deal in cognitive-behavioral therapies. However, what is difficult to demonstrate in most cases is the relationship of these assignments to a theory or model. This relationship is even more difficult to demonstrate if assignments are administered and answered verbally. As will be discussed in greater detail in Chap. 7, and as was cited in the Acknowledgements, practice exercises can be classified according to their relationship with a model or a theory. Assignments can be completely independent of any theory or model, as in ad-hoc assignments, discussed above, that are based entirely on clinical experience and practice, as in the arguing and fighting in couples practice exercise (Section II). However, in the case of the practice exercises contained in this sourcebook, their written nature makes them automatically replicable from one professional to another and from one setting to another. In this way these practice exercises can be evaluated for their health promotional, preventive, psychotherapeutic, and rehabilitative impact.

Some practice exercises, on the other hand, are related to a model, as in the case of practice exercises derived from Blatt, Quinlan, Chevron, McDonald, and Zuroff, (1982), the two-factor model of depression, among others. Some practice exercises are directly derived from models composing relational competence theory (L'Abate, 2005, 2006; L'Abate & Cusinato, 2007; L'Abate & De Giacomo, 2003). In this latter fashion, then, practice exercises become direct instruments of validation for specific models of a theory, in a much more dynamic way to evaluate a theory than just through talking or through inert psychological tests. Examples of these

practice exercises are a practice exercise from a structured interview (see Section II), intimacy and negotiation (see Section II), identity formation (see Section III), and planned parenting (see Section IV).

Verbally Administered Assignments

As can be readily seen from what has been written above, I do have a distinct bias toward talk-based interventions because they are so difficult to evaluate, as I have discussed in previous writings (L'Abate, 1991, 1992, 1999, 2001, 2002, 2004a, 2004b). Nevertheless, there is no question that many mental health professionals persist in this practice, perhaps because it might emphasize their importance, creativity, intuition, and autonomy. This is why the field of psychotherapy can be considered as a chaotic Tower of Babel, with each practitioner having his or her idiosyncratic way without regard to scientific or even professional standards (L'Abate, 2007d).

Assignments Administered in Writing

This is a preferred way to administer assignments because in this fashion it is possible to evaluate whether assignments were completed and, if completed, how well they were completed (L'Abate et al., 2005). Talk-based instructions can be forgotten, distorted, or produce conflicting memories in multirelational participants, such as couples, families, or groups. Hence, completion or noncompletion of written homework assignments becomes a much more direct way to evaluate motivation to change in participants rather than just talk.

Resistance to Administration of Homework Assignments in the Mental Health Profession

Just as completion or noncompletion of homework assignments is one way to evaluate motivation to change in participants, the same could be said of mental health professionals who avoid using DW and the administration of homework assignments. It is a question of whether those professionals want to update their practices to enter the twenty-first century or want remain in the past century (L'Abate, 1997a, 1997b, 1999). Whether these professionals like it or not, DW will be the preferred medium of communicating and healing in mental health interventions if not in the present very likely in the near future.

CONCLUSION

If the goal of mental health interventions is to ensure and increase the generalization of positive behaviors from professional offices to the participants' homes, schools, and work settings, then this outcome is maximized by DW, administration of homework assignments, written practice exercises

from self-help sourcebooks, and low-cost approaches to promote physical and mental health. These recent advances perhaps suggest a possibly different paradigm most appropriate to the mental health troublesome thoughts and practices of this century, namely, helping participants at a distance without ever seeing them.

5

Low-Cost Approaches to Promote Physical and Mental health

Another advance relevant to the evolution of self-help in mental health interventions lies in low-cost approaches to promote physical and mental health. These approaches are based on the substantial evidence of positive outcomes in survival and mortality rates derived from (1) nutrition (diet, omega fatty acids, vitamins, and supplements); (2) nonverbal activities (relaxation, meditation, exercise, expressive movement such as dancing, and pleasant activities, such as gardening, playing cards, hobbies, etc.) (L'Abate, in press-b); (3) various types of writing (see Chap. 6); (4) close physical nonerotic contacts (massage, affection, hugging, holding, huddling, cuddling, etc.); and (5) relational bonds (friendships, social support, animal companions, prayer, spirituality, etc.) (L'Abate, 2007b).

The major implication of these approaches lies in their requiring identification of levels and types of functionality for the appropriate administration of homework to strengthen average or even superior functioning in mental health interventions. The large sizes of populations in both primary and secondary prevention make face-to-face talk-based interventions unrealistic or impossible to implement. Identification of functional and semifunctional populations on the basis of voluntary participation or self-report paper-and-pencil tests may be difficult. Most psychological tests are designed to measure psychopathology and dysfunctionality, with

little attention to the evaluation and specification of average or superior functioning. It is important, therefore, to discriminate level and type of functionality from actual positive behavior rather than from indirectly evaluated personality inventories.

Consequently, in line with the approaches listed above and in L'Abate (2008b, 2008d), a rating list was developed to assess positive activities for individuals, couples, and families. The contents of this rating list are in line with the positive psychology movement that emphasizes the positive rather than the negative aspects of life. This list has not been validated as yet, but it was presented in a replicable form that should allow distinguishing among levels of functioning. Responses to items in this list would allow development of a plan for helping individuals, couples, and families in more cost-effective ways than we have available at present. For instance, participants scoring within the most functional range, without a presenting reason for referral, could be administered any of the self-help activities listed above or in any of the nonclinical practice exercises in Sections III and IV of this sourcebook. Participants scoring in the middle range and presenting a reason for referral, such as adult children of alcoholics, could be administered targeted sourcebooks directed toward a specific conflict area. Participants scoring in the low range with a clinical reason for referral and in clear distress could be seen for face-to-face talk-based crisis-intervention psychotherapy and medication, and can be assigned practice exercises directly related to psychiatric diagnosis and the reason for referral. A more detailed proposal for an arithmetical model to evaluate intimate relationships can be found in L'Abate et al., (2010).

CONCLUSION

Low-cost approaches to promote physical and mental health constitute an inexpensive tier of their own within the field of self-help interventions that could be paired with other types of interventions to maximize synergistic outcomes.

6

Distance Writing and Its Applications

The use of distance writing (DW) in health promotion, prevention, psychotherapy, and rehabilitation has come of age in many ways (Esterling, L'Abate, Murray, & Pennebaker, 1999; L'Abate, 2007a, 2007c, 2007d; Lepore & Smyth, 2002), including autobiographies (Demetrio & Borgonovi, 2007), journaling and diaries (Levine & Calvanio, 2006), expressive writing or the Pennebaker paradigm (Kacewicz, Slatcher, & Pennebaker, 2007), and self-help mental health practice exercises (L'Abate & Goldstein, 2007). Writing has become even more important with the increasing use of the Internet (Pulier, Mount, McMenamin, & Maheu, 2007) and homework assignments in psychotherapy (Kazantzis, Deane, Ronan, & L'Abate, 2005; Kazantzis & L'Abate, 2007).

Consequently, given the high costs of psychiatric and psychological treatments, DW, rather than talking, will become the most cost-effective, mass-oriented, versatile form and vehicle of health promotion, illness prevention, treatment, and rehabilitation of emotional and mental disorders in the immediate future (L'Abate, 1992, 2001, 2002, 2008a, 2008b). When talk in psychological treatments is paired with practice exercises for homework or online administration (Kazantzis & L'Abate, 2007) perhaps their efficacy might be increased.

Distance writing is a progressive step in the evolution of mental health interventions. This statement is made in an emphatic style that leaves no doubt where my biases lie. I have discussed the advantages and disadvantages of DW at length in previous publications that are cited here.

Table 6.1 Classification of distance writing and written homework practice exercises

-
- A. Automatic writing is of questionable usefulness and in need of more controlled research before considering its use (Sweeney, in press)
 - B. Dictionary-based writing to produce changes regardless of age, gender, educational, socioeconomic background and level or type of dysfunctionality (see Chap. 8)
 - C. Expressive writing, as in Pennebaker's paradigm, which entails writing about hurts and traumas heretofore not discussed with others for 15 minutes a day for four consecutive days (Esterling et al., 1999; Kacwicz et al., 2007; Lepore & Smyth, 2002)
 - D. Focused writing, as in autobiographies (Demetrio & Borgonovi, 2007).
 - E. Guided writing, as in answering written questions, as illustrated in various practice exercises of this sourcebook
 - F. Programmed writing, as in practice exercises for targeted clinical participants (children and teenagers, single individuals, couples, and families) and for nontargeted conditions for lifelong learning in nonclinical participants (L'Abate, 1986, 1990, 1991, 1992, 2001, 2002, 2004a, 2004b; L'Abate & De Giacomo, 2003; L'Abate & Goldstein, 2007)
 - G. Open-ended writing, as in personal information gathered through diaries or journals (Levine & Calvanio, 2007)
-

Adapted from L'Abate (2004a)

Consequently, I shall limit this chapter to a list of various types of distance writing (Table 6.1); each type has its advantages and disadvantages (see cited references).

Programmed writing consists of sourcebooks or practice exercises administered as in-between therapy sessions homework assignments distinct from the other types of DW listed in Table 6.1. This approach includes prevention for individuals not diagnosed with any syndrome, such as high school and college students, or individuals at risk for becoming diagnosable, such as adult children of alcoholics, or as an additional way to add to the effectiveness of face-to-face talk-based individual, couple, or family therapy writing (Kazantzis & L'Abate, 2005; L'Abate, 2007a, 2007b, 2007c, 2007d).

CONCLUSION

The various types of DW indicate how a great deal of the information that is usually gathered verbally by professionals from participants can be obtained just as well in writing. This process would allow professionals to focus their expertise on more specific issues and important troublesome thoughts. These types of DW allow immediate documentation and may spare a great deal of expensive professional time.

7

The Role of Self-Help Practice Exercises in Mental Health Interventions

A parallel advance in the field of mental health, in line within the advent of DW and homework assignments, has been the growth of self-help mental health sourcebooks or practice exercises. The practice exercises entail participants doing DW and receiving verbal or written feedback from professionals (L'Abate, 1991, 1992, 2001, 2002, 2004a, 2004b, 2007a, 2007b, 2007c; L'Abate & Goldstein, 2007). Many practice exercises for individuals are based on, and derived directly from, lists of symptoms found in the *Diagnostic and Statistical Manual of Mental Disorders*, fourth edition (DSM-IV), as indicated in the Acknowledgments. Here is where the dictionary procedures listed in Table 6.1 come into being, which are discussed at greater length in Chap. 8.

EVALUATION AND SELF-HELP PRACTICE EXERCISES

Practice exercises in this sourcebook are the outcome of more than 20 years of work. I began to use (L'Abate, 1992) programmed writing in my clinical practice and research (L'Abate, 2004b; L'Abate, Boyce, Fraizer, & Russ, 1992; L'Abate, L'Abate, & Maino, 2005; Smyth & L'Abate, 2001). Many of the practice exercises in this sourcebook match evaluation instruments that make it possible to link treatment with evaluation in much more specific and documentable ways than talk-based psychotherapy alone

permits. Not only do some practice exercises match evaluation instruments, but also, as will be shown below and in Chap. 8, it is very easy to convert evaluative instruments into practice exercises themselves.

For instance, Ben-Porath (1997) reviewed the use of personality assessment instruments in empirically guided treatment planning, summarizing a variety of reasons for the need to construct an entirely new kind of assessment instrument in order to prescribe treatment more accurately. This viewpoint parallels similar arguments made about the use of programmed writing in health promotion, prevention, psychotherapy, and rehabilitation (L'Abate, 1990, 1991, 1992, 1997a, 1997b, 1999), that as long as psychological treatment is based solely on talk, it will be very expensive to validate what therapists do or say or what they think they did or said. One would have to tape-record what was said in the therapy session, transcribe it, and eventually code it for classification. This process, although relevant and important, is limited to a handful of researchers who have the tenacity and motivation, not to mention grant money, to verify the validity of the therapeutic process and link it to an assessment instrument.

To support these arguments in favor of using writing as a much more specific way to intervene and to link evaluation with treatment, a variety of practice exercises that are isomorphic with their corresponding assessment instruments were developed. In addition to practice exercises derived from assessment inventories, practice exercises based on some of the most frequent reasons for clinical referral have been developed; these reasons for referral include anxiety, anger, codependency, sexual abuse, loneliness, procrastination, moodiness, and phobias. All these practice exercises point to the need to construct a new class of assessment instruments that are constructed to encompass not only the old standby criteria of diagnosis and prediction but also a third criterion – prescription (L'Abate, 1990, 1997a, 1997b, 1997c, 1999).

One such instrument, for example, is the Problems in Relationships Scale and Practice exercise. The scale is composed of 240 items to cover 20 dimensions of couple relationships matched with 20 practice exercises derived from the very same dimensions (L'Abate, 1992). The discrepancy score between partners correlates negatively and significantly with Spanier's Dyadic Adjustment Scale, among other tests (McMahan & L'Abate, 2001). From the profile produced by this instrument, therefore, it is possible to identify which areas of conflict are present in a couple, and to administer the appropriate practice exercise. How to arrive at this process is detailed in Chaps. 8 and 9. One can take any assessment instrument and develop from its items, dimensions, or profile a matching programmed practice exercise that can direct treatment in more specific ways that through face-to-face talk-based contacts. These practice exercises demonstrate that given any evaluated and even nonevaluated dimension, it is possible to develop a practice exercise with matching practice exercises for any area or dimension of assessment covered by any instrument (Ben-Porath, 1997; Butcher, 1998; Perry & Butcher, 1999). In this way, in addition to the three criteria of understanding, predicting, and controlling, the latter criterion of control can be achieved in a much more specific way through prescriptive practice exercises (L'Abate, 1990).

It is hoped that the practice exercises in this sourcebook will help in contributing a new and different aspect to face-to-face talk.

RESEARCH ON MENTAL HEALTH PRACTICE EXERCISES

A consistent attempt has been made to evaluate the clinical usefulness of self-help practice exercises from the very beginning of their development (L'Abate, 1977a; L'Abate et al., 1992). Reworked statistical evidence for various studies performed in my laboratory more than 30 years ago can be found in L'Abate (2004b). For instance, a more recent meta-analysis of six sourcebooks for physical health and 12 for mental health yielded effect sizes of 0.25 and 0.44, respectively (Smyth & L'Abate, 2001). These low and medium effect sizes, although not very high, must be considered within the context of their administration. These sourcebooks were administered to individuals or couples at a distance, with little if any contact with professionals, thus reducing costs of professional time to a minimum. The results from these administrations (L'Abate, 2004a; & 2004b) demonstrated that we can indeed change behavior and relationships at a distance without ever seeing or talking with participants face-to-face. Research on the outcome of a practice exercise administered to incarcerated inmates is reported by Reed, McMahan, and L'Abate (2001) and McMahan and Arias (2004).

Additional research to support the use of practice exercises as self-help in psychotherapy was performed by L'Abate et al. (2005). In over 25 years of part-time private practice, this research divided individuals, couples, and families into two groups. One group received face-to-face talk-based therapy without practice exercises. The other group received self-help practice exercises involving DW as homework assignments in addition to face-to-face talk-based psychotherapy. On the basis of my frequent claims of cost-effectiveness made for self-help practice exercises, it was expected that the second group of participants would have a lower number of psychotherapy sessions. Results demonstrated this expectation to be completely incorrect. The second group had a significantly greater number of therapy sessions than the first group. On the other hand, a problem-solving sourcebook administered to women hospitalized with personality disorders in Buenos Aires showed a significantly shorter length of hospitalizations and lower remission rates for participants who completed the sourcebook (L'Abate & Goldstein, 2007).

These contradictory results indicate that it is important to evaluate the outcome of any intervention with and without sourcebooks, and to evaluate the sole effect of sourcebook administration without any other interventions, as was already performed (L'Abate, 2004b) but is in dire need of replication. Future evaluations need to include the nature (structure, contents, topic, etc.) of sourcebooks themselves, the setting where this administration is occurring (school, community center, clinic, outpatient, hospital, etc.), and the type of problem addressed by a particular sourcebook.

For clinical or research purposes, in addition to an interview, participants should ideally receive a battery of objective tests, before and after the administration of a practice exercise. The purpose of these tests is

(1) to establish a baseline about the level functioning of participants before the administration of practice exercises, (2) to confirm or disconfirm diagnostic labels assigned to a particular participant that should match the practice exercise administered, and (3) to evaluate whether there was an improvement in the level of functioning after completion of a practice exercise.

A control/comparison practice exercise (Appendix E) was created for administration to participants who did not receive a clinical practice exercise but who were given psychiatric diagnoses similar to those in the experimental group. However, this control/comparison group needs to have the same criteria as the experimental group. In addition to similar diagnoses and demographic information (age, gender, socioeconomic status, and education), control/comparison participants should be required to write for specific periods of time (a minimum of 20 minutes to a maximum of 60 minutes) for each practice exercise, as do participants in the experimental group.

This control/comparison practice exercise, therefore, would match practice exercises administered to an experimental group by using the same medium (writing) and requiring the same amount of time spent in writing. However, it is different from clinical practice exercises in terms of its supposedly neutral content. The content of this practice exercise requires writing about seemingly impersonal topics or common topics without the emotional valence of practice exercises containing signs or symptoms of a disorder. "Supposedly neutral" is said advisedly, because it means that the neutrality of the content cannot be determined beforehand. Seemingly neutral topics for one participant may provoke extremely intense emotional response for someone else. Therefore, an attempt was made to select neutral topics for this control/comparison practice exercise. However, the neutrality of its contents cannot be guaranteed at this time. It needs to be determined.

These practice exercises, therefore, add a different perspective by treating any clinical and nonclinical condition with a matching intervention, after an objective evaluation is completed, by a paper-and-pencil, self-report test, rating sheet, or questionnaire.

FUNCTIONS OF SELF-HELP PRACTICE EXERCISES IN MENTAL HEALTH

These practice exercises can be administered as systematic structured interviews in traditional face-to-face talk-based psychotherapy, or can be done in between session as handouts, worksheets or sourcebooks, or practice exercises (Kazantzis & L'Abate, 2007). Each specific psychiatric disorder has a matching practice exercise with a set of practice exercises directly written for each symptom or sign of that disorder. In some cases, such as depression, there is more than one practice exercise that deals with the condition (L'Abate, 2002). This approach follows medical practice that for each illness there is one or more specific medication to treat it. Of course, it might take more than one practice exercise to treat many psychiatric disorders, given their multidimensional and comorbid nature, as shown in case studies presented in Chap. 9.

ETHICAL AND PROFESSIONAL TROUBLESOME THOUGHTS

To avoid any possible ethical and professional issues provoked by using any practice exercise, participants, or in the case of children, their close relatives or caregivers, should be cognizant of the possible troublesome thoughts that may arise from the administration of a practice exercise (L'Abate, 2001, 2002). Participants and guardians should sign an informed consent form. A sample of this form is found in Appendix A.

Practice exercises in Section I are based on the reason for referral being a psychiatric diagnosis assigned to participants by a responsible mental health professional from a list of symptoms composing that diagnosis. Other practice exercises in Section V are based on single- or multiple-score tests for disorders where different sources – self-report, paper-and-pencil tests – are used to reach a psychiatric classification and diagnosis (L'Abate, 2002).

ADVANTAGES OF SELF-HELP PRACTICE EXERCISES

The advantages of programmed self-help practice exercises as homework assignments have been touted from the beginning of their applications in mental health interventions (L'Abate, 1986, 1990, 1992, 2001, 2002, 2004b, 2007c, 2008, 2008b, L'Abate & Sweeny (in press)). Here is a list of at least eight possible advantages:

1. **Cost-effectiveness:** The jury on this alleged advantage is still out. As L'Abate et al. (2005) found with participants in a private practice setting, administration of self-help practice exercises increased rather than decreased, as predicted, the number of face-to-face talk-based psychotherapy sessions with individuals, couples, and families. On the other hand, Goldstein (L'Abate & Goldstein, 2007) found a significant decrease in the number of days in a charity hospital in Buenos Aires for women with Cluster B and C personality disorders. Clearly, this is a basic advantage that needs a great deal of further research.
2. **Documentation:** Self-help, written practice exercises of any kind, programmed or otherwise, answered by participants, serve as an ideal source of documentation, above and beyond what professionals may have recorded in their notes. This practice is well served in the case studies reported in Chap. 9.
3. **Explicitness:** Especially programmed writing, more than other types of distance writing, expands on a confusing, vague, and threatening diagnostic label or superficial reason for referral. Matching a diagnosis or reason for referral with a treatment plan is the clearest way to help participants make sense of how evaluation leads directly to treatment. The treatment is isomorphic with evaluation in ways that would be difficult if not impossible to achieve verbally.
4. **Interactivity:** Practice exercises involve participants in ways that would be impossible to do only with face-to-face talk-based interventions, allowing participants to become involved and take responsibility for the process of treatment and its possible outcome. The increased

involvement of participants may explain why they stayed longer in psychotherapy (L'Abate et al., 2005).

5. **Mass-orientation:** Practice exercises can be administered to single individuals (children, teenagers, adults), couples, families, and groups of various sizes, including even Internet administration.
6. **Specificity:** How can it more specific than to match a diagnosis or reason for referral with treatment? This is a kind of specificity that is difficult to demonstrate using face-to-face talk-based interventions.
7. **Versatility:** Practice exercises can be administered as preparatory for interventions, during and after interventions, as adjunct additions, or as alternatives to face-to-face talk-based interventions in clinics, hospitals, jails (as shown in Chap. 9), schools, and private practice offices, through the mail, Internet, and faxes.
8. **Verifiability:** By their very nature of being written and therefore reproducible ad infinitum, practice exercises can be evaluated easily for their alleged advantages and usefulness. However, their advantages should not blind us to their potential and possible dangers and disadvantages.

DANGERS AND DISADVANTAGES OF SELF-HELP PRACTICE EXERCISES

Like any interventions in mental health, practice exercises are not free of dangers and disadvantages, especially when administered irresponsibly, insensitively, or unprofessionally. Consequently, practice exercises must be administered after a full explanation of their functions are explained fully, and an informed consent form has been signed by participants (Appendix A), with a structured or unstructured interview (see practice exercise for a Structured Interview in Section II, L'Abate, 2007a), and administration of a battery of self-report, paper-and-pencil psychological questionnaire or tests (L'Abate, 2008d, in press-a).

Discovery or Uncovering of Thus Far Avoided and Undisclosed (Denied, Repressed, or Suppressed) Experiences, Feelings, and Traumas

A participant may ask for professional help for his anxiety. After a review of the origin, frequency, duration, rate, and intensity of the symptom (without administration of a test to measure anxiety or other symptoms or a signed informed consent form), the participant is administered an anxiety-related practice exercise. The practice exercise is completed but the participant reports that this approach did not help at all, and in fact it made him worst because now he feels that the professional is in cahoots with the federal government and the FBI. This example may be exaggerated. However, mental health professionals practicing with a nontraditional approach such as distance programmed writing need to consider the worst possible scenario and prepare for it. This is why it is so important to evaluate the symptom or reason for referral, the participant, as well as the participant's intimate and social network.

Mismatch Among Diagnosis, Evaluation, and Reason for Referral Possibly Originating from a Cavalier Administration of Practice Exercises

The administration of a particular practice exercise should be based on multiple sources: (1) symptom or reason for referral, (2) results from psychological tests, and (3) the participant's opinion. For instance, given the wide availability of different practice exercises to deal with the same symptom, such as anxiety, depression, or acting out, some information should be given to participants about the various choices they have available, especially when dealing with couples and families.

Failure to Assure Participants of the Importance of Confidentiality on the Part of the Mental Health Professional

In case there is any doubt about the veracity of distance communications between the professional and the participant or about the confidentiality of whatever is disclosed and discussed, there are two ways to be sure: use of a password, and use of encryption. These fail-safe ways apply also when the professional needs to be reassured that the individual, couple, or family that is communicating is the real one, and not someone else. When DW is concerned, the handwriting can be the best source of reassurance that the same participant was completing all assignments (see Chap. 9).

Avoidance of Possible Cheating from Participants, such as Having Someone Else Answer and Complete Homework Assignments

If a interactive practice exercise is administered through correspondence and regular mail, as in the case of two participants reported in Chap. 9, handwriting is the major clue to observe whether there have being changes on the part of participants. When a practice exercise is administered through the Internet, passwords and encryption can be used to ensure that the same person is responding to the professional.

Poorly Written Practice Exercises with Hortatory, Exhortatory, Verbose Attempts to Influence the Thinking and Behavior of Participants

Every attempt has been made to ensure that practice exercises will not brainwash, indoctrinate, or influence participants to think according to whoever originated the practice exercise. In other words, the practice exercise should be neutral in wording and in specific biases. Whether that is the case in these practice exercises is left to professionals and participants to judge. However, as shown in most case studies in Chap. 9, explanation and interpretation of behavior needs to follow some systematic framework such as relational competence theory (L'Abate, 2005; L'Abate & Cusinato, L'Abate et al., 2010).

Bias and Resistance of Mental Health Professionals Who Are Threatened by This New Technology that They Might Perceive as Possibly Encroaching on Their face-to-face talk-based Practice

I have written already (L'Abate, 1997b, 1999) about the paradox that mental health professions, who claim to be dedicated to help people change for the better, are the very ones who rigidly adhere to past practices that may be ineffective and nonefficacious, such as face-to-face talk-based psychotherapy. Eventually, new practices will be adopted when the livelihood of those professionals is endangered by competing, more cost-effective and efficacious practices.

STRUCTURE

With few exceptions, practice exercises in this sourcebook follow the same structured format. The first practice exercise asks participants to define a list of terms (signs, symptoms) about specific behaviors. Here the use of a dictionary or equivalent online information is strongly recommended (see Chap. 8). Each participant must also give two examples of the behavior, or rate terms given for each specific disorder. After completing definitions and examples or ratings (nomothetic step), participants are asked to rank-order all the terms they have just defined or rated according to how these terms apply to them (idiographic step). This rank-order is then used to administer practice exercises according to a standard format (Appendix B) that covers historical origin, frequency, rate, meaning, and context of each behavioral term (sign or symptom). A final feedback practice exercise allows participants to express how they feel about the practice exercises they completed (Appendix C). Some practice exercises for children and teenagers with a few changes could be also administered to adults.

Essentially, this Sourcebook allows mental health professionals to add to and augment their therapeutic armamentarium by including programmed DW and practice exercises as an additional alternative or supplementary medium of treatment and intervention for psychiatric disorders or human conditions.

ADMINISTRATION OF PRACTICE EXERCISES

Administration of practice exercises should take place after a therapeutic alliance has been formed and an informed consent form (Appendix A) has been signed by participants, or by caregivers in the case of a minor. This signed form represents the formal contract between professional helpers and participants.

Practice exercises must be administered one at a time with feedback from the professional after each one is completed. No practice exercise should be given in its totality to any participant because it might present too much information that would be difficult if not impossible to process

without systematic feedback. As already noted, administration of practice exercises can take place face-to-face, when each practice exercise becomes a structured interview, or as between-session homework, or administered though the mail, fax, and or Internet after professional and ethical issues about online administration are discussed.

After completing the initial practice exercise, in some practice exercises there is a standard format practice exercise (Appendix B) that can be administered with the behavior, sign, or symptom to be discussed according to its developmental origin, frequency, duration, and intensity. These practice exercises cover the behaviors that have been rank-ordered, and they are administered in the sequence given in that rank-order. They are numbered according to the sequence given in the first practice exercise. In this way, as already noted, each practice exercise can be geared idiosyncratically to the particular, stated rank-order given by a participant. If a professional strongly disagrees with that rank-order, negotiation between the participant and the professional about the rank-order may be necessary.

For instance, if a participant complains of being depressed, and has been assigned a psychiatric diagnosis by a physician, it may be useful to administer the Hamilton Depression Inventory. If indeed the participant's score on this instrument is within the clinical range, then discussion about completing written homework concerning depression in between face-to-face talk-based sessions may produce a positive response. After signing an informed consent form, the participant would be given the first practice exercise of the Beck Depression Inventory that asks the participant to define its items using a dictionary, to give two concrete examples, and to rank-order the items based on how much they apply to him- or herself. This completed practice exercise would be returned during the second face-to-face talk-based session with the therapist, who, after discussing the first practice exercise and other issues pertaining to the participant's depression, gives the participant a standard practice exercise with the sign of depression that the participant rank-ordered as applying to his depression the most. The same sequence is followed in future sessions.

Some practice exercises have their own concluding feedback form, and some do not. Hence, a standard feedback form to use with practice exercises that do not have one is available in Appendix B. Another feedback form for separate practice exercises is available in Appendix. An example of a concluding feedback form for practice exercises is available in Appendix D.

The order of administration of the practice exercises can be arranged in three different ways. One way would follow the rank-order given by the participant in the first practice exercise, as stated. Another way would follow a test profile administered beforehand, either from the most elevated score to the least elevated one or, vice versa, from the least to the most elevated score, depending on the nature of the test and the specific condition of a participant. A third alternative, especially if there is a large discrepancy between the participant's subjective rank-orders and the objective profile, would be to discuss this discrepancy with the participant and arrive at a compromised, negotiated order of administration.

Table 7.1 Classification of self-help practice exercises in mental health^a

Composition of participants: singles (adults, children, teenagers), couples, families, groups
Reason for referral: troublesome thoughts, diagnoses, single versus dual or multiple problems, symptoms
Level and type of functionality: DSM-IV or reason for referral
Functional: no diagnosis
Externalizations: Axis II. Cluster B
Internalizations: Axis II. Cluster C
Severe: Axis I
Administration for a specific symptom versus general condition or lifelong learning
Symptom-free versus symptom-related and diagnosis-linked
Theory-derived, theory-related, theory-independent
Format: fixed (nomothetic); flexible (idiographic); or mixed (nomothetic and idiographic)
Style: linear versus circular (paradoxical)
Derivation: single versus multiple score tests, e.g., Beck Depression Inventory vs. Minnesota Multiphasic Personality Inventory.
Content: clinical addictions, affective disorders, Axis I and Axis II, Clusters A, B, and C

^aAdapted from L'Abate (2002, 2004b), L'Abate and De Giacomo (2003)

CONTENTS OF PRACTICE EXERCISES

As detailed in Table 7.1, one level of classification of practice exercises includes a classification of practice exercises according to their content, a process present in the practice exercises of this sourcebook. Section I practice exercises match or are isomorphic with many major, supposedly nonoverlapping psychiatric disorders. Some other practice exercises are derived from the DSM-IV. Section II practice exercises cover a variety of conditions about relational conflicts in couples and families. Section III includes a variety of practice exercises that could provide lifelong learning for individuals. Section IV includes a variety of practice exercises that could provide lifelong learning for couples and families. Section V includes practice exercises derived from research-based lists of attributes or behaviors from single or multiple self-report, paper-and-pencil tests. These practice exercises could be used to bolster any psychiatric condition or diagnosis considered in Section I.

SECTION I: INDIVIDUALS WITH A DIAGNOSED OR DIAGNOSABLE PSYCHIATRIC CONDITION

This section contains practice exercises that are aligned with major, comorbid DSM-IV disorders, such as (1) disorders of internalization in children, teenagers, and adults; (2) disruptive developmental disorders; and (3) disorders of externalization in adults.

Disorders of Internalization (Axis II, Cluster C of DSM-IV)

This subsection contains practice exercises dealing with intra-psychic, internalizing behaviors rather than externalizing behaviors. Cluster C contains internalizing personality disorders. Cluster B contains externalizing personality disorders. Here the disorder is not expressed externally unless

the participant discusses it with significant others or with a professional helper; such disorders include anxieties, depressions, and fears.

Disruptive Developmental Disorders

These disorders include impulsive anger, prolonged hostility, and frequent aggression.

Disorders of Externalization (Axis II, Cluster B of DSM-IV)

This subsection contains practice exercises dealing with disorders where Discharge stands for explosive, acting out behaviors, such as aggression, temper tantrums, and violence with a minimum of forethought or planning about the future consequences of their actions. Responsibility for their actions are ascribed to external sources ("The devil made me do it").

SECTION II: RELATIONAL PRACTICE EXERCISES FOR CONFLICTUAL COUPLES AND FAMILIES

This section contains practice exercises for (1) distressed or troubled children and their families, (2) couples, and (3) families that might be helped by learning more effective ways of getting along. Except for the divorce practice exercise, all the other practice exercises for children and families follow the same format of description, explanation, and prescription (Weeks & L'Abate, 1982). In contrast to the previous section, which was devoted to individuals, using an overall diagnostic classification loosely based on the DSM-IV, there is no equivalent classification for children, couples, and families (L'Abate, 2005, 2006). Practice exercises contained in this section cover as many possibly dysfunctionalities as possible. They can be administered as structured interviews prior to face-to-face talk-based prevention, psychotherapy, and rehabilitation, or alongside any of those approaches as between-session homework practice exercises, or after those approaches are terminated as additional ways of helping, based on DW rather than on talking.

SECTION III: PRACTICE EXERCISES FOR INDIVIDUAL LIFELONG LEARNING

The practice exercises contained in this section are different from those contained in the two preceding Sections, which contained practice exercises for clinical or conflictual personal or relational conditions. The practice exercises in this section, on the other hand, are oriented toward functional or normal individuals who have not been diagnosed with a psychiatric or clinical condition. Conceivably, the practice exercises in this section can be self-administered for the promotion of mental health and lifelong learning (L'Abate & Goldstein, 2007), perhaps preventing mental illness. They could be used also after termination of psychotherapy or even

medication to provide “booster-shots” that would reinforce whatever gains have been obtained through face-to-face talk-based processes or medications. Under certain conditions, this process could conceivably occur without face-to-face contact with a professional helper but through the mail, fax, computer, and the Internet. In some cases, due to their repetitive nature, the standard practice exercises are found only in Appendix B. Furthermore, for research purposes, given the possibly emotional nature of the control practice exercise (Appendix E), the presumably neutral nature of many practice exercises in this section could allow them to be used as controls for practice exercises in Section I.

The details, rationale, and background for some of the practice exercises contained in this section have been described elsewhere (L'Abate, 2002). However, others have been added since then, and their background is acknowledged in Section I (L'Abate & Goldstein, 2007).

SECTION IV: RELATIONAL PRACTICE EXERCISES FOR LIFELONG LEARNING OF COUPLES AND FAMILIES

The practice exercises in this section are designed to improve the level of functioning of couples and families without a clinical or diagnosable disorder. Couples and families that have undergone and terminated psychotherapy or some form of prolonged face-to-face talk-based intervention might profit from doing these practice exercises, which would serve as “booster-shots” to avoid and prevent possible relapses by strengthening their resources. Furthermore, for research purposes, the presumably neutral nature of the contents of many practice exercises in this section makes them ideal as controls for the clinical couples or families of Section II.

Partners in couples or parents in families should receive their own separate copies of practice exercises to be completed separately. After completing their practice exercises separately, the partners or parents should be told to make appointments with each other at least 24 h ahead to compare, contrast, and discuss their answers to the practice exercises. They should also take notes of their discussion for their records and possibly discuss their answers and notes with the professional who is administering these practice exercises.

SECTION V: SELF-HELP PRACTICE EXERCISES FROM LISTS AND TESTS

This section includes practice exercises derived from lists of behaviors and from single- and multiple-score tests. Many practice exercises in the previous sections were based solely on research-derived lists of behaviors and other factor-analyzed characteristics, but not on current and widely used psychological tests. Many practice exercises in this section are based on or derived from the basic dimensions of a test, as in the case of multiple-score tests, or from items in single-score tests or lists developed from factor analyses or other research.

The links of self-help practice exercises, psychological tests, and treatment through programmed DW enables matching treatment with evaluation in ways that would be difficult if not impossible to achieve by talk alone. Furthermore, by asking participants to define each dimension or item and to give two examples of each, the large semantic gap between professionals and participants is decreased considerably (see Chap. 8). Once a stigmatizing and threatening term such as *depression* or *anxiety* is used by professionals, they have to explain verbally what that term means. By reading and defining each term that makes up a specific clinical Troublesome thought, participants could achieve a much better understanding of their ascribed diagnosis. They can also use a dictionary or online information to define items or dimensions, as expanded on in Chap. 8. That understanding would be difficult if not impossible to achieve when face-to-face communication between professionals and participants is based on talk alone (L'Abate, 2004b).

In addition, by then asking participants to rank-order items or dimensions according to how they apply specifically and differently to them, it is possible to administer subsequent written practice exercises according to a systematically idiographic rather than a nomothetic order. That systematic order is also difficult if not impossible to obtain verbally.

In the case of lists or items from factor-analytic research as well as items or dimensions from well-documented tests, it is possible to replicable, standard operating evaluations and interventions, as in the laboratory method that would be difficult if not impossible to replicate verbally (L'Abate, 2008d). The simple, written application of definitions, examples, and individual rank-orderings of items in otherwise statically and passively inert factor analyses or even psychological tests opens new vistas on how evaluation can be linked directly to DW interventions and the Internet (L'Abate, 1990).

The large number of tests available in the psychological marketplace with few if any clinical applications except evaluation could open the way to a dynamically active and interactive expansion with administration of new and as-yet-untreated or even unreachable populations of potential participants in ways that were difficult if not impossible to reach through talk alone. The heretofore passive and inert psychological tests turned into self-help practice exercises could become active and interactive ways to help functional and dysfunctional people in ways that would be difficult if not impossible to obtain through talk. Reliance on the written rather than on the spoken word may also decrease costs of face-to-face contacts between professionals and participants, adding an alternative medium that in the long run may be more cost-effective than face-to-face talk.

CONCLUSION

Self-help mental health practice exercises expand the health promotional, preventive, psychotherapeutic, and rehabilitative horizons of existing professional practices. The future is completely open to research and practice with clinical and nonclinical populations.

8

The Use of the Dictionary in Mental Health Interventions

This chapter expands on the use of the dictionary in the various mental health approaches discussed in the previous chapters. Many practice exercises in this sourcebook require the use of a dictionary. Therefore, it is important to proffer a rationale for this requirement, which is not yet based on sufficiently supported empirical evidence. Unfortunately, I have no data to support it, except for my clinical experience. Essentially, this proposal was the outcome of years of clinical work using programmed DW with individuals, couples, and families (L'Abate, 1986, 2008a, 2008b).

The seemingly preposterous thesis of this chapter might inevitably produce perplexity, puzzlement, and wonder in many mental health professionals. How can a dictionary be a vehicle of change? The aim of this chapter is to answer that very question from conceptual, practical, and clinical perspectives. The outlandish aspect of this proposal does not lie only in its title and thesis, but also in its being based on complete speculation and not on any kind of evidence, except for my limited clinical experience. Furthermore, the entirely undocumented and unproven nature of this proposal is completely inconsistent with my emphasis on clinical psychology as a laboratory science (L'Abate, 2008d). I cannot prove the thesis of this proposal because I am retired from both clinical practice and teaching. Consequently, I do not have available participants to evaluate its validity. Nonetheless, this proposal is proffered for evaluation by mental health professionals to judge whether the procedures presented here work for most participants (children, teenagers, single adults, couples, and families).

THE FUNCTIONS OF A DICTIONARY

A dictionary is inexpensive and it provides valuable information. If a participant does not own one, a selection of dictionaries can be easily found online or in public or university libraries. Consequently, dictionaries (or equivalent information) are freely available to anybody who can read. Also, they are very easy to read because they use short sentences. Another advantage is that they force readers to think. Just by looking up a word, readers become actively involved in taking responsibility for their vocabulary and perhaps their thinking. Furthermore, dictionaries are completely free of partisan theories or models, unless the terms to be defined are related to a theoretical model or to a practical framework.

If words are basic to thought (Pinker, 2007), and if thought is basic to living, could learning more appropriate words improve one's thinking? A large vocabulary, in and of itself, does not guarantee more appropriate or functional behavior. Appropriate thinking is basic to more functional behavior (Bearson & Zimiles, 1986; Grieger & Grieger, 1982; Vetter, 1970). Appropriateness certainly cannot be determined by a large vocabulary. Some psychopathic and criminal personalities, for instance, may have large vocabularies, but their words are used to manipulate others. Hence, if these premises are correct, any improvement in verbal skills obtained through the use of a dictionary might improve one's thinking, but with provisos. Words in and of themselves are not enough. They are only the beginning of a process. With more appropriate and expanded thought processes, perhaps there could be an improvement in one's behavior. Whether these premises and provisos are correct remains to be seen.

FILLING THE SEMANTIC GAP BETWEEN THERAPISTS AND PARTICIPANTS

Information in a dictionary can perhaps fill the semantic gap between participants and mental health professionals. The therapeutic value of information can be expanded through homework assignments, DW, and self-help mental health practice exercises contained in this sourcebook (Kazantzis & L'Abate, 2007; L'Abate, in press-b).

One could argue that processes in mental health interventions are based on an exchange of information between mental health professionals and participants. Participants disclose painful events and feelings in their lives. Professionals acknowledge the importance of the disclosure by reciprocating with emotional or cognitive information, such as a reflection of the participant's feelings, a positive reframing of events, an interpretation of dysfunctional patterns, and suggestions and recommendations for more positive choices, among other approaches. This information, it is hoped, will move participants toward more functional ways of thinking, behaving, and relating to others. How accurate, empathic, and helpful the information is depends on whether participants can use it to improve their attitudes, feelings, thoughts, and relationships.

The amount and type of information exchanged between therapists and participants is increased by assigning homework, using DW (Kazantzis & L'Abate, 2005). A homework assignment could include asking participants to use the dictionary to define words that are relevant to a participant's Troublesome thoughts.

Mental health professionals are linguistically articulate individuals. Even if they do not talk much and limit themselves to a few well-chosen words or sentences in their practices, mental health professionals possess a wide vocabulary that is further augmented by professional jargon and scientific terms. Participants who are bright and literate may also possess a wide vocabulary equivalent or, in some instances, superior to the therapist's. However, in most cases, they may be unaware of self-defeating, destructive patterns. Consequently, their awareness of painful or self-defeating areas in their lives for which they are seeking help may be limited (Beltman & Nair, 2004). How can one's restricted awareness be expanded above and beyond whatever information is exchanged in a professional's office? Could the use of a dictionary as an initial homework assignment lead to a participant's increased awareness and, perhaps, to improved behavior? Here the emphasis is on "initial" because, admittedly and clearly, solely enlarging one's vocabulary in and of itself is not sufficient to increase one's awareness or improve behavior. However, looking up words in a dictionary, specifically to uncover their meanings and their experiential, cognitive, and behavioral connotations and implications related to individuals, couples, or families, may lead to widening one's awareness and perhaps improving one's behavior.

Participants with a limited understanding of their condition may be confronted with frightening diagnostic labels and esoteric terms whose meanings may not be fully understood. Could the use of a dictionary with words whose meanings closely define their plight, Troublesome thought, or condition lead participants toward a more articulate understanding of their condition? Would this understanding lead to more constructive relationships between individuals, couples, and entire families? Again, this is possible, provided the meaning of words encompasses past and present experiences and relationships.

In addition, participants may react negatively to their being diagnosed with a seemingly disparaging or derogatory label, such as depression, anxiety, or personality disorder. Furthermore, they may deny being an alcoholic or a drug addict, let alone as an abuser or sexual predator. Participants may also lack an internal dialogue, preventing them from understanding in more nuanced terms what it means to be diagnosed and labeled with a clinical condition. This dialogue may be developed by providing participants with more appropriate words related to their underlying Troublesome thoughts or conditions. Consider, for instance, alexithymic individuals with a restricted vocabulary of emotion-related words, limiting their awareness of feelings and emotions (Sifneos, 1973). How would these individuals define emotion-related words? How would the behavior of relatively inarticulate, acting-out, impulsive youngsters who are not thinking about the negative consequences of their actions be improved? Can an expanded and enriched vocabulary describing the

consequences of their acting out lead to changes in their feelings and thinking and, perhaps, move them toward a more appropriate behavior? How about distressed couples that are unaware of their own repetitively reactive patterns in their relationship? Is there a way of making partners more aware of such patterns (L'Abate, in press)?

HOW THE DICTIONARY MAY BEGIN TO ENLARGE AWARENESS AND PERHAPS IMPROVE BEHAVIOR

Two examples of how the dictionary can initially be used to possibly expand awareness and improve behavior are self-help practice exercises and DW for distressed couples. In addition to the approaches listed in Table 6.1, one DW step in the process of acquiring and expressing information interactively lies in the use of the dictionary. Instead of receiving and answering a test instrument, such as the Beck Depression Inventory, which implies a diagnosis of depression, why not ask participants as homework to follow progressively these three steps? First, define in writing items in the Beck Depression Inventory (or any single-item test) using a dictionary. Second, give two examples of how each item applies to the participant's personal experience. Third, rank-order the items according to how they apply to the participant's experience with depression, going from extremely applicable to not applicable. Instead of a totally undifferentiated global diagnosis, now the term *depression* becomes more specific and unique to the participant's personal and individual experience. The first two steps are nomothetic. The third step is idiographic. Now depression becomes a more specific condition that is experienced uniquely by individual participants and not shared with anyone else. The same approach can be used with nonclinical instruments for individuals, couples, and families (L'Abate, 2007b).

Participants now define, give two examples, specify, and rank-order which behaviors, signs, or symptoms apply directly to them and are more applicable to themselves than other behaviors, signs, or symptoms. Standard practice exercises consequently are assigned according to the rank-order of behaviors, signs, or symptoms endorsed initially by participants. In this fashion, through programmed DW, it is possible to link evaluation or diagnosis with mental health interventions in ways that are difficult to replicate by talk alone.

SEQUENTIAL STEPS IN PRACTICE EXERCISE ADMINISTRATION

The procedure for administering self-help practice exercises with or without the dictionary in health promotion, prevention, psychotherapy, and rehabilitation is relatively simple and straightforward. Participants first sign an informed consent form. Completion of homework assignments is one way to evaluate motivation for change in participants. Whether the professional helper will accept participants who have not completed homework is left to the therapist's own discretion (Omer, 1985).

Step 1. The participant signs an informed consent form after the therapist explains the functions of these homework assignments, either verbally or in writing. Explanation of what is requested of participants, such as making appointments with self or others at specific times and places and frequency of homework, should be specified beforehand.

Step 2. Administration of (a) a single-item questionnaire, such as the Beck Depression Inventory; (b) a list of symptoms, such as those found in the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-IV); (c) a list of behaviors obtained from readily available factor analyses; or (d) a list of content scales from multiple-scale tests, such as the content scales of the Minnesota Multiphasic Personality Inventory (see Section V). This step establishes a baseline for functioning and an objective way to assess the context of the reason for referral.

Step 3. Administration of items from instruments that are different from those administered to set a baseline of functioning and to evaluate degree and type of symptomatology. For instance, if the Beck Depression Inventory was administered beforehand, administer another single-item scale measuring depression, such as the Hamilton Depression Scale.

Step 4. Either verbally or in writing instruct participants that for between-session homework assignment they will need a dictionary to define all the items in the practice exercises and give two specific examples to indicate how that term applies to them. This is essentially a nomothetic assignment that may take more than 1 week to complete. However, if the explanation and rationale for its administration is sufficiently clear, participants who are motivated will complete this task in due time.

Step 5. After completion of definitions and examples, an extra copy of the answers should be made for the therapist's files and use and for the records of participants. They will need their answers to rank-order items according to how they apply specifically to themselves, an idiographic task. In couples and families, an appointment may be set up for partners or family members to arrive at a multirelational consensus on how items apply to individuals as well as to couples or families.

Step 6. After this rank-order is completed, the therapist would have available a more specific treatment plan than would be available verbally. The first rank-ordered item would then become grist for the therapeutic mill. If the item is sufficiently covered and resolved, either verbally or through a standard practice exercise, the therapist can move on to the second-ranked items, and so on.

CONSTRUCTION OF SELF-HELP PRACTICE EXERCISES

Many self-help mental health practice exercises in this volume are based on lists of items found in most common assessment tests or on factor analyses of behaviors, signs, and symptoms. These lists include practice exercises developed from, among others, the DSM-IV.

To summarize what has been presented above and what needs repeating here, one can take any list of items from a myriad of psychological tests, such as items in the Beck Depression Inventory, and expand those items

to fit a written practice exercise or sourcebook with concomitant practice exercises. This outcome is obtained with a very simple procedure. Participants are asked to (1) define each item in writing (using a dictionary or online information), and (2) give two examples for each item. By defining and giving examples participants are now becoming aware of what a professional means by the label *depression*. After completing this nomothetic task, participants rank-order items according to how closely the items apply to them. Rank-ordering is an idiographic task because results vary from one participant to another, forcing them to prioritize and to determine which items are more important than others. Supposedly, the processes of defining, exemplifying, and prioritizing should increase an internal and relational dialogue.

Once this practice exercise is completed, another standard exercise is administered, based on the rank-order of each item. Thus, each term, behavior, or symptom in a list becomes the title in a sequence of standard practice exercises or sourcebooks. Each term in the title can expand upon the original definition by answering questions about the title's historical/developmental background, its nature, frequency, rate, intensity, direction, and functionality. The same procedure is followed for practice exercises that include lists of items for children, teenagers, couples, and families. With this simple procedure, evaluation leads also to intervention in ways that would be difficult to obtain through talk alone.

DESTRUCTIVELY REACTIVE PATTERNS IN COUPLES THERAPY

A second therapeutic application of an initial dictionary approach could be used in couples therapy (L'Abate, in press). It pertains to a list of single words describing destructive relationship patterns derived from Gottman's (1994) empirical work and from L'Abate's (L'Abate, 2005; L'Abate & Cusinato, 2007) theoretical/clinical models. Prior to seeing the therapist face-to-face, couples seeking couples therapy could be asked to complete a questionnaire of positive individual and relational activities. After this task is completed, the couple would be asked to define each single-word pattern, with the help of a dictionary, and to provide one example of each pattern. After rating those patterns for frequency and severity, the partners rank-order them according to which patterns are more destructive to their relationship. Based on this rank-order, therapists can develop treatment plans at a distance, using standard forms for practice exercises. Plans can be administered in writing or verbally, face to face. Again, as in the case with written practice exercises, words in a dictionary become the building blocks for change. Partners may become aware of their own destructive patterns, first through their definitions and examples, and second through their ratings of frequency, severity, and rank-order. The whole process, therefore, starts with definitions of words and an understanding of their personal and interpersonal meanings.

A FINAL NOTE ON HURT FEELINGS IN MENTAL HEALTH

Years ago I recommended that therapists should help participants approach those very hurt feelings they were spending their energies to avoid (L'Abate, 1977b, 1986). For that purpose, I created an intimacy sourcebook with three of six practice exercises devoted to help participants recognize, express, and discuss with relevant intimates whatever trauma or abuse or negative event had been experienced in the past and that they had avoided discussing with most intimates (see Section II). This avoidance was usually based on years of being rejected and discounted. Eventually, to help participants who were unable to express these feelings in writing, I developed an face-to-face exercise that allowed participants to get in touch with those feelings and to discuss them with loved ones. The verbatim instructions for this approach are available in L'Abate and Cusinato (2007, p. 325).

Since then, however, I become aware of how often I was asking participants to rely on the dictionary to complete practice exercises. The dictionary, therefore, is a way to approach what has been avoided perhaps for many years: feared hurt feelings and the memory of painful events. This approach is in keeping with the empirical evidence about exposing participants to feared stimuli or to painful memories: approach what you have avoided (L'Abate, 1984). The literature about the evidence for exposure therapy is so large that only three selected and already outdated references are cited (Dobson & Craig, 1998; Nathan & Gorman, 1998; Roth & Fonagy, 1996). Consequently, the dictionary becomes another avenue of repeated exposure to access avoided hurt feelings and memories of painful events.

The dictionary, however, has another function recently suggested by Pennebaker and Chung (2008). They proposed that writing words helps put into a digital perspective whatever unclear and undefined analogic experiences have occurred. This process was called "going from A to D." If this model is valid, it serves as a simple conceptual tool to help participants use the dictionary to go from an amorphous mass of unclear analogic states (repressed or suppressed, unconscious, conscious, or pre-conscious feelings and memories) to a more specific digital verbal or written states (De Giacomo, L'Abate, Pennebaker, & Rumbaugh, 2010). As Pinker (2007, p. 162) commented on this issue, reinforcing the conclusion of these authors, "language is not an analogue medium but a digital one." If this is the case, then this model would serve as an empirically based rationale for the use of the dictionary. A more recent practice exercise based on a wider definition of hurt feelings is available in Section II.

CONCLUSION

Unfortunately, this proposal by its very nature cannot be supported by empirical evidence or even by clinical experience, since it is based on guesswork and speculation from a variety of sources in my past, and not vast, clinical experience. No empirical support is as yet available

to document the usefulness of the dictionary in widening awareness and perhaps changing behavior for the better. Since I am retired from academic and clinical pursuits, I no longer have willing participants available except for the inmates presented in the next chapter and those I saw in my part-time private practice years ago. More empirically minded and able colleagues might be able to produce evidence to either support or not support this proposal.

ACKNOWLEDGMENT

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9

Selected Case Studies for Sourcebook Sections

The selected case studies in this chapter are taken from our files of years ago, when Bess L. L'Abate and I started to introduce programmed writing and self-help practice exercises in our part-time private practice (L'Abate et al., 2005). (The three individuals presented below for Section I gave written permission.) A complete practice exercise of social training, designed to decrease impulsivity with pretreatment and posttreatment evaluation in an imprisoned individual, was reported in L'Abate (1992). No permission was obtained from the participants at the time because publication was not contemplated; thus, many studies reported in this chapter are composites of cases for Sections II and V, to make sure that no identification is possible. Few case studies can be presented for Sections III and IV because we were not able to administer written homework assignments to functional or semifunctional participants. Furthermore, many of the practice exercise in this volume had not been created then.

Nonetheless, one diagnostically questionable case is presented for Section IV, strictly for illustrative purposes. These cases are presented to demonstrate the process of programmed distance writing and not as proof of its effectiveness. This issue was covered in Chap. 7, which briefly presented past research with practice exercises. For a more detailed presentation of research conducted with programmed distant writing in the Family Study Center of Georgia State University more than 30 years ago, the interested reader is referred to (L'Abate 1977a) and (L'Abate 2004b).

Three caveats are necessary at the outset. First, tests used over 20 years ago were mostly monadic and not dyadic or multirelational, as were not available at the time. However, some recent couple or family

evaluation instruments have minimal or no connection to theoretical models or theories. Therefore, throughout the last decade my Italian collaborators and I developed and validated a battery of paper-and-pencil self-report tests or tasks derived from models of relational competence theory (L'Abate, 2005; L'Abate & Cusinato, 2007).

Hence, years ago, our evaluation for most referrals was unsystematic and incomplete. I was still wrestling with the development of relational, multipersonal paper-and-pencil self-report tests that would derive from models of relational competence theory. We relied mostly on the Minnesota Multiphasic Personality Inventory-2 (MMPI-2) for screening and baseline purposes in spite of its strictly monadic orientation. Furthermore, our failure to make retesting at termination part of the initial informed consent form did not permit evaluating outcomes except through the number of sessions (L'Abate et al., 2005).

Second, many of the practice exercises included in this Sourcebook were not yet developed 20 years ago. Consequently, the repertory of practice exercises available up to the time that Bess L. L'Abate and I retired from part-time practice in 1998 was quite limited; the Arguing and Fighting practice exercise, for instance, was the most frequently used with couples and in some cases with families.

Third, no examples of actual responses to practice exercises could be given in this chapter because it would have been difficult to decide which one would be most illustrative and because it would make the chapter too long. Furthermore, little information could be derived from isolated examples of practice exercises. The letters included in some cases explain what is happening in the process of practice exercise assignment and completion. Consequently, we usually summarize the process, except where it is important to illustrate it through letters in response to completed practice exercises. The letters were written voluntarily, as in the second and third cases in Section I. Most letters indicate what kind of practice exercise was assigned.

SECTION I: SELF-HELP PRACTICE EXERCISES FOR PSYCHIATRIC CLASSIFICATION

The first participant who volunteered to enroll in a programmed distance writing practice exercise-based program administered through the mail was charged \$480, with \$160 refundable if he completed the program. This fee was paid by the participant's father who referred him and his grandmother, who was involved in his welfare. The second and third participants were helped pro bono, given the experimental nature of this approach and given the reality of their being inmates in state prisons without income or resources.

Even though it was difficult to assign a reliable psychiatric diagnosis to all three cases, the nature of the alleged crime in the first two participants and the admission of guilt from the third participant would indicate personality disorders, the first and third as Axis II Cluster B antisocial personality disorders, and the second as possibly Axis II Cluster C obsessive-compulsive personality disorder. All three participants had no prior criminal records and were jailed for the first time.

The criterion of only one single criminal occurrence and no previous record of criminality is an important one to keep in mind when administering practice exercises to inmates. This criterion is recommended for selection of potential participants in a distance-writing program. This recommendation is based on many failed attempts to apply this program to individual participants with multiple-crime records. In those cases participants might be better candidates for different kinds of practice exercises than those administered to these three participants, including those dealing with psychopathic conditions (Sections I and V). Nonetheless, more experience and evidence will be necessary to reach a more definitive conclusion about what kind of inmates or participants will benefit from what kind of practice exercise (McMahan & Arias, 2004; Reed, McMahan, & L'Abate, 2001).

Caution should be taken in administering these practice exercises to groups of participants at the same time, especially those groups in punitive institutions or with Cluster B personality disorders. In instances of this type, where discharge and externalization is the major characteristic, inmates tend to discuss the process among themselves, which minimizes the value of the process and the value of the test instruments, practice exercises, and trainers, producing much worse MMPI-2 profiles completed at the end of the process than at the beginning.

This process is predictable from the selfhood model of relational competence theory (Cusinato et al., 2008; L'Abate, 2005; L'Abate & Cusinato, 2007) that makes attribution and bestowal of importance the most important resource exchanged in intimate and non-intimate relationships (L'Abate et al., 2010). Cluster B personality disorders tend to devalue the importance of others to elevate self-importance. Consequently, the process of programmed distance writing with Cluster B personality disorders should be conducted on a one-to-one basis to avoid discussion with other inmates, which could be detrimental to the whole process and outcome. This model is described in greater detail below.

Cluster C personality disorders, on the other hand, in which delay and internalization are the major characteristics, tend to devalue self and elevate the importance of others, according to the selfhood model (described below). Outparticipant group therapy with Cluster C participants, where each participant receives a different practice exercise based on the diagnosis or referral reason, also may produce unsatisfactory results. Issues of confidentiality, among others, might get in the way, and a chaotic process would occur because each participant responds to a different practice exercise. It would be preferable if everybody in the group were to be administered the same practice exercise, as determined by the nature of the group, such as a group dedicated to dealing with anxiety, depression, past physical or sexual abuse, posttraumatic stress disorder, or other clinical or nonclinical conditions. In all instances, the informed consent form (Appendix A) should specify the reason for referral and how the practice exercise will be used.

An Impulsive Armed Robber

Tom, a 20-year-old inmate, was referred by both his father, who had participated in a previous face-to-face therapy program that included written homework practice exercises, and his uncle, who had participated with

his wife and son in face-to-face psychotherapy combined with a distance writing program. Tom had been sentenced to 4 years in jail for armed robbery, accepting stolen property, and resisting arrest. The nature of this therapy program was explained to him in a letter. He was told that he would have to complete a test (MMPI-2) before the program was started and after the program was finished, and again some time after termination of the program. The program consisted of his completing written homework practice exercises through the mail. He would receive written feedback about each completed practice exercise.

Tom agreed (in writing) to these terms, and he took the first MMPI-2. As shown in Fig. 9.1, his score on the Psychopathic Deviate (Pd) scale reached the 90th percentile with above-average scores on the Schizophrenia (Sc) and Mania (Ma) scales. It took 1 year of discussion among his father, his mother (who was divorced from his father), and his paternal grandmother to clarify the nature of this program.

Letter 9.1

January 28, 1989

Social Training
Atlanta, Georgia 30345

Dear Tom,

I am sorry it took such a long time to get back to you to start the social training program. I was forced to wait until we squared away a few details with your folks. Your father paid \$480 for this program. If and when you finish (including testing right after completion and 3 months after completion), he will be refunded one third of this fee, namely \$160. If you do not finish he will not be refunded anything. OK?

Now we can start and I look forward to working with you on this program. I am enclosing the Agreement form and the first lesson of the program.

Please answer all the questions and return to me ASAP. From now on, I will answer you within 48 h of receipt, giving you feedback on each lesson and, if your answers are satisfactory, I will send you the next lesson. OK? Of course, you are welcome to add whatever you want to each lesson, as you see fit. Do not be shy in adding whatever is important to you. You are also welcome to ask any questions you want answered. I cannot guarantee I can answer all your questions, because I may not know the answer!

I am delighted to be working with you and I look forward from hearing from you soon.

Sincerely yours.

Luciano L'Abate, Ph.D.

[Note: At the time I was using the term "lesson" to denote what are now called practice exercises.]

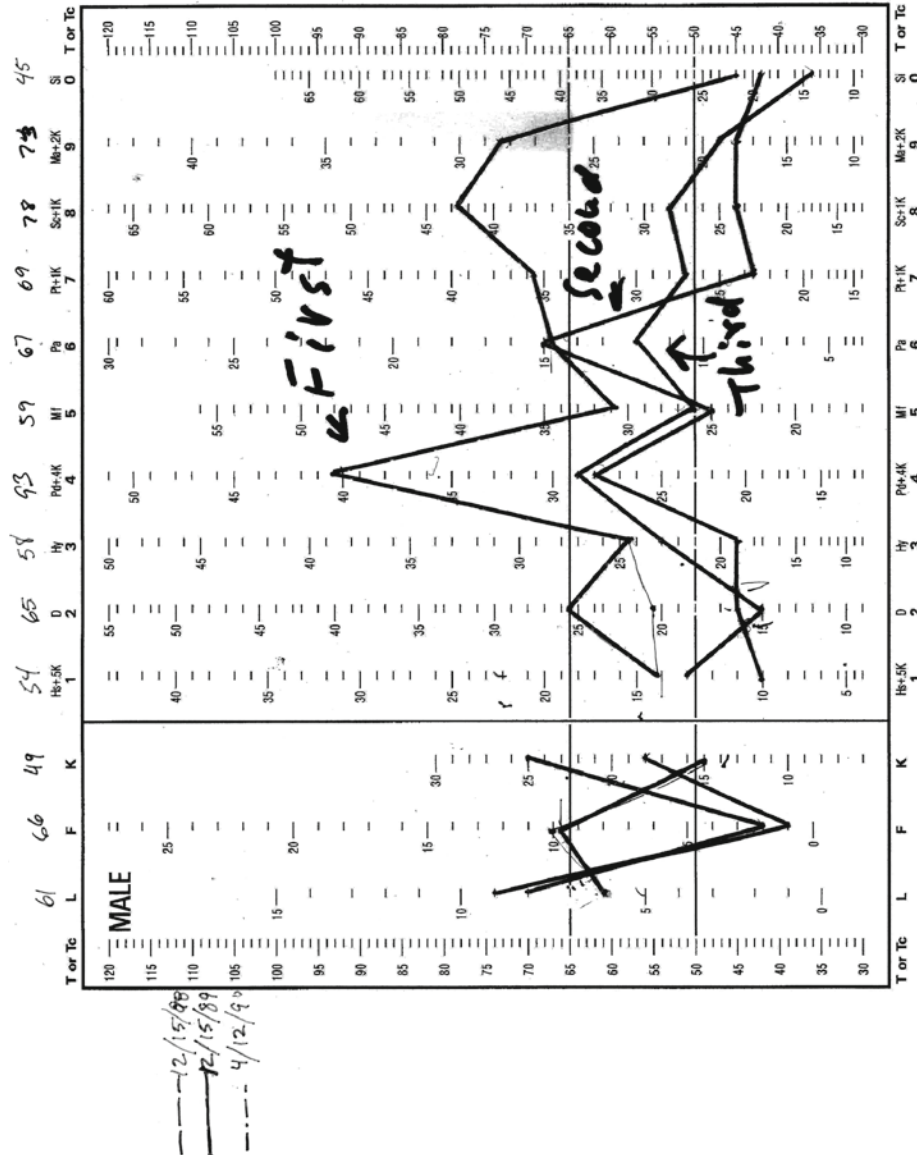


Fig. 9.1 Pre-post-and follow-up MMPI Profiles of a Personality Disorder administered interactive Practice Exercises over a period of time.

Tom was sent the first practice exercise of the anger practice exercise. From previous cases [and from theory (L'Abate, 2005)], I had learned that before starting a distance-writing program with impulsive individuals, it was more useful to deal with anger from the outset, before administering other practice exercises. As part of this practice exercise, Tom was to record examples of when and how he became angry and what the outcome was.

As a result of completing the first practice exercise, Tom was told that if he wanted to learn to control his anger he would have to schedule it for a certain time, detailing beforehand how, if, and when he would become angry (L'Abate, 1984; Weeks & L'Abate, 1982). He would have to record in writing all these instances. In another letter, Tom admitted taking responsibility for losing a paying job in jail, but he would be allowed to have a home visit for Easter on a short pass.

Tom was then started on the Social Training Program, the first practice exercise produced to deal with impulsivity (L'Abate, 1992) and with goals and wants as the first practice exercise, which he completed quite well. He ranked as his No. 1 and No. 2 goals to improve his behavior and to become a better person. The next practice exercise dealt with reactivity, which is an important part of impulsivity. Over the next 3 months, he completed practice exercises about mistakes, control, the law, humility, responsibility, and self. In a letter sent with the practice exercise about love, he admitted having a problem with "showing and sharing" love, following this letter with completion of a practice exercise about care and caring. A feedback letter complimented him on his progress and commented about his answers to some of the practice exercises and mailed the "Seeing the Good in Self and Others" exercise. I gave him some feedback about the practice exercises he completed thus far. In another letter he wrote that he had decided to become an actor, including plans on how to pay for tuition. He then completed the practice exercise about respect for parents as part of the original Social Training practice exercise. A second reactivity practice exercise was administered to reinforce establishment of controls over himself. Tom then wrote another and completed the forgiveness practice exercise [which is part of an intimacy practice exercise (L'Abate, 1986) that appeared in print long before forgiveness had become an acceptable factor in psychological and psychotherapeutic circles (L'Abate, 1986; Root & McCullough, 2007)], in which he related forgiving himself for what he had done during the robbery and receiving forgiveness from his family. A practice exercise about conflictful situations was unremarkable, raising questions about its usefulness and its vague and nonspecific nature. The same can be said about the practice exercise on actions and decisions.

Given the cognitive aspects of the program thus far and seeing the necessity to approach feelings and emotions, the next practice exercise was on that topic. However, since he did not complete this practice exercise, the unfinished portion was sent back to Tom to complete, underlying how important it was to feel first, think second, and think before acting third. He completed the unfinished part as well as a practice exercise about thinking. In his accompanying letter, Tom wrote:

I feel like my thinking and judgment is [sic] the most things I need to work on. I always have to catch myself and watch myself because I'll react quick if I'm not thinking and I believe that is my biggest problem. It always has been in the past ... After taking all these tests I can say I am a better thinker because of taking the test themselves and having to think about myself ... I have to love myself before I can love someone else.

Tom complete the follow-up practice exercise, titled "Putting it All Together," and wrote two consecutive letters. In one, he wrote:

Over the last ten months I have been taking these test lesions [sic] and all I feel I have learned a few things about myself... it really hit hard about my not thinking before I act. I feel like that is my biggest problem and that scares me. I feel like I can say 100% sure I am not going to get in any trouble with the law again... I sure don't want to fail at something just because I didn't think before I acted. I have really been watching myself the past couple of days just to see my actions and I noticed there are little things I do that I need to watch. I guess maybe I did con people in my past just to get them off my back but now I am realizing that I have grown up and I have to start taking care of myself and become a productive person. I guess that is why I would make a good actor since I've been acting most of my life. I have noticed one major change in me since I have been taking these test [sic] and that is, is b'n able to communicate better with my family. I used to argue with my dad but now I don't anymore... I respect people more... Some of your lessons were easy going for me some were real hard because I had to really look at myself and I feel like I really need to continue to look at myself to keep old habits from coming back, because that scares me the most... I would be lying if I said I have changed to a totally straight up person with no problems... I have saved every piece [sic] of paper, letters etc. you have sent me and I can go back and read things that remind me of areas to grown in and watch.

In my feedback letter, I asked Tom whether he felt he was part of a deadly triangle between his father and his uncle's wife who did not get along (L'Abate, in press). He admitted feeling like the victim, persecutor, and rescuer, but he was giving up these roles because he wanted to understand his family better than he did in the past without getting involved in triangles set up by family members.

Tom next wrote to discuss his feelings about the jail's assistant warden's suicide and how that event affected him. He also completed the second administration of the MMPI-2, which showed a significant decrease in the Pd scale but a significant increase in the paranoia scale (Pa; Fig. 9.1). I congratulated him about the decrease, but questioned him about issues of trust and seeing authority figures as threatening and punitive. At Tom's request, I mailed him a practice exercise about fears, which prompted a two-page letter and completion of that homework, informing me of his involvement with a 30-year-old woman with a child. In confessing his fears, he also said he thought that fear controlled his father "for a long time."

In another letter he informed me about his plan to attend school in the morning and to work afternoons with his uncle in the family business. He also mentioned "negative thinking," attributed to depression, which he agreed to work on. He then completed the first practice exercise about depression, defining it as not having self-worth. He completed a second practice exercise about negative thinking and a practice exercise about

characteristics of negative thoughts. He had been promoted to trustee, and was given a more interesting job. He then completed the practice exercise about typical errors in negative thinking.

However, in completing the next practice exercise on correcting negative thoughts, he reported a “bad attitude” because his passes for home visits have been canceled over his reacting to a very controlling guard. Tom completed two final practice exercises about correcting self-downing thoughts and practicing rational thinking. A third retest of the MMPI-2 showed a continued decrease in the whole profile with a peak on the Histrionic scale (Fig. 9.1), well in keeping with his goal of becoming an actor. As a result of his completing the program, the \$160 from the initial charge was refunded. An unexpected letter asked me to write a letter on his behalf to his uncle’s friend for a possible job when released from jail, which I did.

Toward the end of the program, I received a phone call from Tom’s grandmother expressing her pleasure about how much Tom had changed. A couple of years later, his cousin informed us that Tom had continued to work after he had been released from jail and doing “real well.”

As far as I know, this is the first case of someone treated completely through programmed distance writing (DW) without any face-to-face talk-based (talk-based) contacts, suggesting among other evidence my collaborators and I collected over 30 years ago (L’Abate, 1977), that DW can be used as an alternative or adjunct to the verbal medium to help people improve their behavior.

An Allegedly Innocent Child Molester

Bill was first seen at Cross Keys Counseling Center, in Forest Park, Georgia. This was a church-affiliated clinic where I had been a consultant for years. He was middle-aged and in the process of being divorced from his second wife, who accused him of molesting her 9-year-old daughter from her previous marriage. He acknowledged being seriously depressed by the accusation and by his wife’s threat “to take me to the cleaners.” As a result of this accusation, being arrested and having to go to court to defend himself, he had lost his job and was at the end of his emotional and financial resources. The only contact he admitted about the accusation consisted of holding his step-daughter on his lap while showing her how to work on a computer. However, he denied ever touching her in any way except lovingly. According to him, his wife exaggerated his holding the step-daughter on his lap as a sexual position that according to her was “completely unnecessary.”

After the first session, at his own request, Bill took the MMPI-2 to evaluate whether his profile would be similar to profiles of sex offenders. The score on the Depression scale demonstrated the depression that was the original reason for referral. There was no indication that his profile was similar to those of sex offenders. In my limited experience with sex offenders, I had not seen any who would volunteer for professional help; if forced by court order to undergo it, sex offenders would be extremely resistant to any therapeutic intervention.

During the few months I saw him face to face, Bill returned to a city where he had previously lived to find out why his wife had divorced her

first husband, the father of her child. He discovered in the court proceedings that his wife had accused the child's father of sexual molestation, while acknowledging also that she had been molested by her father at about the same age (6–9 years). He showed me a copy of the proceedings, but the copy he gave to his lawyer disappeared mysteriously. The lawyer “lost” it and therefore could not bring it up in court in the participant's defense. I saw Bill for a few sessions before he had to go on trial to face his wife's accusation. He was found guilty, and according to state law, sentenced to 10 years in the penitentiary. The prosecuting attorney was a relative of his ex-wife and apparently politically useful to the defendant's own lawyer. Readers may draw their own conclusions.

After being incarcerated for 4 years, Bill contacted Cross Keys Counseling Center to ask me asking for help with his anger, an emotion he considered unacceptable given his Christian religion. I had already retired from clinical practice, so Bill's counseling was supervised and monitored by a licensed clinical psychologist, Doris Hewitt, Ph.D., who was the clinical director at Cross Keys Counseling Center. Here is a copy of the agreement between Sourcebooks for Better Living LLC and Cross Keys Counseling Center:

The above letter was written after Bill wrote to let me know how eager he was to work in a distance-writing program but how worried he was about whatever we wrote being under the scrutiny of the prison personnel. There was nothing I could do but reassure him from my part. However, I could not control what the prison personnel would do except to make sure that the correspondence would occur without interference.

Evaluation and Informed Consent Form

After completing a battery of self-report paper-and-pencil tests, and receiving and signing an informed consent form (Appendix A), Bill was administered the following:

1. Self-Information Form (L'Abate, 1992) a structured 85-item questionnaire that covers most possible situations in a person's life. A major characteristic of this test is the use of weights to evaluate answers according to levels of functionality. Bill reported being a college graduate, employed for the last 2 years, attending church regularly, and being active in half a dozen social clubs and fraternities, but having very few friends. He did not smoke and did not drink, denying having anything to do with drugs. His sleep was very irregular and he did not get enough. Bill followed a regular schedule of exercise and played volleyball at least twice a week. He had two children from his first marriage, a girl and a boy. He saw himself as a very good provider. He reported that his mother drank heavily until he was 10 years old. He was more dissatisfied by his mother than his father, but viewed both as being very authoritarian and restrictive. Bill had four other siblings, all middle-aged. Consequently, a great deal of very relevant information, not included here, could be gathered from this type of structured interview. However, more information about his family, and especially his parents was freely offered throughout the course of this program.

2. *Evaluation of Troublesome thoughts*: This 20-item rating sheet was developed from Blatt et al.'s (1982) distinction of two different types of depression – self-criticism and dependency – rated on a three-point scale of often, sometimes, and never. On this scale, Bill scored above average for depression.

Process of Programmed Writing Through the Mail

Letter 9.2

June 27, 2002

Dear _____:

Thank you for completing the first assignment from the Anger Expression sourcebook. Your answers were very complete and very thoughtful. It is also clear that many of your reactions are related to your past relationship with your ex-wife and the present, oftentimes arbitrary and unfair, correctional practices. Is there anyone you can petition to receive permission to see your grandson? Can your present lawyer do anything about it? I can see how a great deal of your anger and angry reactions come from the deep hurts, disappointment, and betrayals you have received from people who you loved and you thought loved you (prison personnel not included!).

On the basis of your answers, I am enclosing the second assignment about “hate,” which you ranked as being your No. 1 problem. You are going to decide whether hate is going to control you or whether you are going to be in control of your hate.

I look forward to seeing the completion of the enclosed assignment and finding out whether these assignments are useful to you or not.

Cordially yours,

Luciano L'Abate

Letter 9.3

October 12, 2002

Dear _____:

Thank you for completing the first assignment of the Addendum to Anger Sourcebook. As usual your answers are complete and full. I am enclosing an assignment about anger as the smoke for hurts, that, as you indicated, is the major source of your anger (L'Abate, in press-a).

I appreciate also your sharing with me all the many sources of frustration that arise from living where you are now. I am sorry because I can only answer with just one response and some suggestions and I cannot do anything else.

In the first place, only late in my life did I realize that fairness is not present in this world, and to expect it from imperfect human beings,

especially correction officers, is unrealistic and impossible. Jails and penitentiaries, after all, are settings that continue the abuse that has been perpetuated by the very same persons who have been lodged there.

I am sorry that you have been put into the same settings, even though you do not deserve it. In addition, your good works, and your behavior, which is a complete denial of why you were condemned, must rankle some correction officers, because you really do not belong there, you do not fit the mold, and unfortunately, they think they are above and beyond the law. However, there is something you can do about it.

In the second place, I suggest you record in detail:

1. The time of day
2. Date
3. Exact place of occurrence
4. Officer's or officers' name(s)
5. A specific description of the behavior, with a minimum of interpretation, just what took place. If there were other witnesses you can rely on who were present, include their names

Once you have a list of about ten or 12 such incidents, I suggest you send this list to your wife with the name of your lawyer as the address on the top of the letter. However, before you include the list of incidents, introduce this list along with a list of your many accomplishments since you have been in jail.

Once copies of this letter are made, send one copy to your lawyer, and one copy to the head of the Georgia Department of Corrections, not your warden, but the chief honcho of the state. If your lawyer is willing to send this letter, so much the better. By all means, have your wife keep a copy of the letter. You are welcome to send me a copy if you like.

I am enclosing a copy of the second assignment. I hope you find helpful. If not, we have many other options. I look forward hearing from you.

Sincerely yours,

Luciano L'Abate, Ph.D.

Letter 9.4

November 14, 2002

Dear _____:

I am in receipt of your last assignment about distinguishing anger from other feelings. After reading your answers and reviewing your previous answers to past assignments, I have concluded that your anger is circumscribed and focused mostly on your ex-wife, rather than on anybody else.

Consequently, if this conclusion is valid, and I would appreciate your letting me know if it is or isn't, I have changed the direction of your

assignments, focusing more on feelings and emotions in general rather than only and strictly on anger. However, if you disagree with me or have other ideas on how these assignments could be of help to you, please let me know. I am open to suggestions and corrections.

On this basis, I am enclosing the first assignment of a sourcebook that deals strictly with feelings and emotions in general. I hope that these assignments might help you get rid of your ex-wife in your mind. You are spending a great deal of good energy on her, giving her the power to control your life even though she is physically out of your life. She is still in your mind.

It would be much more helpful to you if anytime you think about your ex-wife you would (1) stop yourself, and (2) direct your thinking toward a more positive direction, be it (3) completing a homework assignment, (4) reading parts of the Bible that appeal to you, (5) starting a positive activity that will enhance you, or (6) writing letters to your loved ones.

Even more importantly, you could also write a goodbye letter to her (without sending it to her, of course) in which you express all the feelings that you have felt about her. Write that letter and send it to me (not her). This might be another way to wash her completely out of your system. The goodbye is for your benefit not hers. OK?

I look forward to receiving your goodbye letter to your ex-wife and your answers to the enclosed assignment.

Sincerely yours,

Luciano L'Abate

Letter 9.5

November 19, 2002

Dear _____:

I just received your letter concerning the need and importance of a psychological evaluation to obtain a parole from the State Board. I agree completely with your attorney, that even though she is an extremely competent and highly valued professional and dear friend, Dr. Hewitt indeed is not an expert in the field of pedophilia, and for that matter, neither am I.

You would need to tell me the name of the specialist you have found, and I certainly can scout around to find another one who might perform the same service for less money. To be sure, you or your attorney can call the Georgia Psychological Association and find who, in Atlanta, specializes in that field. I do have a couple of friends who might be able to help me in case you need another name or, whether they would be willing to help. However, I do not think they consider themselves specialists in that field. It would only take me a couple of phone calls, if you need another name.

Of course, I will be more than delighted to write a letter on your behalf to the Parole Board, anytime you need one.

I hope this information is helpful to you. Just let me know.

Cordially,

Luciano L'Abate

Letter 9.6

December 21, 2002

Dear _____:

Thank you for writing to me about your troubles in writing a letter to your ex-wife. Please keep in mind that that letter is not to be sent to her. On the contrary, that letter is to be written for your benefit and not hers. It would not do any good to write to her and I am sure she would use it to make things harder for you. It would serve the function of getting out all the negative feelings you accumulated over the years. Hence, I hope you will reconsider writing it for yourself only and absolutely not for her.

As far as the evaluation from an expert goes, I agree with your lawyer. It would be absolutely disastrous to your case to have someone testify who is not fully prepared and qualified. After asking some trusted colleagues (without, of course, disclosing my reason for asking), I came up with exactly the same two names you came up with.

Can your lawyer receive permission to have you come to Atlanta to be evaluated by either one of these two experts? You are not dangerous to anyone. You are not going to leave and fly away. The costs of the experts coming down there may seem outrageous but not out of line, considering that it would take 1 day to come down there and examine you and even one more day to examine the results and report on them.

If you think about surgeons charging ten or 20 times more for a few hours, you can see how professional time is expensive. That is why I am using writing to decrease the costs of psychological interventions and make them more available to more people than would be the cost of talk and face-to-face contact between professionals and participants. As you can understand, many professionals are not very keen on this approach.

I look forward to receiving your next assignment, and I am very sorry that you will not be able to spend Xmas with your loved ones. Just think that all of them, will be thinking of you and wishing the best for you.

Sincerely yours,

Luciano L'Abate, Ph.D.

Letter 9.7

March 2, 2003

Dear _____:

Thank you for explaining to me the abusive role that your parents, and especially your mother, played in your upbringing. Growing up in the horrendous circumstances you describe took a look of grit and courage. I am also happy to see that you have forgiven them, not an easy thing to do in light of their behavior. You made something of yourself in spite of them and the hurtful circumstances. Even now, where you are, it shows that you have been able to rise above what life has given you. Congratulations! You are one of the few resilient souls who go above and beyond adversities.

I appreciate the fact that you did not mail your letter to your former wife. She could and would have made things worse for you. I just hope you are able to let go of the past and work for the present and the future.

I look forward to hearing what your counselor says in response to the suggestion of using self-help sourcebooks to help men who do want to better themselves while in jail. If she could get in touch with me, I would be glad to see what we can do to help and to use you as an intermediary in the process.

There are a couple of pieces of unfinished business that I need to take up with you. One is the role of your siblings in your growing up. You commented on your not being close to them. I wonder why? I think it would complete the picture of your background to know more about them.

The second piece of unfinished business has to do with depression. When I evaluated you years ago, your profile showed a relatively high depression score. I am enclosing a short checklist (questionnaire) to be answered IN THE PRESENT, not as you felt years ago, but how you feel now, to see whether you still suffer from that condition.

I understand from how you answer about your siblings and from your answers to the enclosed checklist. I look forward hearing from you.

Sincerely yours.

Luciano L'Abate, Ph.D.

Enclosure: "Signs of Depression" questionnaire

Letter 9.8

October 15, 2003

Dear _____:

I am glad to know that you are keeping very busy with very positive endeavors. I am very proud of you and of all the work you are doing to improve yourself spiritually and mentally.

Surely God has a plan for you, to use your God-given skills and abilities for the betterment of people who did not have a chance to learn how to

behave, except in hurtful ways. I am absolutely sure that you will find your niche once you have the opportunity to shine through. Of course, I will continue to send assignments that are relevant to your needs, whatever they may be. I think we have finished all we can do with depression, unless you still feel you want to work on this topic. I have plenty of sourcebooks in this area. What other areas would like to work on?

I am delighted you have chosen to help someone else through the help of sourcebooks. Tell Mr. _____ to write to me directly to let me know what areas of his life he wants to work on and why.

I will send to you the papers and assignments for him to answer because, since I still do not know him as yet, I want to make sure he answers and completes them in front of you, unless you trust him not to show or discuss these papers with anyone else and to answer all the questions himself.

I know I can trust you, but I want to be doubly sure that all questions are answered by him and no one else. I hope you understand.

Cordially yours,

Luciano L'Abate, Ph.D.

Letter 9.9

January 5, 2004

Dear _____:

Thank you for writing to me after a long lapse of time. I was beginning to worry about you since my letter of October 15, 2003. I am glad you are feeling all right and sounding like you are pleased and proud of yourself as you should be.

No, I do not have a copy of your latest assignment. It could have been lost in the process of changing my mailing address (Please note the change!). Consequently, as for your request, I am enclosing that assignment.

I appreciate a lot what you are saying about all that you have learned. But, if anything was learned and you changed the way you feel and think, that is due solely to you, your positive attitude, and your winning spirit, and energy. I am very proud of you and I hope you will continue to go forward according to God's and your plan.

I look forward to hearing from you again soon. I wish you and your wife a healthy and constructive new year.

Cordially,

Luciano L'Abate
Enclosure: Standard Assignment

Letter 9.10

January 19, 2004

Georgia Pardon and Parole Board
Atlanta, Georgia

Dear Honorable Members of the Pardon and Parole Board:

I am writing this letter to possibly correct a serious miscarriage of justice in the sentence assigned to Mr. _____. I hope this miscarriage can be corrected by the leniency that this man deserves.

I first met him face to face in 1995, while I was a consultant to the Cross Keys Counseling Center in Conley, GA. I saw him for about 1 year on an outparticipant basis and resumed the relationship in 2002, after he wrote to me asking for my professional help at a distance, since he was incarcerated. Therefore, my relationship during this period consisted of his completing written homework assignments based on sourcebooks I have produced dealing with his anger and his depression, among many other sourcebooks I have produced about many other conditions. I have spent the last 20 years of my life based on the conviction that talk is too expensive and too inefficient to deal with and possibly heal the myriad of human problems facing our society.

On the basis of psychological tests I administered to him in 1995 throughout my prolonged face-to-face talks with him and again in 2002, plus what he wrote during the last 2 years, I have come to the following conclusion: Mr. _____ is not in any way, shape, or form a sexual deviate or predator. He is in no way a danger to children and to society. His sentence and subsequent incarceration are due to factors that I hope will be explained by his lawyer.

I have arrived at my conclusion on the basis of 42 years of clinical practice, but more substantially, on the basis of the following evidence:

1. His test patterns in no way conform to those of sexual deviates or predators. He did not lie and he answered all the test items in an extremely consistent and reliable fashion. This is not a pattern found usually in sexual deviates or inmates who want to con a professional.
2. His asking for therapy and professional support goes against anything I know about sexual deviates. They avoid professional mental health contacts like the plague. When forced to use such contacts, they resist them as a form of denial and avoidance of personal, internal conflict.
3. During his completion of written homework assignments (a cost-effective approach that I made available at no charge years ago to the Georgia DOC, without even the courtesy of a reply!), Mr. _____ was exemplary in the honesty and thoroughness of his replies. I have used this approach with many inmates and I think I know what I am talking about. His digging into himself, and looking at himself as directly and honestly as he has done, remains

unequaled in comparison to individuals who are notoriously resistant to this process.

Can I have been conned by Mr. _____? Of course, I can and I am completely aware of that possibility, personally and professionally. However, considering all the evidence I have gathered during 3 years of professional contacts with Mr. _____, I would conclude that that possibility is extremely remote. I stake my reputation on this conclusion. In 42 years of practice, I have never gone out on a limb to defend and support a man like Mr. _____. He amply deserves your leniency.

Please let me know what else I can do and how I can be of further help to Mr. _____ and to members of this board.

Respectfully yours,

Luciano L'Abate, Ph.D.
Diplomate and former Examiner
American Board of Examiners in Professional Psychology
Enclosure: Brief CV

I never received any reply to any letter I wrote to the Prison and Parole Board. The chair of that board, as a political appointee, was a funeral director with a high school education.

Afterwards, it seemed possible to see whether the level of intimacy between Bill and the wife he married before going to jail could be increased. Therefore, with her permission and signed informed consent form, it was agreed to pursue this line of intervention, which leads to the reciprocal discussion of hurts (Section II). The process of helping participants deal with their hurt feelings is an important one, because many participants, especially those with personality disorders, have difficulty expressing these feelings (L'Abate, in press).

Letter 9.11

May 22, 2004

Dear Bill and Peggy:

Thank you both for your excellent completion of the second assignment in the Intimacy sourcebook. I hope you both had a chance to compare, contrast, and discuss your answers for each assignment face to face or through regular correspondence. If you have not done so, I urge you to do it as soon as possible, because part of intimacy is sharing one's deepest feelings and thoughts with someone we love and who loves us.

If you have not retained copies of this assignment, I will be glad to send them back to you for discussion and sharing. Otherwise, without this sharing the major purpose of these assignments would be lost.

Bill, I would prefer it if you were to use the personal pronoun "I" rather than the impersonal pronoun "You." The use of "You" is too abstract by

referring to a nonexistent person. Using “I” allows you to see the existence of a real person, you! You want Peggy to know about you, not about an abstract nonexistent person. OK?

Neither one of you completed the homework assigned at the end. Is there any particular reason why it was not completed? I appreciate your clarifying this point for me.

Cordially,

Luciano L'Abate, Ph.D.

Enclosure: two copies of Assignment No. 3 in the Intimacy sourcebook

Letter 9.12

June 8, 2004

Dear Bill:

I am responding to your letter concerning the latest assignment of the Intimacy sourcebook. I understand your difficulties in completing it and discussing it with your wife. If not now, eventually you will need to discuss the completed assignments in this sourcebook if you want to increase the closeness in your marriage.

I am glad to hear that you have become aware of how important it is to use the personal pronoun “I” rather than an impersonal, hypothetical “you.”

In the spirit of sharing with Peggy, I am sending her a copy of this letter and from now on I will mail the assignments directly to her. OK?

I look forward to seeing your completed assignment and I hope that when you and Peggy get together you will be able to discuss, compare, and contrast your answers, because the next assignments in this sourcebook are going to be the most difficult ones.

Please let me know what else I can do to help.

Cordially,

Luciano L'Abate, Ph.D.

Bill was able to complete his practice exercises on the intimacy practical exercise but his wife was unable to complete it. I do not know why except to wonder whether she was afraid to express her hurt feelings. However, at the completion of that practice exercise, Bill raised the question about whether he was too passive and not strong enough to assert and stand up for himself. Consequently, a practice exercise about that topic was mailed to him (Section III).

Letter 9.13

January 4, 2005

Dear Bill:

I just received your completed assignment about standing up for yourself. I believe that this was a breakthrough assignment because after you completed it, you poured out things about yourself that you had only hinted about indirectly in the past.

With this outpouring I guess you were able to get in touch with all the hurts you received since childhood, where you were bullied and continued the role of becoming a victim marrying a woman who eventually betrayed you. I hope you will become aware of how much your life might have been a continuation of growing up as a poor victim of external circumstances, seemingly beyond your control.

I do not know whether this is going to be helpful, but being a victim is part of a deadly triangle made up of persecutor, savior, and victim roles. Perhaps you have become aware of having played the role of victim and less aware of how you also might have played the role of persecutor, as seen from Peggy's eyes. You saw her first as a savior and adored her as such, until she became your persecutor in spades! Please be aware of this deadly triangle! Become aware of its existence in your life and make sure not to be part of it as soon as you see its presence. You may think of it as the devil! To avoid at all costs.

I am enclosing another assignment in the Normalization sourcebook. I look forward to hearing from you.

Cordially,

Luciano L'Abate, Ph.D.

Enclosure: Remaining assignment of Normalization sourcebook

Here I raised the question about the presence of the deadly triangle that I raised with the previous participant, and whether this triangle is valid and present mainly in abusive relationships (L'Abate, in press) and whether in bringing it up I was brainwashing Bill or other participants, such as the preceding and the following ones. In writing these practice exercises, I tried as much as I could to avoid indoctrination and even worse brainwashing. However, that line can be crossed easily and I may be just as guilty of crossing it and perhaps seeing it even when it does not exist. However, in this case, the deadly triangle seemed to be very relevant when Bill revealed in his previous letter that in childhood he would take the place of his sister to protect her from the abusive physical punishment from their mother for whatever transgression his sister had done.

Letter 9.14

April 11, 2005

Dear Bill:

I am responding to the request in your latest letter in regard to more information about the deadly triangle in your life. I suspect that that triangle started when you started to protect/rescue your sister from your mother's whippings. By assuming the role of protector/rescuer you also assumed the role of victim, becoming the object of your mother's whippings that you really did not deserve. Keep in mind that all three roles, victim, rescuer, and persecutor, are intertwined with each other.

This theme of becoming the undeserving victim was repeated in your marriage to Peggy, whom you perceived initially as a savior/protector/rescuer, but who eventually, on the basis of that triangle being strong in her life, repeated it in her relationship with you. I do not remember the details of your first marriage, but I would not be surprised if that triangle was repeated there as well.

It might help if you start writing about all the possible past incidences where you played one of those three roles, to make sure you are not repeating it in your present relationships. Do you become involved with saviors who then become persecutors with you playing the victim role?

I wish you the best in your attempts at petitioning the Pardon and Parole Board. Let me know if there is anything I can do. I still cannot get over your finding what Peggy did in Jacksonville in her previous marriage all that crucial; important information getting lost. I wonder whether I made a copy of the transcript you showed me but I doubt it. I did when I saw you at Cross Keys Counseling Center years ago.

Let me hear from you at your earliest convenience.

As ever,

Luciano L'Abate, Ph.D.

By now, finding practice exercises and practice exercises that would be helpful to Bill became a problem, since he would find acceptable and complete practically any practice exercises I was mailing him. However, the next practice exercise seemed to be relevant to what he told me about his life in the previous practice exercises and correspondence.

Letter 9.15

August 3, 2005

Dear Bill:

It looks like our assignment on impulse control was right on the mark! Your finding emotional fulfillment in food rather than in intimate

relationships tells me how deprived you feel, and indeed are, wanting warmth, acceptance, and love in reciprocity from those you love and who love you.

You awareness of how you are using food to fulfill your emotional needs is quite unique, and it indicates the level of personality development that you have reached.

On the basis of the above, I am enclosing another assignment on nurturance. Can we nurture ourselves before or while we also nurture those we love and who love us?

By now you should be able to understand that no relationships, intimate or otherwise can last without the law of reciprocity, which you might know as the Golden Rule.

I look forward to seeing your completion of the enclosed attachment.

As ever, cordially

Luciano L'Abate, Ph.D.

Enclosure: Nurturance assignment

The practice exercise about the Golden Rule can be found in the practice exercise devoted to negotiation (Section II).

Letter 9.16

February 25, 2006

Dear Bill:

I was happy to hear from you but very unhappy to learn what had been done to you. I am attaching a letter of protest to Mr. Nix. I leave it up to you whether you want to send it to him or not. I did not send it myself because I do not know whether it would help or hinder.

Under the present circumstances, I do not see how sending you any homework would help. I just hope that whatever you have learned in the past is going to bear fruits in the present, because now all your resources are being tested.

See whether keeping a daily journal will help, in which you write your deepest feelings and thoughts. Mail copies to me as you see fit.

Of course, I am very concerned about you and I will do whatever I can to help you.

Cordially, as ever,

Luciano L'Abate, Ph.D.

Attachments: Letter of protest to Mr. Nix

Bill continued to work on various practice exercises on a once-a-month basis but inclusion of all the correspondence during this period would lengthen this chapter unduly.

Letter 9.17

September 4, 2005

The Honorable Mr. Milton E. Nix, Chairman
State Board of Pardons and Paroles
Atlanta, Georgia

Dear Mr. Nix:

I am writing this letter to support Mr. _____'s request for a reduction in his sentence of 10 years for child molestation. I have known Mr. _____ professionally since he sought my help on an outparticipant basis in 1995, when I was a consultant to the Cross Keys Counseling Center in Conley, GA. I evaluated him through objective psychological tests then and saw him for about ten counseling sessions to deal with depression related to his ex-wife's accusation of child molestation.

Once in custody, Mr. _____ sought my help again about 3 years ago. Since then he has worked with me on completing written self-help mental-health sourcebooks I devised to help lower impulsivity and other troubling conditions in criminals and mentally ill persons. I do not believe that talk therapy works well with this type of individual. I prefer to rely on the written word.

On the basis of all the tests I have administered to him plus all the completed written homework assignments, I can testify unequivocally that Mr. _____ fails to show any signs of being a sexual predator or pedophile. I do believe, and I am ready to put my scientific and professional reputation on the line, that Mr. _____ is of no danger to society in any way, shape, or form. Indeed, I believe him to be an outstanding citizen who has paid his debt to society. Nothing would be gained by retaining him in custody any longer.

FYI, I am attaching a brief copy of my CV. Please let me know if I can be of further service to you and to the P&P Board.

Respectfully yours,

Luciano L'Abate, Ph.D.
Diplomate and Former Examiner

American Board of Examiners in Professional Psychology

Letter 9.18

October 15, 2005

Dear Bill:

Thank you for completing the nurturance assignment in the usual completeness and depth that you have used throughout our correspondence. Thank you also for enclosing a copy of the GDOC Group Contract. I admire your decision. However, I am afraid that it may not help you in the long run. Let me know what happens.

As far as loving your wife more than yourself, please read Matthew 23, where Jesus in reply to a question answered: "Love your God with all your might, and love your neighbor as yourself." If we do not nurture ourselves, how can we nurture others? However, our self-nurturance must not take place at the expense of others.

I am attaching a blank assignment form for you to choose which area of your life we have not covered. Feel free to name that area and then complete the form accordingly. I look forward to seeing what area you chose.

As ever, cordially

Luciano L'Abate, Ph.D.

As this point in the process Bill was moved to another jail that was set up by the state to treat pedophiles provided they admit their guilt, which produced a conflict in Bill: How could he admit something he had not done? He did not see himself as a pedophile, yet in order to receive treatment and therefore very likely shorten his time in prison, he would have to lie in order to be treated! He was given the choice either to confess and lie or to be true to himself. He wrote extensively to me about this conflict, which I acknowledged, reassuring him that whatever choice he made would not change his relationship with me but I could not make this choice for him. He chose to refuse admission of guilt and, therefore, was moved to the worst prison in the state system.

Consequently, I wrote the following letter to the chairperson of the system.

Letter 9.19

February 25, 2006

The Honorable Mr. Milton E Nix, Chairman
State Board of Pardons and Paroles
Atlanta, Georgia
RE: Mr. _____

Dear Mr. Nix:

I am writing to you to protest in the strongest possible way the punitive and unnecessary changes to the prison conditions of Mr. _____.

As I wrote you in my previous letter of September 4, I put my national and international reputation on the line in declaring Mr. _____ not to be a sexual predator or pedophile. He has maintained his innocence throughout the period he has been imprisoned. His record throughout these years of incarceration has been impeccable. He has not received any negative note or punishment; he has earned many achievements throughout these years and has shown excellent behavior.

To be punished for maintaining his innocence is abusive, punitive, and unnecessary. To try to break this man through punishment and retribution is inhumane and uncalled for.

I hope you can correct what I consider an inhuman and abusive attempt to break this man into declaring what he is not. He is not a pedophile or a sexual predator, in spite of what the court has determined.

My professional opinion, of course, may not count. However, the consequences of a negative, punitive action toward Mr. _____ will count, especially when that action is not needed.

Respectfully yours,

Luciano L'Abate, Ph.D.
Diplomate and former Examiner
American Board of Examiners in Professional Psychology
President, Sourcebooks for Better Living

At this point, running out of relevant practice exercises but knowing Bill's religious conviction, I asked whether he would be willing to work on a spirituality practice exercise not contained in this book. In this practice exercise I attempted to separate the church as a concrete institution from religion as a set of special beliefs and practice, and from spirituality, which is a much more abstract and often indefinable state of mind.

Letter 9.20

April 23, 2006

Dear Bill:

I am glad that you liked the first assignment of the Spirituality Sourcebook. I am enclosing it with the second assignment because you will need to use the ratings from the first assignment to complete the second.

I am absolutely delighted to know that you will be taking a computer course, since I do not believe one can survive in today's world without computer literacy. That knowledge will allow you to expand your work to unlimited heights, besides getting a job after your leave the "system."

I look forward to continuing working with you on the spirituality sourcebook that I developed with the folks at the Church of God Theological Seminary in Cleveland, TN, where I lectured months ago.

I hope you will be able to give me some corrective feedback about it because I have another spirituality sourcebook based on sentences rather than words that need to be improved.

Cordially,

Luciano L'Abate, Ph.D.

Enclosures: Second Assignment of Words Spirituality Sourcebook

Bill was coming close to the time of discharge, and at this time he expressed his anxieties and fears about facing the real world after 10 years in a completely different world. I tried to allay his fears the best I could. His transition to real life was made easier by the presence of his wife and by the welcome of his family and friends who knew and supported him. He reported to the parole officer regularly and attended a post-imprisonment program required of all released felons. Fortunately, after a negative experience with a representative of one such program, he was able to meet and relate well with a representative of another program who had been a past collaborator and colleague of mine years earlier. Bill obtained a job driving a truck, but he was waiting for a much better job in another state offered to him by another friend. He still keeps me informed about whatever relevant information is going on in his life.

Termination

In terminating the process of distance writing while he was still imprisoned, Bill asked me whether I would be willing to help another inmate who was aware of his work with me and asked whether I would help him with his depression. I agreed to become involved, provided this friend would abide by the same conditions set up in the informed consent form and complete a battery of self-report paper-and-pencil tests before and after completion of the writing program.

Bill reassured me that his friend would abide by these requirements. Consequently, below is a representative sample of this case.

A Depressed Murderer Recruited by the Previous Participant

Bob was in his middle forties and imprisoned for killing a man to defend his then girlfriend (more of this in the following correspondence). He was administered the Self-Other Profile Chart produced to evaluate the self-hood model alluded to before, in which the propensity for the attribution of importance to self and others is measured (L'Abate et al., 2010; L'Abate,

2005; L'Abate & Cusinato, 2007). His ratings indicated a positive view of himself and an even higher positive view of his family, a tendency that is in the opposite direction for externalizing personality disorders in Cluster B, as indicated earlier in this chapter.

Letter 9.21

December 1, 2004

Dear Bob:

Thank you so much for leveling with me about your being accused of manslaughter when you tried to defend yourself. I am sorry that the jury did not give you the benefit of the doubt. But I hope that your case will be reviewed in your favor. Gook luck! I am pulling for you!

You completed the assignments I sent you admirably! Congratulations! You did well. I would recommend, however, that you try to complete each assignment at a preset time by making an appointment with yourself beforehand rather than doing it at any time. In this fashion, you learn to control your depression rather than the depression controlling you.

I am enclosing the assignment that you ranked ordered as third in your first assignment. I look forward to seeing it completed.

Cordially yours,

Luciano L'Abate

Enclosure: Assignment on losing interest in hobbies and pleasurable activities

Letter 9.22

January 29, 2005

Dear Bob:

Thank you for completing the assignment on losing interest in pleasurable activities and hobbies. I understand from what you write that you cannot concentrate and that your mind wanders from one thing to another. Consequently, you have trouble completing things. Nonetheless, you did complete this and previous assignments well. That means that you can complete a task if you are motivated enough to do it.

Instead of enclosing the next assignment of your sourcebook, we need to change our plan somewhat by concentrating on the reasons for your depression. Consequently, I suggest that you start writing your autobiography starting from the earliest times you can remember. Write by

concentrating only on your earliest memories, and when you come to a point when you feel like wanting to stop, do stop and mail me what you have written up to that point.

After you mail me that first part, you can go on to write about your elementary- and middle-school years. Write as much in detail as you can, because once you have written about those years, we are not going back to them unless we have reasons to do it.

One thing that I do not understand thus far is your idealization of your family. Given your idealizing them so much, why did you divorce your wife? Who divorced whom? You said you “smothered” them. What do you mean by that and what did you do to “smother” them? I would like some answers to these questions, if and when you can or want to.

Once we find the reasons for your depression (in addition to being in jail) and not being able to enjoy life (I do not expect you to enjoy yourself where you are now!), we will go back to the assignments in your sourcebook.

I hope this slight change of direction meets with your approval. If not, let me know and we can continue with the assignments in the depression sourcebook.

Cordially yours.

Luciano L'Abate

Bob explained his divorce as something that surprised him and found him unprepared to deal with it, but his then wife insisted on it and Bob felt he had no choice but to go along with it. However, he continued his relationship with his daughters. His ex remarried and was apparently happy with her second marriage according to reports he received from his daughters, who came to visit him in jail.

Letter 9.23

March 2, 2005

Dear Bob:

I have received a very satisfactory explanation of the reason for the divorce (dominance at one level and fear at another level?). What were you afraid of? Losing them? Have you have thought about the reasons for that control and dominance? From at least the first part of your autobiography, it seems clear that your grandfather was extremely dominant and controlling. Hence, this characteristic may have been handed down from one generation to another.

I would like to have your thoughts about these issues.

As far as the first part of your autobiography is concerned, you did an excellent job. However, do not be afraid of writing as much as you want.

The more detailed your writing, the better. We want to get out as much as we can from your past to understand the present. You will need to fill the gap from the time you graduated from high school to when you married and your marriage years.

From what you tell me thus far, it seems that you were raised in an abusive family atmosphere, at least by today standards. Whipping would be considered abuse and your mother would lose custody of the children. With this abuse there must have been a great deal of emphasis on doing rather than on being close. Doing and performing might have been more important than being together, as apparently is taking place now. You report being close to your siblings. However, the role of savior of your sister and accepting the role of victim to be punished by your “persecuting” mother, raise the question whether this deadly triangle (victim, rescuer/savior, and persecutor) was existing in your family of origin and whether it was present in your family of procreation. I would like to know what you think about this triangle.

Part of what I glimpse from your report is the inability to discuss hurts and feelings of hurt. Even your writing does not convey the presence of “soft” feelings, only the macho, “grin-and-bear-it” facade of a pseudo-man who does not cry, does not express any feelings, but goes into action without thinking about the consequences of his actions. Is that what happened when you were involved in the death that put you in jail? I would like to know what you think this. Does it make any sense? Do you agree with what I said? Feel free to disagree with whatever I say. It is not cast in stone. I value your explanation and understanding rather than mine!

I look forward to hearing from you at your convenience.

Cordially yours.

Luciano L'Abate

Letter 9.24

April, 2005

Dear Bob:

You do not owe me an apology. You are a grown man who can be and is responsible for his own actions. I do not expect anything from you except answers to my questions, a task that you have accomplished fully and well. How fast you respond is up to you. I am not in a hurry. The only thing I am concerned with is to be of help to you in the best way I know how, and that is through writing.

I appreciated your sharing with me your love for your daughters and their sharing with you issues and problems in their lives, in spite of your being in jail. That is quite an achievement I hope you are very proud of having accomplished such a result in spite of your present

position. Congratulations on achieving something many men would like to achieve in much better conditions than yours.

Your motivation to achieve, in part due to being (feeling) short in stature, I hope is by now gone. Perhaps God had a plan for you in putting you in a condition where you have to reflect and introspect about your past life and possible mistakes. If you can learn from such introspection, perhaps all the years you are spending where you are now will not be lost.

There are still empty places in your autobiography that need filling, such as what happened to you since you graduated from high school. Can you do that? It would help if you could put dates or at least years to your recollections. You were a man of (impulsive or driven?) action with little time for reflection. I hope now you can decrease your action and increase your thinking before acting.

As noted above, there are no deadlines to complete these assignments. You work at your own speed, as you think through and reflect on your past. I will be there for you as you go, no matter what.

Cordially yours.

Luciano L'Abate, Ph.D.

Earlier, in a previous letter (March 2, 2005), I mentioned another model of my relational competence theory called the triangle of living (Cusinato et al, 2008; L'Abate, 2005; L'Abate & Cusinato, 2007). This triangle was adopted from resource exchange theory (Foa & Foa, 1974) that includes six resources continually exchanged among intimates and nonintimates: status, love, information, services, possessions, and money. I renamed "status" as "importance" and "love" as "intimacy," but kept the other four resources unchanged. Combining importance with intimacy produces a modality of being present and available emotionally and instrumentally to oneself and intimates. Combining information with services produces a modality of doing or performance. Combining possessions with money produces a modality of having or production. Functionality occurs when being is at the base of this triangle, with doing and having sharing in equal proportions in the triangle. Dysfunctionality occurs when the base of the triangle, "being present," is missing, forcing increments in doing and having. Here Bob showed very clearly how emphasis on doing and performing occurred at the expense of his being available to himself and loved ones.

From resource exchange theory, "status" was changed to "importance" and expanded into the selfhood model, where importance can be exchanged according to four propensities: self-fulness, when importance is exchanged reciprocally between self and intimate others; selfishness, when self-importance is achieved at the expense of others, as in Cluster B, where basic narcissism produces an uneven exchange in favor of the self and by

putting down others; selflessness, when the self is put down and others are put up; no-self, when neither self or others are viewed as important (L'Abate, 2010). Models such as the triangle of living, selfhood, the drama triangle, and sharing of joys as well as hurt feelings feature prominently in my explaining relationships to participants in ways that seem to make sense to them. Recently, to reduce seemingly abstract models into concrete, specific, easy to understand ways, a theory-derived structured interview was created (L'Abate, 2008a).

At this point, I asked Bob to start writing his autobiography to learn more about him and his family background (Demetrio & Borgonovi, 2007).

Letter 9.25

April 28, 2005

Dear Bob:

Thank you for your letter and for your autobiography. Now that I have all the information I need, I am ready to discuss with you what I have learned thus far about you. Of course, I do not know whether what I concluded is correct or not. It will be up to you to judge.

Most of your life, and in most of your drive to achieve, your energy and troublesome thoughts have been directed toward performing (doing) and producing (having). What seems to be missing in your life is the third most important part of a triangle, the very basis of a triangle, and that is presence, or being emotionally available to yourself and to your loved ones – feeling important regardless of your achievements.

For instance, are you happy or feel satisfied if you do nothing? Are you important even if you do not achieve anything? Do you need to produce and perform to feel important? As long as your sense of importance comes from your production and your performance, I doubt whether you will ever feel satisfied because you are missing your feeling of importance regardless of what you achieve, produce, or perform. Can you accept that you are important because you are a human being, created in the image of God? What would happen to your sense of importance if or when you were no longer able to perform or to produce?

Please try to answer the questions asked above, and if my conclusion is halfway correct, we can then work on increasing your presence, since you already know how to perform and how to produce.

I look forward to hearing from you.

Cordially yours,

Luciano L'Abate, Ph.D.

Letter 9.26

May 11, 2005

Dear Bob:

Thank you for your honest and complete answers to my questions. Even though you claim to be important even if you do not perform, you make quite a few contradictory statements. I am enclosing a copy of your page to let you check out how consistent or inconsistent you may have been in your answers.

The major issue relates to what you report about your wife. You loved her a lot but were unable to express your love for her. Why? There are three possible answers to that question. I may be incorrect on all three counts. Consequently, correct me if I am way off.

In the first place, you were raised in a family where love was demonstrated by doing and not by saying. How could you express words of love if you did not have models about how to do it as you were growing up? Please comment on this possible answer.

In the second place, apparently you were so driven that it was impossible for you to express what you may have felt but for which you did not have words. Your priority to achieve seemed to have been stronger than to love and to be loved by the woman you loved.

In the third place, there is your perfectionism, which is one of the worst drawbacks in your background. Even though you profess to be a Christian, you seem to forget that God sent His Son because of our imperfect, incomplete nature. We were told to be "perfect as my Father who is in Heaven." You forget that we are still on earth, and, therefore, perfectionism can be obtained only when we go to Heaven.

All of the above tends to support the conclusion that you are still in need of becoming more aware of your feelings and emotions, learning a new language that has nothing to do with doing or having. If that is the case, and you agree, at least in part, we can then start working on a sourcebook on feelings and emotions, to prepare and enlarge the part of you, your presence, that has been weakened by your stress on performance and production.

Let me know what you think about the above. I do not have a stake in being correct. I do have a stake in being helpful. Let me know if I am.

Cordially yours,

Luciano L'Abate, Ph.D.

Letter 9.27

July 20, 2005

Dear Bob:

Thank you so much for all the information you shared in the latest assignment on seeing the good. I see that you have been able to reflect on a great many issues relating to your former wife. Your information seems to support the possibility that you stressed doing (performance) and having (money, possessions) by trying to buy her love through gifts rather than through emotional availability (being present). It seems that you have been able to appreciate the importance of emotional availability over doing or having. If we cannot be available emotionally to ourselves, how can we be available to those we love and who love us?

However, I am not still convinced that you are able to let go of your stress on performance (to the point of exhaustion?). The test for this conviction lies in your being able to DO NOTHING and still feel good about yourself. Try to do absolutely nothing for 10 minutes by the clock and see how you feel during and after those 10 minutes. I am very interested in your trying this test and seeing what happens.

I am enclosing the third assignment of the Intimacy sourcebook. I think you have made enormous strides in this area.

As ever, cordially yours,

Luciano L'Abate, Ph.D.

Enclosure: Third assignment of Intimacy sourcebook

The second practice exercise above, about seeing the good in self and others, is part of the intimacy practice exercise (Section II) that leads to three of the six practice exercises focusing on discussing hurt feelings, as shown in the next letter.

Letter 9.28

August 23, 2005

Dear Bob:

I have received your completed assignments No. 3 on love-forgiveness from the Intimacy sourcebook as well as your added letter. As usual you completed it very well and I congratulate you for a job well done, at least verbally. How words will translate into actions remains to be seen.

The important issue brought into focus by your letter relates to the 10 minutes of doing nothing exercise that deals with your being able to do nothing and still love yourself. Again, while you were doing nothing, you wanted to accomplish something, but the very issue is whether you

can still love yourself if you do not accomplish anything! Even in doing nothing you “kept on thinking” about what you needed to do. It looks like you are so hooked on performance that it seems impossible to give it up. Can you understand what I am saying?

Apparently, if you perform and perform well you might reach some kind of perfection, or approval, or even love. What will happen when you will not be able to perform because of age or sickness? Life is not about being perfect but about developing skills to manage imperfection! We are back to the whole issue of intimacy: can you share your hurts with yourself first and with those you love and who love you?

I hope that the next assignment will get you onto a more balanced track. I hope it helps you think about what is important in life – performance and production (gifts, money, things, possessions), or presence, being available to yourself and loved ones when you or they hurt.

I look forward to seeing your completion of the enclosed assignment and your reactions to it and to what I have said in this letter.

As ever, cordially,

Luciano L'Abate, Ph.D.

Enclosure: Fourth assignment of Intimacy sourcebook

Letter 9.29

August 24, 2005

Dear Bob:

I have received in record time your completed assignment No. 4 of the Intimacy sourcebook. I am glad that you finally understood what I mean by presence versus doing or having, that is, being available emotionally not only to ourselves but particularly to our loved ones, in order to discuss our hurts reciprocally.

How good are these feelings if we cannot express them reciprocally with those who care for us? Allowing the feelings to fester inside us will only increase our blood pressure and push us into acting out against others without thinking, acting only on impulse, without reflection about the consequences of our actions. Becoming aware of our feelings is the first step. Expressing them verbally rather than in actions (performance) is the second step.

Your attribution of not being able to discuss your inner feelings to “machismo” is partially correct. I believe also that the way you were raised may have a great deal to do with your inability to discuss your inner feelings. From what you have told me, in growing up you might have been caught in between two contrasting and extreme models of

emotionality. Your mother was a model of anger coupled with abuse. Your father was a model of stoic, silent suffering without any expression of feelings, keeping them inside and keeping himself isolated from others. Perhaps you may want to reflect on this possibility and let me know what you think about it.

I am enclosing the fifth assignment of the Intimacy sourcebook. Please let a little more time elapse between assignments to allow more time to reflect on what is being asked and what you answer.

As ever, cordially,

Luciano L'Abate, Ph.D.

Enclosure: Fourth assignment of Intimacy sourcebook

Letter 9.30

September 22, 2005

Dear Bob:

I have received your completed fifth assignment on love and intimacy. I see that you understand how important it is to discuss our deepest emotions, hurts, with those who love us, provided this sharing takes place reciprocally. If there is no reciprocity, asked for, expected or requested, and received, there is little chance of a deep relationship being present. If and when we ask for reciprocity and we do not receive it, then the chances of the relationship being meaningful and lasting are very slim.

I understand perfectly your seeing that today's abuse was yesterday's correctedness, especially within the context of your family. Your father was the model of bottling up feelings, of a "grin-and-bear-it" approach. You seem to have learned from him quite well, at least until now.

I just hope that what you write so well has really sunk in. You have done very, very well.

I am enclosing the sixth and last assignment of the Intimacy sourcebook and I look forward to your reply.

As ever, cordially,

Luciano L'Abate, Ph.D.

Enclosure: Sixth assignment of Intimacy sourcebook.

Letter 9.31

October, 2005

Dear Bob:

I received your completed last assignment for the Intimacy sourcebook. I am delighted by your answers and I am glad to know you found this sourcebook useful. Nonetheless, to make it more formal, I am enclosing a feedback form to evaluate how useful was this sourcebook to you.

Since we have been dealing with hurts, one hurt that has been avoided and I do not know much about relates to another human being no longer alive because of your actions, whether in self-defense or otherwise. I cannot help wonder how you feel about that action. Given what you have learned thus far, how could you have avoided what happened then, and what would you do if that same situation were to happen again in your life?

You will need to decide whether you have completed what you wanted to work on and stop here, or whether you want to continue with another sourcebook of your choice. If you choose to stop working with me, I shall send you some forms that you completed at the beginning of this program.

Please understand that as much as I enjoyed working with you, either choice will be OK with me. I want you to feel completely free to make either choice without regrets.

Cordially,

Luciano L'Abate, Ph.D.

Enclosure: Seventh assignment of Intimacy sourcebook

Letter 9.32

November 13, 2005

Dear Bob:

Thank you for completing the feedback form well. I am glad to hear that finally you have come to terms with your depression and that it still controls you rather than you controlling it. Apparently, we failed to learn from the first sourcebook. On the other hand, God gave us depression to face so that we can deal with feelings. This is a gift that many of the people who are there with you cannot experience. They can experience anger, hostility, and aggression (which equals abuse), but not depression. Anger, hostility, and aggression together are smoke that hides the underlying feelings of hurt, and that is what you are reexperiencing now. Unfortunately, other people there cannot.

From what you told me, it seems clear to me that we need to deal with depression in a different way from the first time. Of course, I do not

know whether this program will help or not. However, let's see how it works for you. I am sure you will let me know.

Make sure that you make appointments with yourself, for a specific, constant time and place when you are going to deal with your depression. If you do not do that, depression will become your enemy (attacking you when you least expect it), instead of your friend, that you invite in when it is convenient for you and when you are ready for it. OK?

I look forward to seeing how you complete this assignment.

Cordially,

Luciano L'Abate, Ph.D.

Enclosure: 1st assignment of Depression 1986 sourcebook

Letter 9.33

December 13, 2005

Dear Bob:

I received your completed homework assignment for the Depression sourcebook. Unfortunately, it was completed in a completely different way than it was meant to be.

The three parts of persecutor, victim, and rescuer are all negative parts, played within the family, in which each family member switches from one part to another, as in the case of you assuming the role of victim to rescue your sister (another victim) from the persecutor (mother).

Hence, you will have to dig into your past to see how you played these parts within the family first, and then later with a girlfriend who set you up by assuming the role of victim and making you her rescuer. Then, to defend her, you became a persecutor of her former boyfriend. As a victim of her double-dealing, you were involved in a very deadly triangle, weren't you? This triangle is still played by inmates who play these roles with each other and with the guards.

The examples you gave me do not include the rescuer role as defined in the deadly triangle. All the examples you cited were part of a job or responsibility assigned to you, requiring rational presence rather than emotionality. You helped but did not rescue the people you helped. With your daughter you played the role of a father, not a therapist. I do not mean to take away from your achievements in this area, but the examples you gave did not involve a triangle.

I am not sure you can see the negative and destructive aspects of this triangle. Therefore, I would suggest that you think about past occurrences of this triangle in your life. Another way to become aware

of this deadly triangle is to see how your “neighbors” play these parts now in jail as well as in their past lives. You could ask some of them to recount to you whether and how and when this triangle was present in their lives.

You could transcribe these experiences, provided that you respect the privacy of these men and not give any information that would identify them.

Let me know how you feel about what I have said and suggested in this letter. I do not think we can go forward with this sourcebook until we have exorcised this triangle from your life.

I am sure that it will be hard to spend these holidays away from people you love and who love you. I just wish you the very best under the situation you are in. I look forward to hearing from you at your convenience.

Cordially, as ever,

Luciano L'Abate

Letter 9.34

December 31, 2005

Dear Bob:

Thank you so much for completing extremely well the first assignment of the Depression sourcebook. Keep in mind that whatever you do is not for me. It is for you!

I hope that by now you have been able to see how the deadly triangle works. In trying to rescue who you perceived as a victim, you became the persecutor of whom you perceived as a persecutor. In rescuing your sister, for instance, you assumed the role of victim. This triangle is beautifully illustrated in what happened with Christie, who was a professional victim, asking you to rescue her from alleged persecutors, while asking them to rescue her from you as a persecutor/abuser.

I hope you can see how deadly this triangle can be and I applaud you staying away from fights and other triangles that come up everyday in a situation like yours. I hope that by now you have become painfully aware how a triangle established in childhood persisted in adulthood. In making all the decisions for your family members you were trying to rescue them from making decisions. At least your ex-wife felt victimized and perceived you as a persecutor. Eventually, given your drivenness and lack of insight in what you were doing, the only choice she had was to get out of that triangle to avoid keeping the victim role with you playing the rescuer/persecutor role. If you are aware of how deadly this triangle is, perhaps you will be able to avoid getting into it in the future.

It would be relevant, if possible, without creating any antagonism among the other inmates, if you could explore the existence of this triangle in them. Doing it and getting more information from them may add to your awareness of this deadly triangle. After all, don't inmates feel victimized by the courts and the guards, and the "system" that put them there, such as an unfair judge, a bad lawyer, nasty/abusive guards, and so on?

I am enclosing the second assignment of the Depression sourcebook to see whether it will be as helpful to you as the first assignment was.

I wish you and yours the best possible year under the circumstances you are in.

As ever, cordially,

Luciano L'Abate

Enclosure: Second assignment of Depression sourcebook

Letter 9.35

February 5, 2006

Dear Bob:

Thank you for completing the third assignment of the Depression sourcebook. I hope that by now you have realized that you are a lucky one among a few in the place where you are. You are strong enough to admit being depressed. It takes a strong person to admit to being weak, equating erroneously being depressed with weakness, an extremely destructive equation (L'Abate, Hevict, & McMahan, 2007; Weeks & L'Abate, 1982). Many "weak" people cannot admit it. I am willing to bet that many of the other inmates would be unwilling to admit being depressed because they need to cling to a facade of the strong macho man who needs to assert being strong no matter what.

Being depressed allows us to be introspective and reflect, while many impulsive individuals, as you should well know by now, are unable or unwilling to be introspective and reflect about their past and present behavior. Count your blessings on being able to be and become depressed.

I am attaching the fourth assignment of the Depression sourcebook that I hope you will find useful, especially if you make appointments with yourself about 24 h before allowing yourself to become depressed. If you start it on a regular basis, you will acquire the strength to stop it, just like inviting a friend into your house. Enemies come in when you least expect them, ambushing you with hurts that are then difficult to sweep away. I hope that I am clear in what I am saying and require of you. I am sure that we will be able to see whether this approach works or not. The previous sourcebook did not seem to work because you were still depressed after you completed the sourcebook.

I look forward to seeing your completed assignments.

As ever, cordially,

Luciano L'Abate

Enclosure: Fourth assignment of Depression sourcebook

Letter 9.36

March 10, 2006

Dear Bob:

Thank you for answering completely and well the previous assignment. Please keep in mind that you are not writing these assignments for my satisfaction but rather for your satisfaction. It's you who must feel good, proud, and satisfied about the work you do, not me. I am completely satisfied by the help I am able to give you, hoping that it will be useful to you. I am only performing a service. Whether this service is useful remains in the minds and hands of those who participate. OK?

As far as your answers to the fifth assignment are concerned, it looks like you have been able to make friends with your depression rather than considering it an enemy, when in the past you allowed it to ambush you when you least expected it.

As far as your inability to cry is concerned, it is indeed a very relevant and valid Troublesome thought. Perhaps, under the right circumstances, yet unknown, you may be able to cry. However, I do believe that you have been crying silently for years. Perhaps you were too macho to express your tears and anguish to discuss it with those you loved and who loved you. Perhaps your major role models did not show their tears either. Perhaps you may think more about other possibilities for this inability, as they come to you in the future. If and when they do, make sure you write them down. I would be very interested to read what you come up with.

I hope you will find the next assignment, No. 6, useful. Keep in mind that I do not expect all assignments to be equally useful. I am aware that some are more useful than others.

I look forward to hearing from you.

Cordially,

Luciano L'Abate

Enclosure: Sixth assignment of Depression sourcebook

Letter 9.37

April 3, 2006

Dear Bob:

Thank you for your very thoughtful answers to questions in the sixth assignment of the Depression sourcebook. It looks like you are beginning to control and profit from your depression rather than being controlled and consumed by it.

In your answers I still detect the old tendency to perform and to spring into action, on one hand, while you are now beginning to think through your past behaviors, accepting them as they happened and accepting your responsibility (no blame please!) for them.

It is also very evident from this assignment that you have been able to mourn past losses of your family and of your self-esteem as a result. I am happy to know that you are satisfied by the process and progress made thus far. Of course, I hope you will let me know if you are not. My satisfaction comes from the process of helping you change for the better and demonstrating that behavior can be changed at a distance without ever meeting and talking with a participant face to face.

I hope you understand how important that process is because it means that perhaps many lives could be changed for the better without face-to-face talk therapy but just through programmed distance writing. You and Bill helped to demonstrate that it is possible to do it. Am I correct?

Cordially,

Luciano L'Abate

Enclosure: Seventh assignment of Depression sourcebook

Here is what I received from Bob to answer the question asked in the last paragraph of the letter above:

I feel as though I was helped *more* this way. I felt more comfortable. I feel that I thought my answers through more thoroughly, and I feel my answers came more from my heart this way. I'm sure we could have discussed things more in depth face to face, but I don't feel that my answers would have been as honest, would not have been thought out as deeply, and I would not have felt as comfortable with the worry of what you think of my answers or with the thought of my time running out.

Letter 9.38

April 21, 2006

Dear Bob:

Thank you so much for completing the seventh assignment on depression and answering my request for validation of my work. I really appreciated what you said and I hope you will let me use it (without of course ever mentioning your name).

I found your use of an imaginary respondent very creative and important. I think that the ability to discuss issues with someone else, even imaginary, is very important. It allows you to consider another perspective besides your own.

I am attaching the last assignment of the Depression sourcebook, which will be followed by a feedback form after I receive your completed form. After that you will have to decide whether to stop this correspondence altogether or to continue this correspondence; if you choose to continue, in what direction you would like to go? I am open to whatever choice you make.

If you choose to stop, I would ask you to take again the same questionnaires I gave you at the beginning. If you choose to continue, you need to think about what kind of further help you need from me about your depression, anxiety, or whatever area you want to explore that I can help you with. You do not need to make this choice now. Wait until you have completed the feedback form.

Cordially,

Luciano L'Abate

Enclosure: Eighth assignment of Depression sourcebook

Letter 9.39

May 2, 2006

Dear Bob:

I am in reception of your completed last assignment for depression. The major point in learning to control and use depression is to make sure to schedule appointments rather than giving in to depression any time it creeps up on you. For instance, if you feel a depressive or sad thought during the day, write yourself a note (if you can) about the thought and postpone it until your appointment time, perhaps in the evening when you are in the cell, to really spend time with that thought. Make sure that you write down whatever is coming up in your mind. By writing it down, you are getting that thought out of your mind, allowing room for other thoughts. OK?

Thank you for allowing me to use your experiences to help others. I guarantee complete and absolute anonymity. If you know of others who could be helped by this method, I will consider only one-crime-only inmates, like you and Bill. I have learned that inmates with multiple crimes do not profit by this approach, even though I am open to other possibilities.

I am attaching the follow-up questionnaire for the Depression sourcebook. I look forward to receiving it well completed, as usual. Let me know whether you want to continue working with me, and if you do, which sourcebook would be of interest to you. If you feel you have received enough from me, that will be OK too. No problem about ending this work.

Cordially,

Luciano L'Abate

Enclosure: Feedback questionnaire of Depression sourcebook

Administration of the same instruments given at the outset of the program showed a slight increase in self-importance on the self-other profile chart and a definite decrease in the level of depression. No further contact has occurred since the date of the last letter.

Disruptive Developmental Disorders

Some case studies of these disorders will be reported in Section II.

SECTION II: RELATIONAL SELF-HELP PRACTICE EXERCISES FOR COUPLES AND FAMILIES IN CONFLICT

The first case of sibling rivalry illustrates the process followed by all the practice exercises in this section, except for divorce. The first practice exercise asks for information, origin, frequency, rate, and intensity of the symptom. The second practice exercise reframes the symptom positively. The third practice exercise assigns the symptom at home according to specific instructions to be followed to the letter by parents, guardians, or caregivers. One case should sufficiently illustrate how this process occurs. The two cases of an acting-out adolescent and an adolescent who was involved in conflictful relationships with his family as well as with school and community are summarized here. In both cases, the outcome was measured with the MMPI-2.

Sibling Rivalry

Jackson was an 8-year-old boy who was bitterly involved in a power struggle with his 6-year-old sister, Betsy, for attention from the parents. Their parents, in their late 20s, had been referred by their pediatrician who did

not know how to help them with this problem. They were college graduates, both working in middle-level management positions, and highly involved with their children. They completed independently the questions asked in the sibling rivalry practice exercise in Section II with a great deal of agreement about the nature of this rivalry. Jackson would initiate most battles by hitting Betsy, stealing her toys, making fun of her, and essentially doing his best to make her life miserable. The mother could only deal with them after she came back from work and waited for the husband to come home to punish the culprit, usually Jackson.

Otherwise, this rivalry was not evident in other settings outside the home. During the first face-to-face talk-based session, sibling rivalry was reframed positively as Jackson really caring a great deal for Betsy and Betsy really caring for Jackson a great deal since they spent a great deal of time together when they could have played with their own age peers instead. Predictably, Jackson expressed his marvel by demonstrating a picture of surprise and disbelief on his face, that is, the “paradoxical face.”

After completing the diagnostic first practice exercise, the second practice exercise included a positive reframing of the symptom according to circular paradoxical instructions (L’Abate, 1984; Weeks & L’Abate, 1982), giving parents room to explore other positive reframings of the symptom and their own explanation. The third practice exercise gave detailed instructions on how to prescribe the symptom when both parents were present. As explained in previous work (L’Abate, 1984), having the parents achieve control over the symptom, and changing the direction of the symptom from the parents to the children, changes the context of the symptom, which helps to change the symptom.

The parents came back after completing the third practice exercise reporting that their children no longer were involved in the rivalry, were much more relaxed, making age-consistent choices of playmates, and making life pleasant for everybody. We expressed skepticism about this “sudden and unexpected” change and predicted that the change would not last long. Nonetheless, we gave the parents a fourth appointment to check whether this change was temporary or real. One week before the appointment, the parents called to cancel the appointment because they felt the change was real and lasting. They said they would call us if or when the need for help arose.

An Acting-Out Adolescent

The mother of Joshua, a 17-year-old, brought him to see us after he was suspended from school for rebellious behavior. This was the third high school he had attended. The father was busy with work commitments, raising questions about his possibly being a workaholic and being relatively distant from the wife and son.

The face-to-face approach, therefore, was conducted with his mother according to a paradoxical positive relational reframing of Joshua’s

acting-out behavior as protection for his mother's loneliness and middle-age depression. Consequently, we bet Joshua five dollars that he would continue acting out in school and home for the next 2 weeks. When they came back for the next session, Joshua announced proudly that he had won the bet and that we owed him five dollars. The money was given to him with skepticism that that improvement was temporary, and that it would not last very long. Therefore, the bet was renewed. The mother asked us to talk without Joshua being present, and a separate appointment with her alone was set up.

During this appointment she disclosed that when her husband was away, she would wake up at night to write about her "demons." She refused to divulge the nature of these demons and refused to let us look at her journals. We discussed how she was managing Joshua under these circumstances, and she admitted being very inconsistent with her parenting practices, ranging from being very lenient to being overly punitive with him. Nonetheless, she would be willing to let Joshua participate in a program of distance writing. Joshua came back after 2 weeks, reporting triumphantly that he had not received any teacher's reports and that he had lettered in tennis as the best in his high school team. Nonetheless, he did agree to take the MMPI-2 and to participate in a distance-writing program through the mail since his family was moving to another town because of his father's work. Before his family's leaving town, we secured a final face-to-face appointment with both parents, where the father's overcommitment to his job was producing deleterious effects in his wife and his son. He agreed to become more involved with his wife and son, but we do not have any information whether this agreement was kept.

Joshua's MMPI-2 profile showed high scores (77th percentile) on the Pd and PA scales, with the Sc scale at the 70th percentile. From the start to the end of the program, Joshua completed 20 practice exercises from the social training practice exercise in addition to writing long letters accompanying his completed homework. On retest, his MMPI-2 showed a high score on the PA scale (85th percentile). Hence, in our closing report, we discussed the nature of his distrust of people and whether he would consider seeing a professional helper in his hometown. We were reassured that he would. No further information was received afterward.

Another Acting-Out Teenager

Acting out in this 16-year-old consisted of making sure he would be expelled from school for disciplinary rather than academic reasons. According to his parents, he succeeded in being expelled by the best private high schools in the metropolitan area in just a few weeks after attending each one. After helping his parents with being more consistent within and between themselves in dealing with their son's provocative behavior, he was given a choice of either going to a military high school or pursuing a programmed distance writing program through the mail. After his parents signed an

informed consent form, he was administered the MMPI-2 and then, on the basis of the profile, the social training practice exercise was administered on a once-a-week basis through the mail. Figure 9.2 shows the results of this approach within the 4-month period it occurred. During and after completion of this approach, he was not expelled by the public high school he now was attending, where he completed the school year successfully with an increased involvement in basketball.

This profile shows an increase in the K scale with a subsequent decrease in the Pd, but a concomitant increase in the Mf, Pt and Sc scales. When his parents were contacted a year later, they expressed satisfaction with the outcome and reported that their son had continued to attend school without any troubles, finding success and even achievement in basketball.

SECTION III: SELF-HELP PRACTICE EXERCISES FOR INDIVIDUAL LIFELONG LEARNING

We have not administered any practice exercises in this section on any participants because our clientele was self-referred and clinical in the sense of showing definite symptoms or reasons for referral. Practice exercises were written to be used in health promotion and prevention with at-risk individuals without a psychiatric diagnosis or reason for referral. Nonetheless, we do have a record of a 20-year-old man who was referred by his mother. The social training practice exercise was initiated with the mother after she had been in about 10 years of on-and-off family therapy with a psychiatrist. She was divorced, and she brought various lovers to us after the divorce for our evaluation. Verbal therapy was discontinued when the results of her MMPI-2 showed how impulsive she was, with the Psychopathic Deviate (Pd) scale at the 95th percentile. Administration of the social training practice exercise was conducted at a distance with written feedback for a period of about 1 year.

After completing the social training practice exercise with a successful outcome, in that her Pd score had gone down to the 55th percentile, she wanted her children to undergo the same experience. Her teenage daughter came for an interview but was not interested in pursuing a distance-writing program or face-to-face therapy. On the other hand, her 20-year-old brother agreed to undertake such a program, and signed an informed consent form. He was pursuing this program to improve himself, please his mother, and see whether he should continue dating his present girlfriend, who was from a different religious and ethnic background and whom his mother did not approve of. His MMPI-2 profile showed a K scale score at the 68th percentile, while his Pd was at the 71st percentile, with Masculinity-Femininity and Paranoia both at the 68th percentile. Henry was administered through correspondence practice exercises from the social training practice exercise, which he answered fully and in ample detail, adding additional notes that he wrote at will to communicate in addition to the practice exercises he completed.

In a chance meeting with his mother a couple of years later, she informed us that she had married a professional man and that Henry had completed college and was doing quite well. No information was given

about his relationship with the girl he was dating during the process of the DW program.

SECTION IV: RELATIONAL SELF-HELP PRACTICE EXERCISES FOR LIFELONG LEARNING OF COUPLES AND FAMILIES

We have not administered any of these Practice Exercises to participants. They were written to be used in health promotion and prevention, possibly with at-risk participants. Nonetheless, we are including one example of a couple that even though by coming to see us would be classified as being “clinical” and therefore relegated to Section II, they are placed here because of the mildness of their referral reason, that is, their reactivity toward each other. Their MMPI-2 profiles well within normal limits. They could not be assigned a formal psychiatric diagnosis, on one hand, but could not be dismissed from treatment, on the other hand. They were seen for six face-to-face talk-based sessions, with the husband completing three and the wife ten practice exercises. The husband received and answered the negative treatment indicators for participants who are resistant to or not interested in accepting professional help and, in this case, written homework assignments.

SECTION V: SELF-HELP PRACTICE EXERCISES FROM LISTS AND SINGLE- AND MULTIPLE-SCORE TESTS

Disorders of Internalization in Adults

A Very Disturbed Young Woman

This 24-year-old woman was seen in face-to-face talk therapy for 38 sessions. On the MMPI-2 she scored at the 80th percentile on the F scale (validity), at the 85th percentile on the Depression scale, at the 76th percentile on the Psychopathic Deviate scale, and at the 74th percentile on the Paranoia, Psychasthenia, and Schizophrenia scales. She completed 19 practice exercises on a one-a-week basis and wrote several letters. Most practice exercises dealt with depression but were inconsistently and incompletely answered. Verbally as well as in writing we labeled depression positively as a friend to welcome through appointments rather than trying to avoid it like an enemy (L'Abate, 1986; Weeks & L'Abate, 1982). Seeing, however, that our efforts did not produce any changes, we planned to support her by referring her to a psychiatric consultant for treatment with medication. At termination, her MMPI-2 profile was essentially a duplicate of the first profile but with even more extreme scores on the same scales.

We felt that essentially we failed to help her and realized that talk therapy should have been paired with medication from the very outset of treatment. On the basis of this experience and others, we changed our evaluation from one to three sessions, where evaluation occurred through

an initial interview, administration of a battery of paper-and-pencil self-report tests, and offering an informed consent form to be discussed at home between the first and second interviews. The scoring of tests was returned at the second interview, and the test results discussed at the third interview.

We later received a card from her with the following message:

Dear Luciano & Bess:

Please accept the enclosed gift certificate as a token of appreciation for all you have done for me. I learned a great deal during our sessions and I will continue to use what you both taught me. I know now that it is alright to feel depressed, as long as I set up appointments with myself to sort out my feelings and not let them control me. Thank you again and all my love.

Who knows? Perhaps our efforts were not in vain?

Disruptive Developmental Disorders

A Troublesome Teenager

This family came to see us because of the inability of the parents to set clear and consistent guidelines with their teenage son, Dick, while their younger daughter was doing well and was not considered problematic by them. However, she also attended family sessions but had little to contribute except as a “tattle-tale” of her bother’s misbehaviors in school. The father, with a high school education, was employed as a mechanic in a large industrial Troublesome thought, while the mother, also a high school graduate, worked as a school clerk. Both parents were in their late 30s. Even after helping the parents set clear and consistent guidelines, Dick continued to act out by getting traffic tickets for speeding and getting into car accidents. He also had fights in school, and had a poor academic record. Taking away the car from him would have penalized his sister, who needed Dick to drive her to school because the parents had to leave for work.

Since we felt that the parents were now working together, we gave Dick a choice of whether we should refer the family to Juvenile Court or whether he would like to cooperate on a distance-writing program, the social training practice exercise, that at the time had been completed by an inmate (L’Abate, 1992). He agreed to work on this program. He was administered the MMPI-2, which showed an F scale (validity) score at the 70th percentile, a 98 profile, with the Mania scale at the 86th percentile and the Schizophrenia scale at the 73rd percentile. Since at that time this was the only practice exercise available for impulsivity, he agreed to work on it on a once-a-week basis through the mail, since the family lived 40 miles from our office.

The program was initiated lasted a year and a half. During this period, Dick completed 14 practice exercises with written feedback on each one, with the exception of a couple of practice exercises that were sent back to him because they had not been answered satisfactorily. On the first

practice exercise about goals and wants, Dick reported improving his behavior as his first goal followed by feeling better as a person and lowering the stress he was under. After a couple of practice exercises, it became evident that anger was still a problem, and a supplementary practice exercise on anger was mailed to him with an explanation of why this topic had to be addressed before going on with the practice exercise.

At the end of this practice exercise he announced that he really never got angry. As a result, he was told to try to get angry at least once a day and try to record what happened when he got angry – how, with whom, when, what, and why. Instead of once every 1 or 2 weeks, his completed homework slowed down to once a month.

At one point in the practice exercise he wrote us an unsolicited letter:

Lou:

I'm doing fine, I have a really best friend that I can trust and that won't screw me over like girls do. I am not turning gay or anything but I don't think I can handle girls right now. I heard some people at my school were supposed to tear up my yard and egg my house tonight. It's because I egged this guy's girlfriend's house. Well, I got a loaded 20 gauge that should do the trick. And I bet you anything that my house doesn't get messed up. I got a C in Spanish and English, a B in History and Algebra, and an F in Art. The art teacher grades harder. No joke! I'm really a good artist. Well, Gotta go. Your friend, Dick

In a follow-up addendum to his completed practice exercise, Dick added the following footnote:

It turned out I didn't get the opportunity to use the 20 gauge. I am trying to do well in all my subjects in school now. For real I even started using my head about fighting in school. I had the opportunity to but I didn't want to get suspended and fail and then not be able to play baseball. I got me a job at the Dwarf House in (a suburb south of Atlanta). I like it pretty much. The people there are nice and some of the girls there put Christy Brinkley to shame. I got the job to earn money for a new stereo for my Monte Carlo. I hope you have had a Merry Christmas. I am sure that I will.

Your friend, Dick

P.S. I've been getting drunk every weekend for 3 weeks now. Just kidding. SCARED YOU, DIDN'T I?!??

Dick proceeded to complete the remainder of the social learning practice exercise at a much slower pace than at the beginning of the program, also because he became heavily involved with his baseball team. In fact, he invited me to attend some of his games. I replied that we could not attend his ballgames for reason of distance and our work schedule. However, we would attend an important game if he let us know 2 or 3 weeks in advance.

I did not hear from him for a while, and then received this note:

Sorry it has took so long to sent this back. I have been traveling a lot with my baseball team. We won the Georgia State Championship. I got the game-winning RBI and the game winning catch. I was also in the newspaper. We went to [a southern state] for the South-East Regional. We didn't do good but I was in the newspaper. That is why it took so long. Your friend, Dick

Dick did not complete the retest with the MMPI-2, but when I called his parents to ask about him, they answered that Dick had been doing extremely well. They were very pleased with the outcome and felt that Dick did not need to take another test.

CONCLUSION

These case studies illustrate how it is possible to obtain significant positive changes in participants willing to become involved in the process of change through the use of programmed DW. It will be left to other mental health professionals who are skeptical of this approach to evaluate whether this approach is useful and cost-effective.

ACKNOWLEDGMENT

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10

Implications of Recent Advances in Mental Health Interventions

As summarized in the previous chapters, one admittedly extreme advance relevant to the conduct and delivery of mental health interventions in this century is the administration of homework assignments interspersed with rare, infrequent face-to-face talk-based sessions. The purpose of the sessions would be to check on the immediate outcome obtained by doing homework after completing each assignment or practice exercise, as in the technique developed, among others, by Lambert and Whipple (2008). This checking could be performed online, once the correct identity of participants is confirmed. Instead of face-to-face talk-based sessions interspersed with homework assignments, the valued and expensive presence and talk of a professional could become contingent on participants completing homework assignments (L'Abate, 2007d, 2008b; Omer, 1985). This is standard operating procedure in medical practice, and there is no rational or empirical reason why the same practice should not be pursued in mental health intervention, except for the guild interests of most mental health disciplines.

This implication might seem preposterous to many mental health professionals who value their personal presence and their words. However, it could be argued that because the presence and expertise of the professional are so important, these qualities should be used sparingly and selectively, not just on the basis of words, but on the basis of deeds, that is, how well participants complete the prescribed homework assignments. This is the best way to assess whether participants are interested in working

for change or whether they want to depend on the therapist to shoulder the major responsibility.

A less extreme implication of these advances relevant to mental health interventions involves successive stages. First, after an informed consent form about homework and DW is signed by participants, assignments could consist of the most concrete, easy-to-complete behaviors, such as completing a questionnaire about positive individual, couple, and families activities. Second, assignments of activities that are the most frequently performed and enjoyed by participants could progress to more difficult and complex homework with sourcebooks specific to individual functioning of partners and family members. Face-to-face talk-based therapy, for instance, could occur at the same time as participants complete practice exercises and homework assignments specific to individual or relational conflicts or disorders.

CONCLUSION

The proposals presented here lead to a possibly new paradigm for mental health interventions: Plan A: self-help; Plan B: Written Interactive Practice Exercises; Plan C: face-to-face talk-based interventions; Plan D: medication. If Plan A does not work, apply Plan B. If Plan B does not work, apply Plan C. If plan C does not work, apply Plan D. If Plan D does not work, apply hospitalization or incarceration. If necessary all these plans can be applied all together synergistically in most severe cases.

Section 1

Interactive Practice Exercises for Psychiatric Classification

Disorders of Internalization

Children and Teenagers

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

Adults

Depressive Personality
Phobias
Procrastination
Anxiety
Depression
Posttraumatic Stress Disorder
Loneliness

Disorders of Externalization

Children and Teenagers

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

Adults

Anger
Hostility
Aggression
Antisocial Behavior
Troublemaking

Other Disorders

Overdependency
Sexual Abuse
Psychological Problems
Mood Swings

Separation Anxiety*

Name _____ Sex _____ Date _____

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

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

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

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

Anxiety

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

Practice Exercise 1. Definitions and Meanings

Name _____ Sex _____ Date _____

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

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

- j. Not liking food _____ Example 1 _____

_____ Example 2 _____

- k. Having nightmares _____ Example 1 _____

_____ Example 2 _____

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

- m. Not enjoying school _____ Example 1 _____

_____ Example 2 _____

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

_____ Example 2 _____

- o. Whining and complaining often _____ Example 1 _____

_____ Example 2 _____

- p. Being moody _____ Example 1 _____

_____ Example 2 _____

- q. Daydreaming often _____ Example 1 _____

_____ Example 2 _____

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

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

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

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

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

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

Standard Practice Exercise for Anxiety

Standard Practice Exercise No. _____

Title (name behavior) _____

Name _____ Sex _____ Date _____

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

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

2. How often do you behave this way?

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

Please explain further.

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

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

Please explain further.

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

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

Example 1

Example 2

Example 3

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

Example 1

Example 2

Example 3

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

Example 1

Example 2

Example 3

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

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

Time 1 (write the time you started _____)

- a.

- b.

- c.

- d.

Time 2 (write the time you started _____)

- a.

- b.

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

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

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | 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 Anxiety

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

Anxiety

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

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

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

- a. General worries _____ Example 1 _____

_____ Example 2 _____

- b. Fear of impulses _____ Example 1 _____

_____ Example 2 _____

- c. Need to be perfect _____ Example 1 _____

_____ Example 2 _____

- d. Feeling nervous or tense _____ Example 1 _____

_____ Example 2 _____

- e. Feeling self-conscious _____ Example 1 _____

_____ Example 2 _____

- f. Worries about being hurt _____ Example 1 _____

_____ Example 2 _____

- g. Worries about the future _____ Example 1 _____

_____ Example 2 _____

- h. Worries at bedtime _____ Example 1 _____

_____ Example 2 _____

- i. Indecision _____ Example 1 _____

_____ Example 2 _____

j. Worries about my body _____ Example 1 _____

 _____ Example 2 _____

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

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

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

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

Depression

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

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

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

a. Prefers to be alone _____ Example 1 _____

Example 2 _____

b. Staring blankly _____ Example 1 _____

Example 2 _____

c. Sulking _____ Example 1 _____

Example 2 _____

d. Underactive _____ Example 1 _____

Example 2 _____

e. Unhappy _____ Example 1 _____

Example 2 _____

f. Withdrawn _____ Example 1 _____

Example 2 _____

g. Dislike being with others _____ Example 1 _____

Example 2 _____

h. Feeling alone _____ Example 1 _____

Example 2 _____

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

 Example 2 _____

- j. Having no friends _____ Example 1 _____

 Example 2 _____

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

 Example 2 _____

- l. Nothing is fun _____ Example 1 _____

 Example 2 _____

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

 Example 2 _____

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

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

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

Fears

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

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

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

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

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

*Feelings and Emotions**Rank-order*

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

*Feelings and Emotions**Rank-order*

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

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

Standard Practice Exercises for Anxiety, Depression, and Fears

Practice Exercise No. _____ Title of Feeling: _____

Name _____ Sex _____ Date _____

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

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

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

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

3. Please explain further.

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

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

5. Please explain further.

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

Example 1

Example 2

Example 3

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

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

Time 1 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

Concluding Feedback Form

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

Depression

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

Practice Exercise 1. Definitions and Examples

Name _____ Sex _____ Date _____

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

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

Behaviors and Meanings

Examples

- a. Feeling like I am a bad person

Example 1 _____

Example 2 _____

- b. Feeling dumb and stupid

Example 1 _____

Example 2 _____

- c. Thinking I am ugly

Example 1 _____

Example 2 _____

- d. Thinking most other children or teenagers hate me

Example 1 _____

Example 2 _____

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

n. Getting down on myself easily

Example 1 _____

Example 2 _____

o. Feeling nervous and edgy

Example 1 _____

Example 2 _____

p. Having few friends

Example 1 _____

Example 2 _____

q. Feeling unusually fearful

Example 1 _____

Example 2 _____

r. Seeming too serious-minded

Example 1 _____

Example 2 _____

s. Unable to enjoy life

Example 1 _____

Example 2 _____

t. Feeling sad very often

Example 1 _____

Example 2 _____

u. Feeling sullen often

Example 1 _____

Example 2 _____

v. Not knowing how to have a good
time _____

Example 1 _____

Example 2 _____

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

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

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

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

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

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

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

Concluding Follow-Up Form for Depression Practice Exercise

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

Posttraumatic Stress

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

Practice Exercise 1. Definitions

Name _____ Sex _____ Date _____

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

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

Behaviors and Definitions

Examples

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

- i. Emotional isolation/estrangement Example 1 _____

Example 2 _____

- j. Lack of pleasure _____ Example 1 _____

Example 2 _____

- k. Easily startled _____ Example 1 _____

Example 2 _____

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

- m. Sleep troublesome thoughts Example 1 _____

Example 2 _____

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

- o. Attention troublesome thought Example 1 _____

Example 2 _____

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

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

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

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

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

Standard Practice Exercise for Posttraumatic Stress

Practice Exercise No. _____ Title of behavior _____

Name _____ Sex _____ Date _____

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

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

2. How often do you get this behavior?

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

Please explain further.

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

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

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

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

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

Example 1

Ex.ample 2

Example 3

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

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

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

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

d. _____

Time 3 (write the time you started _____)

a. _____

b. _____

c. _____

d. _____

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

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

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

Concluding Follow-Up Form for Posttraumatic Stress

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

Asperger’s Disorder

Name _____ Sex _____ Date _____

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

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

<i>Behaviors</i>	<i>Examples</i>
a. Impairment in social interaction	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Inability to look straight at others	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Fixed or frequently unusual body postures _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Strange or unusual gestures _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Few if any friendships _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

f. Inadequate enjoyment with others	Example 1
	Example 2
g. Little interest in others	Example 1
	Example 2
h. Lack of showing or pointing out objects to others	Example 1
	Example 2
i. Lack of social or emotional reciprocity	Example 1
	Example 2
j. Restricted and repetitive or stereotyped patterns of behavior	Example 1
	Example 2
k. Limited interests or activities	Example 1
	Example 2
l. Encompassing preoccupation with one or more patterns of interest	Example 1
	Example 2
m. Focus on a few objects or ideas	Example 1
	Example 2
n. Inflexible adherence to specific, nonfunctional routines or rituals	Example 1
	Example 2

- o. Stereotyped and repetitive motor mannerisms (hand or finger flapping or twisting) _____

 Example 1 _____

 Example 2 _____

- p. Complex whole-body movements _____

 Example 1 _____

 Example 2 _____

- q. Persistent preoccupation with parts of objects _____

 Example 1 _____

 Example 2 _____

- r. Impairment in social areas _____

 Example 1 _____

 Example 2 _____

- s. Impairment in occupational areas _____

 Example 1 _____

 Example 2 _____

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

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

*Behaviors**Rank-order*

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

Adults**Depressive Personality**

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

Practice Exercise 1. What Makes Me So Unhappy?

Name _____ Sex _____ Date _____

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

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

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

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

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

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

*Characteristics and Definitions**Examples*

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

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

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

u. Self-denying _____ Example 1 _____

 _____ Example 2 _____

v. Sensitive to rejection _____ Example 1 _____

 _____ Example 2 _____

w. Serious _____ Example 1 _____

 _____ Example 2 _____

x. Tense _____ Example 1 _____

 _____ Example 2 _____

y. Unassertive _____ Example 1 _____

 _____ Example 2 _____

z. Underachiever _____ Example 1 _____

 _____ Example 2 _____

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

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

Characteristics

Rank-order

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

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

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

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

Standard Format for Depressive Personality

Practice Exercise No. _____ Title of Characteristic _____

Name _____ Sex _____ Date _____

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

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

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

- a. Practically every day

- b. Once a week

- c. A couple of times a month

- d. Once a month

- e. Once every 6 months

- f. Once a year

- g. Once every few years

3. Explain further.

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

- a. When I was a child (younger than 5 years of age)

- b. In elementary school

- c. In middle school

- d. In high school

- e. Any other time

5. Explain further.

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

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

Example 1

Example 2

Example 3

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

Example 1

Example 2

Example 3

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

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

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

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

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

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

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

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

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

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

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

Concluding Feedback Form for Depressive Personality

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

Phobias

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

Practice Exercise 1. The Nature of Phobias

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

*Feelings**Rank-order*

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

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

a. Why am I fearful?

b. What provokes my fearfulness?

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

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

Practice Exercise 2. Learning More About Phobias

Name _____ Sex _____ Date _____

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

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

A. Balance-related phobias:

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

B. Compass-related phobias:

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

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

Standard Practice Exercise For Phobias

Practice Exercise No. _____ Title of Phobia _____

Name _____ Sex _____ Date _____

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

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

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

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

*Positive Interferences**Rank-order*

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

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

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

Name _____ Sex _____ Date _____

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

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

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

Last Practice Exercise for Phobia

Name _____ Sex _____ Date _____

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

Procrastination

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

Practice Exercise 1. Defining Procrastination

Name _____ Sex _____ Date _____

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

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

2. How much does it affect you personally?

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

3. How does it affect your routines?

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

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

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

5. How does it affect your personal relationships?

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

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

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

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

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

8. Please specify what reactions you received from whom.

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

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

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

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

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

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

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

Practice Exercise 2. The Causes of Procrastination

Name _____ Sex _____ Date _____

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

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

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

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

- b. How did you keep it up?

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

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

4. What were the results?

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

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

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

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

Practice Exercise 3. Learning to Control Procrastination

Name_____Sex_____Date_____

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

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

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

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

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

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

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

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

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

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

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

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

Practice Exercise 4. Practicing Your Plan

Name _____ Sex _____ Date _____

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

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

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

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

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

Name _____ Sex _____ Date _____

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

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

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

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

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

Practice Exercise 6. Looking Back and Looking Forward

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

Anxiety

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

Practice Exercise 1. Defining Anxiety

Name _____ Sex _____ Date _____

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

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

2. How often do you experience these feelings?

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

3. How long do they last?

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

4. How intense are these feelings?

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

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

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

i. Trouble concentrating	Example 1
	Example 2
j. Fear of losing my mind	Example 1
	Example 2
k. Fear of not making it in life	Example 1
	Example 2
l. Fear of losing my job	Example 1
	Example 2
m. Fear of failing in school	Example 1
	Example 2
n. Fear of losing my friends	Example 1
	Example 2
o. Irritability	Example 1
	Example 2
p. Other fears (name them) and define	Example 1
	Example 2

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

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

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

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

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

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

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

Standard Practice Exercise for Anxiety

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

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

*Practice Exercises**Rank-order*

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

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

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

Depression

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

Practice Exercise 1. Defining Signs of Depression

Name _____ Sex _____ Date _____

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

1. What does depression mean to you?

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

Signs and Definitions

Examples

a. Finding little or no pleasure
in life

Example 1 _____

Example 2 _____

b. Feeling worthless or extremely
guilty

Example 1 _____

Example 2 _____

c. Crying a lot for no reason

Example 1 _____

Example 2 _____

d. Withdrawing from other people

Example 1 _____

Example 2 _____

e. Experiencing severe anxiety, panic,
and fear

Example 1 _____

Example 2 _____

f. Having bad mood swings

Example 1 _____

Example 2 _____

- g. Experiencing a change in eating or sleeping patterns

_____ Example 1 _____
_____ Example 2 _____

- h. Having very low energy

_____ Example 1 _____
_____ Example 2 _____

- i. Losing interest in hobbies and pleasurable activities

_____ Example 1 _____
_____ Example 2 _____

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

_____ Example 1 _____
_____ Example 2 _____

- k. Feelings easily irritated or angry

_____ Example 1 _____
_____ Example 2 _____

- l. Experiencing racing thoughts or agitation

_____ Example 1 _____
_____ Example 2 _____

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

_____ Example 1 _____
_____ Example 2 _____

- n. Believing that others are plotting against you

_____ Example 1 _____
_____ Example 2 _____

- o. Wanting to harm yourself or someone else

_____ Example 1 _____
_____ Example 2 _____

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

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

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

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

Standard Practice Exercise for Signs of Depression

Name of Sign_____Practice Exercise No._____

Name_____Sex____Date_____

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

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

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

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

3. Please explain further.

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

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

5. Please explain further.

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

Example 1

Example 2

Example 3

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

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

Time 1 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

Concluding Feedback Form for Signs of Depression

Name _____ Sex _____ Date _____

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

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

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

Signs of Depression

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

Rank-order

Signs of Depression

Rank-order

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

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

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

Signs of Depression

Rank-order

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

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

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

Posttraumatic Stress Disorder

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

Practice Exercise 1. Understanding Your Behavior

Name _____ Sex _____ Date _____

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

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

Behaviors

a. Intrusive memories

Examples

Example 1

Example 2

b. Distressing dreams

Example 1

Example 2

c. Reliving/flashbacks

Example 1

Example 2

d. Distress over cues/signals

Example 1

Example 2

e. Reacting to signals

Example 1

Example 2

f. Avoiding thoughts/feelings

Example 1

Example 2

g. Avoiding people/places

Example 1

Example 2

h. Amnesia

Example 1

Example 2

i. Diminished interest

Example 1

Example 2

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

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

*Behaviors**Rank-order*

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

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

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

- 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 need of professional help 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 by these words and whether you want to change the rank-order of these behavior as listed above, or start working on the next practice exercise.

Concluding Follow-Up Form for Posttraumatic Stress Disorder

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

Loneliness

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

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

Practice Exercise 1. The Meaning of Loneliness

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Practice Exercise 2. Explanations for Loneliness

Name _____ Sex _____ Date _____

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

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

Reasons for Feeling Lonely

Rank-order

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

Write what this reason is: (_____)

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

Write about any of these if they apply to you.

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

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

Practice Exercise 3. Positive Reasons for Loneliness

Name _____ Sex _____ Date _____

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

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

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

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

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

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

Practice Exercise 4. Making Loneliness a Friend

Name _____ Sex _____ Date _____

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

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

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

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

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

Practice Exercise 5. Using Loneliness to Your Advantage

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Practice Exercise 6. Things to Do About Loneliness

Name_____Sex____Date_____

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

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

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

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

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

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

Name _____ Sex _____ Date _____

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

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

*Being Alone Means**Rank-order*

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

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

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

Disruptive Developmental Disorders

Hyperactive/Attention Deficit

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

Name _____ Sex _____ Date _____

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

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

*Behaviors**Rank-order*

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

Anger

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

Practice Exercise 1. How I Deal with My Anger

Name _____ Sex _____ Date _____

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

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

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

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

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

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

Concluding Feedback Form for Anger

Name _____ Sex _____ Date _____

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

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

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

Angry Behaviors

Rank-order

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

*Angry Behaviors**Rank-order*

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

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

*Angry Behaviors**Rank-order*

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

*Angry Behaviors**Rank-order*

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

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

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

Conduct Disorder

Practice Exercise 1. Conduct Disorder

Name _____ Sex _____ Date _____

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

Please answer all questions or instructions fully.

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

Angry Behaviors

Rank-order

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

Oppositional Defiant

Name _____ Sex _____ Date _____

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

Please answer all questions or instructions fully.

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

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

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

Troublemaking

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

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

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

Standard Practice Exercise for Troublemaking

Practice Exercise No. _____ Title: _____

Name _____ Sex _____ Date _____

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

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

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

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

3. Please explain further.

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

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

5. Please explain further.

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

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

Example 1

Example 2

Example 3

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

Example 1

Example 2

Example 3

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

Example 1

Example 2

Example 3

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

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

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

Concluding Feedback Form for Troublemaking

Name _____ Sex ____ Date _____

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

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

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

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

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

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

*Behaviors**Rank-order*

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

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

*Behaviors**Rank-order*

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

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

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

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

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

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

Adults

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

Anger

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

Practice Exercise 1.

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

Name_____Sex____Date_____

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

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

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

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

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

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

Hostility

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

Practice Exercise 1.

Name _____ Sex _____ Date _____

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

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

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

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

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

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

Aggression

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

Practice Exercise 1.

Name _____ Sex _____ Date _____

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

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

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

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

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

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

Antisocial Behavior

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

Practice Exercise 1. Life Is a Power Struggle

Name _____ Sex _____ Date _____

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

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

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

- b. Who won at whose expense?

- c. Who lost and lost again?

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

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

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

a. How did you learn to do that?

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

5. Did you ever win by defeating others?

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

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

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

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

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

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

Name _____ Sex _____ Date _____

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

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

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

- a. How did you develop it?

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

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

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

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

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

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

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

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

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

Name_____Sex____Date_____

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

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

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

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

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

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

b. With your parents (or parent-substitutes)

c. With your brothers and sisters

d. With other relatives

e. With your friends

f. With your teachers

g. With the authorities

h. With your partner (if you have any)

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

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

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

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

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

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

Practice Exercise 4. “I Will Not Be Caught”

Name _____ Sex _____ Date _____

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

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

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

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

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

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

a. I want to keep it because ...

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

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

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

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

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

Practice Exercise 5. Reject Others Before They Reject Me

Name _____ Sex _____ Date _____

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

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

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

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

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

- a. How did you develop it?

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

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

5. What has this outcome gotten you in life?

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

b. Complete the statement that applies to you.

a. I want to keep it because ...

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

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

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

Behaviors

Rank-order

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

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

Practice Exercise 6. Dealing with Hurts

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

Practice Exercise 7. Saying One Thing and Doing Another

Name_____Sex____Date_____

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

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

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

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

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

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

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

a. I want to keep it because ...

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

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

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

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

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

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

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

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

Practice Exercise 8. Push the Limits to the Limit

Name _____ Sex _____ Date _____

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

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

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

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

a. I want to keep it because ...

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

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

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

<i>Limits</i>	<i>Rank-order</i>
---------------	-------------------

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

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

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

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

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

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

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

Practice Exercise 9. Avoid Thinking at All Costs

Name _____ Sex _____ Date _____

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

1. Many people act before thinking about what the consequences of their actions will be. How does this statement apply to you?

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

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

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

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

a. I want to keep it because ...

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

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

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

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

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

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

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

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

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

Practice Exercise 10. Follow-Up

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

*Practice Exercise**Rank-order*

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

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

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

Troublemaking

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

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

Name _____ Sex _____ Date _____

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

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

What do you understand by the following items?

Give a definition and two examples.

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

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

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

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

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

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

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

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

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

Standard Practice Exercise No. _____

Title of Behavior:.....

Name _____ Sex _____ Date _____

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

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

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

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

3. Please explain further:

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

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

5. Please explain further:

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

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

Example 1

Example 2

Example 3

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

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

Time 1 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____):

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

Concluding Feedback Practice Exercise

Name _____ Sex _____ Date _____

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

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

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

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

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

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

*Practice Exercises/Behaviors**Rank-order*

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

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

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

*Practice Exercises/Behaviors**Rank-order*

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

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

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

Psychological Problems

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

Overdependency

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

Practice Exercise 1. The Meaning of Overdependency

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.

2.

3.

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

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

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

1. _____

2. _____

3. _____

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

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

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

Practice Exercise 2. Changing Major Troublesome thoughts in the Relationship

Name _____ Sex _____ Date _____

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

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

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

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

Differences Between Two Styles in Overly Dependent Relationships

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

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

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

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

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

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

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

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

"I like it because _____"

"It makes me feel good because _____"

"I want it because _____"

"I need it because _____"

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

Practice Exercise 3. Drawing Lines

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

Relationships Between Abusive and Overly Dependent Individuals

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

Partner

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

Overdependent

Allowing it to happen _____

Allowing it to happen _____

Allowing it to happen _____

Allowing it to happen _____

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

- a. _____

- b. _____

- c. _____

- d. _____

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

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

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

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

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

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

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

Learning to Draw Lines

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

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

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

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

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

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

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

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

Practice Exercise 4. Watch Your Language!

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

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

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

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

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

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

Practice Exercise 5. Talking Things Over with Your Partner

Name _____ Sex _____ Date _____

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

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

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

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

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

Practice Exercise 6. Dealing with Denials and Resistance to Change

Name _____ Sex _____ Date _____

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

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

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

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

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

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

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

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

Statement 4: “All they are interested in is money.”

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

Statement 5: “I don’t need any help from anybody. I know better than anybody else.”

Answer: “How does anything, including your car, fix itself without help from outside? Does your car fix itself? How are we human being different from other physical things?” Can we fix ourselves or our relationships by ourselves? Where is the evidence?

Statement 6: “What could those guys tell me that I don’t know already.”

Answer: “Of course, s/he knows better! Who is going to tell him/her anything? Knowing something is one thing, changing it is another. You may know your car needs fixing, but that does not tell you how to fix it.”

Statement 7. "I knew somebody who went to see one of those head doctors (or shrinks!) and they put him/her in the hospital for life."

Answer: Your partner may have forgotten that that somebody had such a serious breakdown (and probably delayed getting professional help) that it was impossible for that individual to return to society.

Statement 8. "I can quit (name of addiction or habit) anytime I want if I really put my mind to it."

Answer: When is the last time s/he quit?

Statement 9. "You need to go, because if it wasn't for you I would be OK."

Answer: This is another way to avoid responsibility, by shoving it outside of the self and on the closest target, you!

Statement 10. "I wouldn't get anything out of it."

Answer: How would s/he know if this route was never tried?

Statement 11. "It's too expensive."

Answer: If one really wants help, it can be gotten almost anywhere. Where there is a will there is a way. If there is no will, there is no way. Furthermore, the addiction is more expensive than anything else.

Statement 12. Write your partner's excuse (defense) that is different from any of the above.

Answer: Think of an appropriate answer and write it below.

2. If you try to talk over the self-destructive nature of these excuses, you need to remember that all of them show only one thing, and that is a tremendous fear of the unknown and of breaking down, possibly going “crazy,” and losing control. All of these excuses come from a strong sense of helplessness that your partner (and you!) may not want to admit. Seeing professional help as a negative is part of the process of denial that controls the life of most addicted or abusive individuals. What is your reaction to the above?

3. Throughout this program, and at any point within it, it is important for you to learn how to cope nonreactively but not passively to the inevitable ambushes and attacks from your partner. To avoid getting “hooked” into your partner, you need to develop a written plan on how s/he will behave when your partner attacks you. An example of such a plan is found in the list below. In spite of this plan, you may fail to maintain a nonreactive stance in front of the onslaught of abusive and manipulative behavior from your partner. Remember s/he wants to see you upset and lose control of yourself! Reaching a nonreactive level is especially important in trying to implement the next step in this program. Remembering and applying suggestions made in this list may be helpful. These suggestions are given to help you get “unhooked” from your partner, whenever s/he is trying to draw you out, by pushing your button, so to speak, and trying to get you to lose control of yourself.

How to Avoid Getting “Hooked” into Provocations by Partner

1. Avoid using the seven suicidal and homicidal patterns: (1) blaming (“You always...You never...”); (2) bringing up the past; (3) mind-reading; (4) ultimatums; (5) threats; (6) blackmail or bribery; and (7) distracting or computing.

2. Instead, use all the opposite patterns consistently: (1) use pronoun “I” or “We” only; (2) stay in the present; (3) deal with what it is said or done in front of your eyes; (4) suggest possible consequences of destructive behavior; (5) use natural, real consequences of what *will* happen and not what *could* happen; (6) be mindful that even unconditional love has limits on the behavior (i.e., we can love a person but we do not like what s/he is doing); (7) stay on the topic of discussion and make sure it is important and relevant to the relationship.
3. Respond to the feelings rather than to the behavior. For instance, reflect the feelings of hurt, helplessness, and frustration that your partner may experience even if he or she denies them.
4. Rather than react in kind, muse on what would happen if you were to indulge in the same behavior. For instance: “If I were to bring up the past, we would be both unable to deal with the present, even if the present is even worse than the past.”
5. Consider alternatives in how to respond by asking for more information and suggesting possible solutions, even if the solutions are rejected. In that case, comment to the effect that “I guess that the only solution possible is for me to lose and for you to win. I wonder whether we can ever win together. I guess that’s too much to ask.”
6. When he or she asks “hooking” questions, designed to upset the codependent, make her or him lose control; if you do not know how to answer, say, “I will have to think about it before I give you an answer,” or “I am not ready to give you an answer right now, so let me sleep on it,” or “I doubt I can come up with a helpful answer when I am upset. Let me calm down and I’ll get back to you.”
7. When your partner accuses or criticizes you, avoid defending yourself; instead say, “You may be right about that,” or “I am not perfect and I am entitled to make mistakes.”
8. When the attack goes on, suggest the following: “Since we are both upset, wouldn’t it be better if we stop this discussion and postpone it until we have both calmed down?” or “I do not think well when I am under attack, please give me a break,” or “I really need some time to think about what you said. If you’ll excuse me, I’ll go for a walk.”
9. When an ambush is sudden and unexpected, excuse yourself to go to the bathroom. While there, review possible strategies to use, without reacting or overreacting as your partner wants you to do. Your overreaction will give him or her more ammunition to avoid confrontation, and, therefore, power.

10. If all of the previous strategies fail, and you are at the point of “losing it,” get on the phone and call your doctor (therapist, minister, friends, relatives) for support and suggestions.
11. Make it clear that you will not stand for any verbal or physical abuse: “That is completely unacceptable.”
12. If there is a threat or danger to you in the form of physical abuse, leave the house immediately. Do not come back until you are sure that you are perfectly safe and that no harm will come to you. If promises are made to make you come back, make sure that these promises are made in writing and in front of a witness.

4. Which of these suggestions has been helpful for you and how?

5. Which suggestions were useless to you in dealing with your partner?

Homework: Expect to make mistakes, to fall down, to fall for your partner’s provocations, to lose your cool, and “lose it.” This is a process that needs to be experienced little by little. There are not going to be giant steps, only small ones. What is your reaction to this statement? Discuss this practice exercise and your reactions with your professional helper.

Practice Exercise 7. Writing a Bill of Rights for Overdependency

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to learn and practice writing a Bill of Rights for yourself to learn to protect yourself and to learn to control your life.

1. Writing a Bill of Rights is a process rather than a task to be accomplished in a few easy lessons. It will take some time to complete this process. It needs to be broken down into three separate steps: (a) learning to write a Bill of Rights; (b) introducing it to the partner; and (c) learning to deal with the consequences of attempting to change a rather entrenched and rigid relationship.

2. Learning how: Writing a Bill of Rights is based on one single principle, the same principle of boundaries discussed under the previous lesson of drawing lines. Write down various areas of troublesome thought to you, that is, behaviors about which you have not been able to draw lines in the past. After you have identified these behaviors, and it may take some time for you to do so, write down how you plan and intend to behave in relation to those behaviors. Whatever the behavior you choose, it should follow the rule of three presented in an earlier exercise. You need to think of three positive, relevant, and realistic reasons for the new behavior. An example of a Bill of Rights written by a codependent individual, the wife of the alcoholic, is shown in the table below:

Example of a Bill of Rights for Codependent or Overly Dependent Relationships

- A. I will not allow myself to
 1. ARGUE when my partner has been drinking (or is angry, upset, strung out, etc.), because
 - a. When I argue, it causes me to become defensive and to justify myself
 - b. Arguments when we are upset accomplish absolutely nothing
 - c. Arguments cause me to become sad and/or mad
 - d. During arguments we say things we regret later
 2. BE PUT DOWN and be abused verbally or otherwise, because
 - a. I am human and I am entitled to make mistakes
 - b. Put-downs cause me to become defensive. I do not need to defend myself. I am a responsible, caring, and loving individual
 - c. I cannot use put downs. They do not give me any helpful information about me or anybody else. However, I can use support and guidance if this is a reciprocal process and my support and guidance are listened to
 - d. Put-downs cause me to become sad and/or mad, and lose control of myself, and I do not like myself when I lose control of myself, even when my partner provokes it
 3. ACCEPT more than my share of responsibilities, because
 - a. Eventually, I would become resentful and angry
 - b. Then I feel used and abused
 - c. It would increase the stress I am under
 - d. I already have more responsibilities than I can handle. The more responsibilities I have taken on in the past, the greater the chances of my having been criticized, put-down, and abused. Therefore, I shall only assume responsibilities that enhance me and that will not debase my partner and my relationships with him or her
 - e. If I accept more than my share of responsibilities, I would not have energy and time left for myself first and others second
 4. "HOLD IN" my emotions, because
 - a. I could become physically sick
 - b. I am entitled to express my feelings, provided I do not put anybody else down

- c. If I hold my feelings in, I could “build them up” to the point of a “blow-up”
 - d. Expressing my feelings lets other people know that my feelings are important, because they are *my* feelings, and I am important
 - e. Feelings are to be discussed with those I love and who love me. If someone does not care about my feelings, maybe they do not care about me
 - f. Sharing my feelings with those I love will give them a chance to discuss their feelings with me also
 - g. Sharing my feelings will help people I love learn to know me better and appreciate me for what I am – an important person
- B. I will not allow anybody to
- 1. Keep me from doing the positive things I enjoy doing, because
 - a. I deserve some enjoyment out of life
 - b. My family is part of my life. I enjoy being with them and I should be able to spend time with them, without feeling guilty
 - c. It makes me happy and content to do things I enjoy, including doing absolutely nothing! (I am important even when I am doing nothing)
 - 3. You do not have to follow this example to the letter. You can and should write a Bill of Rights that applies specifically to you and to no one else. However, this example can be used as a model to improve on. Go over several drafts, paying special attention to the use of language. For instance, you need to avoid accusations, put-downs, and name calling. Use the “I” position, referring to your thoughts and feelings and not attempting to read your partner’s mind nor making negative comments about him/her, avoiding the use of the seven deadly errors from a previous lesson. Complaints should be kept strictly to the behavior and not to the person. This Bill of Rights is to be written for how you are going to behave, not about how your partner is going to behave. You cannot control your partner’s behavior, you can only learn to control yours. Give up fantasies or hopes that you are going to change your partner. Concentrating instead on how you are going to change. Comment on the above statements.

Homework: There is another important step that needs to be undertaken here. If you look up most of the points made in the table above, you will readily see that all of these points are written in a negative fashion, *what* the codependent will allow herself/himself *not to do*. You need to stress the flip side of this negativity, giving support and permission to think about *what to do positively*. Thus, for each negative point on the table above, think of some positive behavior you want to start. Again write down at least three reasons why you want and need to do it. Think of the rule of three: (a) Are you doing what you want to do? (b) Are you doing what you need to do? (c) Are you doing what you wish or like to do? Does it hurt anyone else? Why? After a reasonable document has been completed, with various drafts and revisions, make three copies, one for you, one for your partner, and one for your records or a friend or your counselor (therapist). Write down whatever has happened throughout this process.

Practice Exercise 8. Presenting the Bill of Rights to your Partner

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to confront your partner with your Bill of Rights. Expect a tremendously negative reaction with putdowns of you, of whatever you have written, and whoever suggested it

1. This step is not as easy as it may seem at first glance. You might become anxious, wondering fearfully about your partner's reactions, and perhaps thinking that this Bill of Rights should not be shown at all. This is an option that is still open to you. You do not need to show this document. You can keep it to yourself and act accordingly. However, you must have at least three good reasons for choosing this course of *no action*.

Reason a

Reason b

Reason c

2. Think of at least three good reasons for presenting your Bill of Rights to your partner.

Reason a

Reason b

Reason c

3. If you choose to show your partner your Bill of Rights, be prepared to receive a predictably angry, if not explosive, reaction. Thus, it may help to put an introduction at the top of the page, such as: "I know that this paper is going to upset you a great deal. However, it is important for me to learn to control myself, regardless of how you behave. Go ahead and respond the way you usually do (get mad, stamp your feet, holler, have a temper tantrum, etc.). After you have finished, I would like to set a time (at least 24 h from now) to discuss this paper with you, if you are interested in our welfare and in our relationship." Please comment on the above:

4. In case you have written down different reasons, we need to stress the purpose of presenting your Bill of Rights to your partner. There are at least three reasons for doing it: (a) you need to make a strong statement about being an independent human being in charge of herself or himself; (b) your partner needs to know that you (1) no longer want to behave like a doormat, (2) have a will of your own, (3) are interested in making things better for yourself, and (4) no one can win at your expense, unless you let them, nor do you want to win at your partner's expense. You both need to win. If one wins, you both win. If one loses, you both lose. Presenting the Bill of Rights is the first step in the process of learning how to win, preferably for *both* partners. Please comment on the above.

5. Keep in mind, however, that your partner wants to “win” and see you lose by losing your control. Please comment:

6. There is another and most important reason for presenting the Bill of Rights: to start a dialogue between you two that will lead to a helpful outcome. What would this helpful outcome consist of? That outcome cannot be predicted at this point of the program because it depends on so many factors. One successful outcome, for instance, would be for both of you to come up with a conjugal contract that would direct both of you to work as real partners, and not as enemies. This contract must be in writing, to avoid distortions and deletions (forgetting, misunderstanding, etc.). Thus, the major reason for presenting a Bill of Rights is to have both partners start talking with each other as friends and not as adversaries. Please comment:

7. If you let your partner get into an argument with you right then and there, when the paper is presented, then the whole purpose of writing this Bill of Rights is lost. You must be very clear and firm that you want your partner to read this paper first and then think about it before discussing it: “I want you to have time to think it through.” You may need to practice not allowing your partner to bully or bulldoze you into an instant replay of past fights: “I am not ready to discuss it now. We will need to talk about it whenever we are both calm.” If the partner persists or goes off half cocked, you may need to walk out of the room, or if necessary leave the house. At worst, if the partner becomes violent or abusive, one should call the police. Please comment:

8. The issue here is one of control: who controls whom? If you lose your cool because of your partner’s inevitable and predictable provocations (verbal and physical abuse, put-downs, blames, accusations, criticisms, etc.), you are giving

up control of the situation. That is what your partner wants the most, namely, to have you at his/her beck and call, to dominate, manipulate, and bully you at will. If you give up the time of the stated appointment and give in, by responding immediately to provocation, on the spot, when a copy of the Bill of Rights is given, control is lost on both sides. Both of you must negotiate when and where you will have the proposed meeting. The time and place may be negotiable. However, having a meeting is not negotiable. You need to watch out, because after the meeting has been set, your partner may try other tricks to get you to lose your cool. Please comment:

Homework: This is a very crucial time that may make or break anything that you have been trying to do. Your partner cannot stand your becoming more detached, more in control of situations, and more “reasonable” instead of being what often-times you may have been accused of being, and that is volatile, capricious, and “irrational,” or even worse. If you are no longer reacting to your partner as s/he wants you to, this change may be very frightening for both. Your partner may try anything, including threats of suicide and/or murder, for you to go back to the way you were. Under these circumstances, you must set clear, firm, and nonnegotiable limits: “I am sorry, but I am not ready to talk about it now. I am too upset to think rationally. Let’s set a time for us to talk about it calmly.” You may need to refer to behaviors suggested in earlier practice exercises.

Practice Exercise 9. Holding a Meeting Together

Name _____ Sex _____ Date _____

If you have reached this stage in your relationship, you and your partner are doing great. The purpose of this practice exercise is to try to discuss issues like adults, with a plan, rather than like children, with no plan.

1. If and when you both meet, you must be prepared accordingly. The first step to maintain control is to write down what is going on between you two on a pad of paper. Even better, you could use a tape recorder (“My memory plays tricks on me, and I want to be sure I record everything we say.”). Why record what is going on at this meeting? For three reasons: (a) to help you keep your cool and in control of yourself; (b) memory, especially during critical situations, plays tricks on us, we tend to forget, distort, and delete whatever might have been said; and (c) writing or tape recording starts a record that needs to be kept for future meetings (if there are going to be others!). This record will allow both

of you to go back and see whether any change or improvement has taken place over time. Please comment:

2. In addition, a time limit for this meeting must be set, preferably no longer than 1 h. The kitchen timer should be set for 1 h and this limit should be kept, in spite of the partner also pushing these time limits, like everything else. If these time limits are not kept, control is lost. Instead of running over, a time for another meeting should be set, at least 24 h later. Why should this limit be set beforehand? For three reasons: (a) time limits are a form of control, and we achieve control by setting clear space (where you are meeting) and time (when and how long) boundaries; (b) if you go beyond the preset time, you will start losing controls and boundaries; consequently, this meeting would deteriorate into a shouting match or a fight, an outcome we do not suggest or support; (c) not much might be settled in 1 h; however, you both will need to set a weekly “relationship hour” on a preset, agreed-upon basis. The written or recorded record will allow the therapist to follow what areas in the relationship need improvement. Please comment:

Practice Exercise 10. Problem Solving Together (If Possible!)

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to practice problem solving about your troublesome thoughts together. This is a very hard step to accomplish. However, if you and your partner have reached this stage, you both are doing extremely well.

1. Issues between you two are not going to be solved by arguing. If either one of you loses control, the meeting should end immediately, but a time for a future appointment should be agreed upon (“We are not ready to solve troublesome thoughts when we are upset. We can negotiate only when we are calm and have thought through how to solve troublesome thoughts.”). Please comment:

2. During the next week, each of you should look over the other partner's suggested proposals for solutions. Each should write down whatever pro's and cons they see in this proposal. On the basis of these criticisms (not insults!), a counterproposal should be written. These counterproposals should be presented at the next meeting and exchanged. The partners should look these proposals over and decide whether they are now ready to write down a final solution that would be acceptable to both of them. For instance, let's take one single issue first:

Troublesome thoughts: How should we treat each other and solve problems together?

Goals: (a) to treat each other with the utmost respect and care, (b) to assert each other's importance, (c) to enhance each other and our relationship; (d) to work as partners and not as enemies.

Proposed solutions: (a) to meet regularly at preset, clearly stated times; (b) to keep most of our discussions in written form, to avoid distortions and deletions and our getting more upset, as we have done in the past; (c) to avoid using the suicidal seven errors listed above, relying instead on their opposites; (d) to end our meetings when we become upset; and (e) set another meeting at our earliest convenient time, 24 h after this meeting. Please comment:

Homework: During the coming week, follow the same process for each point, that is: (a) definition of problem areas; (b) how each of you feels about the problem; (c) set goal(s) to achieve in that area; and (d) proposed solutions. The resulting paper may be your final contract. Allow 3 months to see how this contract is working or not working and what changes are needed to improve it. Remember that if you want to achieve your goals you need to solve problem through the written word. If you rely mainly or only on the spoken word, you are going to lose control of yourselves and of your relationship.

Practice Exercise 11. Going on Strike

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to teach you how to give up doing anything for anybody, something that goes against what you have done all your life, thinking more of others than of yourself. It is time that you start thinking about yourself and not about others. Taking care of oneself is a full-time job. At this time in your life you do not need to care of anybody else but yourself.

1. If whatever has been suggested above does not work, you may need to work toward the very last step in the process of possible change, and that is, going on strike. Going on strike may well be the most difficult thing you have ever done in your life. It requires you to give up being the overresponsible, overnurturing, overcompetent, and overcaring person you wanted to be all along. Does not your sense of importance stem from what you do – cooking, cleaning, washing, driving, buying, and working for the benefit of everybody (especially your partner) except yourself! Now you are being asked to quit doing everything. Very likely, you will not be able to do it right off the bat. You may be as addicted to chores and responsibilities as your partner is addicted to something else. Before you go on strike, you need to consider if you are willing to do it as a last resort. Write down at least three reasons why you would be better off going on strike than to keep things as they are.

Reason a

Reason b

Reason c

2. Write down what would happen if you did not do something to change the relationship.

3. Going on strike is new, positive, and powerfully change-producing. By going on strike you are telling anyone who cares that (a) you are important, (b) you want change for the better, and (c) you are willing to work for it. Going on strike may not be the best term to call what you need to do. For instance, you may choose to call it “having a nervous breakdown” instead of going on strike, as a way of telling your partner and the rest of your family about your inability

to take care of all of them as you have done in the past (“I am at the end of my rope and I cannot cope any more. Either I just care for myself or I may need to go to a hospital.”). Please comment:

4. What are the goals of going on strike? As usual, you must have at least three reasons for doing it: (a) to bring attention to a problem, that is, (1) lack of change in the relationship, (2) being taken for granted, (3) being treated as not unimportant, (4) assuming too much responsibility, etc.; (b) to make your partner (or the rest of the family) understand that without talking things over, that is, without cooperation in efforts to change, the relationship is doomed; (c) to bring your partner to the table and start putting some order in the relationship through problem solving. Without talking things over, there is no hope that things will change for the better. Please comment:

5. Think through why and how you are going to do it, planning it step by step. Expect a strong and usually negative reaction from everybody in the family, especially your partner. For once, a family member, that is, you, is now acting instead of just talking! Once your partner or your family is assembled together, after a 24-h notice has been given, announce your decision to quit doing anything for anybody else, since doing for everybody thus far has not brought about any change. Keep a pad of paper and write down the answers of your partner or other family members. Your partner and other family members will not like what you propose to do (or not do!). They will have to think about what they are going to do to eat, to get things washed, to take care of the house, to buy whatever is needed in the home, etc. You might give your partner or family options: “Would you like me to go to bed or would you like for me to go to a motel?” or “Would you like me to have a nervous breakdown at home or should I wait until things are so bad that I will need to go to the hospital?” Please comment:

6. If you choose to stay home, it should be made clear that you will not play the part of consultant, telling your partner and other family members what they have to do and how they have to do it. Act as if you were sick, letting them find out how to deal with all these issues by themselves. Once the announcement about what is going to happen is made, you must follow this path, unless it becomes a useless threat. Write down your partner's and family members' reactions, reading your notes afterwards to see whether anything new has been learned. Avoid getting into any arguments with any of your family members and especially your partner. If you get into an argument, you are again going to lose control. Please comment:

7. If going on strike works, go back to the Bill of Rights steps. If it does not work, you may need to see a lawyer! If seeing an attorney works (and it may not), one may keep in mind that marriage is slavery when the possibility of divorce does not exist. Before seeking a divorce, however, ask yourself if you have changed enough, feeling proud and pleased of yourself, to warrant taking this final step. Please comment:

Homework: If going on strike works, in addition to learning to talk things over, go on to the next practice exercise and do both, talking things over and joining other people who are in the same trouble as you are.

Practice Exercise 12. Forming or Joining a Study or Support Group

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to start taking leadership steps to make a life for yourself separate from your partner.

1. You may invite your partner to take active participation in such a course. Now you need to make up your mind as to whether you want to join a support group or a study group. Examples of support groups are Alcoholic Anonymous, Adult Children of Alcoholics (ACOA), Al-Anon if the troublesome thought is alcohol, Nar-Anon or Narateen if the troublesome thought is drug abuse, Gamblers Anonymous if the troublesome thought is gambling, Codependents of Sexual Addictions, or groups that focus on domestic violence, or sexual or

physical abuse. Check the phone book or Internet or ask your friends, clergyman, physician, or lawyer for where you would find such a support group. These groups may not give you skills but may help you find enough confidence in yourself to take more steps to advance yourself. Please comment:

2. Study groups focus on learning self-help skills. There are a great many courses and study groups on many topics, such as parenting, marital fitness, relationship enhancement, etc. Some of these courses are formal and some are informal. Especially in large metropolitan areas, there are courses and workshops on marital and parental relationships. Usually these courses include some practical “hands-on” experiential, not book-based, training between partners or with their children. Most universities have faculty members who are qualified and eager to give these courses. Search and ask. Doing nothing is not going to change anything. Please comment:

3. If you cannot find any support or study group, then start a support group by asking around and checking how many people there are in the neighborhood, church, community, etc. who have the same troublesome thought as you do. This task means getting on the phone and calling potential study group members by passing the word around with friends and acquaintances. If you do start a study/support group, make sure that whoever joins is committed to coming at a regular time and for a definite number of sessions. Before starting this group, write down a tentative outline of topics or subjects that might be of interest and of use to the group. During the first session of the group, set specific times and durations for weekly, biweekly, or monthly meetings. Let the group decide about the number of meetings you are going to have. Work out a specific agenda of topics the group needs to follow. Even though you may be the founder of the group, do not take responsibility for the whole process. Each member of the study group is responsible for leading at least one session of the series, deciding on topics to be discussed beforehand, and distributing phone numbers so that each member of the group can get in touch with the others. Please comment:

Homework: Another approach is to ask your church's director of education or other church members about organizing such a study group. Or you may be able to do start such a study group with coworkers with a supervisor's approval and/or assistance.

Practice Exercise 13. Conclusion (Optional)

Name_____Sex_____Date_____

This practice exercise gives some suggestions on how you can reach a higher level of functioning. Comment with your reactions to any or all the points made below.

1. Very likely, obtaining this higher level of functioning may destroy your relationship.
2. Your partner may not be able to tolerate change for the better.
3. How can s/he cope without an always available partner, a caring friend, a sex object, a purchasing agent, etc.?
4. While any changes you may have made for the betterment of the relationship may motivate your partner to do better, such changes may possibly produce a deterioration in your partner, and, possibly, in the relationship.
5. Improving yourself may incur the risk of possibly losing your partner.
6. Is change worth that kind of price?
7. Some people are so afraid of losing their partners that they prefer to stay the same and avoid changing just to please the other, to avoid conflict, or "for the children's sake."
8. Other people feel that the financial security they enjoy is too valuable to jeopardize it in any way.
9. If that is the price you want to pay, to be stepped on and demeaned every day, you can continue doing what you have been doing all along.
10. Avoid changing for the better, and do not apply any of the suggestions made in this practice exercise.
11. What did you get out of this practice exercise? Please comment:

Sexual Abuse

The purpose of this practice exercise is to help victims of sexual abuse come to terms and deal with their past hurts in this painful area of their lives.

Practice Exercise 1. Acknowledgment of the Problem

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you remember hurts related to your past sexual abuse.

1. When did you first begin to face that you had a problem? Describe in detail how this realization took place.

2. What did the abuse consist of?

- a. What was the nature of the abuse (what was done to you)?

- b. Where did it take place?

- c. Who was the abuser or abusers?

d. How long did it last?

e. How old were you?

3. Most of us tend to deny painful or hurtful experience. How did you deal with your experience of abuse over the years? Explain in terms of years.

a. While the abuse was going on:

b. After the abuse stopped:

c. Immediately after the abuse:

d. How long did it take for you to face the abuse after it stopped?

e. Later on, months or years after the abuse:

4. Once you began to face these abuses, what did you do? Write in detail.

5. How and how much did this abuse influence you?

6. What did you do to cope with the abuse?

7. What did the abuser say to you to keep you from talking about it to anybody else?

8. What did the abuser(s) tell you during and after the abuse took place?

9. Any other comment that you think is important for you to write down at this point:

Homework: During the coming week, make sure you seat down in a safe place, as free as possible from distractions and interruptions, and write for 15 minute a day for at least 4 days and more (possibly or preferably at a preset time), about all the hurts that you have experienced from this abuse, including those you never discussed with anybody. Discuss your notes about past hurts with whoever is working with you on this practice exercise.

Practice Exercise 2. Awareness of Feelings About Past Abuse

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to make sure that you let go of all the past hurts related to your abuse. Very likely these memories are so painful that you would like to avoid dealing with them. Avoiding remembering them, however, will not help you get rid of them. We need to approach and face them squarely because you have avoided these memories and they are still controlling if not dominating you. Let's see if we can get rid of them.

Remembering painful memories is always very hard. However, to keep all of those painful memories all stored up inside of you is even more painful in the long run. What do you think about this issue? Do you want to get it out of yourself or do you want to keep it and let it fester inside of you? Please answer one way or another. If writing about painful memories is too hard for you, you can skip this practice exercise and come back to it when you feel more comfortable about it.

1. How did you feel while this experience was taking place?

2. How did you feel afterwards?

3. How did you feel after the abuse stopped (if ever)?

4. How do you feel about it now?

5. How did you feel about yourself as a child?

6. How did you feel about yourself as a person?

7. How did you feel about yourself as a (wo)man?

8. How do you feel now about the abuser?

Homework: During the coming week, allow yourself to experience all the painful feelings that may come to you. You do not need to be afraid of these feelings. We need to face them in order to get rid (if we can) of them. It would be helpful if you wrote down these feelings anytime they came to mind. Discuss your notes with whoever is working with you on this practice exercise.

Practice Exercise 3. Flashbacks from Past Experience

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you deal with flashbacks from your experience of past abuse.

1. Did you ever have any flashbacks of this experience? If so, write about them:

a. When did you experience your first flashback?

b. What happen to make you remember what happened in the past?

c. How often did you experience these flashbacks?

d. How long did each flashback last?

e. How intense was each flashback?

2. What kind of relationship did you keep with the abuser(s)?

3. How do you feel about the abuser(s) now?

4. What would you like to see happen to your abuser(s)?

5. Any other comments relating to your remembering the abuse:

Homework: During the coming week, as soon as you experience a flashback, make sure to write the time and place it came to you and whether there was anything about your surroundings that brought it about. Wait until you have made an appointment time beforehand to write about that flashback in greater detail. Do not write about the flashback when it happens, because if you do, the flashbacks will start to control you. If you want to learn to control your flashbacks, you need to write about them by appointment only.

Practice Exercise 4. Sharing Feelings and Experiences with Trusted People

Name_____Sex____Date_____

The purpose of this practice exercise is to help you learn how to discuss painful feelings and experiences with people you love and who love you.

1. Discussing experiences of this kind may be even more painful than recalling them. On the other hand, if we do not discuss painful experiences with people we love and trust, then we do not make it possible for them to do the same with us. The result is isolation and lack of trust and eventually of intimacy. How can others trust us if we do not trust them? If intimacy means discussing hurts, then we can achieve it if and when we show our trust by discussing our hurts with selected others. What do you think about the above statement? Have you ever discussed your abuse with anyone? Write what happened:

2. With whom? List the people with whom you have discussed this experience.

3. What happened when you told of your experience?

4. Would you be willing to discuss this experience with someone you trust now?

5. Who would you choose and why?

6. Who would be your first choice?

7. Who would be your second choice?

Homework: If you are still fearful of discussing your feelings and experiences with anyone, think about writing a letter where you discuss these feelings and experiences with someone you love and who loves you. Talk it over with whoever is helping you with his practice exercise; discuss whether and why you could mail this letter to more than one person.

Practice Exercise 5. Acceptance of Self and of Others

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to allow you to accept yourself and selected others unconditionally, without any requirements for performance, production, perfection, or problem solving.

1. There is always the danger that a person who has been abused may think of herself or himself as “soiled,” “dirty,” “shameful,” and therefore not worthy of love from self or from others. Write what your experience has done to your self-esteem and self-confidence.

2. The act of sexual abuse in and of itself means that you were not important and that the abuser's immediate pleasure was more important than your pain. Your pain was never considered in the act. If your pain was unimportant, then you as a person may also be unimportant. How do you react to this statement?

3. What can be done to restore your acceptance of yourself as an important person?

4. Since the abuser did not think that you were very important, then perhaps you must have concluded that you were not important. You might have left to the abuser to define your own sense of importance. Did you do this, and should you continue to give the abuser so much power to define you?

5. Who is ultimately responsible for defining you and what kind of person you are?

6. Why?

7. Any other thoughts that you may have about the above issues:

Homework: During the coming week, think and write about how you are the one that defines how important you are to yourself and to those you love and who love you. Discuss your thoughts with whoever is helping you with this practice exercise.

Practice Exercise 6. Realizing How Much the Abuse Influenced the Self

Name_____ Sex____ Date_____

The purpose of this practice exercise is to help you realize how much you let the abuse influence and affect who you are and what you do.

1. How did the experience of abuse influence you?

a. Emotionally:

b. Intellectually:

c. Interpersonally:

d. Sexually:

- e. In intimate relationships:

- f. In any other respects:

2. How did this experience influence the reactions of others towards you?

Homework: During the coming week, think about how much you let the abuse influence you and determine how you feel about yourself and others. Write down whatever thoughts come into your mind and discuss them with your professional helper.

Practice Exercise 7. Understanding Why Abusers Abuse

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you make sense of why abusers abuse.

1. We do not want to excuse or condone whatever abuse took place in your life. The abuse is unforgivable. We may need, however, to understand why the abuser took advantage of you. Among the various possibilities there are the following:
 - a. The abuser did not know any better.
 - b. The abuser was after pleasure for himself or herself regardless of what harm resulted to others.
 - c. The abuser sought closeness and love in the only way he or she knew how.
 - d. This was the only way the abuser knew how to get pleasure and closeness.
 - e. Write about other possibilities that may come to mind:

2. Which of these possibilities make sense to you and why?

3. Very likely it will be impossible for you to forget this painful experience. However, will it be possible for you to forgive the abuser?

- a. Why should you?

- b. How would you?

- c. Can you?

- d. Why not?

4. List the pros and cons of not forgiving. What will happen to you and to your sense of importance if you do not forgive?

5. What does forgiveness mean to you?

6. Could you consider the possibility that one way to define forgiveness is to give up expecting perfection from others as well as ourselves? How do you feel about this definition?

Homework: You may not want to forgive your abuser just right now. However, during the coming week think and write some more about the pros and cons of forgiveness in terms of your well-being rather than the well-being of the abuser?

Practice Exercise 8. Learning and Integrating Experiences

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you put together all the pieces from the past and present that will allow you to go on and enjoy life rather than just surviving.

1. What did you learn from working on this practice exercise?

2. What did you learn from working on this practice exercise with the help of a group of other survivors of sexual abuse?

3. What did you learn from relating to your professional helper?

4. What did you learn from others? Was anyone more helpful than the others?

5. How did you put together this experience?

6. What has this work meant to you?

Homework: How can you go on living in better and better ways? Write down the concrete and specific plans you may have to ensure that your past experience and all the work you have put into changing yourself and on this practice exercise will multiply for yourself and those who love you. Discuss your notes with your group or your professional helper, if you have one.

Psychological Problems

The purpose of this practice exercise is to help you learn to control your psychological problems rather than having them control you.

Practice Exercise 1. Defining Psychological Problems

Name_____Sex____Date_____

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

1. What do psychological problems mean to you?

2. In case you do not know, below there is a list of psychological problems. Explain what each sign means to you, and give two examples of how each sign applies to you.<COMP: Please set the sentences and dotted lines under heading “Signs of Psychological Problems and Definitions” and Examples 1 AND 2 under heading “Examples” SHOULD BE ALIGNED equally in 2 columns as in sample book.>

<i>Signs of Psychological Problems and Definitions</i>	<i>Examples</i>
a. Delusions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Hallucinations	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Disorganized speech	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Grossly disorganized behavior	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Inability to express feelings and emotions

Example 1 _____

Example 2 _____

f. Work disturbances

Example 1 _____

Example 2 _____

g. Social disturbances

Example 1 _____

Example 2 _____

h. Educational disturbances

Example 1 _____

Example 2 _____

i. Disturbances in self-care

Example 1 _____

Example 2 _____

j. Preoccupation with one or more delusions (to the exclusion of reality)

Example 1 _____

Example 2 _____

k. Inability to move or talk (maintenance of a rigid posture)

Example 1 _____

Example 2 _____

l. Excessive motor activity

Example 1 _____

Example 2 _____

m. Extreme negativism

Example 1 _____

Example 2 _____

n. Lack of motivation	Example 1
	Example 2
o. Resistance to authority	Example 1
	Example 2
p. Peculiarities in thinking	Example 1
	Example 2
q. Bizarre (strange) postures or prominent mannerisms	Example 1
	Example 2
r. Repeating what other people say	Example 1
	Example 2
s. Repeating what other people do	Example 1
	Example 2
t. Confusion in thinking	Example 1
	Example 2
u. Confusion in reality testing	Example 1
	Example 2
v. Confusion in behavior	Example 1
	Example 2

w. Thinking that another person is in love with you	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Loving someone at a distance (writing love letters to someone)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. Fear of being followed	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. Stalking someone	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
aa. Thinking someone or some organization has it in for you	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
bb. Thinking you are a very powerful person, like God, Jesus, or the Virgin Mary	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
cc. Thinking your partner is unfaithful to you without evidence	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
dd. Imaginary health problems	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
ee. Inability to deal with feelings and emotions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

ff. A sign not included in the list above (write what it is): Example 1 _____

 _____ Example 2 _____

gg. A sign not included in the list above (write what it is): Example 1 _____

 _____ Example 2 _____

3. After you have defined these signs of psychological problems, rank them according to how closely each of them applies to you. Rank-order the most applicable to you with No. 1. Rank-order the second most applicable with No. 2, and so on; mark as N/A the signs that are not applicable to you.

<i>Signs of Severe Troublesome thoughts</i>		<i>Signs of Severe Troublesome thoughts</i>	
	<i>Rank-order</i>		<i>Rank-order</i>
a. Delusions	_____	q. Bizarre postures and prominent mannerisms	_____
b. Hallucinations	_____	r. Repeating what other people say	_____
c. Disorganized speech	_____	s. Repeating what other people do	_____
d. Grossly disorganized behavior	_____	t. Confusion in thinking	_____
e. Inability to express feelings and emotions	_____	u. Confusion in reality testing	_____
f. Work disturbances	_____	v. Confusion in behavior	_____
g. Social disturbances	_____	w. Thinking that another person is in love with you	_____
h. Educational disturbances	_____	x. Loving someone at a distance (writing love letters to someone)	_____
i. Disturbances in self-care	_____	y. Fear of being followed	_____
j. Preoccupation with one or more delusions	_____	z. Stalking someone	_____
k. Inability to move or talk (maintenance of a rigid posture)	_____	aa. Thinking someone or some organization has it in for you	_____
l. Excessive motor activity	_____	bb. Thinking you are a very powerful person	_____
m. Extreme negativism	_____		
n. Lack of motivation	_____		
o. Resistance to authority	_____		
p. Peculiarities in thinking	_____		

*Signs of Severe**Troublesome thoughts**Rank-order*

- cc. Thinking your partner _____
is unfaithful to you
without evidence
- dd. Imaginary health _____
problems
- ee. Unable to deal with _____
feelings and emotions

*Signs of Severe**Troublesome thoughts**Rank-order*

- ff. A sign not included _____
in the list above
(_____)
- gg. A sign not included _____
in the list above
(_____)

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

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

Standard Practice Exercise for Signs of Psychological Problems

Title of Sign _____ Practice Exercise No. _____

Name _____ Sex _____ Date _____

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

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

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

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

3. Please explain further:

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

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

5. Please explain further:

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

Example a

Example b

Example c

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

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

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Check which of the following shows what you got out of this practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

Explain how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Psychological Problems

Name _____ Sex _____ Date _____

The purpose of this concluding feedback form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------|-------|
| a. I did not like working on this practice exercise at all. I wish I never saw it. | _____ |
| b. I did not like this practice exercise at all, but I am glad I got to work on it. | _____ |
| c. I am delighted I got a chance to work on this practice exercise. | _____ |
| d. I am not only delighted about this practice exercise, but I wish all people with severe problems had a chance to work on it. | _____ |

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
- a. Not helpful at all _____ c. Helpful _____
- b. Somewhat helpful _____ d. Very helpful _____
3. Rank-order the practice exercises you have completed. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on; mark as N/A the practice exercises you did not like at all or that you did not feel you could rank with the others.

Signs of Psychological Problems

- | | <i>Rank-order</i> |
|---------------------------------------------------------------|-------------------|
| a. Delusions | _____ |
| b. Hallucinations | _____ |
| c. Disorganized speech | _____ |
| d. Grossly disorganized behavior | _____ |
| e. Inability to express feelings and emotions | _____ |
| f. Work disturbances | _____ |
| g. Social disturbances | _____ |
| h. Educational disturbances | _____ |
| i. Disturbances in self-care | _____ |
| j. Preoccupation with one or more delusions | _____ |
| k. Inability to move or talk (maintenance of a rigid posture) | _____ |
| l. Excessive motor activity | _____ |
| m. Extreme negativism | _____ |
| n. Lack of motivation | _____ |
| o. Resistance to authority | _____ |
| p. Peculiarities in thinking | _____ |

Signs of Psychological Problems

- | | <i>Rank-order</i> |
|-------------------------------------------------------------------|-------------------|
| q. Bizarre postures and prominent mannerisms | _____ |
| r. Repeating what other people say | _____ |
| s. Repeating what other people do | _____ |
| t. Confusion in thinking | _____ |
| u. Confusion in reality testing | _____ |
| v. Confusion in behavior | _____ |
| w. Thinking that another person is in love with you | _____ |
| x. Loving someone at a distance (writing love letters to someone) | _____ |
| y. Fear of being followed | _____ |
| z. Stalking someone | _____ |
| aa. Thinking someone or some organization has it in for you | _____ |
| bb. Thinking you are a very powerful person | _____ |

<i>Signs of Psychological Problems</i>	<i>Rank-order</i>	<i>Signs of Psychological Problems</i>	<i>Rank-order</i>
cc. Thinking your partner is unfaithful to you without evidence	_____	ff. A sign not included in the list above (_____)	_____
dd. Imaginary health problems	_____		
ee. Unable to deal with feelings and emotions	_____	gg. A sign not included in the list above (_____)	_____

4. Why did you rank-order the practice exercises the way you did?

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise.

<i>Signs of Psychological Problems</i>	<i>Rank-order</i>	<i>Signs of Psychological Problems</i>	<i>Rank-order</i>
a. Delusions	_____	j. Preoccupation with one or more delusions	_____
b. Hallucinations	_____		
c. Disorganized speech	_____	k. Inability to move or talk (maintenance of a rigid posture)	_____
d. Grossly disorganized behavior	_____	l. Excessive motor activity	_____
e. Inability to express feelings and emotions	_____	m. Extreme negativism	_____
f. Work disturbances	_____	n. Lack of motivation	_____
g. Social disturbances	_____	o. Resistance to authority	_____
h. Educational disturbances	_____	p. Peculiarities in thinking	_____
i. Disturbances in self-care	_____	q. Bizarre postures and prominent mannerisms	_____

*Signs of Psychological Problems**Rank-order*

- r. Repeating what other people say _____
- s. Repeating what other people do _____
- t. Confusion in thinking _____
- u. Confusion in reality testing _____
- v. Confusion in behavior _____
- w. Thinking that another person is in love with you _____
- x. Loving someone at a distance (writing love letters to someone) _____
- y. Fear of being followed _____
- z. Stalking someone _____

*Signs of Psychological Problems**Rank-order*

- aa. Thinking someone or some organization has it in for you _____
- bb. Thinking you are a very powerful person _____
- cc. Thinking your partner is unfaithful to you without evidence _____
- dd. Imaginary health problems _____
- ee. Unable to deal with feelings and emotions _____
- ff. A sign not included in the list above (_____) _____
- gg. A sign not included in the list above (_____) _____

6. Why did you rank the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercise.

Mood Swings

The purpose of this practice exercise is to help you learn to control your mood swings rather than having them control you.

Practice Exercise 1. Defining Mood Swings

Name_____Sex____Date_____

The purpose of this practice exercise is to define mood swings as you understand them. There are many definitions of mood swings, and it is important that you define them as you see them.

1. What do mood swings mean to you?

2. Here are some signs of mood swings. Explain what each sign means to you and give two examples of how each sign applies to you.

<i>Signs and Definitions</i>	<i>Examples</i>
a. Euphoria	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Grandiosity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Depression	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Loss of interest	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

e. Sleeping too much

Example 1 _____

Example 2 _____

f. Sleeping too little

Example 1 _____

Example 2 _____

g. Racing thoughts

Example 1 _____

Example 2 _____

h. Full of energy

Example 1 _____

Example 2 _____

i. Doing too many things

Example 1 _____

Example 2 _____

j. Highly distractible

Example 1 _____

Example 2 _____

k. Suicidal thoughts

Example 1 _____

Example 2 _____

l. Easily fatigued

Example 1 _____

Example 2 _____

m. Unable to concentrate

Example 1 _____

Example 2 _____

n. Irritability	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Feeling worthless	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Taking big or unusual risks	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Feeling wired	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
r. High level of anxiety	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
s. Feeling slowed down	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Feeling speeded up	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Overly goal-driven	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. Aggressive impulses	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

w. Hopelessness	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Passivity	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. A sign not listed above (_____)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. A sign not listed above (_____)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

3. After you have defined these signs of mood swings, rank them according to how closely each of them resembles your experience and is applicable to you. Rank the most familiar or applicable to you as No. 1. Rank-order the second most familiar as No. 2, and so on, until the least familiar; mark as N/A the signs that are not applicable to you.

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	o. Feeling worthless	_____
b. Grandiosity	_____	p. Taking big or unusual risks	_____
c. Depression	_____	q. Feeling wired	_____
d. Loss of interest	_____	r. High level of anxiety	_____
e. Sleeping too much	_____	s. Feeling slowed down	_____
f. Sleeping too little	_____	t. Feeling speeded up	_____
g. Racing thoughts	_____	u. Overly goal-driven	_____
h. Full of energy	_____	v. Aggressive impulses	_____
i. Doing too many things	_____	w. Hopelessness	_____
j. Highly distractible	_____	x. Passivity	_____
k. Suicidal thoughts	_____	y. A sign not listed above (_____)	_____
l. Easily fatigued	_____	z. A sign not listed above (_____)	_____
m. Unable to concentrate	_____		
n. Irritability	_____		

4. Explain why you rank-ordered these signs the way you did.

Homework: During the next few days, keep on thinking about these signs and whether you want to keep their rank order as is or whether you want to change it.

Standard Practice Exercise for Signs of Mood Swings

Title of Sign _____ Practice Exercise No. _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about the sign of mood swings listed in the title of this practice exercise.

1. How do this sign trouble you? Please explain in detail.

2. How often does this sign trouble you? Check which answer applies to you:

- | | |
|------------------------------|-------|
| a. Practically every day | _____ |
| b. Once a week | _____ |
| c. A couple of times a month | _____ |
| d. Once a month | _____ |
| e. Once every six 6 months | _____ |
| f. Once a year | _____ |
| g. Once every few years | _____ |

3. Please explain further:

4. How did this sign come about? Do you remember when you started feeling it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. When I was in elementary school _____
- c. When I was in middle school _____
- d. When I was in high school _____
- e. After high school _____
- f. Any other time _____

5. Please explain further:

6. Give three specific examples of how this sign troubles you.

Example a

Example b

Example c

Homework: Next week, in order for you to learn to control this sign (“Start it if you want to stop it!”), plan to repeat it at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- a. How did you start this sign?
- b. What followed after you felt this sign?
- c. How did this sign end?
- d. What did this sign get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

d. _____

Check which of the following shows what you got out of this practice exercise:

- a. Completely useless _____
- b. Somewhat useless _____
- c. So-so _____
- d. Somewhat useful _____
- e. Extremely useful _____

Feel free to explain how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form for Mood Swings

Name _____ Sex _____ Date _____

The purpose of this last concluding feedback form is to find out how you feel about the practice exercises you completed in this practice exercise.

1. Please select the answer that best fits how you feel about this practice exercise:
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise at all, but I am glad I got to work on it. _____
 - c. I am delighted I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about this practice exercise, but I wish all people with bipolar disorder had a chance to work on it. _____
2. How helpful was it to work on this practice exercise? Check the answer that applies to you:
 - a. Not helpful at all _____
 - b. Somewhat helpful _____
 - c. Helpful _____
 - d. Very helpful _____

3. Rank-order the practice exercises you have completed. Rank-order each practice exercise according to how much you liked it. Rank-order as No. 1 the practice exercise you liked the most. Rank as No. 2 the practice exercise that you liked second best, and so on, until you reach a practice exercise you did not like at all or that you did not feel you could rank with the others (N/A).

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	o. Feeling worthless	_____
b. Grandiosity	_____	p. Taking big or	_____
c. Depression	_____	unusual risks	_____
d. Loss of interest	_____	q. Feeling wired	_____
e. Sleeping too much	_____	r. High level of anxiety	_____
f. Sleeping too little	_____	s. Feeling slowed	_____
g. Racing thoughts	_____	down	_____
h. Full of energy	_____	t. Feeling speeded up	_____
i. Doing too many	_____	u. Overly goal-driven	_____
things	_____	v. Aggressive impulses	_____
j. Highly distractible	_____	w. Hopelessness	_____
k. Suicidal thoughts	_____	x. Passivity	_____
l. Easily fatigued	_____	y. A sign not listed	_____
m. Unable to	_____	above (_____)	_____
concentrate	_____	z. A sign not listed	_____
n. Irritability	_____	above (_____)	_____

4. Why did you rank-order practice exercises the way you did?

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, could you rank the practice exercises according to their helpfulness to you? Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise.

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
a. Euphoria	_____	g. Racing thoughts	_____
b. Grandiosity	_____	h. Full of energy	_____
c. Depression	_____	i. Doing too many	_____
d. Loss of interest	_____	things	_____
e. Sleeping too much	_____	j. Highly distractible	_____
f. Sleeping too little	_____	k. Suicidal thoughts	_____

<i>Signs of Mood Swings</i>	<i>Rank-order</i>	<i>Signs of Mood Swings</i>	<i>Rank-order</i>
l. Easily fatigued	_____	t. Feeling speeded up	_____
m. Unable to concentrate	_____	u. Overly goal-driven	_____
n. Irritability	_____	v. Aggressive impulses	_____
o. Feeling worthless	_____	w. Hopelessness	_____
p. Taking big or unusual risks	_____	x. Passivity	_____
q. Feeling wired	_____	y. A sign not listed above (_____)	_____
r. High level of anxiety	_____	z. A sign not listed above (_____)	_____
s. Feeling slowed down	_____		

6. Why did you rank the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercise.

Section 2

Relational Self-Help Practice Exercises for Couples and Families in Conflict

Couples

Complaints
Sexuality
Depression
Difficulties
Arguing or Fighting
Violence
Controlling Violence

Families

When Parents Argue: From the Child's Eyes
When Parents and Children Argue: From the Eyes of a Child
Negotiation
Intimacy
Causes of Hurt Feelings

Couples

Complaints

The purpose of this practice exercise is to improve your relationship with your partner.

Answer each practice exercise individually and get together with your partner at predetermined times (set up at least 24 h ahead) to discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Complaints

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly the nature of complaints most couples make about their relationships. Make sure that you understand and discuss with each other the meaning of each complaint that makes up this practice exercise.

1. Below are listed various complaints that cover a range of possibilities. If you have a complaint not found in this list, add it at the end; there is room for additional complaints. Define each complaint, and give two examples of how that complaint manifests itself in your relationship.

*Complaints and Definitions**Examples*

a. Trouble with children _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Trouble with in-laws _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Different social needs _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Conflicts about children _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Division of responsibilities _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Partner does not understand me _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Financial disagreements _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Frequent arguments _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

i.	Difficulty discussing problems _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
j.	Less interested in talking to each other _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
k.	Too little time spent together _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
l.	Boredom _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
m.	Physical attacks by partner _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
n.	Being blamed for everything that goes wrong _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
o.	Sexual dissatisfaction _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
p.	Partner's alcoholism _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
q.	Partner's drug use _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

- r. Partner's chronic or recurrent illness _____

_____ Example 1 _____
_____ Example 2 _____

- s. Partner's actual or suspected infidelity _____
_____ Example 1 _____
_____ Example 2 _____

- t. Partner's stubbornness _____
_____ Example 1 _____
_____ Example 2 _____

- u. Partner depends on me too much _____
_____ Example 1 _____
_____ Example 2 _____

- v. Lack of partner's ambition _____
_____ Example 1 _____
_____ Example 2 _____

- w. Partner's sloppiness _____
_____ Example 1 _____
_____ Example 2 _____

- x. Partner's excessive neatness _____
_____ Example 1 _____
_____ Example 2 _____

- y. Partner does not fill my emotional needs _____
_____ Example 1 _____
_____ Example 2 _____

- z. Partner does not respect me _____
_____ Example 1 _____
_____ Example 2 _____

aa. A complaint not listed above

Example 1

Example 2

bb. A complaint not listed above

Example 1

Example 2

cc. A complaint not listed above

Example 1

Example 2

2. Now that you have defined the meaning of these complaints, you need to rank-order them according to how troublesome they are to you in this relationship. Rank as No. 1 the complaint that is the most troublesome to you, rank as No. 2 the complaint that is next most troublesome to you, and so on; mark as N/A (not applicable) the complaints that are not troublesome to you or that do not apply to this relationship.

Complaints	Rank-orders		
	Mine	Partner	Joint
a. Trouble with children			
b. Trouble with in-laws			
c. Different social needs			
d. Conflicts about children			
e. Division of responsibilities			
f. Partner does not understand me			
g. Financial disagreements			
h. Frequent arguments			
i. Difficulty discussing problems			
j. Less interested in talking to each other			
k. Too little time spent together			
l. Boredom			
m. Physical attacks by partner			
n. Being blamed for everything that goes wrong			
o. Sexual dissatisfaction			
p. Partner's alcoholism			
q. Partner's drug use			
r. Partner's chronic or recurrent illness			

<i>Complaints</i>	<i>Rank-orders</i>		
	<i>Mine</i>	<i>Partner</i>	<i>Joint</i>
s. Partner's actual or suspected infidelity	_____	_____	_____
t. Partner's stubbornness	_____	_____	_____
u. Partner depends on me too much	_____	_____	_____
v. Lack of ambition of partner	_____	_____	_____
w. Partner's sloppiness	_____	_____	_____
x. Partner's excessive neatness	_____	_____	_____
y. Partner does not fill my emotional needs	_____	_____	_____
z. Partner does not respect me	_____	_____	_____
aa. A complaint not listed above	_____	_____	_____
bb. A complaint not listed above	_____	_____	_____
cc. A complaint not listed above	_____	_____	_____

3. Why did you rank-order these complaints 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 and add both to achieve a joint rank-order. Take notes of your discussion while you are comparing and contrasting your answers. Give your completed practice exercises and your notes to the professional who is assisting you with this practice exercise.

Whatever joint rank-order you agree on will determine the order of future practice exercises. The next practice exercise must be given the title of the joint complaint that has been rated jointly as No. 1. After that practice exercise, all other practice exercises should follow the joint rank-order given above.

Standard Practice Exercise for Couple Complaints

Practice Exercise No. _____ Title of Complaint: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the complaint listed in the title.

1. How did this complaint start? Please explain in detail.

2. How often does this complaint take place? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further.

4. What generated this complaint? Do you remember how it started? Check which answer fits best:

- | | |
|------------------------------------------------------------------|-------|
| a. As we met for the first time | _____ |
| b. During courtship or while dating | _____ |
| c. Before marriage or before we started living together | _____ |
| d. During the honeymoon or as we were moving in together | _____ |
| e. Right after the honeymoon or right after we moved in together | _____ |
| f. A few months after the marriage or after we moved in together | _____ |
| g. 1 year after the marriage or when we moved in together | _____ |
| h. Years after marriage or when we moved in together | _____ |

5. Please explain further.

6. What does this complaint get you? Please explain.

7. Give three specific examples of how this complaint is hurtful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this complaint is hurtful to those you love and who love you.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to repeat the behavior that caused the complaint, if it belongs to you, or remind you partner to repeat it if it belongs to him or her. Make sure it is repeated at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days. Write down what happened in detail. In case you wonder why this behavior should be started, keep in mind that if you or your partner start it, whoever starts it will acquire the power to end it.

For each time make sure to answer in writing the following four questions:

- (a) How did it start?
- (b) What followed?
- (c) How did it end?
- (d) What did this behavior get you or your partner?

Time 1 (write the time when it started _____)

a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time when it started _____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write time it 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 | _____ | | |

Write down how you feel about this homework practice exercise and what you got out of it.

Concluding Follow-Up Form for Couple Complaints

Name _____ Sex _____ Date _____

The purpose of this final practice exercise 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 with difficulties 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?
Please rank-order the practice exercises from the one that you liked best (Rank
No. 1) to the one you liked next best (Rank No. 2) and so on; mark as N/A the
ones you did not like at all or did not apply to you.

Complaints	Rank-orders		
	Mine	Partner	Joint
a. Trouble with children			
b. Trouble with in-laws			
c. Different social needs			
d. Conflicts about children			
e. Division of responsibilities			
f. Partner does not understand me			
g. Financial disagreements			

h.	Frequent arguments	_____	_____	_____
i.	Difficulty discussing problems	_____	_____	_____
j.	Less interested in talking to each other	_____	_____	_____
k.	Too little time spent together	_____	_____	_____
l.	Boredom	_____	_____	_____
m.	Physical attacks by partner	_____	_____	_____
n.	Being blamed for everything that goes wrong	_____	_____	_____
o.	Sexual dissatisfaction	_____	_____	_____
p.	Partner's alcoholism	_____	_____	_____
q.	Partner's drug use	_____	_____	_____
r.	Partner's chronic or recurrent illness	_____	_____	_____
s.	Partner's actual or suspected infidelity	_____	_____	_____
t.	Partner's stubbornness	_____	_____	_____
u.	Partner depends on me too much	_____	_____	_____
v.	Lack of ambition of partner	_____	_____	_____
w.	Partner's sloppiness	_____	_____	_____
x.	Partner's excessive neatness	_____	_____	_____
y.	Partner does not fill my emotional needs	_____	_____	_____
z.	Partner does not respect me	_____	_____	_____
aa.	A complaint not listed above	_____	_____	_____
bb.	A complaint not listed above	_____	_____	_____
cc.	A complaint not listed above	_____	_____	_____

4. Explain why you have rank-ordered the practice exercises the way you did.

5. Make an appointment with your partner at least 24 h ahead 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, write how you feel about it. Check which of these answers tells how you felt about it. There is also space for you to explain further, if you want to:

- 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. _____

- c. I liked it and I want to go on with another practice exercise. _____
 - d. I liked it a lot and I wish I had 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.

Sexuality

The purpose of this practice exercise is to improve your skills in your sexual presence and performance.

Practice Exercise 1. Description

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to get more information about your sleeping patterns and how they relate to your sexuality.

Please answer the following questions:

1. What time do you usually get up in the morning?

a. 5–6:30 a.m. _____	d. 9:45–11 a.m. _____
b. 6:30–7:45 a.m. _____	e. 11 a.m.–noon _____
c. 7:45–9:45 a.m. _____	
2. How easy is it for you to get up in the morning?

a. Not at all easy _____	c. Fairly easy _____
b. Not very easy _____	d. Very easy _____
3. How tired do you feel the first half-hour after getting up?

a. Very tired _____	c. Fairly refreshed _____
b. Fairly tired _____	d. Very refreshed _____

4. If you have to take a test or examination, at what time do you think you will perform best?
- | | | | |
|---------------------------|-------|---------------------|-------|
| a. From 8 to 10 a.m. | _____ | d. From 5 to 7 p.m. | _____ |
| b. From 10 a.m. to 1 p.m. | _____ | e. From 7 to 9 p.m. | _____ |
| c. From 1 to 5 p.m. | _____ | | |
5. One night you must remain awake between 4 and 6 a.m. to take your turn on a night-watch patrol. You have no commitments the next day. How would you prepare for it?
- | | | | |
|--------------------------------------------------|-------|-------------------------------------------------------|-------|
| a. I would not go to bed until the watch is over | _____ | c. I would sleep before and a nap after | _____ |
| b. I would take a nap before and sleep after | _____ | d. I would get all the sleep I could before the watch | _____ |
6. A friend invites you to jog between 7 and 8 a.m. How do you think you would perform?
- | | | | |
|--------------------|-------|----------------------------------|-------|
| a. Well | _____ | c. Would find it hard to do | _____ |
| b. Reasonably well | _____ | d. Would find it very hard to do | _____ |
7. If you have to wake up at a specific time every morning, how dependent are you on an alarm clock?
- | | | | |
|-------------------------|-------|---------------------|-------|
| a. Not at all dependent | _____ | c. Fairly dependent | _____ |
| b. Slightly dependent | _____ | d. Very dependent | _____ |
8. At what time in the evening do you feel tired and need sleep?
- | | | | |
|--------------------------|-------|-----------------|-------|
| a. 8–9 p.m. | _____ | d. 12:45–2 a.m. | _____ |
| b. 9–10:15 p.m. | _____ | e. 2–3 a.m. | _____ |
| c. 10:15 p.m.–12:45 a.m. | _____ | | |

Scoring:

1. Give yourself 5 points for a, 4 for b, 3 for c, 2 for d, and 1 for e.
2. Give 1 point for a, 2 for b, 3 for c, and 4 for d.
3. Give 1 point for a, 2 for b, 3 for c, and 4 for d.
4. Give 6 points for a, 4 for b, 2 for c, and 0 for d.
5. Give 1 point for a, 2 for b, 3 for c, and 4 for d.
6. Give 4 points for a, 3 for b, 2 for c, and 1 for d.
7. Give 4 points for a, 3 for b, 2 for c, and 1 for d.
8. Give 5 points for a, 4 for b, 3 for c, 2 for d, and 1 for e.

A 15 high score means positive sleep habits, while a 14 low score means negative sleep habits. What is important here is that you and your partner have compatible sleep habits with each other, so that you can get together sexually in a reasonable frame of mind and with a relaxed body.

9. Compare and contrast your answers and scores with your partner to see whether you are either a night owl or a morning lark or neither. What do you conclude about your sleep patterns and those of your partner?

10. How do you experience time in terms of (a) your interest and involvement in the past, the present, or the future; and (b) your experiencing it as slow or fast:

a. _____

b. _____

11. How often do these differences in sleep patterns and time involvement cause conflicts between you and your partner?

- | | | | |
|------------------------------|-------|--------------------------|-------|
| a. More than once a day | _____ | e. Every couple of weeks | _____ |
| b. Once a day | _____ | f. Once a month | _____ |
| c. Two or three times a week | _____ | g. Other (explain): | _____ |
| d. Once a week | _____ | | |

12. How strong are these differences?

- | | | | |
|------------------------------------------------------|-------|-------------------------|-------|
| a. Very strong, causing a lot of conflict between us | _____ | d. Moderate | _____ |
| b. Very strong, but we manage to handle them | _____ | e. Hardly strong at all | _____ |
| c. Strong enough | _____ | f. Other (explain): | _____ |

13. What areas of your relationship are most affected by differences considered in Questions 1 and 3? Rank the most troublesome 1, the second 2, down to the least troublesome:

- | | | | |
|----------------------------|-------|-------------------------------|-------|
| a. Chores around the house | _____ | e. Relationships with others | _____ |
| b. Schedules | _____ | f. Children and child rearing | _____ |
| c. Sex | _____ | g. Health | _____ |
| d. Money use and budgeting | _____ | h. Other (explain): | _____ |

14. Do the different speeds at which you and your partner work affect your relationship? Please explain:

15. What have you done to solve and resolve some of these differences?

16. Of the troublesome areas listed in Questions 6, pick the one that you would like to change the most. Explain why.

17. How does the past affect this problem area?

18. How does the present affect this area?

19. How does the future affect this area?

Homework: Get together with your partner by making an appointment at least 24 h in advance and discuss with each other various ways of dealing with this problem area. Write down possible solutions.

Practice Exercise 2. Explanations

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to explain in greater detail how you see your sexuality.

1. The following is a list of what different experiences of time do for families (in this case spouses or partners) with regard to sex and sexuality. Get together for at least 1 h and discuss which of the following explanations applies specifically to your relationship.

*Experiences**Rank-order*

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| a. Experiencing sex at a slow pace is a way of relishing the event and making me feel cared about | _____ |
| b. Experiencing sex at a fast pace is a way of feeling passion that is much stronger | _____ |
| c. Bringing up past sexual experiences is a way of affirming our current relationship; people don't compare relationships unless these relationships are very important to them | _____ |
| d. Sexual problems are a good opportunity to discuss important issues that otherwise might not get brought up; these kinds of discussions are important to a relationship because they offer a chance to grow | _____ |
| e. Different speeds are very useful in different situations; going at different speeds is a good way of expressing individuality | _____ |
| f. Experiencing the present only is a good way of enjoying the moment and the sensual pleasure of the moment; not worrying about the past or the future is a good way of expressing complete interest in your mate | _____ |
| g. Fantasizing about the future is a good way of finding out what you wish for; this is important for setting goals and acting upon them | _____ |
| h. Having differences in your experience of time that upset you is proof that you care deeply about one another; people who don't love each other don't care and don't get upset | _____ |
| i. Going very slowly as you experience sex and refusing to speed it up is a way of saying how important your mate is because you want this experience to last for a long time | _____ |
| j. Not having time for sex could be due to the intense schedules you keep to take care of your family | _____ |
2. Now that you have read and discussed whether or not these explanations apply to you, rank them from 1 (most important) to 10 (least important).
3. If none of these apply to you, write down what you think is the most likely explanation for the problem(s) you have.
- _____
- _____
- _____
- _____
4. Compare and contrast your rank-orders with those of your partner, by making an appointment 24 h in advance. Discuss what differences are present and what you could do to reconcile them.

Homework: During the coming week, think about how different experiences of time in dealing with your sexuality can be improved. Explain in detail.

Then go back to what you have written at the end of the first practice exercise and write down in detail your own (not your partner's) step-by-step plan to deal with these issues.

Homework: Make an appointment 24 h in advance. See if the two plans can be put together. Each of you should then write down what possible solutions could be worked out by putting both plans together. Do not talk about these plans. Do all of the communication in writing if you want to find a solution. If you do not want a solution, keep on talking and see if you come up with one.

Practice Exercise 3. Prescriptions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you achieve greater control over your sexuality.

If you do not want to resolve your time differences in the area of sexuality, then you should ignore these guidelines. Although they may seem strange, just consider them steps toward your goal of a better sex life. You have been putting so much energy into having a positive sexual experience. Now put your energies in planning and having a bad sexual experience. In this way you may become free to have a better experience.

1. Be sure to set an appointment at least 24 h in advance to fail in your sexual experience. *It is important that you do everything you can to make this experience not work.* It needs to be planned in the future as well so that you can prepare for it. Set a time when sex would most likely occur naturally. Make sure that you will not be interrupted by the phone or by children. Set a timer for 30 minute. Then go ahead and begin to use completely different speeds and other time factors, such as bringing up the past and fantasizing about the future or

whatever will most likely cause failure. It might seem strange or weird to you, but if you can fail on purpose, you may succeed on purpose.

2. Follow these instructions without talking about this project. Do this as naturally as you can. However, do pay attention to what is happening so that you can discuss it afterward. Be sure to support each other so that one of you will not give in and fail this project by having a good sexual experience. It is important that neither of you give up.
3. You may even make this experience more extreme by exaggerating the time elements that cause you to fail.
4. Plan to do this experience at least three times during the next 2 weeks. You may discontinue this project only if the problem disappears. If this problem comes back when you are not trying to fail, implement the same procedure immediately. Go ahead and make that experience as unsuccessful as possible.
5. Take notes on the conversations that you have about your experience as well as of what happened in the experience. Discuss these notes with whoever has given you these practice exercises.

Note: If these homework practice exercises did not work for you, you need to consult with a specialist in the area of sexuality. Do not give up; keep in mind that people who care for themselves are the ones who ask for help.

Depression

The purpose of this practice exercise is to teach you how to deal with depression and depressive feelings.

Practice Exercise 1. Terrific Triangles: The Family Drama

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about destructive patterns that interfere with living with loved ones.

1. To keep the couple or family together and to protect it from change, we often create a triangle in which we, in one way or another, play all three parts at different times. The three parts are the victim, the persecutor, and the rescuer. These basic parts have variations within themselves. For instance, we may play the judge of other family members, and, on the basis of this part, we may then become jury and executioner. Below you will find three lists that relate to the three basic parts. Read them.

<i>Persecutor</i>	<i>Victim</i>	<i>Rescuer</i>
Judge	Criminal	Therapist
Parent	Defendant	Know-it-all
Juror	Invalid (sick)	Expert (teacher, preacher, consultant)
Policeman	Child	Big Daddy
Patriot	Drug addict	Tycoon
Detective	Servant	Peacemaker
Hellfire-and-brimstone preacher	Martyr	Caretaker Red Cross nurse or paramedic
Executioner	Sinner	Meddler
Inquisitor	Culprit	Saint/Missionary
Oppressor	“Poor little me”	Superman/Superwoman
Inspector general	Oppressed	Wholesaler
Interrogator	Innocent	Advice giver

2. Circle the part and the variations on the part that you recognize in yourself. Then indicate which of these parts you play best (a), second best (b), and third best(c). Write in detail how you play each part.

a.

b.

c.

3. What happens to your partner or the rest of the family when you play these parts? Explain in detail.

4. Do you need to play these parts and what do you get out from playing them? Explain in detail.

5. Who is responsible for your playing these parts?

6. How do you get yourself set up to play these parts? Explain in detail.

7. Unless you like playing these parts and you do get something positive out of playing them, how can you avoid setting yourself up to play them? Explain in detail.

Homework: During the coming week, you must continue to play these three parts as you have done in the past. However, from now on jot down and log every time you find yourself playing one of these parts. In addition, since keeping logs is usually not enough, make an appointment with yourself or your partner (if you have one) at specific, prearranged times (e.g., 8 o'clock p.m. on Tuesdays) to play these parts and learn to control them, rather than these parts controlling you. The purpose of these meetings is for you to become aware of how these parts are played within and without the family. If necessary you may need more than one meeting to play these parts until these parts no longer effect you and the family (unless, of course, the family wants to continue playing these parts). Keep notes of these meetings to discuss with your professional helper.

Practice Exercise 2. Terrific Triangles: Distance in the Family

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn about another destructive pattern that increases depression in families.

Another terrific triangle we often play to keep the family together and protect it from change has three parts: the pursuer, the distancer, and the distance regulator.

For instance, a distancer may avoid emotional closeness but become a pursuer sexually. An emotional pursuer, by the same token, may become a sexual distancer. The distance regulator may want people to come close, but when they do, they are put off or even rejected. Write your responses below.

1. Which of these parts do you play best?
2. How do you play it?
3. Which of these parts do you play second best?
4. How do you play it?
5. Which of these parts do you play third best?
6. How do you play it?
7. What happens to you and to the rest of the family when you play these parts? Please explain in detail.
8. How do you set yourself up to play these parts?
9. Unless you like playing them and you get something out of playing them, how can you avoid setting yourself up to play them?

Homework: Make sure to continue playing these parts until each family member is completely aware of how destructive these parts are. Discuss (compare and contrast) your answers with your partner/family members and keep notes about the discussion. Discuss these notes with your professional helper.

Practice Exercise 3. Defining Depression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to define depression as you understand it. There are many definitions of depression and it is important that members of the family define it as they see it.

1. What does depression mean to you?
2. Are you willing to consider the following explanations of depression? (For this step it is sufficient to read the opinions listed below):

Definitions

Rank-order

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| a. Depression is a valuable signal that we could use other people's help and support in our lives | _____ |
| b. Being depressed is a sign of our strength and willingness to recognize what we are feeling; many people are unwilling or unable to recognize their depression! | _____ |
| c. Depression is a feeling that all of us experience to some degree; we cannot live and not be depressed because all of us, as human beings, are vulnerable to hurts | _____ |

*Definitions**Rank-order*

- | | | |
|----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| d. | Saying that we are depressed indicates that we know how we feel inside and that therefore we can begin to do something about it; if we did not know how we felt or if we did not admit to feeling depressed, we might do something destructive, such as drinking, abusing drugs, gambling, etc. | _____ |
| e. | Depression can be a useful feeling and one that, used correctly, may eventually lead us to understand and appreciate its importance | _____ |
| f. | Instead of being considered an enemy and a foe, depression can be thought of as a friend: something we are able to join, use well, and, eventually, something we learn to live with and even enjoy | _____ |
| g. | Depression is the royal road to self and selfhood; it allows us to have time to ourselves, to be by ourselves, to listen to ourselves, and thus to learn more about ourselves | _____ |
| h. | When we experience our depression fully, we are being honest and real with ourselves; when we deny or reject our depression, we are being phony, essentially withdrawing from our emotional selves | _____ |
| i. | Depression is a choice; up to now, depression has controlled you, your life, and perhaps your marriage and your family; perhaps you can choose whether you allow it to control you or you will learn how to control it | _____ |
3. After you have read these explanations of depression, rank them from 1 to 9, according to how closely each of them resembles you in your depression; rank the most familiar or applicable with No. 1; rank the second most familiar with No. 2, and so on, ranking the least familiar to you with No. 9.
 4. If none of the preceding descriptions fit you in any way, please explain why.
 5. Even if none of the descriptions seems to fit you, try choosing three that seem as if they might be useful to you as a way of describing depression.
 6. If any of the descriptions do fit you, please explain how.

Homework: During the next few days, choose three of the most applicable, or useful, descriptions of depression and notice carefully how well (or how poorly) these descriptions apply to depression during the coming week.

Practice Exercise 4. The Positive Element

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you see that there may even be some good in what at first seems to be such a bad, negative experience of depressed feelings.

1. We need to check last week's homework. How well did the descriptions you chose apply to your depression during the week?
2. As you may have noticed, depression often contains a positive element that is helpful to the person who is depressed. Write down two of the positive or useful aspects of your depression – however small or insignificant they appear to be.
3. Because depression may contain some useful and valuable ingredients, it would not make sense (nor would it be possible) to try to eliminate depression. We cannot be alive and not be depressed. It may, however, be useful to learn from it and to control it by deciding when to experience depression.

Homework: During the coming week, allow yourself to be depressed. Now, on three separate occasions, pay attention to the positive and valuable aspects of your depression. Notice the subtle, perhaps small, but real benefits of this experience. Write down the results of this homework practice exercise. In addition, during the week, decide whether the depression is controlling you and your family or whether you and the family want to control the depression.

Practice Exercise 5. Achieving Control

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to help you achieve greater control over depression. You must make up your mind whether depression is going to control you and your family or whether you and your family are going to control it. One way to learn greater control is to make sure that regular, preset meetings will take place for the family members to share what they are learning from these homework practice exercises.

1.
 - a. We need to check last week's homework. What positive or useful aspects of your depression were you able to find?
 - b. Did you find that you controlled the depression, or was the depression controlling you?
2. Despite the usefulness of depression, most people seem to allow their depression to control and overwhelm them. You will learn that you can choose to allow your depression to control you, or you can learn how to begin to control it. If you are interested in learning how to control your depression,

proceed to the next step. If not, stop here and list the many ways that depression is controlling your life and how you are going to let it control you and your family.

3. Although depression is a valuable and useful method of learning about ourselves, it is not enough simply to recognize this fact. It is important to achieve some control over when we choose to experience depression. To achieve some control over depression, we may begin by learning and practicing how to start being depressed. Thus, if you want to stop it, start it! Most people don't realize that they have the freedom to start a depression on command. We can start a depression by controlling its content. For example, we can start being depressed in the following ways:
 - a. By thinking negative thoughts about ourselves
 - b. By thinking negatively about the world around us
 - c. By thinking negatively about our future
4. Which method can you use to start to make yourself feel depressed? Which one works best for you? Do you have your own creative and effective ways of becoming depressed?
5. Although depression can often be a valuable and useful experience, it is helpful to learn to control it in order to use it at our leisure. We can control depression by starting it in a specific place at a specific time. Where do you most often tend to feel depressed? At home? At work? Outside?
 - a. At what times do you tend to feel most depressed? In the morning, the afternoon, the evening, or before going to bed?

Homework: During the coming week begin practicing to control depression by starting it two times during the week. However, make sure that you remain alone and isolated during these first depression practice sessions. It is important to be free of distractions so that you can allow yourself to experience your depression fully. In addition, start the depression at a prearranged time (e.g., 8 p.m.) and not when you most often feel depressed. Do, however, place a time limit on these depressive times. Do it for 20–30 minute at the most. Remember not to go over the agreed time limit. It may even be useful to set an alarm clock to remind you when the time is up. Finally, in addition to concentrating on being depressed, it is important that you write down all the thoughts and feelings that come to your mind during the controlled depression practice sessions. You can use the experience to learn more about yourself by reviewing your written notes. Good luck in taking this important step.

Practice Exercise 6. Flexible Control

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn better ways to control your depression.

1. We need to check on last week's practice exercise. Describe your two controlled depressive episodes. Review your notes on the main thoughts and feelings you had during these episodes.
2. What did you learn about yourself through these experiences?
3. If you didn't perform this homework practice exercise, do you feel somewhat depressed about that? If so, write down your thoughts and feelings on this matter. If not, make note of your growing ability not to have to perform perfectly at all times in order to feel OK.
4. Part of learning the art of control is acquiring flexibility and adapting to life's changing conditions. To improve your control of your depression, you may have to arrange to be depressed at different times, for different periods of time, and under varying situations. In this way, you can begin to master your depressive episodes and to learn to observe and study them in all kinds of situations.
 - a. At what time do you tend to feel somewhat less depressed?
 - b. In what places (home, work, etc.) do you tend to feel less depressed?
 - c. Under what conditions (working, socializing, exercising, etc.) do you tend to feel somewhat less depressed?

Homework: To acquire further control over your depression, during the coming week practice getting depressed three times, for 20 minute each time. However, arrange these periods to take place (a) at times that are prearranged at least 24 h ahead, and (b) in places where you often tend to feel less depressed. Write down everything you think and feel at the time of the appointment. Make sure you keep a written record. Discuss your notes with your professional helper. Remember to recall and write down for later review what you experience during these controlled depressive times.

Practice Exercise 7. Letting Others Help

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to use depression to allow others to help you without your rejecting them in order to be miserable all by yourself.

1. Did you do your homework on arranging three depressive times this week? What new insights (if any) did you have about your inner depressive processes?

2. As we mentioned in an earlier lesson, depression can be viewed as an ally, a friend who reminds us that we could use other people's help and support. Who do you most often discuss your depression with?
3. To further increase your control over your depression, it would be useful to enlist the help of these people. Which of the people you listed could you ask to help you to control your depression? If there is no one, try to think of someone who might be willing to help you out (a friend, family member, coworker, professional helper).
4. Sometimes it is difficult to find the energy to remember to schedule a depression a specific number of times during the week. A friend can help by reminding you to do so.

Homework: During this coming week, find someone who will be willing to remind you to schedule some controlled depressive times during the week. That person can even help you to decide which days and how long to be depressed. (Make sure, however, that you practice at least three times this week. It is important to maintain your skill level.) In addition, your helper can check on your progress during the week to make sure that you are doing your homework correctly. Again, remember to record, in writing, your experience of these controlled depressions.

Practice Exercise 8. Using Depression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to make sure that you have learned to use and even enjoy depression, by learning more about yourself.

1. Did you find someone to help you to schedule your depressions last week? Were you able to follow through and complete your practice exercise fully?
2. Review your notes on your depressions. Were you able to learn anything more about yourself during your self-initiated depressions?
3. What have you concluded about your growing ability to control your depression at will? Have you noticed any change in your feelings about yourself and that gold mine of potential self-knowledge – your depression?
4. Learning how to schedule, initiate, time, record, and review one's own depressions is clearly a difficult skill to master. Those who are willing and able to practice this skill usually feel more confident and feel better about themselves. They realize that they have truly accomplished something special. They have learned a new skill and have been able to use the depression, at their own leisure, to learn more about themselves. What was your experience of this process?
5. You are entitled to feel proud of yourself for having mastered this new skill. On the other hand, there is no need to feel depressed or to belittle yourself for not having completely mastered this skill. If, after completion of all these

lessons, you continue to feel uncomfortable depressed, stop and consider the following step. Pay attention to your depression; remember that it can be a signal reminding us that we need to ask others for help. Are you strong enough to ask for help? Only the strong can give themselves permission to seek help from others.

Depression Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to receive your feedback about the helpfulness and usefulness of this practice exercise to help control depression. Now that you have completed this practice exercise, respond to the following questions concerning the use of these written homework practice exercises.

- Using a scale of 1–8, rank the practice exercises according to their usefulness in coping with depression. Rank the most useful task as No. 1. Rank the second most useful as No. 2, and so on until you rank the least useful as No. 8.

<i>Practice Exercise</i>	<i>Rank</i>	<i>Practice Exercise</i>	<i>Rank</i>
Drama triangle	_____	Achieving control	_____
Distance triangle	_____	Flexible control	_____
Defining depression	_____	Letting others help	_____
The positive element	_____	Using depression	_____

- How useful did you find this practice exercise in understanding and coping with depression?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very useful | _____ | d. Slightly useful | _____ |
| b. Quite useful | _____ | e. Not at all useful | _____ |
| c. Somewhat useful | _____ | | |

- How useful would you rate this practice exercise in terms of developing or improving your attitude toward yourself in general?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very useful | _____ | d. Slightly useful | _____ |
| b. Quite useful | _____ | e. Not at all useful | _____ |
| c. Somewhat useful | _____ | | |

- How likely would you be to recommend this practice exercise to other people you know who might be depressed?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very likely | _____ | d. Slightly likely | _____ |
| b. Quite likely | _____ | e. Not likely at all | _____ |
| c. Somewhat likely | _____ | | |

5. your own words, what did you find useful about this practice exercise?
6. comments could you give that could improve this practice exercise? We would appreciate any suggestions that would make this practice exercise better.

Difficulties

The purpose of this practice exercise is to improve your relationship with your partner, either in the marriage or in a committed couple relationship. Answer each practice exercise individually and get together with your partner at preset times (arranged at least 24 h ahead) to share and discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion to cool off, and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Difficulties

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly the nature of difficulties most couples encounter in their relationships. Make sure that you understand and discuss with each other the meaning of each difficulty that makes up this practice exercise.

1. Below are listed various difficulties that cover a range of possibilities. If you have a difficulty not found in this list, add it at the end (there is room for additional difficulties). Define each difficulty, and give two examples of how that difficulty is shown concretely in your relationship.

<i>Difficulties and Definitions</i>	<i>Examples</i>
a. Doubts about the relationship's future (divorce; separation) _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Disrespectful behavior (intentional rudeness, contemptuous remarks, blatant disregard for partner's desires, lying) _____	Example 1 _____ _____ Example 2 _____ _____
c. Extramarital intimacy boundary issues (jealousy, use of pornography, dancing with other people) _____	Example 1 _____ _____ Example 2 _____ _____

- d. Excessive or inappropriate displays of anger (innocuous or innocent situation leads to partner getting angry; unfair accusation; yelling or attacking) _____
Example 1 _____
Example 2 _____
- e. Sexual interaction (initiation, arousal, frequency, interest) _____
Example 1 _____
Example 2 _____
- f. Lack of communication (refusal to talk, not sharing feelings, not expressing desires) _____
Example 1 _____
Example 2 _____
- g. In-laws and extended family (conflict with in-laws, time spent with relatives, spouse's behavior around extended family) _____
Example 1 _____
Example 2 _____
- h. Confusing, erratic, or emotional behavior (suddenly becoming upset, sudden change of mind, behavior that contradicts a previous plan) _____
Example 1 _____
Example 2 _____
- i. Criticism (correcting, blaming, explaining how partner should have done something, challenging partner's viewpoint) _____
Example 1 _____
Example 2 _____
- j. Poor communication skills (being unclear or hard to understand, failure to negotiate) _____
Example 1 _____
Example _____

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <p>k. Child-rearing issues (discipline, expectations, partner's behavior in front of children) _____</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>l. Finances (how to spend money, dealing with bills, shopping) _____</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>m. Lack of follow-through (disregarding previous plans or commitments with partner, not doing something as agreed, forgetting to keep a promise)</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>n. Showing support in public or social situations (contradicting spouse in front of others, not standing up to others on spouse's behalf)</p> <p>_____</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>o. Showing affection (lack of comfort, not showing affection, lack of romance) _____</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>p. Lack of listening (poor listening, not listening, problem solving instead of understanding, defensive listening)</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>q. Annoying behavior (unconventional behavior, wishing partner would change a habit, use of undesirable language, bothersome idiosyncrasies, lack of punctuality, etc.)</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> |
| <p>r. Important decisions (major purchases, vacations, where to live, job change, retirement, education plans)</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>Example 1 _____</p> <p>_____</p> <p>Example 2 _____</p> <p>_____</p> <p>_____</p> |

- s. Extent or quality of time together (wanting more intimate time together, time for quality communication, being too tired or too busy to do activities together) _____
 Example 1 _____

 Example 2 _____

- t. Careless or unthinking behavior (mistakes that cause inconvenience, forgetting something) _____
 Example 1 _____

 Example 2 _____

- u. Household tasks (chores, cleanliness, responsibilities, standards and methods of household maintenance) _____
 Example 1 _____

 Example 2 _____

- v. Showing recognition or appreciation (failure to notice or appreciate something, failure to acknowledge skills and competencies) _____
 Example 1 _____

 Example 2 _____

- w. Outside frustration or potential stress (worries about the job or having a bad day) _____
 Example 1 _____

 Example 2 _____

- x. Social and entertainment activities (whether to attend something) _____
 Example 1 _____

 Example 2 _____

- y. A difficulty not listed above _____

 Example 1 _____

 Example 2 _____

- z. A complaint not listed above _____

 Example 1 _____

 Example 2 _____

2. Now that you have defined the meaning of these difficulties, you need to rank-order them according to how troublesome they are to you in this relationship. Rank as No. 1 the difficulty that is the most troublesome to you, rank as No. 2 the difficulty that is next troublesome to you, and so on; mark as N/A the difficulties that may not be troublesome to you at all or that does not apply to this relationship.

<i>Difficulties</i>	<i>Rank-Orders</i>		
	<i>Mine</i>	<i>Partner</i>	<i>Joint</i>
a. Doubts about the relationship's future	_____	_____	_____
b. Disrespectful behavior	_____	_____	_____
c. Extramarital intimacy boundary	_____	_____	_____
d. Excessive or inappropriate displays of anger	_____	_____	_____
e. Sexual interaction	_____	_____	_____
f. Lack of communication	_____	_____	_____
g. In-laws and extended family	_____	_____	_____
h. Confusing, erratic, or emotional behavior	_____	_____	_____
i. Criticism	_____	_____	_____
j. Poor communication skills	_____	_____	_____
k. Child-rearing issues	_____	_____	_____
l. Finances	_____	_____	_____
m. Lack of follow-through	_____	_____	_____
n. Showing support in public or social situations	_____	_____	_____
o. Showing affection	_____	_____	_____
p. Lack of listening	_____	_____	_____
q. Annoying behavior	_____	_____	_____
r. Important decisions	_____	_____	_____
s. Extent or quality of time together	_____	_____	_____
t. Careless or unthinking behavior	_____	_____	_____
u. Household tasks	_____	_____	_____
v. Showing recognition or appreciation	_____	_____	_____
w. Outside frustration or potential stress	_____	_____	_____
x. Social and entertainment activities	_____	_____	_____
y. A difficulty not listed above	_____	_____	_____
z. A complaint not listed above	_____	_____	_____

Homework: During the coming week, make an appointment with your partner and go over your definitions and your rank-orders of your difficulties as you see them. Record your partner's rank-orders in the appropriate column and add both to achieve a joint rank-order. Take notes of your discussion 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. If

you do not have a professional helping you with this practice exercise, ask the advice of a friend to break any deadlock you both may have reached.

Whatever joint rank-order you agree with will determine the order of future practice exercises. The next practice exercise must be given the title of the joint complaint that has been rated together as No. 1. After that practice exercise, all other practice exercises should follow the joint rank-order given above.

Standard Practice Exercise for Couple Difficulties

Practice Exercise No. ____ Title of Difficulty _____

Name _____ Sex ____ Date _____

The purpose of this practice exercise is to understand more about the difficulty listed in the title.

1. How did this difficulty start? Explain in detail.

2. How often does this difficulty take place? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further.

4. How did this difficulty come about? Do you remember how it started? Check which answer fits best:

- | | |
|----------------------------------------------------------|-------|
| a. As we met for the first time | _____ |
| b. During courtship or while dating | _____ |
| c. Before marriage or before we started living together | _____ |
| d. During the honeymoon or as we were moving in together | _____ |

- e. Right after the honeymoon or right after we moved in together _____
- f. Few months after the marriage or after we moved in together _____
- g. 1 year after the marriage or when we moved in together _____
- h. Years after marriage or when we moved in together _____

5. Please explain further.

6. What does this difficulty get you? Please explain.

7. Give three specific examples of how this difficulty is hurtful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this difficulty is hurtful to those you love and who love you.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to repeat this difficulty, if it belongs to you, or remind you partner to repeat it if it belongs to him or her. Make sure it is repeated at pre-set times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. Write down what happened in detail. In case you wonder why this difficulty should be started, keep in mind that if you or your partner start it, whoever starts it on time, will acquire the power to end it. For each time make sure to answer in writing the following four questions:

- (a) How did it start?
- (b) What followed?
- (c) How did it end?
- (d) What did this behavior get you or your partner?

Time 1 (write the time when it started _____)

a. _____

b. _____

c. _____

d. _____

Time 2 (write the time when it started_____)

- a. _____
- b. _____
- c. _____
- d. _____

Time 3 (write time it 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 Couple Difficulties

Name _____ Sex _____ Date _____

The purpose of this final practice exercise is to review whether the practice exercises in this practice exercise were helpful to you.

1. How do you feel about this practice exercise?
 - a. I did not like working on this practice exercise at all. I wish I never saw it. _____
 - b. I did not like this practice exercise, but I am glad I got to work on. _____
 - c. I am happy I got a chance to work on this. _____
 - d. I am not only delighted about this practice exercise, but I wish all husbands who use abusive or violent thinking 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 | _____ | c. Helpful | _____ |
| b. Somewhat helpful | _____ | d. Very helpful | _____ |
3. Which practice exercise did you like best that was the most helpful to you? Rank-order the practice exercises. 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>Difficulties</i>	<i>Rank-Orders</i>		
	<i>Mine</i>	<i>Partner</i>	<i>Joint</i>
a. Doubts about the relationship's future	_____	_____	_____
b. Disrespectful behavior	_____	_____	_____
c. Extramarital intimacy boundary	_____	_____	_____
d. Excessive or inappropriate displays of anger	_____	_____	_____
e. Sexual interaction	_____	_____	_____
f. Lack of communication	_____	_____	_____
g. In-laws and extended family	_____	_____	_____
h. Confusing, erratic, or emotional behavior	_____	_____	_____
i. Criticism	_____	_____	_____
j. Poor communication skills	_____	_____	_____
k. Child-rearing issues	_____	_____	_____
l. Finances	_____	_____	_____
m. Lack of follow-through	_____	_____	_____
n. Showing support in public or social situations	_____	_____	_____
o. Showing affection	_____	_____	_____
p. Lack of listening	_____	_____	_____
q. Annoying behavior	_____	_____	_____
r. Important decisions	_____	_____	_____
s. Extent or quality of time together	_____	_____	_____
t. Careless or unthinking behavior	_____	_____	_____
u. Household tasks	_____	_____	_____
v. Showing recognition or appreciation	_____	_____	_____
w. Outside frustration or potential stress	_____	_____	_____
x. Social and entertainment activities	_____	_____	_____
y. A difficulty not listed above	_____	_____	_____
z. A complaint not listed above	_____	_____	_____

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, write how you feel about it. Check which of these answers tells how you felt about it. There is also space for you to explain further, if you want to:

- a. I did not like it at all, a waste of time. I wish I never saw this stupid practice exercise. _____
- b. I did not like it very much, but I want to go on with another practice exercise. _____
- c. I liked it and I want to go on with another practice exercise. _____
- d. I liked it a lot and I wish I had 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.

Arguing or Fighting

The purpose of this practice exercise is to help you stop arguing and fighting in favor of negotiating over your differences. However, before learning how to negotiate, you need to give up arguing and fighting as a way of connecting with each other. It will not be easy but you should to give it a good try.

Practice Exercise 1. Description

Name _____ Sex ____ Date _____

The purpose of this practice exercise is for each of you, independently of the other partner, to write about your arguing or fighting. After you have answered this practice exercise individually, set up an appointment at least 24 h ahead to discuss your answers with each other. If you get too angry during this discussion, take time out and get together within 24–48 h.

1. Define what an argument or fight is for you.

2. How does it take place in your home?

3. How often do you have these arguments or fights?

- a. Once a day or more _____
- b. Two or three times a week _____
- c. Once a week _____
- d. Once a month _____
- e. Once every 2 or 3 months _____
- f. Never or hardly ever _____

4. How long do these arguments or fights last?

- a. Sometimes the whole day or more _____
- b. A couple of hours or half a day _____
- c. About an hour or more _____
- d. Less than 30 minute _____
- e. 1 minute at the most _____

5. How heated, strong, or intense are these arguments or fights?

- a. Very strong to the point of physical violence _____
- b. Very intense but without physical violence _____
- c. Strong and verbally abusive _____
- d. Not very strong _____
- e. We get excited but we calm down soon _____
- f. Usually we keep cool and rational _____
- g. We never lose our cool, we just avoid each other _____
- h. We do not argue or fight, we just bicker _____
- i. Other (explain): _____

6. How do these arguments or fights get started?

- a. I usually start them _____
- b. My partner usually starts them _____
- c. Sometimes I start them, sometimes my partner starts them _____
- d. I don't know _____
- e. Other (explain): _____

7. How do these arguments or fights end?

- a. We kiss and make up _____
- b. We stay mad for hours _____
- c. We stay mad for days _____
- d. We stay mad for weeks on end _____
- e. We stay away from each other until we have another argument or fight _____
- f. Other (explain): _____

8. What are the major problems that start the argument or fight? Rank 1 for the most troublesome problem, 2 for second, etc. down to the least troublesome problem.

- | | | | |
|-------------------------------|-------|-----------------------|-------|
| a. Money | _____ | e. Parents or in-laws | _____ |
| b. Sex | _____ | f. Friends | _____ |
| c. Working hours and schedule | _____ | g. Neighbors | _____ |
| d. Children | _____ | h. Other (explain): | _____ |

9. Add whatever information you feel is important to better understand your arguments or fights. After you have answered these questions make an appointment (at least 24 h in advance) with your partner to look over your answers and to talk about them together. If possible, keep notes of your discussion and bring this completed practice exercise and your notes to your professional helper.

Practice Exercise 2. Explanations

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out what explanations you have for your arguing or fighting. If you do not like the explanations given below, come up with your own. After you have completed this practice exercise, get together (by preset appointment only) with your partner to compare and discuss your answers. If you get too angry, take time out and set up another appointment 24 or 48 h ahead.

- A. Here is a list of what arguments or fights usually do for couples. Read them carefully on your own and think about which of the following explanations applies specifically to your relationship or family.

Arguments

Rank-order

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1. Arguments are a good way of being involved, because as long as we spend energy on each other, we do not have to waste this energy either on our selves or outside of the family | _____ |
| 2. Arguments are one way of showing we care passionately about our family; usually we do not argue or fight with strangers or people we do not really care about | _____ |

*Arguments**Rank-order*

3. Arguments can be a good form of distraction; as long as we argue we do not need to worry about bills to be paid, how to set limits on each other, etc. _____
 4. Arguments can also be a form of protection; we keep each other busy arguing so that the other one will not get depressed or leave the home or do more destructive things _____
 5. Arguments are good ways of finding out how far we can go with each other and other members of the family; every time we have an argument, we test the limits of each other's endurance and patience _____
 6. Arguments are a good way of blowing off steam and expressing oneself and letting other(s) in the family know how we feel about what we argue about _____
 7. Arguments can be good way of providing excitement where there is nothing but boredom and apathy; they are a good way of proving we are alive _____
 8. Arguments are one way of showing we are attracted to someone we love; we usually avoid people we do not like; therefore, arguments are better than withdrawing and avoiding contact by leaving the house _____
 9. Arguments are one form of confrontation that indicate the need for change and progress in the family; without these confrontations, there would not be any improvement _____
 10. Arguments are one form of conflict that is necessary in all families to settle accounts and to even scores among the various parties; without conflict, family members would not know how and where everybody stands on any problem _____
- B. Now that you have read whether or how these explanations apply to you and to your relationship, rank-order them from the one that seems to apply the best to the one that applies the least to your arguments/fights. Rank as No. 1 the one that applies the most to you, rank as No. 2 the one that applies to you next best, and so on, down the line to the one that does not apply to you at all (No. 10).
- C. If none of these explanations applies to you, disregard them and write down what you think is the most likely explanation for these arguments or fights.

- D. What have you (personally, not your partner) done to improve these arguments or fights?

- E. What could you (personally, not your partner) do to improve these arguments or fights? Explain in detail.

- F. What could your partner do to improve these arguments or fights?

- G. How are your present arguments or fights similar to or different from those your parents had (or failed to have)?

Homework: Make an appointment (at least 24 h ahead of time) to discuss (compare and contrast) your individual answers. It would help if you kept written notes of your discussion to bring to your professional helper.

Practice Exercise 3. Prescriptions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to show you how to argue or fight dirty. Have you ever had a clean argument or fight? If you have, more power to you. The more aware you become of how you argue or fight, the better will you be able to

give it up. However, you will not be able to give it up until you are completely aware of how wasteful these arguments or fights are.

Here are guidelines on how to argue or fight really dirty. Note that if you want ensure that both of you and the whole family will lose, disregard completely these guidelines. You may also follow part of these guidelines and ignore other parts or withdraw completely and avoid confrontation and conflict. If you do not want to learn anything, keep on avoiding having any argument or fighting. In this way you will ensure that these arguments will go on. If you are interested in both you and your partner failing at arguments, as well as in other areas of your life, you may not only ignore these guidelines but also find something wrong with the author of these guidelines (He also is no darn good!)

- A. Be sure to set an appointment date for the fight or argument at least 24 h in advance. It would be most helpful if you could agree (although it may be impossible) for you to argue on a regular schedule, like at a specific time on Mondays, Wednesdays, and Fridays, or Tuesdays, Thursdays, and Saturdays, or just on weekends, 8 o'clock, 9 o'clock, etc.
- B. Choose a comfortable setting, preferably at the dining room or kitchen table or in the living room. You will need a table to take notes. Make sure that you sit as close to each other as possible.
- C. Just before the argument or fight is to start, set a timer or alarm clock for just 1 h. Stop the argument as soon as the alarm rings. If your argument is not finished, reschedule the time for another argument at least 24 h in advance, then separate and go as far away from each other as your house (and your partner) will allow. If or when you meet again for a second argument, make sure you set the timer for 1 h.
- D. Make a tape recording of your argument or fight. This recording is absolutely necessary. If you do not have a recording device, borrow or rent one. Also keep detailed written notes of what happened during and after the argument. Write down what you think or feel went on during the argument.
- E. Follow as much as you can the following six destructive patterns that take place in most couple difficulties. If you follow a destructive pattern not contained in these instructions, make detailed notes of this pattern, describe it in detail, and bring it up the next time you meet with your counselor. In arguing, be sure to follow these seven destructive patterns as closely as possible:
 1. Use "You" statements exclusively, accusing, blaming, and name-calling each other as much as you can. For instance, use "You never_" and "You always_" statements as much as possible. Do not use either "I" or "We" statements under any conditions.
 2. Keep bringing up the painful past in as much negative detail as possible. Keep remembering dates, places situations, and occasions where you were hurt deeply. Keep on hurting each other by reliving as much as possible all of your past painful experiences in this relationship, which were obviously

the fault of your partner. See if each of you can top the other in remembering as many painful details as possible. Do not forget (or let alone forgive!) any single possible past hurt!

3. Read each other's mind. Try to tell each other what you think or feel. Disclose to each other all of the many evil intentions each of you knows the other one harbors. Bring up all of the possible nasty and guilty thoughts or feelings that your partner is guilty of thinking and feeling, let alone doing.
4. Use emotional blackmail and bribery, such as, "If you do not do what I want, I will leave you," or "If you do not give me what I want, I will call the lawyer," or "Either you quit (drinking, gambling, etc.) or I will take the children away," etc.
5. As part of point 4, give each other ultimatums. Threaten each other with the worst possible consequences that will follow from your partner's behavior. Make sure to specify dates and circumstances when you will make good on your ultimatum.
6. Make as many excuses as you can to justify your own behavior, especially by using your partner's behavior as an excuse: "I did such and such because you did such and such." Do not allow your partner to make any excuses for his or her behavior. Follow the principle that it is perfectly acceptable to behave miserably as long as your partner behaves miserably as well! Have a really dirty argument. Bring the recording to the next meeting.
7. Try to distract your partner from the major issue you are arguing about. Change the topic, sidetrack to another argument, find other issues to talk about that are not connected to the one you are arguing or fighting about.

Have a Good Dirty Argument or Fight!

Practice Exercise 4. Instructions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to become painfully aware of, and perhaps give up, the destructive patterns that take place more often without you even knowing about them. The sooner you become aware of each destructive pattern, the better off you and your partner will be.

After recording the argument or fight prescribed in Practice Exercise No. 3 on a tape recorder, go back by yourself alone to listen to the recording of the argument or fight, without your partner. Below, there is list of the seven destructive patterns you were told to follow, plus whatever other pattern you have discovered that is

peculiar to your arguing or fighting. Listen to the recording carefully and note each time you (not your partner) are indulging in any one of these patterns:

1. "You" statements: Total _____
2. Bringing up the painful past: Total _____
3. Mind-reading: Total _____
4. Blackmail or bribery: Total _____
5. Ultimatums or threats: Total _____
6. Excuses: Total _____
7. Distracting: Total _____
8. Your peculiar pattern: Total _____

Show and discuss these results with your partner after s/he has completed the same practice exercise. Then bring them with a written summary of your discussion to your next meeting with your professional helper. You will receive practice exercises that are specifically geared to deal with destructive patterns in the order of the highest total scores first, moving down to the lowest.

Instructions to professional helper: Administer the next practice exercises to each partner according to the number of times each partner has scored on each particular pattern. For instance, if one partner has the highest number of "you" statements, he or she should be administered the "you" statements practice exercise. By the same token, if the other partner has the highest number of statements on "mind-reading," he or she should receive the "mind-reading" practice exercise. Continue to administer practice exercises according to the scores given in Practice Exercise No. 4 in a descending order from most frequent to least frequent, or until they are no longer necessary.

Practice Exercise About Making "You" Statements

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to become aware of how hurtful and destructive "you" statements are to you, to your partner, and to your relationship, so that perhaps you can stop using them.

1. How often do you think and speak about your partner?
 - a. All the time _____
 - b. Quite often (more than twice a week) _____
 - c. Often enough (at least once a week) _____
 - d. Sometimes (once or twice as month) _____

2. When do you think about your partner? Check which answer applies best:

- a. Only when I am angry _____
- b. Only when I am sad _____
- c. Only when I hurt _____
- d. Only when I am upset _____
- e. Only when (please complete this sentence): _____

3. What is that you think about your partner?

- a. All negative _____
- b. More negative than positive _____
- c. More positive than negative _____
- d. All positive _____

4. Why do you think so much or so negatively about your partner? (Check more than one if appropriate):

- a. It keeps me busy and alive _____
- b. It distracts me from becoming sad _____
- c. It shows how much I care for my partner _____
- d. It takes away from my worries _____
- e. As long as I think and worry about my partner I do not have to worry about myself _____
- f. Give your own reason: . _____

5. What are your reactions to the possibility that thinking about your partner takes away from you and weakens your identity, hurting yourself?

6. What do you think about this other possibility: “I do not have to take responsibility for my behavior, because as long as I focus my energy on my partner, it leaves very little energy left for me to take care of myself and possibly change my behavior.”

7. What do you think about the possibility that thinking excessively or negatively about your partner puts the whole burden of change on your partner rather than on you?

8. Now think about the usual result of your thinking too much and/or negatively about your partner:

- a. What does it do to you?

- b. What does it do to the relationship?

- c. What does it do to your partner?

- d. What is the result, then, of your thinking excessively and/or negatively about your partner?

9. What would be the result if your partner were to do exactly what you are doing (that is, thinking excessively and/or negatively about you)?

10. Our language has mutually exclusive pronouns. If and when we use “you,” it will be impossible for us to use the “I” or “we” pronouns. What do you think about this statement?

11. What are your reactions to the statement that using the “you” pronoun, that is, thinking and talking about your partner excessively and/or negatively, is the cancer of relationships?

12. Think of one or more positive reasons for continuing to use the “you” pronoun in thinking and talking about your partner:

13. Sometimes we can think of destructive patterns (described in Practice Exercise No. 4) as “suicidal” patterns. Why would this be so? What does the term “suicidal” mean to you?

14. “Suicidal” means to kill oneself. What do you think about using any behavior of this kind as destructive rather than suicidal?

Homework: Next week, see what happens to you and to your partner when you use the pronoun “You” instead of the “I” or “We” pronouns. Make sure you use “You” at least three times. Describe in detail what happened and what the outcome was.

Time No. 1 How did you use the “You?”

Outcome

Time No. 2 How did you use the “You?”

Outcome

Time No. 3 How did you use the “You?”

Outcome

Homework: If you want to have a miserable relationship, or if you want your relationship to end, all you have to do is continue thinking excessively and/or negatively about your partner by using the pronoun “You.” Next week, write down three times when you used the pronouns “I” or “We” instead of the pronoun “You.” Describe in detail what happened before, during, and after you used them.

Time No. 1 Before

During

After

Time No. 2 Before

During

After

Time No. 3 Before

During

After

After you have completed this practice exercise, make an appointment at least 24 h in advance with your partner to show and discuss your answers and their implications for the future of your relationship. Keep notes of your discussion and bring them to your professional helper with your completed practice exercises.

Practice Exercise About Bringing Up the Painful Past

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to become aware of how hurtful to yourself, to your partner, and to your relationship bringing up the past is, so that perhaps you will learn to stop doing it.

1. How often do you bring up the painful past when dealing with your partner?
 - a. Almost every day _____
 - b. At least once or twice a week _____
 - c. Once every 2 or 3 weeks _____
 - d. Once a month or less _____
 - e. Once in a blue moon _____
 - f. Never _____

If “f” is your answer, then this practice exercise must have been given to you in error. Check with your partner and your professional helper to find out why you were given this practice exercise.

2. When do you bring up the painful past?

- a. Only when we are fighting _____
- b. Only when we make love _____
- c. Anytime I feel bad, mad, or sad _____
- d. When (please complete as you see fit): _____

3. What does it get you to bring up hurts from the past? (Check more than one if appropriate):

- a. It makes me feel better about myself _____
- b. It makes my partner look bad _____
- c. I enjoy it _____
- d. It makes my partner feel bad _____
- e. Give your own reason: _____

4. What things (memories, events, episodes, hurts, etc.) from the past do you enjoy bringing up?

- | | | | |
|----------------------|-------|----------------------|-------|
| a. Always pleasant | _____ | d. Mostly unpleasant | _____ |
| b. Sometime pleasant | _____ | e. Always unpleasant | _____ |
| c. Mostly hurtful | _____ | f. None of the above | _____ |

5. What does bringing up the painful past do to:

a. You?

b. Your relationship?

c. Your partner?

6. What do you think about this statement: "As long as we keep on bringing up the painful past we have no time or energy left for a pleasant present or a better future?"

7. Suppose your partner kept on bringing up the painful past in the same way you do. What would happen:

a. To you?

b. To your relationship?

c. To your partner?

Homework: During the coming week, note how often you keep bringing up the painful past and write down what happened for at least three of the times:

a. To you:

Time No. 1

Time No. 2

Time No. 3

b. To your relationship:

Time No. 1

Time No. 2

Time No. 3

c. To your partner:

Time No. 1

Time No. 2

Time No. 3

After you have completed this practice exercise, make an appointment with your partner at least 24 h in advance to show, discuss, and compare your answers to the questions above. Summarize and record your discussion.

Practice Exercise About Mind Reading

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to make you aware of how hurtful mind reading is to you, to your relationship, and to your partner.

As part of your caring for and committing to your relationship, you might be spending a great deal of time and energy wondering what your partner feels, thinks, and does. Often you may even be sure that you know exactly beforehand, without asking or checking it out, what your partner feels, thinks, or does. This kind of behavior is frequent in couples who care a great deal about each other but who cannot separate one's self from the other's self. Does this behavior apply to you? If your answer is no, stop this exercise. If your answer is yes, go on.

1. How often do you wonder about your partner's feelings, thinking, motives, and behavior?

- | | | | |
|-----------------|-------|-----------------|-------|
| a. All the time | _____ | d. Rarely | _____ |
| b. Very often | _____ | e. Almost never | _____ |
| c. Often enough | _____ | | |

2. What do you wonder about or really know about your partner? Describe in detail:

- a. His/her feelings

b. His/her attitudes

c. His/her thinking

d. His/her motives

e. His/her behavior

f. Any other area or topic not covered by questions asked above:

3. Are there special or particular times when you wonder and know what your partner is feeling or thinking?

a. When we fight

b. When we make love

c. When we are apart

- d. When I feel sad _____
- e. When I am angry _____
- f. Any other occasion or situation not covered by the above items: _____

4. What does reading your partner's mind do for you?

- a. It makes me happier _____
- b. It makes my partner happier _____
- c. It keeps me busy _____
- d. It makes him/her mad _____
- e. It makes me sad _____
- f. It makes me feel better about myself _____
- g. Any other result not included in the above items: _____

5. What does reading your partner's mind do for your relationship?

- a. It improves it considerably _____
- b. It keeps it exciting _____
- c. It renews it _____
- d. It makes it worse _____
- e. It's the pits! _____

6. Describe in greater detail what reading your partner's mind does for you and for your relationship:

7. What would happen to your relationship if your partner read your mind the way you read your partner's?

8. Why do you think mind reading is a suicidal pattern in any close and prolonged relationship?

9. What would happen to you if you did not read your partner's mind?

10. What would happen to your relationship if you did not read your partner's mind?

Homework: During the coming week, write down every time you find yourself reading your partner's mind; keep track of at least three times. Record what happens to you and to your relationship when you read your partner's mind.

Time No. 1 What did your mind reading consist of?

What was the result of your mind reading?

Time No. 2 What did your mind reading consist of?

What was the result of your mind reading?

Time No. 3 What did your mind reading consist of?

What was the result of your mind reading?

Write down three times when you did *not* read your partner's mind and instead you asked and checked out what s/he was feeling, thinking, or planning to do. What happened?

Time No. 1

Time No. 2

Time No. 3

Homework: After you have finished answering this practice exercise, make an appointment with your partner at least 24 h in advance to discuss your answers to the questions above. Keep notes of your discussion and bring them with your completed practice exercises to your professional helper.

Practice Exercise About Blackmail/Bribery

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to make you aware of how hurtful blackmail or bribery is to you, to your partner, and to your relationship, so that perhaps you can stop doing it.

Most examples of this suicidal/homicidal pattern are emotional, and they are usually preceded by an “If,” as in, “If you do not do what I want, I will leave you.” In other words, emotional blackmail or bribery is an abusive form of control, coercion, and manipulation in order to get one’s way.

1. Do you use this pattern in your relationship? If your answer is no, you may stop this practice exercise. If your answer is yes, continue.

2. How often do you use it?

- a. Very often (once a day) _____
- b. Often (two or three times a week) _____
- c. Sometimes (once every 2 weeks) _____
- d. Seldom (once every 2 or 3 months) _____

3. How and when do you use blackmail? Describe in detail:

4. How and when do you use bribery?

5. What do you get out of using either blackmail or bribery?

6. How does this pattern affect your relationship?

7. How does this pattern affect your partner?

8. What happens or what would happen if or when your partner were to use this pattern with you?

9. Can you remember how you learned this pattern? When did you start using it?

10. Are you ready to give it up? If your answer is no, don't go any further. Keep on using this pattern and see what it gets you in the long run. If your answer is yes, then read on and do the following homework practice exercise.

Homework: During all of next week, use this pattern at least three times. Remember that: if you want to stop it, you have to learn to start it. Write in detail what specific kind of blackmail you used and the situation in which you used it. What was the result?

Time No. 1 Use

Result

Time No. 2 Use

Result

Time No. 3 Use

Result

Also during the next week record three times when you used bribery. How did you use it and what was the result?

Time No. 1 Use

Result

Time No. 2 Use

Result

Time No. 3 Use

Result

After completing this homework, make an appointment with your partner at least 24 h ahead of time to show and discuss your answers to this practice exercise. Bring your completed practice exercises and notes to your professional helper.

Practice Exercise About Excuses

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to show you how hurtful excuses are to you, to your partner, and to your relationship.

Often excuses are used to explain or justify one's behavior. For instance, you may use your partner's (rotten!) behavior to justify your own actions: "I did this and that because you did this and that." In other words, we make excuses for our (rotten!) behavior on the basis of our partner's behavior. Usually, however, we do not accept the same pattern of excuses from our partner. The premise behind this pattern is that it is perfectly acceptable to behave miserably as long as our partner behaves miserably as well!

1. How often do you use this pattern?

- a. Very often (almost every day) _____
- b. Often (once or twice a week) _____
- c. Sometimes (once or twice a month) _____
- d. Seldom (once every 2 or 3 months) _____
- e. Never _____

If you never use excuses, then this practice exercise was given to you by mistake. Discuss this possibility with your partner and your professional helper. If either one (partner or helper) feels that you do use excuses while you do not feel you do, let them record your excuses in writing and present them to you after 1 or 2 weeks. Only then will you be able to go on with this practice exercise.

2. How do you make excuses? Describe in detail:

-
-
3. What does this pattern mean? Check more than one if necessary:
- a. I am unable to take responsibility for myself and my behavior _____
 - b. I behave better than my partner _____
 - c. My partner is wrong and I am right _____
 - d. My behavior is excusable, but my partner's behavior is not _____
 - e. As long as my partner behaves miserably I have the same right _____
 - f. Write your own explanation: _____
-
-
-
-
-

4. How do you react to the following statement: "Children find excuses for their behavior; adults need to take responsibility for their actions?"
-
-
-
-
-

5. What do you get out of making excuses for your behavior?
-
-
-
-
-

6. What would happen to your relationship if both you and your partner made excuses about your behavior?
-
-
-
-
-

7. How did you learn to make excuses? Explain in detail:

Homework: If you want to learn to stop this pattern, follow these instructions. Next week, try to find at least three situations where you can make excuses for your behavior. Write below each situation in detail and report on the results.

Situation No. 1 Excuse used

What happened?

Situation No. 2 Excuse used

What happened?

Situation No. 3 Excuse used

What happened?

Homework: After you have completed this practice exercise, make an appointment with your partner at least 24 h in advance. Show and discuss your answers with your partner. See whether together you can come up with more helpful ways to take responsibility for your behavior than just finding excuses. Make notes of your discussion and bring them to your professional helper.

Practice Exercise About Ultimatums

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to become aware of how hurtful ultimatums are to you, to your partner, and to your relationship.

1. What does the word “ultimatum” mean to you? Check one:

- a. A meaningless foreign word _____
- b. One of those big words doctors use to make themselves feel important _____
- c. Another form of bribery/blackmail _____
- d. One of those words your partner uses to be one up on you _____

- e. Find your own definition (you may use your dictionary if you want): _____

2. Would you agree that an ultimatum consists of a deadline or of a consequence that would have negative results for your partner? Please comment:

3. How often do you use ultimatums?

- | | | | |
|--------------------------|-------|------------------------|-------|
| a. Practically every day | _____ | d. Once in a blue moon | _____ |
| b. Once a week | _____ | e. Other (explain): | _____ |
| c. Once a month | | | |

4. When do you use ultimatums?

- | | |
|--------------------------------------|-------|
| a. When my partner makes me mad | _____ |
| b. When I make my partner mad | _____ |
| c. When I am under pressure | _____ |
| d. When I don't know what else to do | _____ |
| e. When I (complete it you rself): | |

5. What kind of ultimatums do you give your partner? Give at least three examples:

Example 1:

Example 2:

Example 3:

6. Why do you give ultimatums? Check as many as apply:

- a. Because I enjoy it

- b. Because it makes me feel good

- c. Because it gives me a sense of satisfaction

- d. Because in this way I can control my partner

- e. Because it worked for my parents

- f. Because (give a reason not listed above):

7. What do ultimatums do

a. To you?

b. To your relationship?

c. To your partner?

8. How did you learn to use ultimatums?

9. What would happen to your relationship if your partner were to give you ultimatums?

Homework: Next week, try to use as many ultimatums as you can. List at least three of them below. Write

- a. What kind of ultimatum you used
- b. With whom
- c. What kind of result you got out of it

Ultimatum No. 1

- a. _____

- b. _____

- c. _____

Ultimatum No. 2

- a. _____

- b. _____

- c. _____

Ultimatum No. 3

- a. _____

- b. _____

- c. _____

Homework: After completing this practice exercise show and discuss it with your partner after setting an appointment at least 24 h ahead of time. Discuss what you learned from it and write down what you two discussed about it. Bring this practice exercise and your notes to your professional helper.

Practice Exercise About Your Own Peculiar Pattern

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to become aware of any pattern that may be hurtful to you, to your partner, and to your relationship, so that perhaps you can stop doing it.

By listening to the recording of your last fight, in addition to reviewing the seven destructive patterns listed in Practice Exercise No. 3, you might have been able to find a peculiar destructive pattern that is specific to how you two argue or fight. For instance, another common destructive pattern is “Distracting,” that is, changing the subject or introducing extraneous or irrelevant arguments. If you find another pattern, congratulations! Not many partners can. Do you want to replace it or do you want to keep it?

1. Define and describe in detail this peculiar pattern. What does it consist of?

2. Write down the advantages and disadvantages of this pattern.

- a. Advantages

- b. Disadvantages

3. How often do you use it?

- a. Very often (almost every day) _____
- b. Often enough (once or twice a week) _____
- c. Occasionally (once every 2 or 3 weeks) _____
- d. Once in a while (once every 2 or 3 months) _____

4. When does it take place?

5. What does it get either one of you? Check more than one answer if necessary:

- a. It shows we love each other _____
- b. It keeps us busy _____
- c. It allow us to make contact _____
- d. It keeps us excited _____
- e. It keeps us from being bored _____
- f. Give your explanation for using this pattern: _____

6. Do you enjoy it? In what way?

7. If you enjoy it, keep it up, and stop answering these questions. If you do not enjoy it and you want to replace it with a more positive pattern, complete the following homework practice exercise.

Homework: During the coming week, make sure that either one of you will use this peculiar pattern at least three times. If necessary, flip a coin to decide which of you should use it first. Write down how this pattern was used and what the result was.

Time No. 1 Use

Result

Time No. 2 Use

Result

Time No. 3 Use

Result

Homework: After completing this practice exercise, make an appointment with your partner, at least 24 h in advance, and discuss how you could replace this peculiar pattern with a more positive one. Make notes of your discussion and bring them to your professional helper.

Violence

The purpose of this practice exercise is to help couples at risk for violence in their relationship confront and control thoughts that may lead them to violence.

Practice Exercise 1. Defining Thoughts About Violence in the Relationship

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand what thoughts of partner violence consist of in your particular case.

1. Below there is a list of violent or abusive thoughts that may come to mind when you are angry. You will find some of these words about your thoughts rather strange and unusual. If you do not understand what the thought listed below means, consult a dictionary or ask your partner, a friend, or whoever is helping you learn to control your violence. After you have defined each thought, give two examples for each specific thought listed.

Definitions of Violent Thoughts

Examples

- a. Placing hostile blame on partner

Example 1 _____

Example 2 _____

- b. Magnification

Example 1 _____

Example 2 _____

- c. Either/or thinking

Example 1 _____

Example 2 _____

- d. Arbitrary inference

Example 1 _____

Example 2 _____

- e. Demandingness

Example 1 _____

Example 2 _____

- f. Anger-control statements

Example 1 _____

Example 2 _____

- g. Personalization

Example 1 _____

Example 2 _____

h. “Awfulizing”	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
i. Overgeneralization	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Negative self-thoughts	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Low frustration tolerance	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Check whether each thought applies to you not at all, sometimes, or most of the time:

	<i>Applies</i>			<i>Rank-</i>
<i>Violent Thoughts</i>	<i>Not at all</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>order</i>
a. Placing hostile blame on partner	_____	_____	_____	_____
b. Magnification	_____	_____	_____	_____
c. Either/or thinking	_____	_____	_____	_____
d. Arbitrary inference	_____	_____	_____	_____
e. Demandingness	_____	_____	_____	_____
f. Anger-control statements	_____	_____	_____	_____
g. Personalization	_____	_____	_____	_____
h. “Awfulizing”	_____	_____	_____	_____
i. Overgeneralization	_____	_____	_____	_____
j. Negative self-thoughts	_____	_____	_____	_____
k. Low frustration tolerance	_____	_____	_____	_____

3. Now rank-order these thoughts according to how frequent, serious, or strong they are in your relationship with your partner. Rank as No. 1 the thought that is the strongest or most frequent, rank as No. 2 the thought that is second

strongest or most frequent, and so on; mark as N/A the thoughts that may not apply to your relationship.

4. Which of these thoughts were present in your family of origin? Please check whether they applied to your mother (or mother substitute), father (or father substitute), brothers, or sisters, if present. Check all that apply:

<i>Violent Thoughts</i>	<i>Mother</i>	<i>Father</i>	<i>Brothers</i>	<i>Sisters</i>
a. Placing hostile blame on wife/husband	_____	_____	_____	_____
b. Magnification	_____	_____	_____	_____
c. Either/or thinking	_____	_____	_____	_____
d. Arbitrary inference	_____	_____	_____	_____
e. Demandingness	_____	_____	_____	_____
f. Anger-control statements	_____	_____	_____	_____
g. Personalization	_____	_____	_____	_____
h. "Awufulizing"	_____	_____	_____	_____
i. Overgeneralization	_____	_____	_____	_____
j. Negative self-thoughts	_____	_____	_____	_____
k. Low frustration tolerance	_____	_____	_____	_____

Homework: During the next few days write down all of the advantages and disadvantages you get from thinking violent thoughts.

Standard Practice Exercise for Violence in a Relationship

Practice Exercise No. _____ Title: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the thought listed in the title.

1. How did you start using this thought? Please explain in detail:

2. How often do you use this thought? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further:

4. How did this thought come about? Do you remember when you started thinking it?

Check the answer that fits best:

- | | |
|-----------------------------------------------------|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. In elementary school | _____ |
| c. In middle school | _____ |
| d. In high school | _____ |
| e. Any other time | _____ |

5. Please explain further:

6. What does this thought do for you or get you? Please explain:

7. Give three specific examples of how this thought was hurtful to you in the past:

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this thought is hurtful to you in the present:

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this thought will be hurtful to you in the future:

Example 1:

Example 2:

Example 3:

10. Give three specific examples of how this thought was hurtful to those you love and who love you:

Example 1:

Example 2:

Example 3:

Homework: Next week plan to repeat this thought at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.), at least three times. Write down what you thought in detail. *If you can start it, you can stop it.* For each time this thought comes to mind, 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 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 shows 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 practice exercise and what you got out of it:

Final Follow-Up Form for Violence
in a Relationship

Name _____ Sex ____ Date _____

The purpose of this 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 husbands who use abusive or violent thinking 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? 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>Violent Thoughts</i>	<i>Rank-order</i>
a. Placing hostile blame on partner	_____
b. Magnification	_____
c. Either/or thinking	_____
d. Arbitrary inference	_____
e. Demandingness	_____
f. Anger-control statements	_____
g. Personalization	_____
h. "Awfulizing"	_____
i. Overgeneralization	_____
j. Negative self-thoughts	_____
k. Low frustration tolerance	_____

4. Now that you have completed this practice exercise, check which of these answers describes how you feel about it. There is also space for you to explain further, if you want to:
- a. I did not like it at all, a waste of time. I wish I never saw this stupid practice exercise. _____
 - b. I did not like it very much, but I want to go on with another practice exercise. _____
 - c. I liked it and I want to go on with another practice exercise. _____
 - d. I liked it a lot and I wish I had something like this practice exercise earlier. _____
 - e. I liked it so much that I wish all partners with violent or abusive thoughts could get something like this practice exercise to work on. _____
5. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercise.

Controlling Violence

The purpose of this practice exercise is to help partners at risk for violence confront and control their tendencies toward violence. The purpose of this practice exercise is to understand what violence consists of in your particular case.

Practice Exercise 1. Defining Violence in a Relationship

Name _____ Sex _____ Date _____

1. Below is a list of violent or abusive behaviors. Please check whether each behavior applies to you not at all, sometimes, or most of the time:

<i>Abusive or Violent Behaviors</i>	<i>Applies</i>			<i>Rank</i>
	<i>Not at all</i>	<i>Some- times</i>	<i>Most of the time</i>	
a. Insulting or swearing	_____	_____	_____	_____
b. Sulking or refusing to talk	_____	_____	_____	_____
c. Stomping out	_____	_____	_____	_____
d. Crying	_____	_____	_____	_____
e. Doing or saying something to spite	_____	_____	_____	_____

- | | | | | | |
|----|----------------------------------|---------|-------|-------|-------|
| f. | Threatening to hit or throw | _____ | _____ | _____ | _____ |
| g. | Throwing an object | _____ | _____ | _____ | _____ |
| h. | Throwing object at partner | _____ | _____ | _____ | _____ |
| i. | Pushing-grabbing-shoving partner | _____ | _____ | _____ | _____ |
| j. | Slapping partner | _____ | _____ | _____ | _____ |
| k. | Kicking-biting-hitting with fist | _____ | _____ | _____ | _____ |
| l. | Hitting with object | _____ | _____ | _____ | _____ |
| m. | Beating up | _____ | _____ | _____ | _____ |
| n. | Choking or strangling | _____ | _____ | _____ | _____ |
| o. | Threatening with knife or gun | _____ | _____ | _____ | _____ |
| p. | Using knife or gun | _____ | _____ | _____ | _____ |
| q. | Any other physical violence | (_____) | _____ | _____ | _____ |
2. Now rank-order these behaviors according to how frequent, serious, or strong they are in your relationship. Rank as No. 1 the behavior that is the strongest or most frequent, rank as No. 2 the behavior that is second strongest or most frequent, and so on; mark as N/A the behaviors that may not apply to your relationship.
3. Which of these behaviors were present in your family of origin? Please check whether they applied to your mother (or mother substitute), father (or father substitute), brothers or sisters if present. Check all that apply:

<i>Abusive or Violent Behaviors</i>	<i>Applies</i>			
	<i>Mother</i>	<i>Father</i>	<i>Brother</i>	<i>Sister</i>
a. Insulting or swearing	_____	_____	_____	_____
b. Sulking or refusing to talk	_____	_____	_____	_____
c. Stomping out	_____	_____	_____	_____
d. Crying	_____	_____	_____	_____
e. Doing or saying something to spite	_____	_____	_____	_____
f. Threatening to hit or throw	_____	_____	_____	_____
g. Throwing an object	_____	_____	_____	_____
h. Throwing object at partner	_____	_____	_____	_____
i. Pushing-grabbing-shoving partner	_____	_____	_____	_____
j. Slapping partner	_____	_____	_____	_____
k. Kicking-biting-hitting with fist	_____	_____	_____	_____
l. Hitting with object	_____	_____	_____	_____
m. Beating up	_____	_____	_____	_____
n. Choking or strangling	_____	_____	_____	_____
o. Threatening with knife or gun	_____	_____	_____	_____
p. Using knife or gun	_____	_____	_____	_____
q. Any other physical violence	(_____)	_____	_____	_____

Homework: During the next few days write down all of the advantages and disadvantages you get from behaving in an abusive or violent fashion.

Standard Practice Exercise for Violence in a Relationship

Practice Exercise No. ____ Title: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the behavior listed in the title.

1. How did you start to use this behavior? Please explain in detail:

2. How often do you use this behavior? Check which answer applies to you:

- | | |
|------------------------------|-------|
| a. Practically every day | _____ |
| b. Once a week | _____ |
| c. A couple of times a month | _____ |
| d. Once a month | _____ |
| e. Once every 6 months | _____ |
| f. Once a year | _____ |
| g. Once every few years | _____ |

3. Please explain further:

4. How did this behavior come about? Do you remember when you started it? Check which answer fits best:

- | | |
|-----------------------------------------------------|-------|
| a. When I was a child (younger than 5 years of age) | _____ |
| b. In elementary school | _____ |
| c. In middle school | _____ |
| d. In high school | _____ |
| e. Any other time | _____ |

5. Please explain further:

6. What does this behavior get you?
Please explain:

7. Give three specific examples of how this behavior was hurtful to you. Please explain:

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this behavior was hurtful to those you love and who love you.

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.), 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 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 shows 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 Feedback Form for Violence in a Relationship

Name _____ Sex _____ Date _____

The purpose of this form is to review whether practice exercises in this practice exercise were helpful to you.

1. 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. _____
 - b. I did not like this practice exercise, but I am glad
I got to work on. _____
 - c. I am happy I got a chance to work on it. _____
 - d. I am not only delighted with this practice exercise, but I wish all people
who use abusive or violent behavior 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 _____	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.

Abusive or Violent Behaviors

Rank-order

- | | |
|---------------------------------------|-------|
| a. Insulting or swearing | _____ |
| b. Sulking or refusing to talk | _____ |
| c. Stomping out | _____ |
| d. Crying | _____ |
| e. Doing or saying something to spite | _____ |

- f. Threatening to hit or throw _____
- g. Throwing an object _____
- h. Throwing object at partner _____
- i. Pushing-grabbing-shoving partner _____
- j. Slapping partner _____
- k. Kicking-biting-hitting with fist _____
- l. Hitting with object _____
- m. Beating up _____
- n. Choking or strangling _____
- o. Threatening with knife or gun _____
- p. Using knife or gun _____
- q. Any other physical violence (_____) _____

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 it at all, a waste of time. I wish I never worked on this stupid practice exercise. _____
- b. I did not like it very much, but I want to go on with working on practice exercises of this type. _____
- c. I liked it and I want to go on with another practice exercise. _____
- d. I liked it a lot and I wish I had received something like this practice exercise earlier in my life. _____
- e. I liked it so much that I wish all violent or abusive individuals could get something like this practice exercise to work on. _____

5. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercise.

Families

When Parents Argue: From the Eyes of a Child

Instructions to the professional: Make sure both parents sign an informed consent form. Parents should make an appointment with each other at pre-stated, pre-arranged times. They are to complete each practice exercise individually and then

compare, contrast, and discuss with each other their answers to each practice exercise by appointment. They should not meet for longer than 1 h (by preset timer). If they get too angry, should call time out, go to opposite corners, and reschedule another appointment at least 24 h ahead.

The second and subsequent practice exercises should be administered according to the combined rank-orders of arguments given by both parents. The practice exercise that receives the lowest combined score should be administered first. The one that receives the second lowest combined score should be administered second, and so on. The title and number of each practice exercise should be written on top of each practice exercise. The number of practice exercises to be administered depends on the number of items parents agree or disagree about. The more virulent the arguments, the greater should be the number of practice exercises to be administered.

To parents: The purpose of this practice exercise is to help you both have better arguments, that is, instead of arguing, learning how to negotiate by “proacting” with each other rather than reacting to each other. If you both have agreed to work together on this practice exercise, it means that you love each other enough to make things better for both and your children. This practice exercise, however, may be useless unless you set appointments with each other at predetermined, agreed-upon times to discuss your individually completed practice exercises. If, during one of these appointments you find yourself getting too angry, call for time out and reschedule another appointment at least 24 h ahead. This postponement will allow you to cool off and process what is going on between you two. Keep in mind that indifference is the opposite of love. If you get upset with each other, it means you still care.

Practice Exercise 1. What Do You Argue About?

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out how you see the seriousness of your arguments:

1. How often do you have these arguments or fights?

- a. Once a day or more _____
- b. Two or three times a week _____
- c. Once a week _____
- d. Once a month _____
- e. Once every 2 or 3 months _____
- f. Never or hardly ever _____

2. How long do these arguments or fights last?

- a. Sometimes the whole day or more
- b. A couple of hours or half a day
- c. About an hour
- d. Less than 30 minute
- e. 1 minute at the most

3. How heated, strong, or intense are these arguments or fights?

- a. Very strong to the point of physical violence
- b. Very intense but without physical violence
- c. Strong and verbally abusive
- d. Not very strong
- e. We get excited but we calm down soon
- f. Usually we keep cool and rational
- g. We never lose our cool, we just avoid each other
- h. We do not argue or fight, we just bicker
- i. Other (explain)

4. How do these arguments or fights get started?

- a. I usually start them
- b. My partner usually starts them
- c. Sometimes I start them, sometimes my partner starts them
- d. I don't know
- e. Other (explain)

5. How do these arguments or fights end?

- a. We kiss and make up
- b. We stay mad for hours
- c. We stay mad for days
- d. We stay mad for weeks on end
- e. We stay away from each other until we have another argument or fight
- f. Other (explain):

6. Why do you argue or fight? Rank as No. 1 the most troublesome reason for arguing, rank as No. 2 the second most troublesome reason for arguing, and so on; mark as N/A the reasons that do not apply.

<i>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Partner's Rank-order</i>	<i>Combined Rank-order</i>
a. It's our fault when we do it	_____	_____	_____
b. One partner wants things one way and the other wants them another way	_____	_____	_____
c. Work	_____	_____	_____
d. We do not know how to get along	_____	_____	_____
e. We do not understand each other	_____	_____	_____
f. Money	_____	_____	_____
g. Our children misbehave and do something wrong	_____	_____	_____
h. One partner is worried about something	_____	_____	_____
i. Chores or jobs around the house	_____	_____	_____
j. One partner had a bad day	_____	_____	_____
k. The other partner had a bad day	_____	_____	_____
l. People outside the family, relatives/ friends	_____	_____	_____
m. One partner is worried about something	_____	_____	_____
n. One partner does not feel good	_____	_____	_____
o. It's our children's fault	_____	_____	_____
p. One partner does not feel well	_____	_____	_____
q. The kind of person one partner is	_____	_____	_____
r. Our children are bad	_____	_____	_____
s. It's one partner's fault	_____	_____	_____
t. One partner is the kind of person who likes to argue	_____	_____	_____
u. The kind of person the partner is	_____	_____	_____
v. We really do not like each other	_____	_____	_____
w. It's the other partner's fault	_____	_____	_____
x. The other partner is the kind of person who likes to argue	_____	_____	_____
y. State your own reason (_____)	_____	_____	_____

7. Now state why you rank-ordered these reasons for arguing the way you did it.

Homework: By preset appointment, compare, contrast, and discuss with each other your answers to this practice exercise. Write down the respective rank-orders of your partner on your sheet and combine the two rankings in the last column above. Give copies of your completed practice exercises to whoever is helping you with this practice exercise.

Standard Practice Exercise for Arguing and Fighting

Practice Exercise No. _____ Title of Practice Exercise _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the reason for arguing listed in the title.

1. How did you start to use this reason this way? Please explain in detail:

2. How often do you use this reason? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further:

4. How did this reason come about? Do you remember when you started it?
Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. In elementary school _____
- c. In middle school _____
- d. In high school _____
- e. Any other time _____

5. Please explain further:

6. What does this reason get you? Please explain:

7. Give three specific examples of how using this reason is hurtful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this reason is hurtful to your partner.

Example 1:

Example 2:

Example 3:

Homework: If you want to stop undesirable behavior, learn to start it. If you learn to start it, you will learn to stop it. Next week plan to repeat it using this reason 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 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 shows 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 Feedback Form

Name_____Sex_____Date_____

The purpose of this form is to understand what you learned from working on this practice exercise.

1. 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.

 - b. I did not like this practice exercise, but I am glad I got to work on it.

 - c. I am happy I got a chance to work on this practice exercise. _____
 - d. I am not only delighted about this practice exercise, but I wish all couples who argue 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 _____ 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>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Partner's Rank-order</i>	<i>Difference Scores</i>
a. It's our fault when we do it	_____	_____	_____
b. One partner wants things one way and the other wants them another way	_____	_____	_____
c. Work	_____	_____	_____
d. We do not know how to get along	_____	_____	_____
e. We do not understand each other	_____	_____	_____
f. Money	_____	_____	_____
g. Our children misbehave and do something wrong	_____	_____	_____
h. One partner is worried about something	_____	_____	_____
i. Chores or jobs around the house	_____	_____	_____
j. One partner had a bad day	_____	_____	_____
k. The other partner had a bad day	_____	_____	_____
l. People outside the family, relatives/friends	_____	_____	_____
m. One partner is worried about something	_____	_____	_____
n. One partner does not feel good	_____	_____	_____
o. It's our children's fault	_____	_____	_____
p. One partner does not feel well	_____	_____	_____
q. The kind of person one partner is	_____	_____	_____
r. Our children are bad	_____	_____	_____
s. It's one partner's fault	_____	_____	_____
t. One partner is the kind of person who likes to argue	_____	_____	_____
u. The kind of person the partner is	_____	_____	_____
v. We really do not like each other	_____	_____	_____
w. It's the other partner's fault	_____	_____	_____
x. The other partner is the kind of person who likes to argue	_____	_____	_____
y. State your own reason (_____)	_____	_____	_____

4. By appointment only, check with your partner and compare, contrast, and discuss your answers to this practice exercise. Write each other's rank orders and subtract them from each other's (even if it results in a minus number). Add all the difference scores and discuss this total score with your professional helper to see how it compares with scores of other couples.
5. 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 it at all, a waste of time. I wish I never worked on this stupid practice exercise. _____
 - b. I did not like it very much, but I want to go on with working on practice exercises of this type. _____
 - c. I liked it and I want to go on with another practice exercise. _____
 - d. I liked it a lot and I wish I had received something like this practice exercise earlier in our life together. _____
 - e. I liked it so much that I wish all arguing couples could get something like this to work on. _____
6. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercise.

When Parents and Children Argue: From the Eyes of a Child

The purpose of this practice exercise is to help this family have better arguments, that is, instead of arguing, learning how to negotiate by “proacting” with each other rather than reacting to each other. If you all have agreed to work together on this practice exercise, it means that you love each other enough to make things better for yourselves. This practice exercise, however, may be useless unless you set appointments to meet at predetermined, agreed-upon times to discuss your individually completed practice exercises. If, during one of these appointments you find you are getting too angry, call for time out and schedule another appointment at least 24 h ahead. This postponement will allow you to cool off and process what is going on among yourselves.

Practice Exercise 1. What Do You Argue About?

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find out how you see the seriousness of your arguments.

1. How often do you have these arguments or fights?
 - a. Once a day or more _____
 - b. Two or three times a week _____
 - c. Once a week _____
 - d. Once a month _____
 - e. Once every 2 or 3 months _____
 - f. Never or hardly ever _____
2. How long do these arguments or fights last?
 - a. Sometimes the whole day or more _____
 - b. A couple of hours or half a day _____
 - c. About an hour _____
 - d. Less than 30 minute _____
 - e. 1 minute at the most _____
3. How heated, strong, or intense are these arguments or fights?
 - a. Very strong to the point of physical violence _____
 - b. Very intense but without physical violence _____
 - c. Strong and verbally abusive _____
 - d. Not very strong _____
 - e. We get excited but we calm down soon _____
 - f. Usually we keep cool and rational _____
 - g. We never lose our cool, we just avoid each other _____
 - h. We do not argue or fight, we just bicker _____
 - i. Other (explain) _____
4. How do these arguments or fights get started?
 - a. I usually start them _____
 - b. Another family member usually starts them _____
 - c. Sometimes I start them, sometimes someone else starts them _____
 - d. I don't know _____
 - e. Other (explain) _____
5. How do these arguments or fights end?
 - a. We all kiss and make up _____
 - b. We stay mad for hours _____
 - c. We stay mad for days _____

- d. We stay mad for weeks on end _____
- e. We stay away from each other until we have another argument _____
or fight
- f. Other (explain)_____

6. Why do you argue or fight? Rank as No. 1 the most troublesome reason for arguing, rank order as No. 2 the second most troublesome reason for arguing, and so on; mark as N/A the reasons that do not apply.

<i>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Combined Family Rank-order</i>
a. Parents want things one way and children want them another way	_____	_____
b. All of us are at fault	_____	_____
c. The children do not listen	_____	_____
d. Parents are worried about something	_____	_____
e. Chores or jobs around the house	_____	_____
f. We do not understand each other	_____	_____
g. Children are upset about something	_____	_____
h. Children had a bad day	_____	_____
i. Parents had a bad day	_____	_____
j. School	_____	_____
k. One child is mad at another child in the family and is taking it out on the parent	_____	_____
l. One parent does not feel well	_____	_____
m. Parents are mad at one child and are taking it out on another child	_____	_____
n. We do not know how to get along	_____	_____
o. Money	_____	_____
p. Parents are mad at each other and one is taking it out on the children	_____	_____
q. Parents' work	_____	_____
r. The kind of person the parent is	_____	_____
s. Parents are unfair	_____	_____
t. People outside the family, such as relatives and friends	_____	_____
u. The child is the kind of person who likes to argue	_____	_____
v. It's the parent's fault	_____	_____
w. The child does not feel well	_____	_____
x. The child is a bad child	_____	_____
y. The parent is the kind of parent who likes to argue	_____	_____
z. The kind of person the child is	_____	_____
aa. It's the child's fault	_____	_____

<i>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Combined Family Rank-order</i>
bb. We really do not like each other	_____	_____
cc. One parent is a bad parent	_____	_____
dd. State your own reason (_____)	_____	_____

7. Now state why you rank-ordered these reasons for arguing the way you did.

Homework: By preset appointment, compare, contrast, and discuss your answers to this practice exercise. Add up all the family rankings in the last column above. Give copies of your completed practice exercises to whoever is helping you with this practice exercise.

Standard Practice Exercise No. _____ Title of Practice Exercise _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the reason for arguing listed in the title.

1. How did you start using this reason this way? Please explain in detail:

2. How often do you use this reason? Check which answer applies to you:

- | | |
|------------------------------|-------|
| a. Practically every day | _____ |
| b. Once a week | _____ |
| c. A couple of times a month | _____ |
| d. Once a month | _____ |
| e. Once every 6 months | _____ |
| f. Once a year | _____ |
| g. Once every few years | _____ |

3. Please explain further:

4. How did this reason come about? Do you remember when you started it?
Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. In elementary school _____
- c. In middle school _____
- d. In high school _____
- e. Any other time _____

5. Please explain further:

6. What does this reason get you? Please explain:

7. Give three specific examples of how using this reason is hurtful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this reason is hurtful to your family.

Example 1:

Example 2:

Example 3:

Homework: If you want to stop undesirable reasons, learn to start them. Keep in mind that if you learn to start it, you will learn to stop it. Next week plan to repeat this reason at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday).

Write down what happened in detail. For each time make sure to answer in writing the following four questions:

- (a) How did you start it?
- (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 shows what you got out of this practice exercise:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Completely useless | _____ | d. Somewhat useful | _____ |
| b. Somewhat useless | _____ | e. Extremely useful | _____ |
| c. So-so | _____ | | |

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 it at all, a waste of time. I want to quit this stupid practice exercise. _____
- b. I did not like it very much, but I want to go on with this practice exercise. _____
- c. I liked it and I want to go on with this practice exercise. _____
- d. I liked it a lot and I wish I had something like this practice exercise earlier. _____
- e. I liked it so much that I wish all arguing parents and children could get something like this to work on. _____

Write down how you feel about this homework practice exercise and what you got out of it.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to understand what you learned from working on previous practice exercises.

- 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. _____

- b. I did not like this practice exercise, but I am glad I got to work on it. _____
- c. I am happy I got a chance to work on this practice exercise. _____
- d. I am not only delighted about this practice exercise, but I wish all couples who argue 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 _____ 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>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Combined Family Rank-orders</i>
a. Parents want things one way and children want them another way	_____	_____
b. All of us are at fault	_____	_____
c. The children do not listen	_____	_____
d. Parents are worried about something	_____	_____
e. Chores or jobs around the house	_____	_____
f. We do not understand each other	_____	_____
g. Children are upset about something	_____	_____
h. Children had a bad day	_____	_____
i. Parents had a bad day	_____	_____
j. School	_____	_____
k. One child is mad at another child in the family and is taking it out on the parent	_____	_____
l. One parent does not feel well	_____	_____
m. Parents are mad at one child and are taking it out on another child	_____	_____
n. We do not know how to get along	_____	_____
o. Money	_____	_____
p. Parents are mad at each other and one is taking it out on the children	_____	_____
q. Parents' work	_____	_____
r. The kind of person the parent is	_____	_____
s. Parents are unfair	_____	_____
t. People outside the family, such as relatives and friends	_____	_____
u. The child is the kind of person who likes to argue	_____	_____
v. It's the parent's fault	_____	_____
w. The child does not feel well	_____	_____

<i>Reasons for Arguing</i>	<i>Your Rank-order</i>	<i>Combined Family Rank-orders</i>
x. The child is a bad child	_____	_____
y. The parent is the kind of parent who likes to argue	_____	_____
z. The kind of person the child is	_____	_____
aa. It's the child's fault	_____	_____
bb. We really do not like each other	_____	_____
cc. One parent is a bad parent	_____	_____
dd. State your own reason (_____)	_____	_____

4. Compare, contrast, and discuss your answers to this practice exercise with each other (by appointment only). Add all the individual scores and discuss the total rankings you obtained for each practice exercise with your professional helper.
5. Now that you have completed this practice exercise, check which of these answers indicates how you felt about it. Use a separate piece of paper.
 - a. I did not like it at all, a waste of time. I wish I never worked on this stupid practice exercise. _____
 - b. I did not like it very much, but I want to go on with working on practice exercises of this type. _____
 - c. I liked it and I want to go on with another practice exercise. _____
 - d. I liked it a lot and I wish I had received something like this practice exercise earlier in our family life. _____
 - e. I liked it so much that I wish all arguing parents and children could get something like this to work on. _____
6. How could this practice exercise be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercise.

Negotiation

The purpose of this practice exercise is to help couples (and families) learn how to negotiate, problem-solve, and even bargain successfully together. If you have agreed to work on the practice exercises contained in this practice exercise, you

must care for each other a great deal. Care and troublesome thought, however, are not enough. Negotiation is also necessary. Many couples and families have not had the experience of knowing how to negotiate because they never saw it take place in their families of origin. Answer all the questions in each practice exercise. Then meet with each other at a time preset at least 24 h in advance. It is very important that you meet by appointment and not discuss your completed individual practice exercises by chance appointments. After you meet, for no more than one hour, read each other's answers and discuss their similarities and differences. Take notes because you may forget what you discussed. If during this meeting either one becomes upset or, worse, angry, interrupt the meeting and set up another appointment for another time 24 h in advance.

Homework Practice Exercise 1. The Goals of Marriage

Name _____ Sex _____ Date _____

The purpose of this homework practice exercise is for you to start thinking about and stating clearly what you want out of this marriage (family).

1. What? Write specific constructive results you want to achieve in this marriage (family).

2. Why? Write the benefit to each of you from achieving a result.

3. How? Clarify ways you plan to achieve a result.

4. When? State clearly frequencies, times, and extent of the ways of achieving a result.

5. Set goals for tomorrow. Write specifically what you will do tomorrow that you have not done today. Discuss your answers with your partner (family members) for at least 1 h before your meet with your professional helper.

Results

Successful (explain why):

Unsuccessful (explain why):

Canceled (explain why):

Practice Exercise 2. The Law of Give and Take: The Golden Rule

Name _____ Sex _____ Date _____

The purpose of this practice exercise is for you to practice the Golden Rule. Even though you may know about it, you may not have practiced it in your relationship.

1. Have you ever heard of the Golden Rule? What does the Golden Rule mean to you?

2. How are the Golden Rule and the Law of Give and Take related to each other?

3. Do you agree that the Golden Rule means dealing with others the way we want them to deal with us? Please comment.

4. What happens when we fail to follow this rule in our dealings with others?

5. What happens to your relationship (marriage, family) when you fail to follow this rule?

6. What are the advantages of following the Golden Rule in your relationship?

7. What are the disadvantages?

8. What do you think would happen to your relationship if you were to commit yourself to follow the Golden Rule?

9. What do you think would happen to your relationship if both you and your partner (mate, companion, parent, or child) failed to follow it?

10. How committed are you to following this rule, and why?

11. List specific instances of when and where you failed to follow this rule and the outcome of that failure.

12. List specific instances of when and where you followed this rule and the outcome of having followed it.

13. Discuss your answers with your partner (family members) and discuss similarities and differences in your answers. What did you learn from this discussion?

14. During the next week, concentrate on writing down four specific instances in which you followed the Golden Rule and the outcome.

Instance 1:

Outcome:

Instance 2:

Outcome:

Instance 3:

Outcome:

Instance 4:

Outcome:

Practice Exercise 3. “I” Statements

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you learn how to speak for yourself and not for your partner or other family members. Some people have trouble starting sentences with the pronoun “I”; instead, they most often use the pronoun “you.” Using the “you” pronoun can be very hurtful to marriages and to families. The purpose of this practice exercise is to help you practice making “I” statements. Using sentences that begin with “I” can be especially helpful when trying to express feelings or deal with emotional issues in your relationships.

The following sentence stems have been found helpful in making “I” statements. One blank has been provided under each heading so that you can make up a stem of your own. Write your completions for each of the sentence stems on the lines provided, and start thinking about other possible completions for these sentences. After completing all the responses, discuss your answers with your partner.

1. Self
I wish _____
I should _____
I need _____
I feel _____
I _____
2. Marriage/relationship with partner
It pleases me when _____
I fear _____
I love _____
I hurt _____
I _____
3. Children
I remember _____
I want _____
It pleases me when _____
It hurts me when _____
I _____
4. Parents/in-laws
I avoid _____
I understand _____
I must _____
I won't _____
I _____

5. Siblings or relatives

I feel _____
 I ought _____
 I avoid _____
 I trust _____
 I _____

6. Work

Sometimes I _____
 I enjoy _____
 I dread _____
 I'd like _____
 I _____

7. Friends

I sense _____
 I fear _____
 I wonder _____
 I enjoy _____
 I _____

8. Leisure time

I like _____
 If I could _____
 I enjoy _____
 I don't want _____
 I _____

Make an appointment with your partner (or family members) to compare and discuss your answers with theirs.

The stimulus sentences listed below represent typical statements made by one partner to another in a relationship. One partner reads the stimulus sentences, one at a time, while the other partner responds in each of the three styles. Blanks have been provided for you to supply your own stimulus sentences unique to your relationship. Write your responses to each stimulus sentence in each of the three styles in the spaces provided. After completion, the partners switch roles.

Don't be overly concerned if a particular style or stimulus sentence does not seem to fit your relationship. Do the best you can in responding to each one. We are interested in your learning the styles at this point and in your being able to note differences between them. Don't be afraid to make mistakes or take risks.

Definitions:

Abusive/apathetic (AA) style: Signs/behaviors of inattentiveness, or using verbal abuse (name-calling, blaming, bringing up the past, blackmailing/bribery, using "you" statements, mind-reading, and ultimatums). Example: Partner: "You're stupid!"

Respondent: "Guess who's coming over for dinner?" or "I don't know and I don't care!"; "It's all your fault!"

Reactive/repetitive (RR) style: An immediate, impulsive-like statement, often said without thinking, in which you criticize, act defensively, or suggest that you will take care of everything. Example: Partner: "You're stupid!" Respondent: "What do you think you are?"

Creative/conductive (CC) style: A statement in which you request more information from your partner, rephrase what your partner has said to see if you've understood what s/he was trying to say, or otherwise indicate that you are in charge of yourself. Example: Partner: "You're stupid!" Respondent: "I know that I behave stupidly sometimes. How have I offended you?"

Stimulus sentence 1: Did your mother/father call today?

Styles in responding

AA _____
RR _____
CC _____

Stimulus sentence 2: Did you put the garbage out/do the laundry today as you promised?

Styles in responding

AA _____
RR _____
CC _____

Stimulus sentence 3: The bank called to tell us the last check you wrote bounced.

Styles in responding

AA _____
RR _____
CC _____

Stimulus sentence 4: How late did you get in last night?

Styles in responding

AA _____
RR _____
CC _____

Stimulus sentence 5: How did work/school go today?

Styles in responding

AA _____
RR _____
CC _____

Stimulus sentence 6: I'm going out with the guys/girls Friday night
 Styles in responding

AA _____
 RR _____
 CC _____

Stimulus sentence 7: I'm sorry I wasn't there to pick you up.
 Styles in responding

AA _____
 RR _____
 CC _____

Stimulus sentence 8: What shall we do tonight?
 Styles in responding

AA _____
 RR _____
 CC _____

9. Make up your own stimulus sentences (the more the better):

Styles in responding

AA _____
 RR _____
 CC _____

Homework: During the coming week, write down answers that fall in any of the three styles you practiced in this practice exercise. If you do not follow-up by writing them down, chances are you will go back to using AA or RR instead of CC styles.

Practice Exercise 4. Options in Responding: Part 1

Name _____ Sex _____ Date _____

The purpose of this task is to identify the first three of five response options – emotional (E), rational (R), and actional (A) – in a relationship and give you and your partner some practice telling them apart. Always using emotional, rational,

or actional options in responding often does not result in good outcomes for couples or families when they try to deal with differences or conflicts in their relationship.

The stimulus sentences and situations listed below represent typical statements or typical situations found in relationships. One partner reads the stimulus sentences and situations, one at a time, while the other partner answers in each of the three different response options. Four blanks have been provided for each of you to supply your own stimulus sentences or situations related to your own relationship. Make sure that you write your answers to each of the stimulus sentences and situations in the space provided. After completion, partners must switch roles.

Again, don't be overly concerned if a particular option, stimulus sentence, or stimulus situation does not seem to fit your relationship. Do the best you can in responding to each one. We are interested in your learning the various response options and in your being able to note differences between them. Don't be afraid to make mistakes or take risks.

Definitions:

Emotional response (E): A quick or cutting response given without any thought or awareness. Example: Partner: "That was sure dumb of you!" Respondent: "You're dumb, too!"

Rational response (R): A logical, computer-like, or intellectualized response used in preaching and lecturing, rather than discussing. Example: Partner: "That was sure dumb of you" Respondent: "The word 'dumb' needs to be defined."

Actional response (A): A response including either a nonverbal behavior or a verbal threat involving action. Example: Partner: "That was sure dumb of you!" Respondent: (Slams the door as s/he storms out) or "If you don't take that back, I'm going to _____ you!" Actional responses do not need to be acted out. They can be written down as to what one would actually do in response.

Stimulus Sentence 1: I'm very angry at you!

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Sentence 2: Why are you so late?

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Sentence 3: You know I love you.

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Sentence 4: Did you pay the bill?

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Situation 1: Your partner comes back from the store. You notice s/he didn't get an item you need very badly and that your partner said s/he'd remember to pick up for you.

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Situation 2: You and your partner both want to take a shower or bath. It's agreed s/he can go first. When it's your turn, you notice that there is no hot water left.

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Situation 3: You've had a hard day. You go home thinking you will be able to relax. You walk in the door and are immediately reminded by your partner that you promised to go somewhere with him/her right after work.

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Stimulus Situation 4: You and your partner have decided to go out this weekend. You think it will be just the two of you. On Friday your partner tells you s/he ran into an old acquaintance who you're not fond of and has invited him/her to join the two of you.

Response Options

Emotional (E) _____

Rational (R) _____

Actional (A) _____

*Make up your own stimulus sentences:**Response Options*

Emotional (E) _____

Rational (R) _____

Actional (A) _____

Homework: During the coming week, write down answers that fall in any of the three response options you practiced in this practice exercise. If you do not follow-up by writing them down, chances are you will go back to using AA or RR instead of CC styles.

Practice Exercise 5. Options in Responding: Part 2

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to identify two additional response options – awareness and contextual – in a relationship and to give you and your partner practice in telling them apart and in using them. Unlike the first three options covered in Practice Exercise No. 4 (emotional, rational, and actional), both of these response options usually result in good outcomes when partners try to deal with differences or conflicts in their relationship.

The stimulus sentences and situations listed below represent possible statements and situations found in relationships. One partner reads the stimulus sentences and situations one at a time, while the other partner answers using each of the two response options. Blanks have again been provided for each of you to supply stimulus sentences or situations related specifically to your relationship. Write your stimulus sentences or situations along with responses to them and to each of the supplied stimulus sentences and situations using the different options in responding in the spaces provided. When finished, partners change roles.

Again, don't be overly concerned if a particular option, stimulus sentence, or stimulus situation does not seem to fit your relationship. Do the best you can in responding to each one. We are interested in your learning these two additional response options and in your being able to use them. Don't be afraid to make mistakes or take risks.

Definitions:

Awareness response (Aw): A response that starts with the "I" pronoun or an "It," a self statement, indicating an awareness of one's own behavior or internal process.

Example: Partner: "You never listen to me!" Respondent: "I know that I sometimes don't pay attention to you well. I wish we could find a way for me to pay attention to you more often."

Contextual response (C): A response that asks for more information about reasons and background for the other person's statement, which is in the form of a self-statement. Example: Partner: "I don't want to go back to see them again ever!" Respondent: "You seem really upset. Will you tell me what happened? I really need to know more about the situation to understand your response."

Stimulus Sentence 1: You're just like your father/mother!

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus Sentence 2: I can't trust you.

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus Sentence 3: You're really sloppy!

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus Sentence 4: If only you wouldn't do that 20 times a day!

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus situation 1: You and your partner have agreed to go to see a movie that starts at 8 o'clock. Your partner has to work but promises to be home on time to go. By 8:30 s/he's not home and hasn't called. At 8:45 s/he finally walks in the door.

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus situation 2: Your partner appears angry and hasn't said anything to you all day.

Response Options

Awareness (Aw) _____

Contextual (C) _____

Stimulus situation 3: Your partner tells you s/he feels you aren't affectionate or sexy enough toward him/her.

Response Options

Awareness (Aw) _____
Contextual (C) _____

Stimulus situation 4: Your partner teases you about one of your personal or physical characteristics.

Response Options

Awareness (Aw) _____
Contextual (C) _____

Make up your own stimulus sentences:

Stimulus situation:

Response Options

Awareness (Aw) _____
Contextual (C) _____

Homework: During the coming week, write down answers that fall in any of the two response options you practiced in this practice exercise. If you do not follow-up by writing them down, chances are you will go back to using AA or RR instead of CC styles.

Practice Exercise 6. Priorities

Name _____ Sex _____ Date _____

The purpose of this homework is to examine important areas of your life and how they relate to your relationship with your partner (and/or family). Listed below are seven stages that represent the development of a family over time. Please circle one stage or category that best fits you currently. If you have been married before, circle the stage or category in which you currently see yourself and your present partner.

Family Life Cycle Stages

- | | |
|-------------------------------|------------------------------------------------|
| 1. Unattached young adult | 5. Launching children and moving on |
| 2. Newly married couple | 6. Family in later life |
| 3. Family with young children | 7. Couple who has decided not to have children |
| 4. Family with adolescents | |

- Keeping your current family life cycle stage or category in mind, please rank-order in terms of importance the following areas in your life. Use a scale from 1 to 7, with your first ranked area being most important to you down to your seventh ranked area being the least important.

<i>Area</i>	<i>Rankings of Importance</i>		
	<i>Now</i>	<i>Before</i>	<i>After</i>
Selfhood	_____	_____	_____
Marriage/relationship with partner	_____	_____	_____
Children	_____	_____	_____
Parents/in-laws/siblings	_____	_____	_____
Work	_____	_____	_____
Friends	_____	_____	_____
Leisure time	_____	_____	_____

Now rank-order the same areas for both the stage before and the stage following (after) the one you have indicated you are currently in. Example: If you see yourself best fitting into stage 2 now, you would rank-order the areas as you saw them when you were in stage 1 – unattached young adult – and as you expect them to be in the next stage, stage 3 – family with young children. For those of you currently in stage 1, for your previous stage use your late adolescence. For those of you in stage 6 – family in later life – for your next stage use the time when you will be a couple with grandchildren or great-grandchildren. For those of you who chose stage 7 – couple who has decided not to have children – for your previous stage use either stage 1 or 2 – unattached young adult or newly married couple – and for your next stage, use stage 6 – family in later life.

2. The cornerstone of all these priorities is selfhood. How do you define it and what does it mean to you?

3. Self-fulness. If selfhood is the state of having a self, self-fulness means having a positive sense of self-importance. What does self-fulness mean to you?

4. How does self-fulness express or manifest itself?

5. Selfishness: How to you define it and how does it express or manifest itself?

6. How is selfishness different from self-fulness?

7. Selflessness: How do you define it and how does it express or manifest it?

7. How is selfishness different from either self-fulness or selflessness?

8. No-self: How would you define it and how does it express or manifest itself?

9. How does no-self express or manifest itself?

10. Responsibility: What does it mean to you to take responsibility for yourself?

11. To take responsibility for oneself means to use the personal pronoun “I,” instead of the pronoun “You.” Give instances where your negative use of the pronoun “You” instead of the pronoun “I,” as in blaming, putting down, name-calling, etc., has resulted in negative consequences for your partner and/or your family.

Instance a:

Instance b:

Instance c:

12. Are you convinced that using sentences with the negative “You” produces negative consequences for you and your partner (family)? If you are not yet convinced, go on and use the negative “You.” See what happens to you and your partner or family.

13. Perfection: How would you rate yourself as far as having high standards (i.e., perfectionism)? Circle which of these ratings apply to you:

High Medium Low Very Low

If you rate High or Medium, tell what perfectionism does to you and your partner (family).

14. What are the positive consequences?

15. What are the negative consequences?

16. Now briefly describe yourself in four of your major family roles as you were in the past, as you are now in the present, and as you want to be in the future.

Role

- a. As a child (son, daughter) to your parents:

Past _____
 Present _____
 Future _____

- b. As a person in your own right:

Past _____
 Present _____
 Future _____

c. As a partner to your partner:

Past _____

Present _____

Future _____

d. As a parent to your children:

Past _____

Present _____

Future _____

e. As a parent to your parents:

Past _____

Present _____

Future _____

Homework: During the coming week, think about what is important to you in the long run. Answer the following questions in writing and discuss them with your partner or family members by appointment.

1. What will happen to your sense of importance when you retire?

2. What would happen to your sense of importance if you were fired or handicapped by illness?

3. If you do not take good care of yourself, who will?

4. If you do not take care of yourself, how will you be able to take care of those you love and who love you?

Practice Exercise 7. The Triangle of Living

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to explain how the three sides of a triangle of living apply to you.

Please answer the following questions to the best of your ability.

A. Having

1. Money

- a. What does money mean to you (your partner relationship or family)?

- b. What kinds of conflicts are there about money?

2. Goods

- a. What do goods (possessions, material things) mean to you (your partner relationship or family)?

- b. What kinds of conflicts are there about goods (gifts, things, purchases)?

B. Doing, performance, reading, etc.

1. Services

a. Who performs what chores (or services) in your household?

b. How does this arrangement work for this household?

2. Information: What kind of information is allowed in this home?

a. TV programs (what kind, for how long) and movies:

b. Newspapers and magazines:

c. Books (who reads what?):

d. Relatives, friends and neighbors (get-togethers, frequency of meetings, feelings about visits, etc.):

e. Others (visitors, drop-ins, entertainments, etc.):

f. Which of the preceding are most important?

i. To whom?

ii. How?

iii. Why?

C. Being

1. Love

a. What does love mean to your relationship with your partner or family?

b. How is love shown or demonstrated?

c. Is love used as a commodity to bribe or blackmail family members?

2. Intimacy as defined by the sharing of joys and hurts.

a. How does this definition apply to your intimate relationships?

- b. From that definition how intimate is your partner/family?

3. Importance

- a. How important are you to yourselves and to others in the family?

- b. How is this importance shown or expressed inside the family?

- c. How is this importance shown or expressed outside the family?

- d. How do you fail to show your individual importance?

D. Balance of having, doing, being

1. Which of these – having, doing, being – is most important to you?

2. Why? (i.e., What does it get you?)

3. Are you satisfied with the way you rank these resources?

4. If you are satisfied, why?

5. If you are not satisfied, why not?

6. How could each of you do better?

Homework: After answering these questions, discuss them with your partner or family by appointment only.

Practice Exercise 8. Guidelines for Negotiation

Name _____ Sex _____ Date _____

Dear Partners (or Family Members):

The purpose of these guidelines is to help you learn what most of us do not know how to do, that is, to negotiate important issues and differences with others. These guidelines are based on the assumption that negotiation is the most important factor in most intimate relationships. We cannot promise you happiness. However, we can help you learn this process if each of you is committed to learning. In our experience with countless couples and families, we have found that the major deficit we have is our inability to negotiate creatively and constructively. We hope these guidelines will help you to do so. However, if any one of you is committed to failing and to defeating yourself and the other, there is no question that neither these guidelines nor any other form of service will be helpful to you.

Most of these guidelines are negotiable; that is, if you find that some other approach or deviation from these guidelines is helpful to you, by all means use it. Do let us know what you have found useful so that we can make it part of our experience. There are two guidelines that we feel are not negotiable: (a) negotiating by appointment, and (b) negotiating in writing.

a. Negotiating by appointment: We believe that it is absolutely necessary for a couple or a family to set up 1 h a week in the home to practice and apply the principles and skills we plan to teach you. If you want to save money and time, there is no substitute for your meeting together at a prearranged time, which we consider part of our work. Of course, if you want to defeat us and yourselves, the best way to do it is to avoid setting and keeping these appointments.

b. Negotiating by writing: We believe that it is essential for couples to start keeping a record of what they negotiate about. What you negotiate about is your business, which you may tell us about to the extent that it will help us understand how well you negotiate or fail to negotiate. Each of you should start keeping a notebook in which you jot down issues that arise in your relationship that you feel you need to negotiate with your partner. As you progress, you may be able to develop one notebook for both of you. However, to begin with we would like to see each of you keep separate notes. You may write them before your appointment, during, or after, as you find most comfortable.

Once we have established these two guidelines, we want to let you in on our principle for negotiation, which is at the basis of the next five guidelines to follow: On any issue for couples and family, feelings and emotions must be expressed nonjudgmentally and discussed first, followed by a rational discussion of alternative courses of action (if necessary) and an eventual agreement on which course of action would be mutually satisfactory. Once a course of action is implemented, each of you needs to become more aware of how it is or is not working. You need then to get together to consider how and why this course of action is working (or not working), what changes are necessary, or other action(s) needed to work for both of you.

We have divided this principle into five steps:

Step 1. Emotionality: The function of emotions and feelings in an intimate union is to be discussed to increase intimacy. If there is no intimacy, there is no negotiation possible, since most issues found in couples and families are emotional issues. To deal with emotionality, all of us need to practice “I” statements and avoid making “You” statements. If you want to destroy this marriage and family, continue using “You” statements followed by “never” or “always.” We cannot stop you.

Once feelings have been expressed and discussed by both of you (i.e., by using “I” statements) you may be ready to enter the next step. In any of these steps and especially the first step, you may need more than one meeting to conclude matters. The longer it takes to finish each step, the more stressed and troubled the relationship is. If you cannot share your feelings properly, stop! There is no need to go any further.

Step 2. Rationality: At this point, each of you may need to generate as many alternative actions (solutions, possibilities, etc.) that may seem to alleviate or to solve whatever problem you are negotiating. Generate as many alternatives as you can freely, no matter how outlandish they may be. Once each of you has done it, come

up with whatever patterns (actions or solutions) may be helpful and satisfactory to you. If you can't and have reached a stalemate or you are becoming emotional, stop, and agree to continue next week at an appointed time to see whether you can come up with a solution to help (re)solve this impasse.

Step 3. Activity: Implement whatever course of action you have agreed upon. However, keep in mind that whatever you have agreed to do or not to do is preliminary and tentative. It does not become set until each of you is able to evaluate its usefulness and you have discussed with the other whatever misgivings (or lack of them) you may have. Give yourself time for this pattern to take place before evaluating its success or failure (up to 3 months if appropriate).

Step 4. Evaluation (awareness and feedback): Is the agreed-upon solution working? How well and at what costs? What rewards? Should you (a) persist with it, (b) change parts of it and improve it, or (c) start using an altogether different solution? At this point (as in Step 1), you need to discuss whatever feelings you may have about what is going on before considering alternatives or changes.

Step 5. Context: It is important that throughout this process (steps 1–4) you become aware of whatever physical and time contexts and constraints you may be negotiating about. Are you negotiating only within your relationship? Or are you negotiating issues or conflicts that include others outside your relationship, such as your children, in-laws, neighbors, or agencies (schools, health care)? Are you dealing with the past, present, or future? You may need to clarify the limits of your negotiation in terms of how and what you control (usually the past and the future are not negotiable).

In spite of these guidelines, we know that you will experience defeats, failures, false starts, wrong turns, detours, and blind alleys. They are all part of the process of trial and error that is necessary to learn to negotiate. To gain some experience in applying these guidelines for negotiation, we have constructed an exercise for you and your partner to do. Please list below five issues, differences, or troublesome aspects of your relationship that you feel you would like to negotiate. Rank-order them from 1 to 5 with your first ranked item being a small difference or issue in your relationship down to your fifth ranked item being one of large conflict size or difficulty. Use all numbers from 1 to 5 only once. Each of you is to make up a list of your own.

After you've made up your list, pick either your number 1 or 2 ranked issue and apply the guidelines for negotiation of this issue with your partner. At this point we want you to tackle only an issue or conflict of low intensity. We suggest you pick an easy issue first because we want you to (a) learn the process of negotiation with a minimum of trouble, and (b) experience some initial success with this new approach. Once you have learned the process, you can use it as an approach to larger and more difficult issues requiring future negotiations in your relationship. Good luck!

<i>Issue/Difference/Conflict</i>	<i>Rankings</i>	<i>Issue/Difference/Conflict</i>	<i>Rankings</i>
1 _____	_____	4 _____	_____
2 _____	_____	5 _____	_____
3 _____	_____		

Feedback Form for Negotiation Practice Exercise

Name _____ Sex _____ Date _____

The purpose of this form is for you to provide feedback to whoever has administered this practice exercise to you about how you feel about completing all the homework practice exercises. Now that you have completed this practice exercise, please respond to the following questions concerning the use of these homework practice exercises.

- Using a scale of 1–9, rank the homework practice exercises according to their usefulness in developing effective communications for your family. Rank the most useful practice exercise as No. 1, rank the least useful as No. 9. You may use copies of your past practice exercises to reach a decision about these rankings.

<i>Practice Exercise</i>	<i>Rank-Order</i>	<i>Practice Exercise</i>	<i>Rank-Order</i>
The Goals of Marriage or Being a Couple	_____	Options in Responding, Part 2	_____
The Golden Rule	_____	Priorities	_____
"I" Statements	_____	The Triangle of Living	_____
Styles in Intimacy	_____	Negotiation Guidelines	_____
Options in Responding, Part 1	_____		

- How useful did you find this practice exercise for facilitating/developing more effective negotiation skills in your family?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		
- How helpful would you rate this practice exercise for teaching/developing negotiation skills to other families?

a. Very helpful	_____	d. Slightly helpful	_____
b. Quite helpful	_____	e. Not helpful at all	_____
c. Somewhat helpful	_____		

4. How useful would you rate this practice exercise in terms of developing or improving your relationships in general?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very useful | _____ | d. Slightly useful | _____ |
| b. Quite useful | _____ | e. Not useful at all | _____ |
| c. Somewhat useful | _____ | | |

5. How likely would you be to recommend this practice exercise to other couples you know?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very likely | _____ | d. Slightly likely | _____ |
| b. Quite likely | _____ | e. Not at all likely | _____ |
| c. Somewhat likely | _____ | | |

6. Using your own words, what did you find useful about this practice exercise?

7. How could this practice exercise be improved?

Intimacy

The purpose of this practice exercise is to improve intimacy between partners and among family members. If partners cannot discuss intimacy, it will be very difficult for family members to discuss it as well. Intimacy is the most direct expression of love. Many loving relationships may not discuss intimacy. It is up to you to decide whether you want to become more intimate with your partner and/or family members.

Practice Exercise 1. Loving and Caring

Name _____ Sex _____ Date _____

Before we deal with intimacy, however, we need to know more about how you define love. The purpose of this practice exercise is to find out what love means to you.

1. What is love? Please write your own definition.

2. For a moment think about the following definition of love: Love includes at least four separate and distinct parts: (a) caring, (b) seeing the good, (c) forgiveness, and (d) intimacy. Can you improve on these four parts? Feel free to add whatever other part you think is necessary for love.

3. For you, what is caring?

- a. What does it mean to you to show care?

- b. How do you show caring emotionally?

- c. Physically?

d. Mentally?

e. Financially (with money)?

4. How do you take care of yourself?

a. Emotionally

b. Physically

c. Mentally

d. Financially (with money)

5. How do you express your care for people you love and who love you? Please respond in detail.

a. Partner (if any)

b. Children

c. Parents (and in-laws)

d. Other intimates (name them_____)

6. How could you improve the way you care for yourself? What would you do?

7. How can you improve caring for those you love and who love you? What exactly would you do?

a. Partner

b. Children

c. Parents

d. In-laws

e. Other intimates. Who are they?_____

8. How is your caring similar and how is it different from the ways your partner cares for you?

9. Families differ in the way caring is expressed. For example, different cultures can vary markedly in how they express caring. Does it seem to you that some families you have known are better at showing care than others? Who are they and what did they do?

Homework: Make an appointment with your partner at least 24 h ahead of time. Compare and contrast your answers with those of your partner. See if you can come up with an agreement about how you both need to care for yourselves and for each other.

Practice Exercise 2. Seeing the Good

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to know more about how you see the good in yourself, your partner, and intimate others.

1. What does “seeing the good” mean to you?

2. What do you see that is good in yourself (explain)?

- a. Is it hard to see the good in yourself? Why?

- b. Write down your positive points or characteristics.

- c. How do you feel when you think of the good in yourself?

3. Why do you have a hard time seeing the good in yourself?

4. Now write down possibly negative points or characteristics about yourself. How does this make you feel?

5. Is it easier/harder to see the bad in yourself? Why?

6. How would we gain by seeing the good in ourselves and in intimate others? Do you see the good in others? Is it easy or hard?

7. Is it easier to see the faults of intimate others? Do you have a reason? What is your reason?

8. Why should we seek the good?

a. In ourselves?

b. In our partner?

c. In intimate others?

9. If we cannot see the good in ourselves, how can we see it in others?

10. Please list your significant others; rate with a checkmark your ability to see the good in each one of them. Who is the easiest/hardest?

Easy Moderate Difficult Impossible Why?

Partner

Mother

Father

Sister(s)

Brother(s)

In-laws

Best friend(s)

Homework: During the next week discuss your answers to these questions with your partner by appointment 24 h ahead and not on impulse.

a. What similarities and differences did you find in each other's answers?

b. Can you find a substitute for seeing the good?

- c. How will you and your partner continue to see the good in yourselves and each other? Make sure that this is a joint decision.

Practice Exercise 3. Love and Forgiveness

Name_____Sex____Date_____

The purpose of this practice exercise is to help you forgive past errors in yourself and in those you love and who love you.

1. What does forgiveness mean to you?

2. How often do you practice forgiveness? Please check which answer applies to you best:

a. Most of the time	_____	c. Almost never	_____
b. Once in a while	_____	d. Never	_____

3. Think for a moment about the following definition of forgiveness: Forgiveness is canceling expectations of perfection in ourselves and intimate others. Could you accept this definition? Why yes? Why not?

4. Expectations could exist in the following ways. Please explain how each way applies to you.

a. Perfection

b. Performance

i. At home

ii. At work

iii. In leisure activities

c. Production of:

i. Money

ii. Goods

iii. Services

d. Problem-solving, bargaining, or negotiating

e. Presence, that is, being emotionally available to yourself and to your partner

5. Do you think it is possible to love yourself and others without forgiveness? Explain.

6. What kinds of feeling do you have when you forgive or are forgiven?

a. Is forgiving others the same as forgiving yourself?

b. Can you forgive others if you cannot forgive yourself?

7. Who has been the most forgiving person in your life? What did you learn from him/her?

8. Who has been the least forgiving person in your life? What did you learn from that experience?

9. Often we think that perfection means goodness and imperfection means badness. This is a very destructive match. To be perfect means to be heavenly and to be imperfect means to be human. To be human means to make mistakes. How do you feel about forgiving yourself for being human and for having made mistakes?

10. Why do you not forgive yourself?

a. Are some things easier to forgive? What are they?

b. Why some and not others?

11. Do you find it hard to forgive others? If so, why?

12. If you were to forgive yourself or your partner, what would happen to you and to your relationship with your partner?

13. What would you have to give up in order to forgive?

14. Do you think you could use forgiveness to restore or improve love in your life?
In what way?

15. List several ways you could use forgiveness to restore a damaged relationship or hurt feelings.

16. What would you give up in the process?

Homework: Discuss your answers to these questions with your partner and/or family members by making an appointment at least 24 h ahead of time. During the next week, list all the instances in which you used forgiveness. Use the rest of this sheet to list all instances of forgiveness during this week. Discuss them with your partner or family members.

Practice Exercise 4. Discussing Hurts: Part 1

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you increase intimacy in your relationship with your partner and/or family members.

1. What does intimacy mean to you?

2. How intimate are you? Please check which answer applies to you best:

- a. Very intimate _____ c. Not at all intimate _____
b. Somewhat intimate _____

3. Why are you as intimate as you just checked?

4. Think for a moment about the following definition of intimacy: Intimacy consists of discussing hurts and fears of being hurt with those we love and who love us.

- a. Does this definition have meaning for you? Yes No
b. What meaning does this definition have for you?

- c. If you agree, why? If you disagree, why?

5. This definition stresses that love and hurt are intertwined to the extent that we hurt when those we love also hurt. What do you think about this intertwining?

6. If this definition is acceptable to you, we need to define hurt as any action, situation, or event that saddens us, like frustrations, losses, put-downs, rejections, neglect, and humiliations. Facing up to our errors, mistakes, and neediness can also be hurtful. Can you think of other hurts?

7. When was the last time you discussed your hurts with your partner? Do you remember it?

- a. How did you feel afterwards?

- b. How did your partner feel afterwards?

- c. How often do you and your partner discuss hurts? Check which answer applies to you:

- | | | | |
|---------------------|-------|------------------|-------|
| i. Every day | _____ | v. Once a year | _____ |
| ii. Once a week | _____ | vi. Almost never | _____ |
| iii. Once a month | _____ | vii. Never | _____ |
| iv. Once in a while | _____ | | |

8. Discussing our hurts and our fears of being hurt with those we love and who love us is very hard because:

- a. We need to have a sense of self to discuss it with others. How does this point apply to you?

- b. We only hurt the ones we love. How does this point apply to you?

- c. We need to seek comfort from the very ones we have hurt or who have hurt us. How does this point apply to you?

- d. What is your explanation about how hard it is to discuss your hurts and fears with your partner?

Homework: Make an appointment with your partner and compare your answers to the issues raised in this practice exercise with each other.

1. Think of instances where you were able (or failed) to discuss your hurts with those you love and who love you.
2. Take the risk and tell your partner about a recent failure on your part to discuss your hurts with him/her.
3. Recall instances in which you saw your parents discuss their hurts and fears of being hurt. Perhaps they may have failed in discussing hurts with each other. If that is the case, how could learn how to discuss hurts? Discuss these instances with each other and write them down for future discussions.

Practice Exercise 5. Discussing Hurts: Part 2

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to strengthen your intimacy with each other. It is not as easy as you may think.

1. What are some recent instances where you were able to or failed to discuss your hurts with someone you love?

What happened?

2. Up till now, how have you dealt with your hurts and fears of being hurt? List these ways and describe how you may have avoided discussing these hurts with someone you love.

3. How did your approach work for you in the past? Did you get what you wanted?

4. How did it work for those who love you?

5. Are you now ready to discuss your hurts with the one you love and who loves you? If yes, why? If no, why not?

6. What are you afraid might happen if you did discuss your hurts with your partner?

7. Discussing hurts is very scary because we are afraid of losing our sense of self, losing our mind, losing control, breaking down, or even losing our lives. What does discussing your hurts mean to you?

8. If you are not ready to discuss your hurts with your partner, would you be willing to discuss his/her hurts? If yes, why? If no, why not?

Homework: After you have met by appointment, discuss these issues with your partner and think more about possible reasons why you may not be ready to discuss your hurts with him or her. Write here any added comments you did not have a chance to write above.

Practice Exercise 6. Discussing Hurts: Part 3

Name_____Sex_____Date_____

The purpose of this practice exercise is to see whether you and your partner can really become intimate with each other, in the sense of discussing hurts and fears of being hurt.

1. What have you concluded about your inability to discuss your hurts with your partner, if that is indeed the case?

2. Is your not discussing hurts due to unwillingness or to inability?

3. Where does this inability or unwilling to discuss hurts come from?

4. Do you think that you could develop this skill of discussing hurts with time?

5. Are you willing to work on discussing your hurts? If you are not ready, stop here and do not go any further. If you are ready, go on. The two hardest words in the English language are “I hurt.” The three hardest words are “It hurts me_” Before discussing with your partner, allow yourself to get in touch with whatever hurts you. Sit close with your partner and join hands with each other. Close your eyes if necessary and concentrate on getting in touch with your hurts. When you are ready, complete the following stems:

- a. I hurt when

- b. It hurts me when

6. We do not need to find excuses or reasons for our hurts. We hurt because we are human beings, not robots. Do not allow anyone, especially yourself, to belittle your hurts or “reason” yourself out of your hurts. Stay with your hurts and do not try to avoid them. You are entitled to feel hurt. However, we are not entitled to use our hurts to clobber our partners with them. Please comment.

7. How we feel our hurts is one thing; how we express them is another. We need to feel our hurts but we do not need to hold them inside of us, making ourselves and our partners miserable. Please comment.

8. Take the risk of discussing your hurts with your partner, as suggested. Then write in the space below what happened.

Homework: If you still have trouble discussing your hurts with your partner, take 15 minute a day for 4 days to write down all the hurts you received by those you love and all the hurts you have produced in those you love and who love you. After you have finished with this homework, discuss it with your partner by appointment. If this discussing has taken place, did you find it helpful to you? If not, why not? If yes, why?

Afterwards, review the whole practice exercise practice exercises from the beginning. Write down any comment or reaction that would be useful in improving this practice exercise.

Final Feedback Form for Intimacy

Name _____ Sex _____ Date _____

Now that you have completed this practice exercise, please respond to the following questions concerning the usefulness of these intimacy tasks.

1. On a scale of 1–6, rank-order the six intimacy practice exercises according to their usefulness in improving/developing closeness with your partner. Rank the most useful task as No. 1, rank the least useful task as No. 6.

<i>Task</i>	<i>Rank-order</i>	<i>Task</i>	<i>Rank-order</i>
Loving and Caring	_____	Discussing Hurts – Part 1	_____
Seeing the good	_____	Discussing Hurts – Part 2	_____
Love–forgiveness	_____	Discussing Hurts – Part 3	_____

2. How useful did you find the whole practice exercise for improving/developing greater intimacy between you and your partner or between you and your family members?

- | | | | |
|--------------------|-------|----------------------|-------|
| a. Very useful | _____ | d. Slightly useful | _____ |
| b. Quite useful | _____ | e. Not useful at all | _____ |
| c. Somewhat useful | _____ | | |

3. Please explain why you answered the way you did.

4. How would you rate this practice exercise's helpfulness for teaching couples and families to develop intimacy?

- | | | | |
|---------------------|-------|-----------------------|-------|
| a. Very helpful | _____ | d. Slightly helpful | _____ |
| b. Quite helpful | _____ | e. Not helpful at all | _____ |
| c. Somewhat helpful | _____ | | |

5. Please explain why you answered the way you did.

6. How likely would you be to recommend this practice exercise to other couples of families you know?

- | | | | |
|-----------------|-------|----------------------|-------|
| a. Very likely | _____ | c. Somewhat likely | _____ |
| b. Quite likely | _____ | d. Not at all likely | _____ |

7. Using your own words, what did you find useful about this practice exercise?

8. What about this practice exercise did you not find useful? Feel free to express your feelings and opinion.

9. How could this practice exercise be improved?

Hurt Feelings

The purpose of these practice exercises is to help you understand and perhaps learn to control and regulate your hurt feelings. You will receive additional practice exercises after completion of this one and after satisfactory completions of others. Make sure that you were given information about the nature of these proactive exercises and that you signed an informed consent form given to you at the beginning.

Practice Exercise 1.

Name_____ Sex_____ Date_____

Step 1. The purpose of this step is to obtain more information about the kind of hurt feelings you have experienced in your life. Rate these hurt feelings on a scale of 10 points, with 0 meaning no hurt feeling was ever experienced, 1 meaning a slightly painful experience, up to 10 meaning extremely and exceedingly painful feeling. Circle the number that best indicates your experience with that particular hurt feeling.

<i>Feeling</i>	<i>Painfulness</i>										
Anguish	0	1	2	3	4	5	6	7	8	9	10
Bereavement	0	1	2	3	4	5	6	7	8	9	10
Desperation	0	1	2	3	4	5	6	7	8	9	10
Devastation	0	1	2	3	4	5	6	7	8	9	10
Distress	0	1	2	3	4	5	6	7	8	9	10
Grief	0	1	2	3	4	5	6	7	8	9	10
Sorrow	0	1	2	3	4	5	6	7	8	9	10
Suffering	0	1	2	3	4	5	6	7	8	9	10
Trauma	0	1	2	3	4	5	6	7	8	9	10
Upset	0	1	2	3	4	5	6	7	8	9	10

Explain how it felt to complete rating these hurt feelings. Feel free also to explain why you rated the feelings the way you did.

Could you report on how you feel about answering the above question?

Step 2. Define the hurt feelings listed below with the help of a dictionary and give two examples of how that particular feeling can be expressed.

1. Anguish

Definition _____

Example 1:

Example 2:

2. Bereavement

Definition _____

Example 1:

Example 2:

3. Desperation

Definition _____

Example 1:

Example 2:

4. Devastation

Definition _____

Example 1:

Example 2:

5. Distress

Definition _____

Example 1:

Example 2:

6. Grief

Definition _____

Example 1:

Example 2:

7. Sorrow

Definition _____

Example 1:

Example 2:

8. Suffering

Definition _____

Example 1:

Example 2:

9. Trauma

Definition _____

Example 1:

Example 2:

10. Upset

Definition _____

Example 1:

Example 2:

11. A hurt feeling not listed above. Write what it is _____

Definition _____

Example 1:

Example 2:

Now that you have defined these feelings according to how painful they are and were to you, please rank-order them according to how much you have experienced these feelings. Rank as No. 1 the feeling that you have experienced the most, rank as No. 2 the feeling that you have experienced next, and so on; mark as N/A the feelings that were not experienced by you, so that you rank only those specific feelings that you have experienced in you life.

Rank-order	Feeling (Fill in)	Rank-order	Feeling (Fill in)
No. 1	_____	No. 6	_____
No. 2	_____	No. 7	_____
No. 3	_____	No. 8	_____
No. 4	_____	No. 9	_____
No. 5	_____	No. 10	_____

Now that you have defined the items in this list and rank-ordered your hurt feelings, please explain how it felt to define and rank-order them. Feel free also to explain why you rank-ordered these feelings the way you did.

Could you report on how you feel about answering the above question?

After completing this practice exercise you should receive a general form directed to your No. 1 rated hurt feeling.

Practice Exercise No. _____ Name of Hurt Feeling _____

Name of Participant _____ Sex _____ Date _____

The purpose of this practice exercise is to help you improve those hurt feelings that were rated either 10, 9, or 8 or that were ranked from 1 to 6 in your first practice exercise. Usually you should not be working on more than one hurt feeling at a time.

1. How did you experience this hurt feeling? Please explain in detail.

2. How often do you feel or are you aware of this hurt feeling?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 hurt feeling come about? Do you remember when you became 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 | _____ |

5. Please explain further:

6. Was this hurt feeling acceptable or unacceptable? Why was this hurt feeling acceptable or unacceptable? Please explain:

7. Give three specific examples of how this hurt feeling affects you in the present

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to write about this hurt feeling at preset times (for instance, at 8 a.m., 12 noon, 4 or 7 p.m.) on at least 3 days (Monday, Wednesday, and Friday, or Tuesday, Thursday, and Saturday). If you can start thinking about it through writing, you might develop ways to make it stronger than it was in the past. Write down what happened in detail. For each time you start thinking about this hurt feeling, make sure to answer in writing the following four questions:

- a. How did you start thinking it?
- b. What followed?
- c. How did it end?
- d. What did this hurt feeling get you?

Time 1 (write the time you started_____)

a.

b.

c.

d.

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Please, check which of the following shows 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 if anything.

(Optional) General Feedback Form for Single Practice Exercises

Name_____Sex_____Date_____

Practice Exercise No._____

The purpose of this feedback form is to learn how this practice exercise affected you.

Now that you have completed this practice exercise, please respond to the following questions concerning it.

1. How useful did you find this task for understanding the sourcebook topic?

a. Very useful _____

b. Quite useful _____

c. Somewhat useful _____

d. Slightly useful _____

e. Not useful at all _____
2. How important is the skill or attitude addressed by this practice exercise?

a. Very important _____

b. Quite important _____

c. Somewhat important _____

d. Slightly important _____

e. Not important at all _____

3. Put into your own words what you got out of doing this practice exercise.

4. How could this practice exercise be improved or changed?

Causes of Hurt Feelings

The purpose of these practice exercises is to help you understand and perhaps learn more about the causes and sources of hurt feelings in your life. These causes may have produced extremely hurtful feelings that may have affected you all your life.

You will receive one practice exercise after completion of this one and after satisfactory completion of others. Make sure that you were given information about the nature of these practice exercises and that you signed an informed consent form given to you at the beginning of this homework.

Step 1. Define the causes of hurt feelings listed below (with the help of a dictionary if necessary). Give two examples of how that particular cause was hurtful to you. If a cause does not apply to you personally, please define it and give two examples anyway.

1. Abandonment

Definition

Example 1:

Example 2:

2. Emotional verbal abuse

Definition

Example 1:

Example 2:

3. Physical abuse

Definition

Example 1:

Example 2:

4. Sexual abuse

Definition

Example 1:

Example 2:

5. Betrayal

Definition

Example 1:

Example 2:

6. Discounting

Definition

Example 1:

Example 2:

7. Frustration

Definition

Example 1:

Example 2:

8. Humiliation

Definition

Example 1:

Example 2:

9. Loss

Definition

Example 1:

Example 2:

10. Neglect

Definition

Example 1:

Example 2:

11. Rejection

Definition

Example 1:

Example 2:

12. Put-downs

Definition

Example 1:

Example 2:

13. A cause not listed above. Write what it is _____

Definition

Example 1:

Example 2:

14. A cause not listed above. Write what it is _____

Definition

Example 1:

Example 2:

Step 2. The purpose of this step is to obtain more information about present and past causes of hurt feelings you have experienced in your life. Rate these causes hurt feelings on a scale of 10 points, with 0 meaning no hurtfulness was ever experienced, 1 meaning a slightly hurtful experience, up to 10 meaning extremely and exceedingly hurtful feeling. Circle the number that indicates how hurtful that cause was to you and how seriously that cause affected your life.

<i>Causes</i>	<i>Degree of Hurtfulness</i>									
1. Abandonment	0	1	2	3	4	5	6	7	8	9 10
2. Emotional abuse	0	1	2	3	4	5	6	7	8	9 10
3. Physical abuse	0	1	2	3	4	5	6	7	8	9 10
4. Sexual abuse	0	1	2	3	4	5	6	7	8	9 10
5. Betrayal	0	1	2	3	4	5	6	7	8	9 10
6. Discounting	0	1	2	3	4	5	6	7	8	9 10
7. Frustration	0	1	2	3	4	5	6	7	8	9 10
8. Humiliation	0	1	2	3	4	5	6	7	8	9 10
9. Loss	0	1	2	3	4	5	6	7	8	9 10
10. Neglect	0	1	2	3	4	5	6	7	8	9 10
11. Rejections	0	1	2	3	4	5	6	7	8	9 10
12. Put-down	0	1	2	3	4	5	6	7	8	9 10
13. Your specific cause	0	1	2	3	4	5	6	7	8	9 10
14. Your specific cause	0	1	2	3	4	5	6	7	8	9 10

Now that you have completed this list, please explain how it felt to rate the causes of your hurt feelings. Feel free also to explain why you rated these causes the way you did.

Could you report on how you feel about answering the above question?

Step 3. Now that you have defined and rated these causes according to how hurtful they are and were to you, please rank-order them according to how hurtful these causes were to you. Rank as No. 1 the cause that has been the most hurtful, rank as No. 2 the cause that was next in hurtfulness, and so on; mark as N/A the causes that do not apply to you at all.

<i>Rank-order</i>	<i>Cause (Fill in)</i>	<i>Rank-order</i>	<i>Cause (Fill in)</i>
No. 1	_____	No. 8	_____
No. 2	_____	No. 9	_____
No. 3	_____	No. 10	_____
No. 4	_____	No. 11	_____
No. 5	_____	No. 12	_____
No. 6	_____	No. 13	_____
No. 7	_____	No. 14	_____

Now that you have defined, rated, and rank-ordered the causes of your hurt feelings according to how hurtful they were to you, please explain how it felt to define, rate, and rank-order them. Feel free also to explain why you defined, rated, rank-ordered these causes the way you did.

Could you report on how you feel about answering this practice exercise?

After completing this practice exercise, you should receive as many general practice exercises as necessary to explain further the nature of the causes you rated on how hurtful they have been to you.

General Practice Exercise No. _____

Name of Hurtful Cause _____

Name of Participant _____ Sex _____ Date _____

The purpose of this practice exercise is to explain further a cause that produced hurtful feelings that you may suffered all your life.

1. How did you experience this cause? Please explain in detail what happened that hurt your feelings.

2. How often do you feel or are you aware of this cause?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 cause come about? Do you remember when you became 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 | _____ |

5. Please explain further:

6. Was this cause acceptable or unacceptable? Why? Please explain:

7. Give three specific examples of how this cause effects you in the present.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to write about this cause 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 thinking about it through writing, you might develop ways to make it weaker than it was in the past. Write down what happened in detail. For each time you start thinking about this cause, make sure to answer in writing the following four questions:

- a. How did you start thinking it?
- b. What followed?
- c. How did it end?
- d. What did this hurt feeling get you?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

c. _____

d. _____

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, if anything:

(Optional) General Feedback Form for Single Practice Exercises

Name _____ Sex _____ Date _____

Practice Exercise No. _____

The purpose of this feedback form is to learn how this practice exercise affected you.

Now that you have completed this practice exercise, please respond to the following questions concerning it.

- How useful did you find this practice exercise for understanding the causes of your hurt feelings?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		

2. How important is the way that was used to give you this practice exercise?

- | | | | |
|-----------------------|-------|-------------------------|-------|
| a. Very important | _____ | d. Slightly important | _____ |
| b. Quite important | _____ | e. Not important at all | _____ |
| c. Somewhat important | _____ | | |

3. In your own words write what you got out of doing this practice exercise.

4. How could this practice exercise be improved or changed?

Informed Consent About Hurt Feelings

I _____ (the undersigned) have been informed about the possible use of written practice exercises about hurt feelings as homework assignments, either by themselves written at a distance (by mail, fax, or Internet), or as additions to other verbal, face-to-face professional approaches, like prevention, psychotherapy, or rehabilitation. I understand that this approach is still experimental and that it needs to be evaluated before being available to everybody. I am aware of the possible dangerous consequences that may be provoked by answering written practice exercises about hurt feelings at a distance. I agree to participate in this type of intervention with the full understanding that it may bring up painful memories in my past and that this approach, at least initially, may produce some upset in me, my partner, or my family. I understand further that all information about me will be considered absolutely confidential because all of my writing will be limited between myself and the professional who is administering these written homework assignments. To maximize this anonymity, I can use the following five-digit number instead of my name in completing practice exercises:

I can drop out from this type of intervention any time I want without any penalty or consequence and I can only disclose whatever I want at my discretion during the course of these homework assignments. If I were to become upset because of the nature of this approach, it will be up to me to deal with this upset in any way I deem satisfactory to me. First, I should discuss this upset with the professional who is administering this intervention, if I do desire or see fit. Second, I can discuss my upset with whoever I choose. I may keep it to myself or discuss it with my loved ones, friends, clergy, or physician.

I can answer and send my completed homework assignments through the Internet in whatever manner that will guarantee absolute confidentiality, e.g., encryption. I do have the choice of using the Internet to communicate with the professional who is administering these homework assignments.

This professional, after proper evaluation, either through an interview and objective psychological tests, does have the option to inform me whether this approach will or will not be helpful to me. I will be informed of this option verbally and in writing.

I undertake answering in writing homework assignments about hurt feelings at a distance from a professional by my own free will and choice. I will not hold _____ responsible for any possible upset that may result from this intervention. Doctor, Mr., or Ms. _____ is offering this intervention in good faith, using as many precautions as are humanly and professionally possible. I agree to complete in writing homework assignments given to me until completion of an agreed-upon practice exercise and, if necessary, to be evaluated before administration, after completion of these practice exercises, and even at a given period of time after termination to be agreed with the professional.

Signature of Participant Signature of Professional

_____ Date _____ Date _____

One copy of this signed informed consent form should be kept by the participant and another copy by the professional.

Note: Do you presently use any antidepressant or mood-changing medication? If so, inform the mental health professional who is offering these practice exercises about this medication. Ask permission and consent from your attending physician to participate in this type of intervention. Make sure you obtain a written consent from your physician that indicates knowledge and consent for you to participate in this type of homework assignments. Give a copy of the physician's consent to the professional. If necessary, have the mental health professional talk with your physician. In this case, you will need to give written permission to this professional to talk with your physician.

Section 3

Self-Help Practice Exercises for Individual Lifelong Learning

Character Strengths
Development of Emotional
Competence
Self-Importance
Others' Importance
Emotional Expression
Emotional Intelligence
Social Skills
Basic Abilities
Spatial Ability
Body-Kinesthetic Ability
Musical Ability
Linguistic Ability
Logical/Mathematical Ability
Interpersonal Ability
Intrapersonal Ability
Naturalistic Ability
Spiritual Ability
Existential Ability
Emotional Ability

Practical Ability
Analytical Ability
Creative Ability
Sexual Ability
Normative Experiences: Form AB5C
Normative Experiences: Form IPIP
Normative Experiences: Form PSC
Priorities
Elementary-School Age
Middle-School Age
High-School Age
College Age
Adulthood
Enhancing Self-Awareness
Who Am I? Aspects of Identity
Formation
Speak Up for Yourself!
"I" Statements
"It" Statements
"We" Statements

Character Strengths

The purpose of this practice exercises is to help you understand your character better. You will be asked to complete in writing practice exercises containing a great many questions about the many parts that make up your character. Participation in working on this practice exercises is completely voluntary, and working on these practice exercises will be completely up to you. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in you to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

Practice Exercise 1. Understanding Your Character

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about your character. To learn more about yourself, you will need to explain what the words listed below mean to you. Each word indicates a strength. Together with other strengths they make up your character. To understand and define these strengths, you might need the help of a dictionary or of your partner, your relatives, or your friends. In addition to each definition, you need to give two examples of how that strength applies to you or how you understand it in your own words.

*Character Strengths**Definitions and Examples*

- | | |
|---------------------------------------------|------------------------------------------------------|
| a. Creativity _____

_____ | Example 1 _____

Example 2 _____
_____ |
| b. Curiosity _____

_____ | Example 1 _____

Example 2 _____
_____ |
| c. Open-mindedness _____

_____ | Example 1 _____

Example 2 _____
_____ |
| d. Love of learning _____

_____ | Example 1 _____

Example 2 _____
_____ |
| e. Perspective _____

_____ | Example 1 _____

Example 2 _____
_____ |
| f. Bravery _____

_____ | Example 1 _____

Example 2 _____
_____ |

g. Persistence	Example 1
	Example 2
h. Integrity	Example 1
	Example 2
i. Vitality	Example 1
	Example 2
j. Love	Example 1
	Example 2
k. Kindness	Example 1
	Example 2
l. Social intelligence	Example 1
	Example 2
m. Citizenship	Example 1
	Example 2
n. Fairness	Example 1
	Example 2
o. Leadership	Example 1
	Example 2

p. Forgiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
q. Humility _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
r. Prudence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
s. Self-regulation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Appreciation of beauty _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Appreciation of excellence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. Gratitude _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
w. Hope _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Humor _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

y. Spirituality _____ Example 1 _____

 _____ Example 2 _____

2. Now that you have completed these definitions and examples, it is important to find out how these strengths apply to you. Next to each strength that you have defined, rate it according to how much that particular strength applies to you. Rate with 5 points the strengths that apply to you the most, rate with 4 points the strengths that apply to you next, rate with 3 points the strengths that apply to you next, rate with 2 points the strength that applies to you weakly, and rate with 1 point the strengths that might not apply to you, and rate with 0 the strengths that do not apply to you at all.

<i>Strengths</i>	<i>Points</i>	<i>Strengths</i>	<i>Points</i>
a. Creativity	_____	n. Fairness	_____
b. Curiosity	_____	o. Leadership	_____
c. Open-mindedness	_____	p. Forgiveness	_____
d. Love of learning	_____	q. Humility	_____
e. Perspective	_____	r. Prudence	_____
f. Bravery	_____	s. Self-regulation	_____
g. Persistence	_____	t. Appreciation of beauty	_____
h. Integrity	_____	u. Appreciation of excellence	_____
i. Vitality	_____	v. Gratitude	_____
j. Love	_____	w. Hope	_____
k. Kindness	_____	x. Humor	_____
l. Social intelligence	_____	y. Spirituality	_____
m. Citizenship	_____		

3. Write why you rated your strengths 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 exercises. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercises. _____

- c. I liked this practice exercise and I want to go on with this practice exercises. _____
 - d. I liked this practice exercise a lot, and I wish I had something like this practice exercises years ago. _____
 - e. I liked it so much that I wish all my loved ones and friends could get something like this practice exercises 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 strengths covered by this practice exercise and whether you want to change the ratings of these strengths as listed above, or start working on the next practice exercise.

Standard Practice Exercise No. _____

Title of Strength: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you improve those strengths that were rated either 0, 1, 2, or 3 in your first practice exercise. Usually there should not be more than four to five practice exercises of this kind.

1. Why does this strength apply to you so little? Please explain in detail.

2. How often do you feel or are you aware of this strength?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 weak strength come about? Do you remember when you became 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 _____

5. Please explain further:

6. Was this strength acceptable or unacceptable? Why? Please explain:

7. Give three specific examples of how this weak strength affects you in the present.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to write about this weak strength 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 thinking about it through writing, you might develop ways to make it stronger than it was in the past. Write down what happened in detail. For each time you start thinking about this strength, make sure to answer in writing the following four questions:

- (a) How did you start thinking it?
- (b) What followed?
- (c) How did it end?
- (d) What did this weakness 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 Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all. I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises. _____
 - d. I am not only delighted about working on this practice exercises, but I wish all people with anxiety had a chance to work on it. _____

2. How helpful was it to work on this practice exercises? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____

3. Which practice exercise did you like best? Please rate the practice exercises from the one you liked best (rate No. 5) to the one you liked next best (rate No. 4), and so on, to the one you did not like at all (No. 0); mark as N/A the exercises that did not apply to you.

<i>Strengths</i>	<i>Points</i>	<i>Strengths</i>	<i>Points</i>
a. Creativity	_____	n. Fairness	_____
b. Curiosity	_____	o. Leadership	_____
c. Open-mindedness	_____	p. Forgiveness	_____
d. Love of learning	_____	q. Humility	_____
e. Perspective	_____	r. Prudence	_____
f. Bravery	_____	s. Self-regulation	_____
g. Persistence	_____	t. Appreciation of beauty	_____
h. Integrity	_____	u. Appreciation of excellence	_____
i. Vitality	_____	v. Gratitude	_____
j. Love	_____	w. Hope	_____
k. Kindness	_____	x. Humor	_____
l. Social intelligence	_____	y. Spirituality	_____
m. Citizenship	_____		

4. Please explain why you rated these strengths 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? Rate the practice exercises according to their helpfulness to you. Rate as No. 5 the most helpful, No. 4 the next most helpful and so on, to the least helpful practice exercise, either 2, 1, or 0 for practice exercises that did help you or did not apply to you.(N/A).

Strengths	Points	Strengths	Points
a. Creativity	<div></div>	n. Fairness	<div></div>
b. Curiosity	<div></div>	o. Leadership	<div></div>
c. Open-mindedness	<div></div>	p. Forgiveness	<div></div>
d. Love of learning	<div></div>	q. Humility	<div></div>
e. Perspective	<div></div>	r. Prudence	<div></div>
f. Bravery	<div></div>	s. Self-regulation	<div></div>
g. Persistence	<div></div>	t. Appreciation of beauty	<div></div>
h. Integrity	<div></div>	u. Appreciation of excellence	<div></div>
i. Vitality	<div></div>	v. Gratitude	<div></div>
j. Love	<div></div>	w. Hope	<div></div>
k. Kindness	<div></div>	x. Humor	<div></div>
l. Social intelligence	<div></div>	y. Spirituality	<div></div>
m. Citizenship	<div></div>		

6. Please explain why you rated these strengths the way you did.

7. Feel free to write any comments or suggestions that might improve this practice exercises.

Development of Emotional Competence

The purpose of this practice exercises is to help you improve your emotional competence. The purpose of the first practice exercise is to find how important feelings and emotions (yes, there is a difference between these two!) are for your survival and even your enjoyment of life. Many people do not know how to deal with their feelings and emotions because they have not paid attention to them or have avoided them altogether, for whatever reason. Hence, we will need to find out how important feelings and emotions are to you.

Practice Exercise 1. The Importance of Our Feelings and Emotions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to stress the crucial importance of feelings in our lives and in our relationships.

1. On a scale of 1–10, with 1 meaning complete, absolute control and postpone and procrastinate over your feelings and emotions, and 10 meaning complete, free, and unabashed explosion and discharge of feelings and emotions, regardless of the consequences, circle where you fit most of the time:

1 2 3 4 5 6 7 8 9 10

2. Check which of these applies to you. For you, feelings and emotions are

- | | |
|---------------------------------|------------------------------|
| a. Completely unimportant _____ | d. Important _____ |
| b. Unimportant _____ | e. Very important _____ |
| c. Neutral or indifferent _____ | f. Extremely important _____ |

3. Explain how you arrived at this view of feelings and emotions.

4. List as many feelings and emotions as you are aware of.

5. From this list of feelings and emotions, which do you experience most often?

6. Why do you experience these particular feelings and emotions?

7. How do you deal with your feelings in most situations?

8. How are these feelings and emotions related to you as a person?

9. How were feelings and emotions dealt with in your family of origin? Explain in detail and give examples of how feelings and emotions were dealt with in your family.

10. In what situations did you experience extreme feelings and how did you express them? Write about three situations where you experienced extreme feelings. Write (a) what happened to you, (b) how you reacted, and (c) what happened to you or others afterwards.

Situation 1:

- a. _____

- b. _____

- c. _____

Situation 2:

- a. _____

- b. _____

- c. _____

Situation 3:

- a. _____

- b. _____

- c. _____

Homework: During the coming week, keep a list of all the feelings or emotional situations that faced you on a daily basis. It is very important for you to keep this daily list if you really want to go on with this practice exercises and understand and improve your emotional competence.

Practice Exercise 2. Awareness of Your Feelings and Emotions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you become more aware of your feelings and emotions because many of us are usually not aware of them. It is hoped that the more aware you become, the better you will be able to express them in a more effective and constructive fashion than you may have done in the past.

1. Is it possible that you may not be aware of certain feelings and emotions?
How aware are you?
Check which applies to you:

- | | | | |
|-----------------------|-------|---------------------|-------|
| a. Aware all the time | _____ | d. Somewhat aware | _____ |
| b. Very aware | _____ | e. Not aware at all | _____ |
| c. Aware | _____ | | |

2. Who is responsible for your feelings and emotions and why?

3. How do feelings and emotions help you get what you wish for or what you want?

4. How aware are you of the strength and duration of certain feelings and emotions?

- a. List those feelings and emotions that, in your experience, are not very strong and that do not last very long.

- b. List those feelings and emotions that, in your experience, are very strong and last a long time.

5. Sometimes, we experience more than one feeling or emotion at the same time. List what feelings or emotions you are aware of that are paired with each other.

6. How much did your culture, religion, or ethnic group influence you in how aware you are of your own feelings and emotions? Write at will:

7. How much did your gender influence you in how aware you are of your own feelings and emotions? Write at will:

8. How much did your social maturity and personality influence you in how aware you are of your own feelings and emotions? Write at will:

Homework: During the coming week, write whatever feelings come to mind as a result of answering the questions asked in this practice exercise, especially those related to your awareness of your own feelings and emotions.

Practice Exercise 3. Experience of Feelings and of Their Expression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you separate what you feel, which belongs to you and you cannot help but feeling, from how you express these feelings. There is a limited number of feelings we can experience. However, there is an almost infinite number of ways in which a feeling can be expressed. One can feel angry and keep this feeling inside, or can say, "I feel angry about..." or, instead of saying anything, hit the one who is the source of that feeling. We have almost no choice about feelings we may experience. However, we have lots of choices on how these feelings can be expressed, shown, and discussed with others.

1. How often do you show and discuss your feelings? Check which applies to you:

a. Not at all	_____	c. Most of the time	_____
b. Sometimes	_____	d. All the time	_____

2. What kind of taboos and spoken or unspoken rules did your family have about the expression of feelings? Write at will:

3. Regardless of cultural or family rules about showing and discussing your feelings, what decisions did you personally make about showing and discussing them? Write at will:

4. Have you ever hidden your feelings and emotions from others? Why? Please explain:

5. Did you ever deceive others about how you feel? Can you think of any past or present situation when you felt one thing and said another? Try to think of as many situations as you can in how you felt something but said something else.

6. How much does being a man or a woman have to do with how you did or did not express your feelings openly? Write at will:

7. There are other factors that may have influenced you in how to show and discuss your feelings in addition to being a man or a woman. These factors are:

- a. Anxiety
- b. Depression or sadness
- c. Having been a latch-key child
- d. Feeling lonely
- e. Isolation
- f. _____ (write what factor may have influenced you).

Circle which factor or factors may have prevented you from showing and discussing your feelings.

8. Cite some past experiences in which you felt something and you did not express it.

9. Cite some past experiences when you felt something and you did express it.

Homework: During the coming week, record what kind of feelings you experienced and how you chose to express them.

Practice Exercise 4. Awareness of Others' Feelings and Emotions

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you become aware of feelings and emotions in persons that matter to you (partner, children, parents, relatives, friends, coworkers). If we are not aware of our feelings and emotions, how can we be aware of feelings and emotions in those we love and who love us?

1. What kind of clues do you use to understand how others feel? Check all those that apply to you:

- | | | | |
|----------|-------|---------------------|-------|
| a. Face | _____ | e. Gestures | _____ |
| b. Eyes | _____ | f. Positions | _____ |
| c. Mouth | _____ | g. Movements | _____ |
| d. Chin | _____ | h. Other (explain): | _____ |

2. How much do you rely on facial expressions in understanding other people's emotions and feelings?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. How do you react to feelings and emotions in those you love and who love you?

4. How do you react when someone you love shows the following feelings toward you? Write about each feeling at will:

a. Anger

b. Anxiety

c. Contempt

d. Disgust

e. Fear

f. Joy

- g. Any other feelings you are aware of that are not listed above. Write what kind of feelings and how you react to them.

5. What do you do when someone you love fails to show and discuss feelings that you feel are important? Write at will:

6. Sometimes, whenever we do not receive the information we need about someone else's feelings, we may become judgmental and "mind-read" the other person's feelings. What is your favorite reaction whenever someone fails to tell you how he or she feels? Explain.

7. What kind of excuses do you make whenever you fail to show and discuss your feelings?

8. What kind of excuses do you make whenever someone you love fails to show and discuss his/her feelings with you? For instance, did you use gender? Did you use religion? Did you use culture? Did you use ethnic group? Explain in detail.

Homework: During the coming week, keep a record of situations where you became aware of feelings in intimate others and you checked out that how you saw those feelings was correct.

Practice Exercise 5. Using Words for Emotional Experience and Expression

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you expand your vocabulary about feelings and emotions. However, there are some individuals who are completely unable to talk about their feelings and emotions. Are you one of those individuals? If you are, or if you feel limited about how you feel and how you show and discuss your feelings, perhaps this practice exercise may help.

1. List as many feelings as you are aware of that you experience but do not express.

2. Among all the feelings you have listed above, pick at least three feelings that you experience most often. For each feeling, write the situations that provoked or aroused them.

Feeling 1:

Feeling 2:

Feeling 3:

3. List as many feelings as you can think of and show how you express them. For instance, we may feel very sad. However, we can express this feeling through criticism of self or others, or we may show and discuss anger. Whatever we may feel does not necessarily match what we may express. If necessary, use a dictionary and start listing all the emotions we can express. List as many as you can find.

4. From this list of emotions, pick three emotions that are most common to you and explain how you expressed them in at least three situations:

Emotion 1 (fill in)

Situation a:

Situation b:

Situation c:

Emotion 2 (fill in)

Situation a:

Situation b:

Situation c:

Emotion 3 (fill in)

Situation a:

Situation b:

Situation c:

5. Now complete the following sentence stems:

a. When someone I love is angry at me I ...

b. When someone I love is frustrated with me I ...

c. When someone I love is disappointed in me I ...

d. When someone I love is..... (write in the emotion) at me, I ...

6. Complete the following sentence stems:

a. When I am angry at someone I love, I ...

b. When I am frustrated with someone I love, I ...

c. When I am disappointed with someone I love, I

d. When I feel..... (write in the feeling) with someone I love, I ...

7. Write what other feelings you would like to experience and express better.

8. Why? Explain your reasons for wanting to experience and express the feelings you have listed in the previous item, No. 7.

Homework: During the coming week, record all instances of how you reacted to the feelings and emotions of those who matter to you, as well as of those who may not matter.

Practice Exercise 6. Capacity for Putting oneself into another's shoes

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you become more aware of and understand others' feelings, especially of those you love and who love you, and to help you communicate that you care about their feelings.

1. How aware and sympathetic are you of others' feelings? Check which answer applies to you:

- | | | | |
|-------------------------|-------|---------------------------|-------|
| a. Very sympathetic | _____ | d. Not very sympathetic | _____ |
| b. Sympathetic enough | _____ | e. Not at all sympathetic | _____ |
| c. Somewhat sympathetic | _____ | | |

2. Would you like to become more sympathetic or are you satisfied that you are sympathetic enough and you do not need to complete this practice exercise? Check which answer applies to you:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------|-------|
| a. I am sympathetic enough and I do not need to complete this practice exercise. | _____ |
| b. I am somewhat sympathetic but I still would like to improve my care for others' feelings. | _____ |
| c. I really need to become more sympathetic and I very much want to complete this practice exercise and the whole practice exercises. | _____ |

3. Write about three instances when you did show your care for others' feelings. Write (a) who the person was, (b) what feelings were expressed, (c) how you reacted to these feelings, and (d) how you felt afterwards.

Instance 1:

- | | |
|----|-------|
| a. | _____ |
| | _____ |
| | _____ |
| b. | _____ |
| | _____ |
| | _____ |
| c. | _____ |
| | _____ |
| | _____ |
| d. | _____ |
| | _____ |
| | _____ |

Instance 2:

- a. _____

- b. _____

- c. _____

- d. _____

Instance 3:

- a. _____

- b. _____

- c. _____

- d. _____

4. Now write about three instances when you failed to care for someone else's feelings, following the same outline given above: (a) who was the person. (b) what feelings were expressed, (c) how you reacted, and (d) how you felt afterwards.

Instance 1:

- a. _____

b. _____

c. _____

d. _____

Instance 2:

a. _____

b. _____

c. _____

d. _____

Instance 3:

a. _____

b. _____

c. _____

d. _____

5. How do you explain your caring or not caring about others' feelings? Trace the development of your sympathy or lack of it since you can remember.

6. What special experiences or events do you remember that relate to your being sympathetic or not sympathetic of others' feelings? Try to remember as many as you can and write about them.

Homework: During the coming week record as many instances in which you were sympathetic or not sympathetic of the feelings of those you care about and who care for you.

Practice Exercise 7. Coping with Painful Feelings and Distressful Situations

Name_____Sex_____Date_____

The purpose of this practice exercise is to help you control, regulate, and express constructively and positively painful feelings in distressful situations.

1. List as many painful and distressful situations as you have experienced in the past and that you may have not discussed with anyone until now. Write for 15 minute a day for four consecutive days. Make sure that you do not spend more than 15 minute a day by using an alarm clock or a kitchen timer to remind you to stop after 15 minute. If possible, try to write always at the same time of day.

Day 1:

Day 2:

Day 3:

Day 4:

2. From this list, pick three experiences that were the most painful and distressful to you and write about them in greater detail.

Experience a:

Experience b:

Experience c:

3. What effects or influence have these painful experiences had on you? Please explain in detail.

4. What have you done to deal with, cope with, and control your past or present painful or stressful experiences? Below are listed a variety of helpful steps that can be taken. Which one did you use and how useful was it to you? Circle all that apply to you.

- a. Problem solving as a rational and reasonable way to cope
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- b. Seeking support from others
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- c. Seeking help from close ones (parents, partner, relatives, and friends)
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- d. Seeking help from professionals (physician, therapist, counselor, clergy, others)
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- e. Distancing or avoiding painful/distressful situation
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- f. Keeping inside and not discussing with anyone
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- g. Getting it out and acting it out verbally or physically
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____

- h. Emotion focused on, that is, discussing your feelings with someone who cares about you
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____
- i. Any other direction not listed above. Write what it was:
 - i. Used _____ Not used _____
 - ii. Useful _____ Not useful _____

5. Pick the step that was most useful to you and write about it in detail.

6. What could you do in the future that you have not done in the past to cope with painful/stressful experiences? Develop a plan consisting of how you would handle a painful/stressful experience in a more positive and constructive fashion than you have done in the past.

7. Discuss this plan with someone you trust and ask him or her to help you make it more specific and more detailed to help you cope with future painful/stressful experiences in better ways than you have done in the past.
8. Make whatever changes are necessary in your plan after you receive helpful feedback from someone you trust. Make sure that these changes are put in writing.

Homework: In the coming week, apply your plan to possibly painful/stressful experiences and see how it works. Make whatever corrections in your plan will be more helpful to you.

Practice Exercise 8. Awareness of Emotional Communications in Intimate Relationships

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you handle potentially painful experiences in the future in better ways than you may have done in the past.

1. List as many conflict situations as you can remember that have provoked anger or other extreme feelings in you. Write (1) that the situation was, (2) who provoked it, (3) how you reacted, and (4) how you felt afterwards.

Situation a:

- a. _____

- b. _____

- c. _____

- d. _____

Situation b:

- a. _____

- b. _____

- c. _____

- d. _____

Situation c:

- a. _____

- b. _____

- c. _____

- d. _____

2. Make up at least three possible or pretend situations that might confront you in the future that you want to handle in more creative ways than you might have done in the past. List (1) the possible situation, (2) whom the situation involves, (3) how you would react, and (4) how you would feel afterwards.

Situation a:

- a. _____

- b. _____

- c. _____

- d. _____

Situation b:

- a. _____

- b. _____

c. _____

d. _____

Situation c:

a. _____

b. _____

c. _____

d. _____

3. How fast or how slow are you in reacting to emotional situations? Check which applies to you the most:

- | | | | |
|--------------------|-------|--------------------|-------|
| a. Very, very fast | _____ | e. Not fast at all | _____ |
| b. Very fast | _____ | f. Very slow | _____ |
| c. Fast enough | _____ | g. Very, very slow | _____ |
| d. Not very fast | _____ | | |

4. Explain why you react the way you checked in No. 3.

5. What are the advantages of reacting slowly to emotional situations? Please explain.

6. What are the disadvantages of reacting very fast to emotional situations? Please explain.

7. What emotional situations require fast reactions? List as many situations you can think of.

8. What emotional situations require fast reactions? List as many situations that you can think of.

Homework: During the coming week, try to implement, apply, or actually start a painful/stressful situation to see how you would handle it. If possible, start more than one situation. Remember that if you can start it, you can stop it!

Practice Exercise 9. Capacity for Emotional Self-Effectiveness

Name_____Sex____Date_____

The purpose of this practice exercise is to help you improve your emotional effectiveness.

1. One way to improve self-effectiveness is to accept your own feelings and your own sense of well-being. How much are you able to accept both feelings and well-being?
 - a. A great deal _____
 - b. Somewhat _____
 - c. Not yet, but I am working at it _____
 - d. Not at all, I need further help with my feelings and emotions _____

2. How could you improve your acceptance of your feelings and how you express them? Write about possible ways in which you can improve your acceptance.

3. There are some ways in which self-effectiveness can be improved. In order to achieve this goal, you may need to become aware of possible conflicts within yourself:

Conflict a: Your feelings are weaker than how you have expressed them. Give three examples of how this conflict applies to you.

Example 1:

Example 2:

Example 3:

Conflict b: You feelings are stronger and may overpower how you express them.
Give three examples of how this conflict applies to you.

Example 1:

Example 2:

Example 3:

Conflict c: How you express your feelings, that is, your emotions, is not equal
to how you feel. Give three examples of how this conflict applies to you.

Example 1:

Example 2:

Example 3:

4. Another source of conflict may result from you feeling one way and presenting it another way. For instance, you may be very angry at your boss, but you cannot express your feelings unless you want to jeopardize your job. Give three instances when you had to act in different ways from what you felt.

Example 1:

Example 2:

Example 3:

5. Another source of conflict may relate to a comparison of your feelings with the feelings of another person who is important to you. Write about three situations when your feelings were different from the feelings of someone else.

Situation a. Your feelings were stronger than the feelings of another:

Situation b. Your feelings were weaker than the feelings of another:

Situation c. Your feelings were as strong or the same as the feelings of another:

6. Knowing what you know now, how would you handle a conflict situation where your feelings were quite different from the feelings of another?

7. An important part of owning one's feelings is to talk about them using the personal pronoun "I." Start as many sentences with "I" to practice owning your feelings.

8. Now you need to practice recognition and affirmation of someone else's feelings. Restate or rephrase but do not repeat the feelings expressed in No. 7 as if someone else said them to you. It is important to convey to the other person that you have understood and value their feelings.

Homework: During the coming week, record instances where you reacted too fast or too slow to an emotional situation. If possible, report where you failed to express your feelings using the personal pronoun, and failed to indicate to another how you cared for their feelings. If you did not fail, record any possible success you may have achieved.

Practice Exercise 10. Emotional Incompetence and Deviancy

Name _____ Sex _____ Date _____

The purpose of this final practice exercise is to make you aware of any possible emotional incompetence or deviancy that may slow down your progress toward an improvement of your emotional effectiveness. In order to complete this practice exercise answer all the following questions to the best of your abilities.

1. What happens if awareness of one's feelings and emotions is inadequate?

2. What happens if understanding others' emotional experience is limited?

3. What happens if there is a limited emotional vocabulary?

4. What happens if one is either overwhelmed by others' emotional experience, or, at the other extreme, one is unable to respond appropriately to another's feelings?

5. What happens if one cannot separate feelings, on one hand, and emotions, on the other hand, in most emotional situations?

6. What happens if one's ability to handle emotional situations is limited and one is defective in the ability to control one's feelings and emotions?

7. What happens when emotional communication in relationships is impaired or distorted?

8. What happens when emotional effectiveness is seldom experienced?

Homework: During the coming week, you need to reflect on, think about, and consider whether working on these practice exercises was helpful to you. It is important for you to think about it because in the follow-up practice exercise you will be asked to answer which practice exercise was most helpful to you and which was not.

Final Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this follow-up practice exercise is to find what you have learned from completing the practice exercises in this practice exercises. Congratulations to you for reaching this point!

1. Check which answer applies to you best:
 - a. I wish I never saw any practice exercise in this practice exercises. It was a complete waste of my time. _____
 - b. These practice exercises were hard to complete and I did not get out of them what I wished I should have gotten. _____
 - c. These practice exercises were okay. I really do not know whether I learned anything new or not. _____
 - d. I enjoyed working on these practice exercises and I am delighted I was able to complete them. _____
 - e. I cannot think of anything better in my life. These practice exercises gave me a completely different perspective on myself and my life. _____
 - f. I cannot think of where I would be if I did not have these practice exercises to work on. I wish everybody were able to work on them. _____
 - g. I cannot begin to tell you how much these practice exercises meant to me. They saved my life. _____

2. Which practice exercise was the most helpful to you? Rank-order them from most useful to least useful. Rank as No. 1 the most useful, rank as No. 2 the second most useful, and so on until the very last one, which should be ranked No. 9.

Practice Exercises

Rank-order

- | | |
|----------------------------------------------------------------|-------|
| a. The Importance of Our Feelings and Emotions | _____ |
| b. Awareness of Your Feelings and Emotions | _____ |
| c. The Experience of Feelings and the Expression of Emotions | _____ |
| d. Awareness of Others' Feelings and Emotions | _____ |
| e. Using the Vocabulary of Emotional Experience and Expression | _____ |
| f. Capacity for Empathic Involvement | _____ |
| g. Coping with Painful Feelings and Distressful Situations | _____ |
| h. Awareness of Emotional Communication within Relationships | _____ |
| i. Capacity for Emotional Self-Effectiveness | _____ |

3. Explain why you rank-ordered the practice exercises the way you did. Why did you rank one practice exercise as the most useful and why did you rank another as the least useful?

4. Do you have any suggestions to improve these practice exercises? We would appreciate any kind of critical and constructive feedback that would allow an improvement in these practice exercises.

Self-Importance

This practice exercises is to be administered after determining objectively whether importance is attributed to self more than to significant others or whether others are attributed more importance than self. The purpose of this practice exercises is to help you improve your sense of self-importance.

Practice Exercise 1. How Important Am I?

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand how the characteristics listed below are related to your sense of self-importance.

1. Rate from 0 to 10 how each characteristic listed below is related to your sense of self-importance: 0 means absolutely no importance, 10 means a great deal of importance. Circle the number that indicates how important each characteristic is for you.

a. Intelligence	0	1	2	3	4	5	6	7	8	9	10
b. Physical attractiveness	0	1	2	3	4	5	6	7	8	9	10
c. Sports success	0	1	2	3	4	5	6	7	8	9	10
d. Sense of humor	0	1	2	3	4	5	6	7	8	9	10
e. School/job competence	0	1	2	3	4	5	6	7	8	9	10

f. Sociability/popularity	0	1	2	3	4	5	6	7	8	9	10
g. Morality	0	1	2	3	4	5	6	7	8	9	10
h. Self-worth or self-esteem	0	1	2	3	4	5	6	7	8	9	10
i. Any other characteristic not listed above (_____)	0	1	2	3	4	5	6	7	8	9	10

2. Rank-order the characteristics listed above by how much they contribute to your sense of self-importance. Rank as No. 1 the characteristic that contributes the most to your sense of self-importance, rank as No. 2 the characteristic that contributes second to your sense of self-importance, and so on, until the characteristic that does not contribute at all is ranked 8 or 9, based on whether you have filled in another characteristic (item i).

<i>Characteristic</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Sense of humor	_____
e. School/job competence	_____
f. Sociability/popularity	_____
g. Morality	_____
h. Self-worth or self-esteem	_____
i. Any other characteristic not listed above (_____)	_____

3. What guided your thinking as you rank-ordered these characteristics?

Homework: During the coming week, think how each characteristic could affect your sense of importance in a positive way. Write down what you come up with and discuss it with whoever is giving you these assignments.

Standard Practice Exercise for Self-Importance

Practice Exercise No.____Characteristic_____

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand in greater detail how the characteristic listed above is linked to your sense of self-importance.

1. How does this characteristic influence your sense of importance?

2. When did you become aware of this characteristic? Check which age applies:

- | | | | |
|----------------------|-------|--------------------|-------|
| a. Preschool | _____ | d. High school | _____ |
| b. Elementary school | _____ | e. College | _____ |
| c. Middle school | _____ | f. Graduate school | _____ |

3. How did you become aware of this characteristic? Write as much as you possibly can.

4. How has this characteristic handicapped your sense of self-importance in the past?

5. How does this characteristic handicap your sense of self-importance in the present?

6. How much do you want this characteristic to handicap your sense of self-importance in the future?

7. How often did this characteristic affect your sense of self-importance? 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 | _____ | | |

8. Please explain further:

9. Give three specific examples of how this characteristic handicaps your sense of self-importance.

Example 1:

Example 2:

Example 3:

Homework: During the next few days think of how you could either give up this characteristic if it handicaps you, or change it so that it has a positive effect on you.

1. Write down what you want to do about this characteristic.

2. Do you want this characteristic to control you or do you want to control it?

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to find out what you have learned from this practice exercises.

1. How was this practice exercises helpful to you?

a. Very little _____ c. A great deal _____
b. Somewhat _____

2. In your own words, write how this practice exercises was helpful to you (if at all).

3. Rank-order the practice exercises listed below according to helpful they were to you. Rank as No. 1 the practice exercise that was most helpful, rank as No. 2 the practice exercise that was helpful next, and so on, down to a practice exercise that was not helpful to you at all.

<i>Characteristic</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____

- c. Sports success
- d. Sense of humor
- e. School/job competence
- f. Sociability/popularity
- g. Morality
- h. Self-worth or self-esteem
- i. Any other characteristic not listed above
(_____)

4. Write in greater detail how the first three ranked practice exercises were helpful to you.

5. Write in greater detail why the least ranked practice exercises was not helpful to you.

6. Why was this practice exercise not helpful to you?

7. How would you improve this practice exercises?

Others' Importance

The purpose of this practice exercises is to help you develop a better understanding of people who in one way or another, positively or negatively, have affected your sense of self- importance.

Practice Exercise 1. Who Are the Others?

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand better who are the people who affected your sense of self-importance.

1. Explain in great detail who these people are by giving their names and more information about the nature of their relationship with you.

- a. Close friends

- b. Boy/girlfriend or partner/mate/spouse

- c. Children (if any)

- d. Mother or mother substitute¹

- e. Father or father substitute²

- f. Brothers/sisters (list all of them by name and age)

- g. Coworkers or fellow students

¹Female caregiver could be biological, stepmother, or other institutional caregiver of feminine gender (check which).

²Male caregiver could be biological, stepfather, or other institutional caregiver of masculine gender (check which).

h. Neighbors

i. Other relatives (list only those who were close to you)

j. Teachers/mentors

k. Write the name of anybody else who affected your sense of importance:
(_____)

2. Now that you have identified further those people who in one way or another affected your sense of self-importance, rank-order these people according to how they compare in how they affected your sense of self-importance. Rank as No. 1 the person who had the greatest effect on your sense of self-importance, rank as No. 2 the person who had the next greatest effect on your sense of self-importance, and so on, until the person who ranked the lowest among these people in affecting your sense of self-importance.

<i>Person</i>	<i>Rank-order</i>
a. Close friends	_____
b. Boy/girlfriend or partner/mate/spouse	_____
c. Children (if applicable)	_____
d. Mother or mother substitute	_____
e. Father or father substitute	_____
f. Brothers/sisters	_____
g. Coworkers	_____
h. Neighbors	_____
i. Other relatives (as listed above)	_____
j. Teachers/mentors	_____
k. Anybody else (_____):	_____

3. Now that you have rank-ordered all these people according to how much they affected your sense of self-importance, explain why you ranked them in the way you did.

Homework: During the next week, start thinking whether there are other people who affected your sense of self-importance. Write down whatever new information about others comes to your mind and discuss with whoever is giving you these assignments.

Standard Practice Exercises for Others' Importance

Practice Exercise No. ____ Person described (write name) _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise and of all other practice exercises is to tell more about the particular person (whose name is listed above) who affected your sense of self-importance.

1. What kind of relationship did you have with this person? Write about it for as long as it is necessary.

2. How did this person affect your sense of self-importance?

3. How often did this person affect your sense of self-importance? 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 | _____ | | |

4. Please explain further:

4. When did this person start to influence your sense of self-importance? 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 person affected your sense of self-importance.

Example 1:

Example 2:

Example 3:

7. How did you feel and react to this person? Write in detail.

8. What is the nature of your relationship with this person now?

9. If you could say something to this person, what would you say to her or him?

10. How do you want to relate to this person in the future (provided this person is still alive)?

11. If you could change your behavior toward this person, how would you change it?

12. If you could say something positive to this person, what would you say?

Homework: During the coming week, write down how you could undo whatever damage has been done to your sense of self-importance by this person. Discuss your writing with whoever is helping you with this practice exercises.

Concluding Feedback Form

Name_____Sex_____Date_____

The purpose of this form is to find out what you have learned from this practice exercise.

1. Was this practice exercise helpful to you?

- a. Very little _____ c. A great deal _____
b. Somewhat _____

2. In your own words, write how this practice exercises was helpful to you.

3. Rank-order the practice exercises listed below according to helpful they were to you. Rank as No. 1 the practice exercise that was most helpful, rank as No. 2 the practice exercise that was helpful next, and so on, down to a practice exercise was not helpful to you at all.

<i>Practice Exercise</i>	<i>Rank-order</i>
a. Close friends	_____
b. Boy/girlfriend or partner/mate/spouse	_____
c. Children (if applicable)	_____
d. Mother or mother substitute	_____
e. Father or father substitute	_____
f. Brothers/sisters	_____
g. Coworkers	_____

- h. Neighbors _____
- i. Other relatives (as listed above) _____
- j. Teachers/mentors _____
- k. Anybody else (_____): _____

4. Write in greater detail how the first three ranked practice exercises were helpful to you.

5. Write in greater detail why the least ranked practice exercise was not helpful to you.

6. How would you improve this practice exercises?

Emotional Expression

The purpose of this practice exercises is to help you become more aware of your feelings and, perhaps, learn how to express them in a more helpful and constructive fashion than you may have done in the past.

Practice Exercise 1. Becoming Aware of Feelings

Name_____Sex____Date_____

The purpose of this practice exercise is to list some of the most common feelings that take place within individuals, between couples, and among family members. The remainder of this practice exercises consists of feelings drawn from this list.

1. Please define what you understand about the meaning of each feeling listed below, and give two examples of how each feeling is used. Use a dictionary or online information if you need help in defining these feelings.

*Emotion and Definitions**Examples*

a. Amusement _____ Example 1 _____

Example 2 _____

b. Anger _____ Example 1 _____

Example 2 _____

c. Contempt _____ Example 1 _____

Example 2 _____

d. Disgust _____ Example 1 _____

Example 2 _____

e. Distress _____ Example 1 _____

Example 2 _____

f. Enjoyment _____ Example 1 _____

Example 2 _____

g. Fear _____ Example 1 _____

Example 2 _____

h. Guilt _____ Example 1 _____

Example 2 _____

- i. Interest _____ Example 1 _____

 _____ Example 2 _____

- j. Sadness _____ Example 1 _____

 _____ Example 2 _____

- k. Surprise _____ Example 1 _____

 _____ Example 2 _____

- l. Any other feeling not listed above. Example 1 _____
 Please fill in the feeling before _____
 defining it (_____) and Example 2 _____
 giving two examples. _____

- m. Same as above (_____) Example 1 _____

 _____ Example 2 _____

- n. Same as above (_____) Example 1 _____

 _____ Example 2 _____

2. Now you need to rank-order this list of feelings according to how much each feeling is used by you and according to its strength in comparison to other feelings. Rank as No. 1 the strongest feeling among all the feelings listed above, rank as No. 2 the next second strongest feeling, and so on, until the last one is numbered from 11 to 14, based on how many feelings you have defined above.

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

3. (For partners only; single individuals skip to Practice Exercise No. 4.) If you are married or living with someone in a committed relationship, rank-order this list of feelings according to how strong they are in your partner. Rank as No. 1 the strongest feeling, rank as No. 2 the second strongest feeling, and so on, until the last one ranked is the weakest feeling that is not present or evident in your relationship.

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

4. Rank-order these feelings according to how strong they are or were among members of your family of origin. Rank as No. 1 the strongest feeling, rank as No. 2 the second strongest feeling, and so on, until the last one ranked is the weakest feeling that is or was not present or evident in your mother (step-mother, female caregiver, or mother substitute; circle which is relevant), your father (stepfather, male caregiver, or father substitute, circle which is relevant), and your brothers or sisters (state their age and gender).

<i>Feelings</i>	<i>Rank-orders</i>				
	<i>Mother</i>	<i>Father</i>	<i>Sibling</i>	<i>Sibling</i>	<i>Sibling</i>
<i>Age</i>	_____	_____	_____	_____	_____
<i>Gender</i>	_____	_____	_____	_____	_____
a. Amusement	_____	_____	_____	_____	_____
b. Anger	_____	_____	_____	_____	_____
c. Contempt	_____	_____	_____	_____	_____
d. Disgust	_____	_____	_____	_____	_____
e. Distress	_____	_____	_____	_____	_____
f. Enjoyment	_____	_____	_____	_____	_____
g. Fear	_____	_____	_____	_____	_____
h. Guilt	_____	_____	_____	_____	_____
i. Interest	_____	_____	_____	_____	_____
j. Sadness	_____	_____	_____	_____	_____
k. Surprise	_____	_____	_____	_____	_____
l. (_____)	_____	_____	_____	_____	_____
m. (_____)	_____	_____	_____	_____	_____
n. (_____)	_____	_____	_____	_____	_____

Homework: During the coming week, think about the list of feelings given in the first practice exercise and assess them according to how constructive (helpful) or destructive they are for you, for your partner (if you have one), and for members of your family. Write them down according to how helpful or hurtful these feelings are for you.

Standard Practice Exercises

Practice Exercise No. _____ Title of Feeling: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the feeling listed in the title.

1. How is this emotion expressed by you? Please explain in detail.

2. How often do you express this feeling? 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. Please explain further: | |

3. How often is this feeling expressed by your partner (if your have one, otherwise skip this question)? Check which answer applies to your partner:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

4. How often is (was) this feeling expressed by your mother or mother substitute?
Check which answer applies to her:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

5. How often is (was) this feeling expressed by your father or father substitute?
Check which answer applies to him:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

6. Pick one sibling (brother or sister) whose emotional expression matters or mattered to you a great deal, more than any other sibling, and check which answer applies to her or him:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

7. Can you remember how this feeling came 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 _____
- g. Please explain further: _____

8. Did expressing this feeling ever get you in trouble? Please explain:

9. Give three specific examples of how this feeling got you in trouble.

Example 1:

Example 2:

Example 3:

10. Can you make any connection or link between how you express your feelings now and how they were expressed by your mother, father, or siblings?

Homework: Next week, in order for you to learn to express this feeling in more helpful ways (“Start it if you want to stop it!”), plan, recall, or pretend to repeat this feeling 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 this feeling?
- (b) What followed your expression?
- (c) How did it end?
- (d) What did expressing this feeling get you?

Time 1 (write the time you started_____)

a. _____

b. _____

c. _____

d. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

Time 3 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

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 | _____ | | |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all.
I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises. _____
 - d. I am not only delighted about this practice exercises, but I wish
all people in my situation had a chance to work on it _____
2. How helpful was it to work on this practice exercises? Check the answer that applies to you:

a. Not helpful at all _____	c. Helpful _____
b. Somewhat helpful _____	d. Very helpful _____
3. Which practice exercise did you like best? Please rank-order the practice exercises from the one that you liked best (rank as No. 1), to the one you liked next best (rank as No. 2), down to the one you did not like at all (No. 11–14).

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

4. Why did you rank-order the practice exercises the way you did?

5. Which practice exercise was the most helpful to you? Sometimes what we like most is not necessarily the most helpful. Consequently, rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful (No. 11–14):

<i>Feelings</i>	<i>Rank-order</i>	<i>Feelings</i>	<i>Rank-order</i>
a. Amusement	_____	h. Guilt	_____
b. Anger	_____	i. Interest	_____
c. Contempt	_____	j. Sadness	_____
d. Disgust	_____	k. Surprise	_____
e. Distress	_____	l. (_____)	_____
f. Enjoyment	_____	m. (_____)	_____
g. Fear	_____	n. (_____)	_____

6. Why did you rank-order the practice exercises the way you did?

7. Feel free to write any comments that might improve this practice exercises.

Emotional Intelligence

The purpose of this practice exercises is to help you become more aware of your emotional behaviors and perhaps learn how to express them in a more helpful and constructive fashion than you may have in the past.

Practice Exercise 1. Becoming Aware of Emotional Behaviors

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to list the most common emotional behaviors that take place within individuals, between couples, and among family members. If necessary, use a dictionary or ask your partner (if you have one), family members, relatives, or friends to help you define these behaviors. The remainder of this practice exercises consists of practice exercises about emotional behaviors drawn from this list.

1. Define what you understand about the meaning of each emotional behavior listed below. Give two examples of a situation where that emotional behavior would be appropriate.

*Emotional Behaviors and Definitions**Examples*

a. Emotional self-awareness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
-----------------------------------------------------	------------------------------------------------------

b. Assertiveness _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
------------------------------------------	------------------------------------------------------

c. Self-regard _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
----------------------------------------	------------------------------------------------------

d. Self-actualization _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
-----------------------------------------------	------------------------------------------------------

e. Independence _____ _____ _____	Example 1: _____ _____ Example 2: _____ _____
-----------------------------------------	--------------------------------------------------------

f. Empathy _____ _____ _____	Example 1: _____ _____ Example 2: _____ _____
------------------------------------	--------------------------------------------------------

g. Close relationships with loved ones	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
h. Social responsibility _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
i. Problem solving _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
j. Reality testing _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
k. Flexibility _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
l. Stress tolerance _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
m. Impulse control _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
n. Happiness _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____
o. Optimism _____	Example 1: _____
_____	_____
_____	Example 2: _____
_____	_____

p. Positive impression _____ Example 1: _____

 _____ Example 2: _____

q. Negative impression _____ Example 1: _____

 _____ Example 2: _____

2. Now rank-order this list of emotional behaviors according to how much you want to use each behavior in more helpful ways than you may have done in the past. Rank as No. 1 the emotional behavior you want to use the most in comparison to the other emotional behaviors, rank as No. 2 the emotional behavior you want to use second most, and so on, until you reach emotional behaviors that are either not applicable to you (N/A) or that you do not want or need to learn at all (No. 17).

<i>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

4. Explain why you rank-ordered the emotional behaviors the way you did.

Homework: During the coming week, think about the list of feelings given in the first practice exercise and assess them according to how constructive (helpful) or destructive they are for you, for your partner (if you have one), and for members of your family. Write them down according to how helpful or hurtful these feelings are for you.

Standard Practice Exercise

Practice Exercise No. _____ Title of Emotional Behavior: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the emotional behavior listed in the title.

1. How do you express this emotional behavior? Please explain in detail.

2. How often do you express this emotional behavior? 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. Please explain further: | |

3. How often is this emotional behavior expressed by your partner (if you have one, otherwise skip this question)? Check which answer applies to your partner:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

4. How often is (was) this emotional behavior expressed by your mother or mother substitute? Check which answer applies to her:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

5. How often is (was) this emotional behavior expressed by your father or father substitute? Check only if you did have one. Check which answer applies to him:

- | | | | |
|------------------------------|-------|----------------------------|-------|
| 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. Please explain further: | |

6. Pick one sibling (brother or sister, if you have one) whose emotional behavior matters or mattered to you a great deal, more than any other sibling. Check which answer applies to her or him. How often did this sibling behaved emotionally in 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 | _____ | h. Please explain further: | |

7. Can you remember how this emotional behavior came 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 _____
- g. Please explain further: _____

8. Did this emotional behavior ever get you in trouble? Please explain.

9. Give three specific examples of how this emotional behavior got you in trouble.

Example 1:

Example 2:

Example 3:

10. Can you make any connection or link between how you express your feelings and emotions now and how they were expressed by your mother, father, or sibling?

Homework: Next week, in order for you to learn to express this emotional behavior in more helpful ways (“Start it if you want to stop it!”) than you did in the past, plan, recall, or pretend to repeat it 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 this emotional behavior?
- (b) What followed your expression?
- (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 | _____ | | |

Feel free to explain how you feel about the homework practice exercise and what you got out of it.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all.
I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises but I wish
all people in trouble or distress had a chance to work on it. _____

2. How helpful was it to work on this practice exercise? Check the answer that applies to you:

a. Not helpful at all	_____	c. Helpful	_____
b. Somewhat helpful	_____	d. Very helpful	_____

3. Which practice exercise did you like best? 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>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

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 the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful (No. 11–14):

<i>Emotional Behaviors</i>	<i>Rank-orders</i>	<i>Emotional Behaviors</i>	<i>Rank-orders</i>
a. Emotional self-awareness	_____	j. Reality testing	_____
b. Assertiveness	_____	k. Flexibility	_____
c. Self-regard	_____	l. Stress tolerance	_____
d. Self-actualization	_____	m. Impulse control	_____
e. Independence	_____	n. Happiness	_____
f. Empathy	_____	o. Optimism	_____
g. Interpersonal relationships	_____	p. Positive impression	_____
h. Social responsibility	_____	q. Negative impression	_____
i. Problem solving	_____		

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 exercises.

Social Skills

The purpose of this practice exercises is to help you understand the importance of social skills in how we all function in the real world. The purpose of this first practice exercise is to find out what skills you want to work on and, possibly, improve.

Practice Exercise 1. What Are My Social Skills?

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to find what your social skills are.

1. Below there is a list of social skills. Please define each skill according to how you understand it. You may use a dictionary or ask close friends about the meaning of each skill. Give two examples of how each skill is applied in your experience.

Skill and Definitions Examples

a. Approval from others _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Assertiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Confidence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Control (social) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Defense of (own) rights _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Being direct _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Emotional control _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Emotional expression _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

- i. Empathy _____ Example 1 _____

 _____ Example 2 _____

- j. Expression (social) _____ Example 1 _____

 _____ Example 2 _____

- k. Expression of positive feelings _____ Example 1 _____

 _____ Example 2 _____

- l. Need for approval _____ Example 1 _____

 _____ Example 2 _____

- m. Sensitivity _____ Example 1 _____

 _____ Example 2 _____

- n. Any other skill (fill in) _____ Example 1 _____
 (_____) and define it: _____
 _____ Example 2 _____

2. Now rank-order these skills according to how frequent, serious, or strong they are in you. Rank as No. 1 the skill that is the strongest or most frequent, rank as No. 2 the skill that is second strongest or most frequent; mark as N/A the skills that do not apply to you.

<i>Skills</i>	<i>Rank-orders</i>			
	<i>Self</i>	<i>Mother</i>	<i>Father</i>	<i>Siblings</i>
a. Approval from others	_____	_____	_____	_____
b. Assertiveness	_____	_____	_____	_____
c. Confidence	_____	_____	_____	_____
d. Control (social)	_____	_____	_____	_____
e. Defense of (own) rights	_____	_____	_____	_____
f. Directiveness	_____	_____	_____	_____

- | | | | | |
|------------------------------------|-------|-------|-------|-------|
| g. Emotional control | _____ | _____ | _____ | _____ |
| h. Emotional expression | _____ | _____ | _____ | _____ |
| i. Empathy | _____ | _____ | _____ | _____ |
| j. Expression (social) | _____ | _____ | _____ | _____ |
| k. Expression of positive feelings | _____ | _____ | _____ | _____ |
| l. Need for approval | _____ | _____ | _____ | _____ |
| m. Sensitivity | _____ | _____ | _____ | _____ |
| n. Any other skill (_____) | _____ | _____ | _____ | _____ |

3. Which of these skills were present in your family of origin? Check whether they applied to your mother (or mother substitute), father (or father substitute), or brothers or sisters. Check all that apply.

Homework: During the next few days write down all of the advantages and disadvantages you get from using self-defeating behaviors.

Standard Practice Exercise for Social Skills

Practice Exercise No. _____ Name of Skill: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the skill named above:

1. What does this skill mean to you? Please explain in detail.

2. How often do you use this skill? 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 | _____ | | |

Please explain further:

3. How did this skill (or lack of it) come about? Do you remember when you started using it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. In elementary school _____
- c. In middle school _____
- d. In high school _____
- e. Any other time _____

Please explain further:

4. What does this skill get you or fails to get you? Please explain:

5. Give three specific examples of how this skill or lack of it was hurtful to you.

Example 1:

Example 2:

Example 3:

6. Give three specific examples of how this skill was hurtful to those you love and who love you.

Example 1:

Example 2:

Example 3:

7. 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 it at all, a waste of time. I want to quit this stupid practice exercises. _____
- b. I did not like it very much, but I want to go on with this practice exercises. _____
- c. I liked it and I want to go on with this practice exercises. _____
- d. I liked it a lot and I wish I had something like this practice exercises earlier. _____
- e. I liked it so much that I wish all people with limited social skills could get something like this practice exercises to work on. _____

Homework: Next week, plan to repeat this skill 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. _____

- 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 Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether practice exercises in this practice exercises were helpful to you.

1. Which answer fits how you feel about this practice exercises?

a. I did not like working on this practice exercises at all.
I wish I never saw it.

b. I did not like this practice exercises, 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 exercises,
but I wish all people with limited social skills could get it.
2. How helpful was it to work on this practice exercises? 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.

Skill	Rank-order
a. Approval from others	_____
b. Assertiveness	_____
c. Confidence	_____
d. Control (social)	_____
e. Defense of (own) rights	_____
f. Directiveness	_____
g. Emotional control	_____
h. Emotional expression	_____
i. Empathy	_____
j. Expression (social)	_____
k. Expression of positive feelings	_____
l. Need for approval	_____
m. Sensitivity	_____
n. Any other skill (_____)	_____

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 it at all, a waste of time. I wish I never worked on this stupid practice exercises. _____
 - b. I did not like it very much, but I want to go on with working on practice exercises of this type. _____
 - c. I liked it and I want to go on with another practice exercises. _____
 - d. I liked it a lot and I wish I had received something like this practice exercises earlier in my life. _____
 - e. I liked it so much that I wish all individuals with limited social skills could get something like this practice exercises to work on. _____
5. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

Basic Abilities

The purpose of this practice exercises is to help you understand more about your basic abilities and learn how it might be possible for you to improve the abilities you want to improve.

Practice Exercise 1. Basic Definitions and Ordering

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define these abilities and order them according to how you want to improve those that need improvement.

1. Here are brief definitions of 15 abilities that cover most of if not all the range of human abilities. In addition to these definitions, give two examples for each definition of how it applies to your experience, how you use or have used that specific ability in your life, if at all. Try to answer all these definitions. However, if you do not understand it or are not interested in it, leave it blank.

a. Language: reading a book or writing a poem _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
b. Logical–mathematical: deriving a logical proof or solving a mathematical problem _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
c. Spatial: fitting suitcases in the trunk of a car or finding ones way when driving _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
d. Musical: singing a song, playing an instrument, or composing a symphony _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
e. Bodily-kinesthetic: dancing or playing football or other sports _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
f. Interpersonal: understanding and interacting with other people _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____
g. Intrapersonal: understanding oneself _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____ _____

- h. Naturalistic: discerning patterns in nature _____

- Example 1 _____

 Example 2 _____

- i. Spiritual: troublesome thoughts with cosmic achievement of a state of being _____

- Example 1 _____

 Example 2 _____

- j. Existential: troublesome thoughts with ultimate issues of life _____

- Example 1 _____

 Example 2 _____

- k. Emotional: ability to access and/or generate feelings and emotions _____

- Example 1 _____

 Example 2 _____

- l. Practical: ability to deal with real, concrete world situations not covered by other abilities _____

- Example 1 _____

 Example 2 _____

- m. Analytical: evaluation of choices and options available to oneself in life _____

- Example 1 _____

 Example 2 _____

- n. Creative: required to generate unusual problem-solving choices and options _____

- Example 1 _____

 Example 2 _____

o. Sexual: interest and concentration on body-skin pleasure

Example 1

Example 2

2. Now that you have defined these abilities, you need to rank-order them according to how they describe you (perceived ability). Rank as No. 1 the ability you feel describes you the most, rank as No. 2 the ability that describes you next, and so on; mark as N/A the abilities that describe you little or not at all.

Abilities	Rank-orders Perceived Ability	Rank Desired Ability	Average
a. Language			
b. Logical–mathematical			
c. Spatial			
d. Musical			
e. Bodily-kinesthetic			
f. Interpersonal			
g. Intrapersonal			
h. Naturalistic			
i. Spiritual			
j. Existential			
k. Emotional			
l. Practical			
m. Analytical			
n. Creative			
o. Sexual			

3. Explain why you have rank-ordered these abilities the way you did.

4. Now rank these abilities according to your desire to excel or improve that ability (desired ability). Rank as No. 1 the ability that you want to improve the most, rank as No 2 the ability you want to improve second most, and so on, down to the abilities you do not want or need to improve. Rank-order all the abilities even though you may not want to improve them.

5. Explain why you ranked these abilities the way you did.

6. Calculate the average in the third column by adding the two ranks, your perceived ability and your desired ability, and dividing by 2. The reason for averaging lies in the possibility that your perceived abilities may not agree with your desired abilities. Consequently, we need to find a compromise between the two views of your abilities. Furthermore, the averaged rank-order will serve as the basis for the order of administration of practice exercises for each of the abilities listed above.

Homework: During the coming week, think more about your perceived and desired abilities and whether you are comfortable with how you rank-ordered them. There is still time to change how you have ranked perceived and desired abilities.

Practice Exercise 2. Goals, Plans, and Priorities (to be administered after the first practice exercise for a specific ability)

Title of Ability_____

Name_____Sex_____Date_____

The purpose of this practice exercise is to follow-up on the previous practice exercise about increasing your mastery in one particular ability. To achieve your goal, there are certain steps that must be taken, regardless of the ability involved.

1. What direction toward your goal do you want to take? State clearly what steps you need to take to achieve your goal. For instance, you could describe
 - a. Daily goals
 - b. Weekly goals
 - c. Monthly goals
 - d. Yearly goals
 - e. Where to you want to be with this ability 5 years from now?

- f. Where do you want to be with this ability 10 years from now?

- g. Why do you want to reach these goals? Write down your answer.

Note: It is very important to check on whether you have achieved your goals or not. Are you just spinning your wheels? If you are not able to complete your daily goals, how are you going to complete your weekly goals? Only by starting small, that is, every day, can you achieve big. If you want to climb the Himalayas without way-stations, you will never reach the desired peak. If you do not check on whether you have achieved even the smallest goal, there is no sense making any goal.

2. What are your priorities? You need to think through what is most important to you, what is next most important, and what is least important. Write down everything you can think of, separating persons, things or possessions, activities, into at least three or more different lists. Then, within each list, rank items in order of importance.

After you have listed them by order of importance, rank them in order of urgency. What person, possession, or activity needs your most urgent attention, which needs some attention, and which needs the least attention. In order to think through what is important and what is urgent, you may need to follow guidelines that may become part of your priorities:

- a. *Flexibility versus rigidity:* You can try to reach your goals leisurely, in a relaxed fashion, or you can try to reach them rigorously, in a driven, rigid fashion. Somewhere in between these two extremes there is a happy medium for you. What is this happy medium? Write down *how* you are

- going to achieve your goals, flexibly or rigidly? However, whatever way you choose, you must explain *why* you followed it.
- b. *Speed in the service of direction:* How fast or how slow do you want to reach your goals? Again, between the two extremes of very fast and very slow there must be a happy medium for you. What is it, and why do you want to follow it?
 - c. *Overcoming obstacles:* What barriers, events, or other possibilities may take place in your life that will slow down your progress? Write down all the possible future obstacles that may come between you and reaching your final goal.
 - d. *Long-term perspective:* There are life-cycle stages in your future goals that may need to be recognized. For instance, you may have to leave home and get a job, or you may want to get married and raise children, you may want to take early retirement, etc. What stages of your life cycle do you suppose may either hinder or help the progress toward your final goal with this ability? Answer in writing.
3. *Skills:* To achieve your goal of mastery of the ability considered in this practice exercise, there are at least four necessary skills that need to be considered:
- a. *Resilience:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not having any resilience at all and 10 being extremely resilient. After you have rated yourself, explain why you rated yourself the way you did. Give at least two examples that show how resilient you are. How is this skill related to your ultimate goal? Answer in writing.
 - b. *Relentlessness:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not relentless at all and 10 being extremely relentless. After you have rated yourself, explain why have you rated yourself the way you did. Give at least two examples that show how relentless you are. How is this skill related to your ultimate goal? Answer in writing.
 - c. *Restlessness:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not restless at all and 10 being extremely restless. After you have rated yourself explain why you rated yourself the way you did. Give at least two examples that show how restless you are. How is this skill related to your ultimate goal? Answer in writing.
 - d. *Risk taking:* What do you understand by this word? Define it (look it up in the dictionary, if necessary) and then rate yourself on this skill on a scale from 1 to 10, with 1 being not a risk taker at all and 10 being an extreme risk taker. After you have rated yourself explain why you rated yourself the way you did. Give at least two examples that show what a risk taker you are. How is this skill related to your ultimate goal? Answer in writing.

4. *Planning:* Without planning there is no sense pursuing any goal. If you have answered all the previous items, you may be on the way to reaching your goal. However, it is important to plan beforehand to avoid making hasty decisions that in the long run may interfere with your goal. Outline in writing a general plan of action that you are going to follow in order to reach your goal.
5. *Wisdom:* One may be very wise in one aspect of life, for instance, work, and be very unwise in one's home life. Some of us may be wise in fixing an electric short while unable to write a personal letter. Some others may be very wise in shopping but not in making money to support the shopping. In what areas of your life do you show wisdom, and in what areas do you show less than wisdom? It is important to separate the two sides to link your wisdom to the ability you want to master. Answer in writing.
6. *Motivation:* It is important for you to rate your motivation or desire necessary to achieve your goal, ranging from 1 for no motivation at all to 10 for extreme desire and motivation. Write in detail how desirous and motivated you are to reach your goal, giving at least two examples that show your motivation.
7. *Competence:* Perhaps this item may have been answered by the four skills listed above. On the other hand, it is important for you to rate your competence. Write down at least two examples that show how competent you are in dealing with this ability. You may be highly motivated and incompetent at the same time (back to the wisdom item). On the other hand, you may be very unmotivated and still highly competent. How are these two qualities related to your final goal to master this ability? Answer in writing.
8. *Personality:* What kind of personality do you have that would fit into your goal? Are you introverted but want to work with people? Are you extroverted and want to become a computer scientist? Are you more interested in people or in things? Are you tense and driven or relaxed and at ease? What personality traits do you see yourself as having that may help or hinder your final goal with this ability? Answer in detail and in writing.

Homework: During the coming week, keep thinking about your goals and plans. If you change your mind, do so in writing; change whatever you have already written in this practice exercise.

Follow-Through Practice Exercise

Practice Exercise No. _____ Title of Ability _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to follow through with the previous practice exercise about goals, plans, and priorities.

1. Are you satisfied about what you wrote in the previous practice exercise? If you are not, write why and how you have changed your goals.

2. Are you clear about how you are going to reach your goals? If you are not, write whatever changes you need to make to reach your stated goals.

3. Did you check on your daily goals? Did you accomplish them? If not, write why you did not.

4. Are you satisfied with your priorities? If you are not, write why and how you have changed them.

5. Are you clear about your priorities? If you are not, write how you would like to change them.

6. Are you satisfied with your plans to reach your goals? If you are not, write why and how you want to change your plans.

7. Are you clear about your plans? If you are not, write how you need to change them.

Homework: Give yourself some time (1–3 months, or even more) to see whether your goals, priorities, and plans have been reached. If they have not been reached, what changes do you need to make to facilitate accomplishing your goals. Were the goals too unrealistic? Were you confused about them? Were they impossible to reach? Write down whatever realistic, clear, and possible changes you need to make to reach your goals.

Spatial Ability

This ability is used by people who have a strong sense of color, line, texture, and style. They like to draw or paint, use maps well, understand directions, learn visually, draw or highlight or underline when taking notes, and cluster notes in boxes or sections on the page to give the visual cues helpful for study. Books with charts, diagrams, or pictures are helpful to them in synthesizing the information in the text. The way places look matters to these people. They learn better in pleasant or soothing surroundings. They may want to clean up the room or the desk before they sit down to work. They like to be shown and then try things themselves.

Practice Exercise 1. Spatial Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Body-Kinesthetic Ability

This ability describes people who relax with movement and remember by moving. Some pace back and forth when memorizing something, some tap a pencil or jiggle a foot, some need to rock in a chair in order to read or study. They express emotions through movement as well. They may throw things, hit the table, hug and kiss a lot,

physically back away from tasks, or dance when happy or excited. As children they could not sit still in class. They also invent or create through movement; they do a lot of trial-and-error testing (by climbing, jumping, hanging from trees or poles). They take in information about what's possible by moving their bodies through space.

Practice Exercise 1. Body-Kinesthetic Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

a. A great deal _____ c. Not at all _____
b. Somewhat _____

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Musical Ability

People may love music but don't have to be musicians. They are acutely aware of rhythms. They hear the rhythms in nature; they're acutely aware of how random sounds form harmonic or rhythmic patterns (water, birds, crickets, wind in trees, etc.). They learn auditorily and can mimic sounds, such as voices and accents. When they learn a song, they learn not just the words but the total sound: the beat the rhythms in the instruments and the inflection in the singer's voice and even nonsense sounds.

Practice Exercise 1. Musical Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

a. A great deal _____ c. Not at all _____
b. Somewhat _____

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Linguistic Ability

People endowed with this ability enjoy words and language. They like to write stories or poems and they communicate easily with words. They are in tune with the nuances of language and can sense shades of meaning. They are aware of meaning in a person's tone of voice. They remember using words ("That's not what I said; what I said was...") and can replay conversations – even lengthy ones – almost verbatim. They have an awareness of the possibilities with words (puns, made-up words, sounds that words make when said aloud). These people learn auditorily because they can easily remember much of what was said; they can also remember the atmosphere the words created when they were said. They easily link words to emotions.

Practice Exercise 1. Linguistic Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Logical/Mathematical Ability

People endowed with this ability are organized. They enjoy numbers and use numbers to remember. They think sequentially. They're the ones who always say, "Well first, ..., and second, ...". Numbers take on the same function for them as size does for spatially intelligent people. People who sew or knit or make furniture have to use math (often geometry) but they work with shape and space as well as numbers. The logical function can work with words as well as with numbers too.

Practice Exercise 1. Logical/Mathematical Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Interpersonal Ability

People endowed with this ability enjoy other people, empathize easily, and mediate well when situations get difficult. They have a strong social sense because they can understand the sense of things from someone else's point of view and imagine what that person is feeling. They like social situations; they study best with others even if they're all studying different subjects. For these people, the relationship they have with the teacher can affect how well they learn the material or try to learn; the social makeup of the class matters, too. They listen well, hearing not just the sense of what is said, but the subtle messages encoded in the discussion. (This ability often dovetails with musical and linguistic abilities.) These people can easily motivate others because they understand what makes people tick. Actors depend heavily on this intelligence when they work on character. Feelings surface easily and strongly for these people. Their biggest task is to control feelings so that they can use them in a positive way. Feelings can block their ability to remember or listen openly. Out-of-control feelings can sap the energy they need to learn.

Practice Exercise 1. Interpersonal Ability

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

a. A great deal	_____	c. Not at all	_____
b. Somewhat	_____		

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Intrapersonal Ability

This ability depends upon a highly developed sensitivity, as does the interpersonal ability, but this time the sensitivity is internal. These people enjoy their own company, feel very comfortable with themselves and who they are. They understand their own motivation and can examine their own reactions (analysis that combines interpersonal with logical abilities to understand why they react to certain things the way they do). They can be objective while examining very emotional feelings. They can also connect what they have learned about themselves to help them understand others.

Practice Exercise 1. Intrapersonal Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Naturalistic Ability

This ability means being interested in and curious about nature in all its various forms: plants, herbs, flower, animals, and country, sea, and mountains. It implies wanting to know more about how things in nature develop and what functions they perform in the environment. It may mean being aware and protective of how the environment is maintained, wanting to make sure that products do not endanger the environment. It may mean an interest in biology, zoology, and astronomy.

Practice Exercise 1. Naturalistic Ability

Name_____Sex_____Date_____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Spiritual Ability

This ability implies troublesome thoughts with cosmic achievement and its relationship to a higher power or powers. It may involve a deep, personal interest in religious matters and activities, including membership in organized religion, belonging to a church, praying, and believing in the importance of spiritual activities as being foremost in one's life, including faith in what is not known and accepting faith as being more important than scientific evidence or facts.

Practice Exercise 1. Spiritual Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Existential Ability

This ability involves interest in the meaning of life and the purpose of one's being within a larger historical and contextual framework. It may mean and it may be related to spiritual and emotional interests, but in itself it includes valuing life as the main reason for living, and enjoying the subjective experience rather than an objective reality. It may mean interest in philosophical pursuits, either formally or informally, that give more information about this subject.

Practice Exercise 1. Existential Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

a. A great deal _____ c. Not at all _____
b. Somewhat _____

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Emotional Ability

This ability consists of being aware of and accessible to one's feelings and emotions, as shown by crying appropriately, speaking about one's feelings using the personal pronoun "I," valuing feelings and emotions over reason and thinking or even behavior. It implies being emphatic and sympathetic about how others feel, valuing their feelings and not allowing reason and thinking to distract from one's emotional state. It implies also consideration of feelings as the bottom line of one's existence.

Practice Exercise 1. Emotional Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Practical Ability

This ability deals with interest in solving problems, ranging from simple decision making, to choosing one option over other options, to being able to explain the pros and cons of making choices. It involves finding appropriate solutions to a variety of problems, including manual, rational, or even irrational or verbal complexities. It may mean bringing down to earth issues and ideas that seem at first blush too abstract and complex to be solved.

Practice Exercise 1. Practical Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

a. A great deal	_____	c. Not at all	_____
b. Somewhat	_____		

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Analytical Ability

This ability involves a critical evaluation of an issue, idea, problem, or confrontation, being able to break down the various components of a situation into their relationship within themselves as well as with external or historical determinants. Its content may be political, academic, philosophical, or even mechanical. However, the major aspect that distinguishes this ability from the practical relies on criticalness, being aware of the various pros and cons of many ideological situations, and being able to get down to the core issue of many situations.

Practice Exercise 1. Analytical Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Creative Ability

This ability implies being able to generate unusual problem-solving choices, plans, and options, whether in the arts, sciences, or any other human endeavor. It involves being able to come up with a solution, idea, product, or composition that no one else ever thought of before. It may refer to physical patterns, literary compositions, visual assignments, or mechanical solutions.

Practice Exercise 1. Creative Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | | | |
|-----------------|-------|---------------|-------|
| a. A great deal | _____ | c. Not at all | _____ |
| b. Somewhat | _____ | | |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Sexual Ability

This ability involves being very interested in sensual and sexual pleasures, involving skin and body sensations obtained through masturbation or sexual intercourse, but also caressing, massaging, or touching one's or someone else's body. It may involve thinking and fantasizing about body pleasures, wanting to be with someone to discuss these pleasures, and even buying books, videotapes, and paraphernalia

relating to sex and sexual activities, or watching so-called pornographic movies or videotapes.

Practice Exercise 1. Sexual Ability

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail the nature of this ability. How did it develop? How have you used it in the past? How can you use it in the present and future?

1. Why is this ability important to you? Give as many reasons as you can think of.

2. How does this ability apply to you?

- | | |
|-----------------|-------|
| a. A great deal | _____ |
| b. Somewhat | _____ |
| c. Not at all | _____ |

3. Explain in detail how this ability applies to you.

4. How did this ability develop in you? Explain in detail.

5. When did you find out that you had this ability?

- | | | | |
|-------------------------|-------|-------------------|-------|
| a. In prekindergarten | _____ | e. In high school | _____ |
| b. In kindergarten | _____ | f. In college | _____ |
| c. In elementary school | _____ | g. After college | _____ |
| d. In middle school | _____ | | |

6. Explain in greater detail how you found out about this ability.

7. How have you used this ability in the past? Explain in detail.

8. How are you using this ability in the present? Explain in detail.

9. How are you planning to use this ability in the future? Explain in detail.

10. How do you feel about having this ability? Explain through your feelings rather than through your thinking.

Homework: During the coming week, think more about how you could develop this ability. Jot down anything that comes to mind about this ability during the course of this week. At the end of the week, see whether you can put all these thoughts into one single plan to develop this ability even more than you have done in the past.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to review what you learned from working on selected practice exercises in this practice exercises.

- Below are listed all the abilities that are included in the practice exercises. Some of these abilities may not have been included in your practice exercises because you listed them as not being interesting to you. Perhaps you may have changed your mind. If so, feel free to rank-order them according to how important they are to you now. Rank as No. 1 the ability that you think is the most important to you, rank as No. 2 the ability that is second in importance to you, and so on, until you reach abilities that are not important to you, for which you can either write N/A or give a rank number if you think you can rank-order the abilities that do not apply to you.

<i>Ability</i>	<i>Rank-order</i>	<i>Ability</i>	<i>Rank-order</i>
a. Language	_____	i. Spiritual	_____
b. Logical-mathematical	_____	j. Existential	_____
c. Spatial	_____	k. Emotional	_____
d. Musical	_____	l. Practical	_____
e. Bodily-kinesthetic	_____	m. Analytical	_____
f. Interpersonal	_____	n. Creative	_____
g. Intrapersonal	_____	o. Sexual	_____
h. Naturalistic	_____		

- What did you learn from working on the practice exercises given to you? Please explain freely.

- What did you like best about working on these practice exercises?

4. What did you like the least about these practice exercise?

5. How did this practice exercises help in reaching your goals? Check which answer applied to you:

- a. A lot _____ c. Not at all _____
b. Somewhat _____

6. What suggestions could you make to improve this practice exercises?

Normative Experiences: Form AB5C

The purpose of this practice exercises is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the experiences that make up your normality. Participation in working on this practice exercises is completely voluntary, and you do not have to answer any questions or complete any practice exercise if you do not want to do it. It is completely up to you whether you want to learn more about yourself and whether you want professionals interested in your welfare to learn more about you. If you complete this practice exercise, it means that you do want to learn more about yourself and that you are interested in improving your condition.

Practice Exercise 1. Understanding Your Normality

Name _____ Sex _____ Date _____

The purpose of this first practice exercise is to understand more about your normality and determine the best course of action to deal with it. 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 personality.

Some behaviors may be hard for you to know or understand. Use a dictionary or ask relatives or friends for the meaning of behaviors you do not know or do not understand. Make sure to explain what each behavior means to you. For each behavior, give two concrete examples to make sure you understand what that behavior means.

*Behaviors and Definitions**Examples*

- | | |
|--------------------------|-----------------|
| a. Dutifulness _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Moderation _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| c. Morality _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| d. Impulse control _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| e. Happiness _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| f. Calmness _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| g. Cautiousness _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

h. Purposefulness _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

i. Cooperation _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

j. Tranquility _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

k. Leadership _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

l. Orderliness _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

m. Stability _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

n. Efficiency _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

o. Imperturbability _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

p. Nurturance _____ Example 1 _____

_____ Example 2 _____

_____ Example 2 _____

q. Conscientiousness _____

Example 1 _____

Example 2 _____

r. Depth _____

Example 1 _____

Example 2 _____

s. Talkativeness _____

Example 1 _____

Example 2 _____

2. Now that you have explained the meaning of these behaviors, it is important to find out which behaviors you want to improve. Each behavior that you have just explained needs to be rank-ordered according to how much you want to improve that particular behavior. Rank as No. 1 the behavior that you want to improve the most, rank as No. 2 the behavior that you want to improve next, and so on; mark as N/A the behaviors that do not need any improvement.

Behaviors	Rank-order	Behaviors	Rank-order
a. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

3. Write why you ranked these behaviors 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 exercises. _____
 - b. I did not like this practice exercise very much, but I want to go on with this practice exercises. _____
 - c. I liked this practice exercise and I want to go on with this practice exercises. _____
 - d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago. _____
 - e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. _____

Homework: During the next week, think more about the behaviors you rank-ordered and whether you want to change their rank-order.

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all. I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises. _____
 - d. I am not only delighted about working on this practice exercises, but I wish everybody had a chance to work on it. _____
2. How helpful was it to work on this practice exercises? 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. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

4. Explain why you rank-ordered these behaviors 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 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 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. Dutifulness	_____	k. Leadership	_____
b. Moderation	_____	l. Orderliness	_____
c. Morality	_____	m. Stability	_____
d. Impulse control	_____	n. Efficiency	_____
e. Happiness	_____	o. Imperturbability	_____
f. Calmness	_____	p. Nurturance	_____
g. Cautiousness	_____	q. Conscientiousness	_____
h. Purposefulness	_____	r. Depth	_____
i. Cooperation	_____	s. Talkativeness	_____
j. Tranquility	_____		

6. Explain why you rank-ordered these behaviors the way you did.

7. Feel free to write any comments that might improve this practice exercises.

Normative Experiences: Form IPIP

The purpose of this practice exercise is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the many experiences that make up your personality. 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 exercises 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 condition.

Practice Exercise 1. Understanding Your Normality

Name_____Sex_____Date_____

The purpose of this first practice exercise is to understand more about your normality and to determine the best course of action to deal with it. To learn more about yourself, explain what the behaviors listed below mean to you. Each behavior, together with other ones, very likely makes up your personality. To understand how each behavior applies to you, define each behavior and give two examples. Make sure to explain what each behavior means to you. Use a dictionary if you need one.

Behavior and Definitions

Examples

a. Stability	Example 1
	Example 2
b. Cooperation	Example 1
	Example 2
c. Temperance	Example 1
	Example 2
d. Dutifulness	Example 1
	Example 2
e. Self-control	Example 1
	Example 2
f. Calmness	Example 1
	Example 2
g. Happiness	Example 1
	Example 2
h. Satisfaction	Example 1
	Example 2
i. Impulse control	Example 1
	Example 2

j. Imagination _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Immoderation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have explained the meaning of all these behaviors, it is important to find out how they apply to you. Each behavior that you have just explained needs to be rank-ordered 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. Stability	_____	g. Happiness	_____
b. Cooperation	_____	h. Satisfaction	_____
c. Temperance	_____	i. Impulse control	_____
d. Dutifulness	_____	j. Imagination	_____
e. Self-control	_____	k. Immoderation	_____
f. Calmness	_____		

3. Write why you ranked these behaviors 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 exercises. | _____ |
| b. I did not like this practice exercise very much, but I want to go on with this practice exercises. | _____ |
| c. I liked this practice exercise and I want to go on with this practice exercises. | _____ |
| d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago. | _____ |
| e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. | _____ |

Homework: During the coming week, think more about the behaviors you ranked.

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:

a. I did not like working on this practice exercises at all.
I wish I never saw it.

b. I did not like this practice exercises 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 exercises.

d. I am not only delighted about working on this practice
exercises, but I wish everybody had a chance to work on it.
2. How helpful was it to work on this practice exercises? 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.

Behaviors	Rank-order	Behaviors	Rank-order
a. Stability		g. Happiness	
b. Cooperation		h. Satisfaction	
c. Temperance		i. Impulse control	
d. Dutifulness		j. Imagination	
e. Self-control		k. Immoderation	
f. Calmness			

4. Sometimes what we like most is not necessarily the most helpful. Which prac-
tice exercise was the most helpful to you? Rank the practice exercises according
to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the
next most helpful, and so on, 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. Stability	_____	g. Happiness	_____
b. Cooperation	_____	h. Satisfaction	_____
c. Temperance	_____	i. Impulse control	_____
d. Dutifulness	_____	j. Imagination	_____
e. Self-control	_____	k. Immoderation	_____
f. Calmness	_____		

5. Explain why you rank-ordered these behaviors the way you did.

6. Feel free to write any comments that might improve this practice exercises.

Normative Experiences: Form PSC

The purpose of this practice exercises is to help you understand the nature of your normal experiences. You will be asked to answer in writing many practice exercises containing a great many questions about the many experiences that make up your condition. Of course, you do not have to answer any question or complete any practice exercise. 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 condition.

Practice Exercise 1. Understanding Your Normality

Name_____Sex____Date_____

The purpose of this first practice exercise is to understand more about your normality and to determine the best course of action to deal with it. 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

personality. To understand how each behavior applies to you, define each behavior and give two examples. Make sure to explain what each behavior means to you. Use a dictionary if you need one.

*Behaviors and Definitions**Examples*

- | | |
|-------------------------------------------------|------------------------------------------------------|
| a. Socialization _____

_____ | Example 1 _____

Example 2 _____
_____ |
| b. Reliability _____

_____ | Example 1 _____

Example 2 _____
_____ |
| c. Good impression _____

_____ | Example 1 _____

Example 2 _____
_____ |
| d. Prudence _____

_____ | Example 1 _____

Example 2 _____
_____ |
| e. Dutifulness _____

_____ | Example 1 _____

Example 2 _____
_____ |
| f. Self-control _____

_____ | Example 1 _____

Example 2 _____
_____ |
| g. Work orientation _____

_____ | Example 1 _____

Example 2 _____
_____ |
| h. Managerial potential _____

_____ | Example 1 _____

Example 2 _____
_____ |

i. Responsibility _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
j. Enlightened second nature _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
k. Abstractness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
l. Forgetfulness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
m. Impulsiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have explained the meaning of all these behaviors, it is important to find out how they apply to you. Each behavior that you have just explained needs to be rank-ordered 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. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

3. Write why you ranked these items 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 exercises. _____
- b. I did not like this practice exercise very much, but I want to go on with this practice exercises. _____
- c. I liked this practice exercise and I want to go on with this practice exercises. _____
- d. I liked this practice exercise a lot and I wish I had something like this practice exercises years ago. _____
- e. I liked it so much that I wish all people with the same condition I have could get something like this practice exercises to work on. _____

Homework: During the coming week, think more about the items you rank-ordered and whether you want to change their rank-order.

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:

- a. I did not like working on this practice exercises at all. I wish I never saw it. _____
- b. I did not like this practice exercises 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 exercises. _____
- d. I am not only delighted about working on this practice exercises, but I wish everybody had a chance to work on it. _____

2. How helpful was it to work on this practice exercises? 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. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

4. Sometimes what we like most is not necessarily the most helpful. Which practice exercise was the most helpful to you? Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, 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. Socialization	_____	h. Managerial potential	_____
b. Reliability	_____	i. Responsibility	_____
c. Good impression	_____	j. Enlightened second nature	_____
d. Prudence	_____	k. Abstractness	_____
e. Dutifulness	_____	l. Forgetfulness	_____
f. Self-control	_____	m. Impulsiveness	_____
g. Work orientation	_____		

5. Explain why you rank-ordered these item the way you did.

6. Feel free to write any comments that might improve this practice exercises.

Priorities

The purpose of these practice exercises is to help participants become more aware of their priorities, that is, goals that in some way or another determine how one behaves and self-regulates in relationship with oneself and with important others. Priorities are goals that have been ranked according to a specific stage of the life cycle, as well as their importance, urgency, temporal perspective, and reality

There are three types of priorities considered in these practice exercises: (1) self-oriented; (2) others oriented; and (3) general, abstract or concrete ones. These priorities change developmentally from one stage of the life cycle to another. That is the reason for having different practice exercises for different stages of the life cycle.

Elementary-School Age

The purpose of this practice exercises is to help you become more aware of your priorities. Priorities are goals that in some way or another determine how you behave in relationship to yourself and to important others. There are three types of priorities (1) self-oriented, (2) others oriented, and (3) general.

Practice Exercise 1. Priorities

Name_____Sex_____Age_____Date_____

Please rank-order the self-priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>	<i>Self-Oriented</i>	<i>Rank-order</i>
a. School grades	_____	f. Sense of humor	_____
b. Physical	_____	g. Intelligence	_____
c. Attractiveness	_____	h. Self-worth	_____
d. Sports success	_____	i. Other characteristic that	_____
e. School conduct	_____	is important to you: write	
		it down: (_____)	

Please rank-order the others-oriented priorities from the most important (1) to the least important (8), according to how important these priorities are to you.

*Others Oriented**Rank-order*

- a. Close friends _____
- b. Boy/girlfriend _____
- c. Mother or mother substitute (see Footnote 1) _____
- d. Father or father substitute (see Footnote 2) _____
- e. Brothers/sisters _____
- f. Other relatives _____
- g. Teachers _____
- h. Write the name of anybody else who makes you feel
important (_____)

Please rank-order the general priorities listed below according to how important they are to you. Rank as No. 1 the most important priority, rank as No. 2 the second most important, and so on, until you have ranked all the priorities in this list.

*General Priorities**Rank-order*

- a. Being sociable _____
- b. Being smart _____
- c. Talking with others _____
- d. Being close to others _____
- e. Being physically strong _____
- f. Being clean _____
- g. Being in good health _____
- h. Being attractive _____
- i. Having lots of things _____
- j. Being happy _____
- k. Being honest _____
- l. Being independent _____
- m. Having lots of money _____
- n. Being popular _____
- o. Feeling important _____
- p. Having many friends _____
- q. Becoming a champion in sports _____
- r. Becoming a great scientist _____
- s. Make up your own priority: what is it? (.....) _____
- t. Make up your own priority: what is it? (.....) _____

Explain why you ordered the priorities listed above in the way that you did.

Middle-School Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others.

Practice Exercise 1. Priorities

Name _____ Sex _____ Age _____ Date _____

Please rank-order the self-priorities from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. School grades	_____
b. Physical attractiveness	_____
c. Sports	_____
d. School conduct	_____
e. Sense of humor	_____
f. Intelligence	_____
g. Self-worth	_____
h. Write any other self characteristic that makes you feel important: (_____)	_____
i. Write any other self characteristic that makes you feel important: (_____)	_____

Please rank-order these others-oriented priorities from the most important (1) to the least important (8), according to how important these persons are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Close friend	_____
b. Boy/girlfriend	_____
c. Mother or mother substitute (see Footnote 1)	_____
d. Father or father substitute (see Footnote 2)	_____
e. Brothers/sisters	_____
f. Other relatives	_____
g. Teachers	_____
h. Write the name of anybody else who makes you feel important (_____)	_____

Please rank-order the priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important No. 2, and so on until you have ranked all the priorities in this list.

General Priorities

Rank-order

- | | |
|---------------------------------------------------|-------|
| a. Being sociable | _____ |
| b. Being smart | _____ |
| c. Sharing with others | _____ |
| d. Being close to others | _____ |
| e. Being physically strong | _____ |
| f. Being clean | _____ |
| g. Being in good health | _____ |
| h. Being attractive | _____ |
| i. Having lots of things | _____ |
| j. Being happy | _____ |
| k. Being honest | _____ |
| l. Being independent | _____ |
| m. Having lots of money | _____ |
| n. Being popular | _____ |
| o. Feeling important | _____ |
| p. Having many friends | _____ |
| q. Becoming a champion in sports | _____ |
| r. Becoming a great scientist | _____ |
| s. Make up your own priority: what is it? (.....) | _____ |
| t. Make up your own priority: what is it? (.....) | _____ |

Explain why you ranked-ordered the general priorities as you did.

High-School Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others. There are three types of priorities: (1) self-priorities, (2) others priorities, and (3) general priorities.

Practice Exercise 1. Priorities

Name_____Sex____Age_____Date_____

Please rank-order the self-oriented priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

Self-Oriented

Rank-order

- | | |
|----------------------------|-------|
| a. School grades | _____ |
| b. Physical attractiveness | _____ |
| c. Sports success | _____ |
| d. School conduct | _____ |

- e. Popularity with peers _____
- f. Sense of humor _____
- g. Intelligence _____
- h. Job or work competence _____
- i. Self-worth _____
- j. Write any other self characteristic that makes you
feel important: (_____) _____

Please rank-order the others-oriented priorities from the most important (1) to the least important (8), according to how important these persons are to you.

- | <i>Others Oriented</i> | <i>Rank-order</i> |
|------------------------------------------------------------------------------|-------------------|
| a. Close friends | _____ |
| b. Boy/girlfriend | _____ |
| c. Mother or mother substitute (see Footnote 1) | _____ |
| d. Father or father substitute (see Footnote 2) | _____ |
| e. Brothers/sisters | _____ |
| f. Other relatives | _____ |
| g. Teachers | _____ |
| h. Write the name of anybody else who makes you feel important:
(_____) | _____ |

Please rank-order the general priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important No. 2, and so on until you have ranked all the priorities in this list.

- | <i>General Priorities</i> | <i>Rank-order</i> |
|----------------------------------|-------------------|
| a. Being sociable | _____ |
| b. Being smart | _____ |
| c. Sharing with others | _____ |
| d. Being close to others | _____ |
| e. Being physically strong | _____ |
| f. Being clean | _____ |
| g. Being in good health | _____ |
| h. Being attractive | _____ |
| i. Having lots of things | _____ |
| j. Being happy | _____ |
| k. Being honest | _____ |
| l. Being independent | _____ |
| m. Having lots of money | _____ |
| n. Being popular | _____ |
| o. Feeling important | _____ |
| p. Having many friends | _____ |
| q. Becoming a champion in sports | _____ |

- r. Becoming a great scientist _____
- s. Make up your own priority: what is it? (.....) _____
- t. Make up your own priority: what is it? (.....) _____

Explain why you ranked-ordered the general priorities as you did.

College Age

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and others. There are three types of priorities (1) self-priorities, (2) others-priorities, and (3) general.

Practice Exercise 1. Priorities

Name _____ Sex _____ Age _____ Date _____

Please rank-order the self-priorities from the most important (1) to the least important (10), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. School achievement	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Intelligence	_____
e. Creativity	_____
f. Sense of humor	_____
g. Popularity	_____
h. Morality	_____
i. Self-worth or self-esteem	_____
j. Any other characteristic that makes you feel important: (_____) _____	

Please rank-order the others-oriented priorities listed below from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Close friendships	_____
b. Romantic relationships	_____
c. School/job/career	_____
d. Mother or mother substitute (see Footnote 1)	_____
e. Father or father substitute (see Footnote 2)	_____
f. Siblings	_____

- g. Relatives _____
- h. Teachers/mentors _____
- i. Other person that makes you feel important (.....) _____

Please rank-order the general priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then to the second most important as No. 2, and so on until you have ranked all the priorities in this list.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____
m. Having lots of money	_____
n. Being popular	_____
o. Feeling important	_____
p. Having many friends	_____
q. Becoming a champion in sports	_____
r. Becoming a great scientist	_____
s. Make up your own priority: what is it? (.....)	_____
t. Make up your own priority: what is it? (.....)	_____

Explain why you ranked-ordered the general priorities as you did.

Adulthood

The purpose of this practice exercises is to help you become more aware of your priorities, that is, goals that in some way or another determine how you behave in relationship to yourself and to others. There are at least three types of priorities (1) self-priorities, (2) others priorities, and (3) general priorities.

Practice Exercise 1. Priorities

Name_____Age_____Sex_____Date_____

Please rank-order the self-priorities from the most important (1) to the least important (9), according to how important these priorities are to you.

<i>Self-Oriented</i>	<i>Rank-order</i>
a. Intelligence	_____
b. Physical attractiveness	_____
c. Sports success	_____
d. Sense of humor	_____
e. Job competence	_____
f. Sociability	_____
g. Morality	_____
h. Self-worth or self-esteem	_____
i. Any other self-oriented priority not listed above (_____)	_____

Please rank-order the others-oriented priorities listed below from the most important (1) to the least important (12), according to how important these priorities are to you.

<i>Others Oriented</i>	<i>Rank-order</i>
a. Partner/mate or boy/girlfriend	_____
b. Children (if applicable)	_____
c. Mother or mother substitute (see Footnote 1)	_____
d. Father or father substitute (see Footnote 2)	_____
e. In-laws (if applicable)	_____
f. Siblings	_____
g. Friends	_____
h. Coworkers	_____
i. Neighbors	_____
j. Relatives	_____
k. Teachers/mentors	_____
l. Any other others-oriented priority not listed above (_____)	_____

Please rank-order the priorities listed below according to how important they are to you. Start with the most important priority as No. 1, then the second most important as No. 2, and so on until you have ranked all the priorities in this list.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____

- f. Being clean _____
- g. Being in good health _____
- h. Being attractive _____
- i. Having lots of things _____
- j. Being happy _____
- k. Being honest _____
- l. Being independent _____
- m. Having lots of money _____
- n. Being popular _____
- o. Feeling important _____
- p. Having many friends _____
- q. Becoming a champion in sports _____
- r. Becoming a great scientist _____
- s. Make up your own priority: what is it? (.....) _____
- t. Make up your own priority: what is it? (.....) _____

Explain why you rank-ordered the general priorities as you did.

Instructions to the Professional Administrator for Standard Practice Exercises for Priorities practice exercise

From the rank-orders given in the first practice exercise, administer standard practice exercises for priorities according to the rank-orders given there. The priority given first place should be numbered and written down for self-oriented, others-oriented, and general priorities. After this practice exercise is completed, just follow the rank-orders given in the first practice exercise – No. 2, No. 3, and so on – until the agreed-upon number of standard practice exercises that was decided beforehand is completed.

Standard Practice Exercise for Priorities

Self-Priority No. ____ Title of Priority _____

Name _____ Age _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the self-priority listed above in the title.

1. How does this priority apply to you? Please explain in detail.

2. How often do you think about this priority?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 priority come about? Do you remember when you started to think about 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. Any other time | _____ |

5. Please explain further:

6. How acceptable or unacceptable is this priority to your family?

- a. Why was it acceptable? Please explain.

b. Why was it unacceptable? Please explain.

7. Give three specific examples of how this priority affects you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this priority affects others.

Example 1:

Example 2:

Example 3:

Others-Priority No. ____ Name of Other Person _____

The purpose of this practice exercise is to understand more about the person listed above as being important to you.

1. How does this person relate to you? Please explain in detail.

2. How often do you see this person?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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. Do you remember when you started to consider this person as being important to you? 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 _____

5. Please explain further:

6. Give three specific examples of how this person affects you.

Example 1:

Example 2:

Example 3:

7. Give three specific examples of how this person affects others.

Example 1:

Example 2:

Example 3:

General Priority No. _____ Title of Priority _____

The purpose of this practice exercise is to understand more about the general priority listed above.

1. How does this general priority apply to you? Please explain in detail.

2. How often do you think about this priority?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 priority come about? Do you remember when you started thinking about 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. Any other time _____

5. Please explain further:

6. Is this priority acceptable or unacceptable to your family?

- a. Why was it acceptable? Please explain.

- b. Why was it unacceptable? Please explain.

7. Give three specific examples of how this priority affects you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this priority affects others.

Example 1:

Example 2:

Example 3:

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 Feedback Form for Priorities Practice exercisess

Name_____Sex_____Age_____Date_____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
- | | |
|--------------------------------------------------------------------------------------------------------------------------|-------|
| a. I did not like working on this practice exercises at all.
I wish I never saw it. | _____ |
| b. I did not like this practice exercises 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 exercises. | _____ |
| d. I am not only delighted about working on this practice
exercises, but I wish everybody had a chance to work on it. | _____ |
2. How helpful was it to work on this practice exercises? 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>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____
m. Having lots of money	_____
n. Being popular	_____
o. Feeling important	_____
p. Having many friends	_____
q. Becoming a champion in sports	_____
r. Becoming a great scientist	_____
s. Make up your own priority: what is it? (.....)	_____
t. Make up your own priority: What is it? (.....)	_____

3. Sometimes what we like most is not necessarily the most helpful. Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>General Priorities</i>	<i>Rank-order</i>
a. Being sociable	_____
b. Being smart	_____
c. Sharing with others	_____
d. Being close to others	_____
e. Being physically strong	_____
f. Being clean	_____
g. Being in good health	_____
h. Being attractive	_____
i. Having lots of things	_____
j. Being happy	_____
k. Being honest	_____
l. Being independent	_____

- m. Having lots of money _____
- n. Being popular _____
- o. Feeling important _____
- p. Having many friends _____
- q. Becoming a champion in sports _____
- r. Becoming a great scientist _____
- s. Make up your own priority: what is it? (.....) _____
- t. Make up your own priority: what is it? (.....) _____

5. Please explain why you rank-ordered the practice exercises the way you did.

6. Feel free to write any comments that might improve this practice exercises.

Enhancing Self-Awareness

The purpose of this practice exercise is to improve mental and emotional functioning and one's self-awareness. The practice exercises must be followed to the letter. Think of the mind as a never-ending tape that is continuously running, made up of various thoughts, one running into another, such as sad and happy thoughts. These thoughts can consist of experiences that range from happy, enjoyable comedies to very sad, painful tragedies. If there are pleasant and happy thoughts, the tape keeps on running. If there are unhappy and painful thoughts, the tape slows down and may even stop running, as in the case of limited self-awareness. Hence, this practice exercises was designed to help the tape of your mind to run more smoothly than has been the case in the past.

This practice exercises consists of 12 homework practice exercises. The first practice exercise consists of an introduction to this practice exercises, setting up appointment times for when you want to work on it, and choosing how you want to work on it. You may have a choice about the order in which to work on the practice exercises; ask the mental health professional that is helping you. However, all of the practice exercises should be completed to fulfill the purpose of this practice exercises. A 12th practice exercise seeks your feedback about this practice exercises.

Practice Exercise 1. Setting Appointment Times and Choosing the Order of Administration

Name_____Sex_____Date_____Time_____

The purpose of this practice exercise is to set times and choose the order of administration for all future practice exercises.

1. Set appointments first: Before you start working on this practice exercises, you must decide on a work schedule. This schedule will consist of prearranged, predetermined appointment times when you will be working on this practice exercises for no longer than 1 h at one time. These appointments could take place once, twice, or three times a day, or once, two, or three times a week, unless the mental health professional who is administering this practice exercises suggests a different schedule. You must sign an informed consent form before starting the practice exercises.

It is important that you choose the specific times on which you are going to work on this practice exercises beforehand (e.g., Monday at 9 a.m.), and that you stick to those preset times no matter what. If, for whatever reason, you are unable to work at the time you have chosen beforehand, make an appointment with yourself at least 24 h ahead. Never work on this practice exercises on the spur of the moment, but work on it always by appointment at least 24 h ahead of time.

2. Defining the contents of your thoughts: These practice exercises are composed of at least ten types of thoughts:

(T1) Extremely painful tragedies are extremely sad experiences and events of great intensity to you that did not allow any escape or solution, such as great losses, terrible traumas, and major hurts and defeats. These experiences may have produced and provoked intense feelings of shame and guilt in you, and may have taught you to become aware of errors and mistakes in your life, influencing your mood very negatively.

(T2) Very painful tragedies are experiences or events whose intensity is minor compared to the intensity of extremely painful experiences (T1). You were not dealing with total darkness here; there was a light at the end of the tunnel. The themes may be the same, that is, errors, painful experiences, humiliations, losses, defeats, etc. However, these experiences or events were of lesser importance to you than extremely painful tragedies. Nonetheless, these tragedies did influence your mood negatively.

(T3) Somewhat painful tragedies were experiences that, although of lesser importance to you than extremely painful and very painful ones, are still somewhat vivid in your mind, including minor losses, small errors, slights and humiliations of lower intensity than the two previous types of tragedies, having little if any effect on your mood.

- (C1) Extremely enjoyable comedies were extremely funny experiences and events in your life that can still make you laugh uproariously and keep you always in a very good mood.
- (C2) Very enjoyable comedies are different from extremely funny experiences because, even though they may keep you in a good mood, they do not make you laugh.
- (C3) Somewhat enjoyable comedies consist of enjoyable experiences or events that were pleasant, but did not make you laugh or kept you in a good mood.
- (TD) Things you need to do, such as going to the grocery store, calling a friend, or paying an overdue bill, to deal with practical matters that are necessary for daily living.
- (TT) Thoughts about triumphs relate to events or experiences in which you felt victorious and proud of your achievement; you felt indestructible, invincible, and positively full of yourself, making you feel on top of the world.
- (MP) Memories from the past that do not fit into the previous categories of thoughts or memories that are neither tragic nor comedic but that, nevertheless, represent simple memories of rather simple events or experiences in your life.
- (DF) Dreams about the future consist of daydreams, fantasies, aspirations, and hopes for the future, such as what you would like to see happen in your life to make you feel happier and in a better mood.

3. Choosing the order of practice exercises: Now choose in which order you want to work on the homework practice exercises defined above. Below, rank-order which practice exercise you want to work on first by writing 1 for the rank-order, which practice exercise you want to work on second by writing 2 for the rank-order, and so on, until the last practice exercise is ranked 10.

<i>Title of Practice Exercise</i>	<i>Rank-order</i>
(T1) Extremely painful tragedies	_____
(T2) Very painful tragedies	_____
(T3) Somewhat painful tragedies	_____
(C1) Extremely enjoyable comedies	_____
(C2) Very enjoyable comedies	_____
(C3) Somewhat enjoyable comedies	_____
(TD) Things you need to do	_____
(TT) Thoughts about triumphs	_____
(MP) Memories from the past	_____
(DF) Dreams about the future	_____

Practice Exercise (T1). Extremely Painful Tragedies

Name_____Sex_____Date_____Time_____

These tragedies are made up of extremely sad and painful experiences and events of great intensity to you that did not allow any escape or solution, such as great losses, terrible traumas, and major hurts and defeats. These experiences may have produced and provoked intense feelings of shame and guilt in you, and may have taught you to become aware of errors and mistakes in your life, influencing your mood very negatively.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (T2). Very Painful Tragedies

Name_____Sex_____Date_____Time_____

This type of experiences or events is of lesser intensity than extremely painful experiences or events. You are not dealing with complete darkness here. There was a light at the end of the tunnel. The themes may be the same, that is, errors, painful experiences, humiliations, losses, defeats, etc. However, these experiences or events were of lesser importance to you than extremely painful tragedies, but, nonetheless, these tragedies did influence your mood negatively.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (T3). Somewhat Painful Tragedies

Name_____Sex_____Date_____Time_____

These are experiences that, although of lesser importance to you than extremely painful and very painful ones, are still somewhat vivid in your mind, including minor losses, small errors, slights and humiliations of lower intensity than the two previous types of tragedies, having little if any effect on your mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (C1). Extremely Enjoyable Comedies

Name_____Sex_____Date_____Time_____

These are very funny experiences and events in your life that can still make you laugh uproariously and keep you always in a good mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (C2). Very Enjoyable Comedies

Name_____Sex_____Date_____Time_____

These are funny experiences or events that are different from extremely enjoyable experiences because, even though they may keep you in a good mood, they do not make you laugh.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (C3). Somewhat Enjoyable Comedies

Name_____Sex_____Date_____Time_____

These comedies consist of experiences or events that were enjoyable and pleasant, but did not make you laugh or kept you in a good mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (TD). Things You Need to Do

Name_____Sex_____Date_____Time_____

These are thoughts about what you need to do, including chores and “to-do” list items, such as going to the grocery store, calling a friend, or paying an overdue bill, to deal with practical matters that are necessary for daily living.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (TT). Thoughts About Triumphs

Name_____Sex_____Date_____Time_____

Triumphs are events or experiences in which you felt victorious and proud of your achievement, when you felt indestructible, invincible, and positively full of yourself, making you feel on top of the world.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (MP). Memories from the Past

Name_____Sex_____Date_____Time_____

These memories from the past may not fit into of the previous categories of thoughts. They may be memories that are neither tragic nor comedic but that, nevertheless, represent simple memories of rather simple events or experiences in your life that do not affect your mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Practice Exercise (DF). Dreams About the Future

Name_____Sex_____Date_____Time_____

This practice exercise consists of daydreams, fantasies, aspirations, and hopes for the future, about what you would like to see happen in your life to make you feel happier and keep you in a better mood.

Write in great detail about experiences and events in your life that fit into the definition given above. Write about these experiences even if you have not discussed them with anybody, for whatever reason.

Feedback Practice Exercise About Self-Awareness

Name_____Sex_____Date_____Time_____

During this appointment time, it is important to write about what you think or feel about this practice exercises. Please rank the practice exercises of this practice exercises according to how much you liked them and how useful and helpful they were to you. Write 1 for the one you liked best and also for the one that was the most useful; these can be different practice exercises. Write 2 for the one you liked next and for the one that was the next most useful, and so on, until you reach the last practice exercises, which are ranked 10 for liking and 10 for usefulness to you.

Title of Practice Exercises		Rank-orders Liking	Usefulness
(T1)	Extremely painful tragedies	_____	_____
(T2)	Very painful tragedies	_____	_____
(T3)	Somewhat painful tragedies	_____	_____
(C1)	Extremely enjoyable comedies	_____	_____
(C2)	Very enjoyable comedies	_____	_____
(C3)	Somewhat enjoyable comedies	_____	_____
(TD)	Things you need to do	_____	_____
(TT)	Thoughts about triumphs	_____	_____
(MP)	Memories from the past	_____	_____
(DF)	Dreams about the future	_____	_____

Your feedback about this practice exercises is very important to us. Please write your reactions about it as directly and honestly as you can. Write as much and as long as you want. We need your honest opinion in order to improve this practice exercises. Do not hold back any negative reactions that you may have about it. How could we change it? How could we improve it?

Who Am I? Aspects of Identity Formation

This practice exercises aims at identifying which aspects of your identity are more important to you than other aspects.

Practice Exercise 1. Aspects of Identity Formation

Name_____Sex_____Date_____

We are all the products of many identities acquired since and before birth. The purpose of this practice exercise is to expand on various aspects of these many identities.

1. Below you will find many aspects of identity. For each aspect explain what it is and what it means to you is. Define each aspect and give two examples of how that identity is applied either in your life experience or in general.

*Aspects of Identity and Definitions**Examples*

a. Gender _____

Example 1 _____

 Example 2 _____

b. Sexual orientation/preference

Example 1 _____

 Example 2 _____

c. Body: no examples necessary; just supply this information:

Shape _____ Size _____ Height _____
 Weight _____
 Any other body characteristics?

d. Geographical (where you were born) _____

Example 1 _____

 Example 2 _____

e. Geographical (where you have lived the longest)

Example 1 _____

 Example 2 _____

f. Geographical (where your heart is)

Example 1 _____

 Example 2 _____

g. Son/daughter

Example 1 _____

 Example 2 _____

h. Brother/sister

Example 1 _____

 Example 2 _____

i. Partner

Example 1 _____

Example 2 _____

j. Parent

Example 1 _____

Example 2 _____

k. Caregiver

Example 1 _____

Example 2 _____

l. Homemaker

Example 1 _____

Example 2 _____

m. Provider

Example 1 _____

Example 2 _____

n. Grandparent

Example 1 _____

Example 2 _____

o. Ethnic/cultural

Example 1 _____

Example 2 _____

p. Religion/spirituality

Example 1 _____

Example 2 _____

q. Educational

Example 1 _____

Example 2 _____

r.	Occupational/work/job	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
s.	Political affiliation or ideology	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
t.	Leisure time activities	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
u.	Sports fan	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
v.	Sports activities	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
w.	Military experience and identity	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
x.	Membership in fraternal/social or similar organizations (Elks, Rotary, Masons, etc.)	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
y.	Any other identity not mentioned above that is important to you. Write what it is	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____
z.	Any other identity not mentioned above that is important to you. Write what it is.	Example 1	_____
	_____		_____
	_____	Example 2	_____
	_____		_____

2. Now that you have defined various aspects of your identity, rank them according to how much each aspect is important to you. Rank as No. 1 the most important aspect, rank as No. 2 the next most important aspect, and so on, giving a rank-order to each aspect; mark as N/A the aspects that do not apply to you at all.

<i>Aspects of Identity</i>	<i>Rank-order</i>
a. Gender	_____
b. Sexual orientation/preference	_____
c. Body	_____
d. Geographical (where you were born)	_____
e. Geographical (where you have lived the longest)	_____
f. Geographical (where your heart is)	_____
g. Son/daughter	_____
h. Brother/sister	_____
i. Partner	_____
j. Parent	_____
k. Caregiver	_____
l. Homemaker	_____
m. Provider	_____
n. Grandparent	_____
o. Ethnic/cultural	_____
p. Religion/spirituality	_____
q. Educational	_____
r. Occupational/work/job	_____
s. Political affiliation or ideology	_____
t. Leisure time activities	_____
u. Sports fan	_____
v. Sports activities	_____
w. Military	_____
x. Fraternal organizations	_____
y. Any other identity not mentioned above that is important to you; write what it is	_____
z. Any other identity not mentioned above that is important to you; write what it is	_____

Homework: During the next week, think about how you have rank-ordered your many identities and whether you need to change the rank-order you have completed. Feel free to make whatever changes you want to make to the rank-order.

Standard Practice Exercise No. _____

Aspect of Identity _____

Name _____ Sex _____ Date _____

The purpose of this and future practice exercises is to expand on aspects of your identity that are most important to you. Above write the aspect of your identity that you have ranked as No. _____

1. How does this aspect apply to you? Please explain in detail.

2. How often do you identify yourself in 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. Please explain further:

4. How did this aspect of your identity come about? Do you remember when you started to identify yourself in this way? Check which answer best fits this aspect of your identity:

- | | |
|-----------------------------------------------------|-------|
| 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 aspect of your identity acceptable or unacceptable? Why? Please explain.

7. Give three specific examples of how this aspect affects you.

Example 1:

Example 2:

Example 3:

Homework: The purpose of this homework is to help you achieve greater control over the aspect of your identity completed in this practice exercise. Next week, plan to focus on this aspect 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). During this focus time, answer in writing the following questions:

- a. How much does this aspect of identity mean to you?
- b. Why does it mean so much to you?
- c. What would you do if you did not have it?
- d. Do you want to keep it or abandon it?
- e. Why do you want to keep it or abandon it?

Time 1 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

Time 2 (write the time you started_____)

- a. _____

- b. _____

- c. _____

- d. _____

e. _____

Time 3 (write the time you started _____)

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

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.

Note: Use the same format of this practice exercise for all future practice exercises that cover aspects of your identity according to the rank-order given in the first practice exercise.

Concluding Follow-Up Form

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Check the answer that best fits how you feel about this practice exercises:
- a. I did not like working on this practice exercises at all.
I wish I never saw it.

b. I did not like this practice exercises 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 exercises.

d. I am not only delighted about working on this practice exercises, but I wish all people had a chance to work on it.
2. How helpful was it to work on this practice exercises? 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.

Aspects of Identities	Rank-order
a. Gender	_____
b. Sexual orientation/preference	_____
c. Body	_____
d. Geographical (where you were born)	_____
e. Geographical (where you have lived the longest)	_____
f. Geographical (where your heart is)	_____
g. Son/daughter	_____
h. Brother/sister	_____
i. Partner	_____
j. Parent	_____
k. Caregiver	_____
l. Homemaker	_____
m. Provider	_____
n. Grandparent	_____
o. Ethnic/cultural	_____
p. Religion/spirituality	_____
q. Educational	_____

- r. Occupational/work/job _____
- s. Political affiliation or ideology _____
- t. Leisure time activities _____
- u. Sports fan _____
- v. Sports activities _____
- w. Military _____
- x. Fraternal organizations _____
- y. Any other identity not mentioned above
that is important to you; write what it is _____
- z. Any other identity not mentioned above
that is important to you; write what it is _____

4. Please explain why you rank-ordered aspects of your identity 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 the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, until the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Aspects of Your Identity</i>	<i>Rank-order</i>
a. Gender	_____
b. Sexual orientation/preference	_____
c. Body	_____
d. Geographical (where you were born)	_____
e. Geographical (where you have lived the longest)	_____
f. Geographical (where your heart is)	_____
g. Son/daughter	_____
h. Brother/sister	_____
i. Partner	_____
j. Parent	_____
k. Caregiver	_____
l. Homemaker	_____
m. Provider	_____
n. Grandparent	_____
o. Ethnic/cultural	_____
p. Religion/spirituality	_____
q. Educational	_____
r. Occupational/work/job	_____

- s. Political affiliation or ideology _____
 - t. Leisure time activities _____
 - u. Sports fan _____
 - v. Sports activities _____
 - w. Military _____
 - x. Fraternal organizations _____
 - y. Any other identity not mentioned above that is
important to you; write what it is _____
 - z. Any other identity not mentioned above that is important
to you; write what it is _____
6. Explain why you rank-ordered these behaviors the way you did.

7. Feel free to write any comments that might improve this practice exercises.

Speak Up for Yourself!

The purpose of this practice exercises is to help you learn how to speak up for yourself instead of speaking down to yourself or to others. To communicate helpfully, we need to become more aware of the errors (and horrors!) of hurtful, abusive communication by increasing our sensitivity to these errors and leaving them behind. When we become fully aware of how painful and hurtful these errors are, we will be better able to give them up. These errors should be replaced by the secrets of successful, helpful communication, by being proactive rather than behaving reactively.

To communicate better, we need to become aware of all the hurts we have accumulated in our lives and discuss them, reciprocally, with those we love and who love us. Discussing hurts is another skill that can facilitate successful communication and emotional intimacy. Couples or families may meet at home at a prearranged, preset times to exchange and discuss their practice exercises. If we do not discuss hurts, there cannot be full discussing of joys. Once they become aware of these hurts and are able to discuss them, partners can learn to communicate in helpful ways and give up hurtful, defensive patterns.

Helpful and successful communication is based on the use of three small core words that are critical to speaking up for oneself: “I,” “It,” and “We.”

“I” Statements

Many people are trained to avoid speaking up for themselves. As a result, they grow up without any awareness of their own selves and with an inadequate, incomplete sense of self-importance. If we do not speak up for ourselves, who will? If not now, when?

“It” Statements

When it is necessary to address a negative behavior (after use of the “You” pronoun is given up), we need to speak about the noxious or unpleasant behavior (“It”) rather than about the person. We must learn to speak in a nonjudgmental, impersonal (rather than personal) manner. This is a much more difficult undertaking. It requires that one learn to discriminate between what we do (performance) and what we are (person). Sometimes even perfectly wonderful people make errors of omission and commission that impact others unpleasantly or even hurtfully. We need to learn to speak about this (mis)behavior in a way that enhances both ourselves and the other. Rather than debasing self and other, using “It” statements makes the process less threatening and more constructive.

We need to address the behavior that upsets us in ways that eliminate blame, judgment, and punishment. “I feel very bad about forgetting to check the answering machine before attacking you. I should have known better. You are very good about letting me know when you are late. From now on I will check the answering machine before I jump the gun. Please forgive me.” Exercise No. 3 deals with this issue.

“We” Statements

If you live with others, whatever affects one person will affect everybody else who lives under the same roof. If this relationship is important, we learn to assert the importance of the relationship by speaking about “Us” rather than “Them,” and “We” rather than “You.” For instance, “I thought we agreed together that we would always check our answering machines before calling. Isn’t that right?” By jumping from the specific behavior itself to the overall issues of whether agreements should be honored, and whether further consideration of an agreement is in order, puts the whole situation in a different perspective. Hence, the unpleasant or obnoxious behavior is put within the greater context of honoring agreements and possibly renegotiating agreements, rather than just being on time.

Practice Exercise 1. Practicing “I” Statements

Name _____ Sex _____ Date _____ Time _____

The purpose of this practice exercise is to learn to speak up for yourself. Learning to speak up for oneself begins with speaking about how one feels, thinks, and acts. Many people think that using the personal pronoun “I” indicates selfishness. Nothing could be further from the truth. Speaking and standing up for one self shows that we are admitting and acknowledging personal responsibility rather than blaming the other (partner, mate, parent, friend). Taking personal responsibility and speaking for oneself is shown by the pronoun “I” and using “I” statements. The sentence completions in the following three practice exercises show how to speak up for oneself rather than speaking about another person. It is easier to speak about the shortcomings of others than about one’s shortcomings.

Complete the following sentences ten times. Complete them with different persons and/or objects.

a. “I like”:

1. I _____
2. I _____
3. I _____
4. I _____
5. I _____
6. I _____
7. I _____
8. I _____
9. I like _____
10. I like _____

B. “I want”:

1. I want _____
2. I want _____
3. I want _____
4. I want _____
5. I want _____
6. I want _____
7. I want _____
8. I want _____
9. I want _____
10. I want _____

C. “I need”:

1. I need _____
2. I _____
3. I _____
4. I _____
5. I _____

6. I _____
7. I _____
8. I need _____
9. I need _____
10. I need _____

D. "I am":

1. I am _____
2. I am _____
3. I am _____
4. I am _____
5. I am _____
6. I am _____
7. I am _____
8. I am _____
9. I am _____
10. I am _____

Homework: During the next week, become aware of how you feel when you speak about yourself and when you speak about another. Write down in great detail whatever you feel and experience during this week.

Practice Exercise 2. Practicing Feelings Statements

Name _____ Sex _____ Date _____ Time _____

The purpose of this practice exercise is to become aware of one's feelings and especially hurts that have been kept hidden from yourself and from those you love and who love you.

Complete the following sentence stems in writing. Repeat each stem ten times with different completions for each time.

Note: It may take more than 1 day to complete all these stems. Therefore, it is okay to complete this practice exercise over a period of time.

I hurt when ...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I fear ...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

I am disappointed ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I feel sad when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I feel scared when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I feel disappointed when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

I feel bad when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I feel frustrated when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

I feel angry when ...

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Homework: For four consecutive days, write for 15–20 minute about all the hurts that you have experienced in your life. Make appointments with yourself to write at preset, predetermined times (e.g., 8 a.m., 1 p.m., and 7 p.m.). If you have an appointment book, write down the times you will use to complete this homework practice exercise. Include also hurts that you have not discussed with anyone until now. If possible discuss these hurts with your partner or family members, provided they have completed the same lessons and are willing to discuss them with you.

After you have finished writing about your hurts, practice expressing them in a positive way with those you love and who love you. Do not allow anyone to put down your hurts. You hurts are yours and they are important. If anyone puts your feelings down, they are putting you down. Do not allow it under any conditions. Love means accepting one's feelings. Your feelings are very important because they are yours, and you are very important. If we do not assert our importance through our feelings, no one is going to assert it for us.

Practice Exercise 3. Discussing Hurts

Name _____ Sex _____ Date _____ Time _____

The purpose of this practice exercise is to learn to discuss your hurts with those who discuss their hurts with you. Discuss your hurts only with those who discuss theirs with you. This is one way to find out whether we love them and whether they love us. Even though this may be a brief practice exercise, it is an important one.

Instructions: Complete the following sentences ten times:

I hurt when ...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

It hurts me when ...

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

It is very hurtful for me to ...

1. _____
2. _____
3. _____
4. _____
5. _____

6. _____
7. _____
8. _____
9. _____
10. _____

Homework: During the next week, make sure to complete all the sentences that you have not yet completed.

Practice Exercise 4. Practicing “It” Statements

Name_____Sex_____Date_____Time_____

The purpose of this practice exercise is for you to learn to talk about a person’s (mis)behavior in an impersonal rather than personal fashion. Instead of speaking about the person, speak about the behavior, as in: “I cannot accept cigarette smoke because smoking is bad for everybody. I know smoking is extremely dangerous and I am extremely uncomfortable about it. I would appreciate it if you smoked outside the home. I do not appreciate being the victim of second-hand smoke.”

Think of at least ten offending behaviors that affect you and write about these behaviors using the personal pronoun “I.” Write how the offending behavior makes you feel. Remember that “It” is the offending behavior.

Hint: Use “I appreciate” and “I do not appreciate” to begin your sentences. Write down what you want to say before saying it. Discuss these statements with your partner or family member after they have completed the same practice exercise.

Practice Exercise 5. Practicing “We” Statements

Name_____Sex_____Date_____Time_____

The purpose of this practice exercise is to learn to speak about the relationship (“We”) rather than the person or personality of another one (“You”).

1. Write down at least ten issues or problem situations between you and your partner (or intimate other) in which you both were equally involved. For instance: “We will need to talk about the checkbook because we need to record exactly what we spend in order to keep track of whether we are within our budget or not.” Write down these statements before saying them. After each partner has written down these statements, discuss them with each other and talk about them.
2. Write about the following statements by giving at least two examples of how they apply to you and your relationship. Discuss your examples with your partner, family members, or friend. Make sure you write down what everybody says during these discussions.

“One of us cannot win at the expense of the other.”

Example 1:

Example 2:

“We both win, or if one of us loses we both lose.”

Example 1:

Example 2:

“I cannot win at your expense and neither can you.”

Example 1:

Example 2:

“We either hang together or we hang.”

Example 1:

Example 2:

“If we both win, we will go forward in our relationship.”

Example 1:

Example 2:

“If we both lose, we will stay put or go back, but we will not go forward in our relationship.”

Example 1:

Example 2:

Homework: If you have trouble standing up for yourself, you may need personal, face-to-face help from a professional. Remember, that it takes a lot of strength to ask for help. Very weak people are unable to ask for it. Asking for help is another way of standing up for oneself.

Section 4

Relational Self-Help Practice Exercises for Lifelong Learning of Couples and Families

Couples

Premarital Preparation
Sexual Motivation
Relational Quality: Part 1
Relational Quality: Part 2
Relational Quality: Part 3
Relationship Styles

Families

Foster/Adoptive Care
Planned Parenting

Couples

Premarital Preparation

We prepare for life through education. We even prepare for a driving license through education. Yet we often assume that being married or entering a relationship will take place naturally, without preparation. Marriage is one of the most responsible roles of our lives, but getting married and becoming a partner is expected to happen without any effort on our part. The purpose of this practice exercises is to help you learn more about why you want to get married or become a couple at this time. It is hoped that identifying these reasons will allow you to have a better relationship.

Practice Exercise 1. Reason for Marriage (or Living Together)

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to explore the reasons why you want to get married or live together now. Question No. 1 should be completed by each partner independently of the other. It would be extremely self-defeating if the couple worked together on answering this question. After you have completed answering it, get together with your partner to discuss how each of you has answered it.

1. Why do you want to get married? Rank-order the goals listed below according to your reasons for getting married. Rank as No. 1 the most important reason for marrying your partner now, rank as No. 2 the second most important reason, and so on; mark as N/A (not applicable) the reasons that may not apply to you at all. Try to rank-order at least ten reasons. Make an appointment with your partner at least 24 h in advance to compare, contrast, and spend your answers. Make sure to keep notes of your meeting.

<i>Reasons</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Combined</i>
a. I want to make my partner happy	_____	_____	_____
b. I want to make myself happy	_____	_____	_____
c. I cannot think of life without my partner	_____	_____	_____
d. I love my partner and I cannot think of spending my life with anybody else	_____	_____	_____
e. He or she is the most wonderful person in the world	_____	_____	_____
f. Isn't "being in love" a good reason?	_____	_____	_____
g. I love having sex with my partner	_____	_____	_____
h. I need the love I get from my partner	_____	_____	_____
i. I want to discuss the rest of my life with my partner	_____	_____	_____
j. I love my partner for the security that this relationship gives me	_____	_____	_____
k. To escape painful family relationships	_____	_____	_____
l. This seems the right time	_____	_____	_____
m. We have to marry because we are expecting a child	_____	_____	_____
n. Our families arranged it	_____	_____	_____
o. To fulfill a promise	_____	_____	_____
p. All our friends are getting married	_____	_____	_____
q. My biological clock is ticking and I need to have a child	_____	_____	_____
r. My religion requires marriage for sex	_____	_____	_____
s. My father caught us having sex and now he wants us to get married	_____	_____	_____
t. I caught a sexually transmitted disease from my partner and it would be hard to find other partners	_____	_____	_____
u. My horoscope said that this time is right	_____	_____	_____

*Reasons**Rank-orders**Yours**Partner's**Combined*

- | | | | |
|-------------------------------------------------------------------------------|--|--|--|
| v. Our children wanted us to get married | | | |
| w. My partner is terminally ill and wants to provide for me after death | | | |
| x. My parents will disown me if I do not provide them with a legal grandchild | | | |
| y. I want to marry an American citizen to become an American myself | | | |
| z. Write your own reason for marrying:
(_____) | | | |
2. Now that you have finished with the rank-order, explain why you ranked the reasons for marrying the way you did.

3. Compare and contrast your rank-order with the rank-order of your partner. Add both rank-orders in the middle column and give your combined rankings to whoever is helping you with this practice exercises.

Homework: During the coming week, think about the rank-order you have completed, the rank-order completed by your partner, and whether the combined rank-order obtained from you both represents a useful way to proceed with this practice exercises. If you have any misgivings about your and your partner's rank-orders, or your combined rank-order, discuss them with your partner and with the professional who is helping you with this practice exercises.

Standard Practice Exercise for Marital Preparation

Practice Exercise No. _____ Reason _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand in greater detail how the reason listed above is linked to your wanting to get married now.

1. When did you become aware of this reason? Check which age applies:

- | | | | |
|-------------------------|-------|-----------------------|-------|
| a. In preschool | _____ | d. In high school | _____ |
| b. In elementary school | _____ | e. In college | _____ |
| c. In middle school | _____ | f. In graduate school | _____ |

2. How did you become aware of this reason? Tell as much as you possibly can:

3. How has this reason helped you in the present?

4. How much do you want this reason to help you in the future?

5. 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 it at all. I want to quit this practice exercises. | _____ |
| b. I did not like it very much, but I want to go on with this practice exercises. | _____ |
| c. I liked it and I want to go on with this practice exercises. | _____ |
| d. I liked it a lot and I wish I had something like this practice exercises years ago. | _____ |
| e. I liked it so much that I wish all couples planning to get married could get a practice exercises like this to work on before they get married. | _____ |

6. Discuss your answers with whoever has given you this practice exercises.

Homework: During the next few days, think of how you could either give up this reason if it is negative for you and your partner, or change it to have a

positive effect on you and your partner. Write down what you want to do about this reason.

Concluding Follow-Up Form for Marital Preparation

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you.

1. Please select the answer that fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all. I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises. _____
 - d. I am not only delighted about this practice exercises, but I wish all premarital couples had a chance to work on it. _____
2. How helpful was it to work on this practice exercises? 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.

Reasons

Rank-orders

Yours Partner's Subtracted

- | | | | |
|-------------------------------------------------------------------------------|-------|-------|-------|
| a. I want to make my partner happy | _____ | _____ | _____ |
| b. I want to make myself happy | _____ | _____ | _____ |
| c. I cannot think of life without my partner | _____ | _____ | _____ |
| d. I love my partner and I cannot think of spending my life with anybody else | _____ | _____ | _____ |

<i>Reasons</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Subtracted</i>
e. He or she is the most wonderful person in the world	_____	_____	_____
f. Isn't "being in love" a good reason?	_____	_____	_____
g. I love having sex with my partner	_____	_____	_____
h. I need the love I get from my partner	_____	_____	_____
i. I want to discuss the rest of my life with my partner	_____	_____	_____
j. For the security that this relationship gives me	_____	_____	_____
k. To escape painful family relationships	_____	_____	_____
l. This seems the right time	_____	_____	_____
m. We have to marry because we are expecting a child	_____	_____	_____
n. Our families arranged it	_____	_____	_____
o. To fulfill a promise	_____	_____	_____
p. All our friends are getting married	_____	_____	_____
q. My biological clock is ticking and I need to have a child	_____	_____	_____
r. My religion requires marriage for sex	_____	_____	_____
s. My father caught us having sex and now he wants us to get married	_____	_____	_____
t. I caught a sexually transmitted disease from my partner and it would be hard to find other partners	_____	_____	_____
u. My horoscope said that this time is right	_____	_____	_____
v. Our children wanted us to get married	_____	_____	_____
w. My partner is terminally ill and wants to provide for me after death	_____	_____	_____
x. My parents will disown me if I do not provide them with a legal grandchild	_____	_____	_____
y. I want to marry an American citizen to become an American myself	_____	_____	_____
z. Write your own reason for wanting to marry now rather than later:	_____	_____	_____
(_____)	_____	_____	_____
Total discrepancy score	_____	_____	_____

4. Write why you ranked the practice exercises the way you did.

5. After completing item 4, discuss your rank-orders with your partner and write them in the column next to your rank-orders. Discuss similarities and differences in your rank-orders. In this case, however, instead of adding your scores, you will need to subtract your rank-order from the rank-orders of your partner, even if a minus number results. Add all these scores at the bottom of the table and discuss with each other the meaning of this total discrepancy score. You can use differences between yourselves to enhance the relationship or you can use the same differences to sabotage it. The choice is yours.
6. Please write any comments that might improve this practice exercises.

Sexual Motivation

The purpose of this practice exercises is to help you understand your motivations about sex and sexuality and possibly improve your sexual relationship with your partner, either in marriage or in a committed couple relationship.

Answer each practice exercise individually and get together with your partner at preset, predetermined times (at least 24 h ahead) to discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Sexual Motives

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly your motivation for sex and sexuality. Most couples need to know and discuss this motivation about their relationships. Make sure that you understand and discuss with each other the meaning of each item that makes up this practice exercise.

1. Below are listed various sexual motives that cover a range of possibilities. If you have a motive not found in this list, add it at the end (there is room for additional features). Define each motive, and give two examples of how that motive is shown concretely in your relationship. Feel free to use a dictionary; it may help you in the process of defining these motives.

*Motives and Definitions**Examples*

a. Affirmation _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
b. Intimacy _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
c. Pleasure _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
d. Peer influence _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
e. Insecurity _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
f. Coping _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
g. Partner's power _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
h. Expression of worth _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

i.	Relief from stress _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
j.	Procreation _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
k.	Enhance power _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
l.	To feel valued _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
m.	Nurturance _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
n.	Lust _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
o.	To say you have done it _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
p.	To fit in better _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____
q.	To make partner love you more _____	Example 1 _____
	_____	_____
	_____	Example 2 _____
	_____	_____

r. Short-term avoidance of emotions	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
s. To brag about it _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
t. Curiosity _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. A motive not listed above (specify)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. A motive not listed above (specify)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
w. A motive not listed above (specify)	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have defined the meaning of each motive, you need to rank-order them according to how important they are to you in this relationship under the column "Yours." Rank as No. 1 the motive that is most important to you, rank as No. 2 the motive that is next in importance, and so on; mark as N/A the motives that may not be important to you at all or do not apply to this relationship.

Motive

Rank-orders

Yours Partner's Joint

a. Affirmation	_____	_____	_____
b. Intimacy	_____	_____	_____
c. Pleasure	_____	_____	_____
d. Peer influence	_____	_____	_____
e. Insecurity	_____	_____	_____
f. Coping	_____	_____	_____

<i>Motive</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Joint</i>
g. Partner's power	_____	_____	_____
h. Expression of worth	_____	_____	_____
i. Relief from stress	_____	_____	_____
j. Procreation	_____	_____	_____
k. Enhance power	_____	_____	_____
l. To feel valued	_____	_____	_____
m. Nurturance	_____	_____	_____
n. Lust	_____	_____	_____
o. To say you have done	_____	_____	_____
p. To fit in better	_____	_____	_____
q. To make partner love you more	_____	_____	_____
r. Short-term avoidance of emotions	_____	_____	_____
s. To brag about it	_____	_____	_____
t. Curiosity	_____	_____	_____
u. A motive not listed above	_____	_____	_____
v. A motive not listed above	_____	_____	_____
w. A motive not listed above	_____	_____	_____

3. Why did you rank-order these motives 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 and add both to achieve a joint rank-order. Take notes of your discussion 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 exercises. If you are completing these practice exercises on your own, without professional help, make sure to keep your notes for future reference.

Whatever joint rank-order you agree on will determine the order of future practice exercises. The next practice exercise should be given the title of the motive that has been rated jointly as No. 1. After that practice exercise, the other practice exercises should follow the joint rank-order given above.

Standard Practice Exercise for Sexual Motivation

Practice Exercise No. _____ Title: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the sexual motive listed in the title:

1. How did this motive start? Please explain in detail.

2. How often does this sexual motive take place? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further:

4. How did this sexual motive come about? Do you remember how it started? Check which answer fits best:

- | | |
|------------------------------------------------------------------|-------|
| a. As we met for the first time | _____ |
| b. During courtship or while dating | _____ |
| c. Before marriage or before we started living together | _____ |
| d. During the honeymoon or as we were moving in together | _____ |
| e. Right after the honeymoon or right after we moved in together | _____ |
| f. A few months after the marriage or after we moved in together | _____ |
| g. 1 year after the marriage or when we moved in together | _____ |
| h. Years after marriage or when we moved in together | _____ |

5. Please explain further:

6. What does this sexual motive get you? Please explain:

7. Give three specific examples of how this sexual motive might be helpful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this sexual motive might be hurtful to you.

Example 1:

Example 2:

Example 3:

9. Give three specific examples of how this sexual motive might be helpful to those you love and who love you.

Example 1:

Example 2:

Example 3:

10. Give three specific examples of how this sexual motive might be hurtful to those you love and who love you.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to think about this motive, whether it belongs to you or not, or remind your partner to think about it if it belongs to him or her. Make sure this thinking is repeated 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.

In case you wonder why this motive should be thought about, keep in mind that if you or your partner think about it, whoever thinks about it will acquire the power to end it, if you want to.

For each time you think about this motive, make sure to answer in writing the following four questions:

- a. How did your thinking about this motive start?

- b. What followed?
- c. How did it end?
- d. What did this thinking get you or your partner?

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 | _____ | | |

Write down how you feel about this homework practice exercise and what you got out of it.

Final Follow-Up Form for Sexual Motivation

Name _____ Sex _____ Date _____

The purpose of this form is to review whether the practice exercises in this practice exercises were helpful to you.

- Which answer best fits how you feel about this practice exercises?
 - I did not like working on this practice exercises at all. I wish I never saw it. _____
 - I did not like this practice exercises, but I am glad I got to work on. _____
 - I am happy I got a chance to work on it. _____
 - I am not only delighted about this practice exercises, but I wish all partners could discuss their sexual motivation. _____
- How helpful was it to work on this practice exercises? 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 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.

*Motives**Rank-orders**Yours**Partner's**Joint*

a. Affirmation	_____	_____	_____
b. Intimacy	_____	_____	_____
c. Pleasure	_____	_____	_____
d. Peer influence	_____	_____	_____
e. Insecurity	_____	_____	_____
f. Coping	_____	_____	_____
g. Partner's power	_____	_____	_____
h. Expression of worth	_____	_____	_____
i. Relief from stress	_____	_____	_____
j. Procreation	_____	_____	_____
k. Enhance power	_____	_____	_____
l. To feel valued	_____	_____	_____
m. Nurturance	_____	_____	_____
n. Lust	_____	_____	_____
o. To say you have done it	_____	_____	_____
p. To fit in better	_____	_____	_____
q. To make partner love you more	_____	_____	_____
r. Short-term avoidance of emotions	_____	_____	_____
s. To brag about it	_____	_____	_____
t. Curiosity	_____	_____	_____
u. A motive not listed above	_____	_____	_____
v. A motive not listed above	_____	_____	_____
w. A motive not listed above	_____	_____	_____

4. Explain why you 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 exercises. _____
- I did not like it very much, but I want to go on with another practice exercises. _____

- c. I liked it and I want to go on with another practice exercises. _____
 - d. I liked it a lot and I wish I had something like this practice exercises earlier. _____
 - e. I liked it so much that I wish all couples could get something like this practice exercises to work on. _____
7. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

Relational Quality: Part 1

The purpose of this practice exercises is to improve your relationship with your partner, either in marriage or in a committed couple relationship. Answer each practice exercise individually and get together with your partner at preset, predetermined times (at least 24 h ahead) to discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Relational Quality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly the nature and quality of your relationship with your partner. Make sure that you understand and discuss with each other the meaning of each feature that is included in this practice exercise.

1. Below are listed various features that cover a range of possibilities in a relationship. If you have a feature not found in this list, add it at the end (there is room for additional features). Define each feature and give two examples of how that feature is shown concretely in your relationship.

Features and Definitions

Examples

- | | |
|-------------------------------------|-----------------|
| a. Taking time for each other _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

- b. Talking with each other _____ Example 1 _____

_____ Example 2 _____

- c. Empathy _____ Example 1 _____

_____ Example 2 _____

- d. Listening to each other _____ Example 1 _____

_____ Example 2 _____

- e. Taking an interest in partner _____ Example 1 _____

_____ Example 2 _____

- f. Consideration _____ Example 1 _____

_____ Example 2 _____

- g. Openness _____ Example 1 _____

_____ Example 2 _____

- h. Affection _____ Example 1 _____

_____ Example 2 _____

- i. Paying attention to partner _____ Example 1 _____

_____ Example 2 _____

- j. Understanding _____ Example 1 _____

_____ Example 2 _____

k. Safety _____ Example 1 _____

Example 2 _____

l. Honesty _____ Example 1 _____

Example 2 _____

m. Being there for each other _____ Example 1 _____

Example 2 _____

n. Mutual respect _____ Example 1 _____

Example 2 _____

o. Trust _____ Example 1 _____

Example 2 _____

p. Discussing everything _____ Example 1 _____

Example 2 _____

q. Love _____ Example 1 _____

Example 2 _____

r. Displaying emotions _____ Example 1 _____

Example 2 _____

s. Tenderness _____ Example 1 _____

Example 2 _____

t. Accepting partner _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
u. Fidelity _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
v. Looking forward to seeing each other _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
w. Longing for each other _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
x. Dependability _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
y. Forgiveness _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
z. A feature not listed above (specify) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
aa. A feature not listed above (specify) _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you have defined the meaning of each feature, you need to rank-order those features according to how important they are to you in this relationship in the column “Yours.” Rank as No 1 the feature that is the most important to you, rank as No. 2 the feature that is next in importance, and so on; mark as 0 the

features that are not important to you at all, and mark as N/A the features that do not apply to your relationship.

<i>Features</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Joint</i>
a. Taking time for each other	_____	_____	_____
b. Talking with each other	_____	_____	_____
c. Empathy	_____	_____	_____
d. Listening to each other	_____	_____	_____
e. Taking an interest in partner	_____	_____	_____
f. Consideration	_____	_____	_____
g. Openness	_____	_____	_____
h. Affection	_____	_____	_____
i. Paying attention to partner	_____	_____	_____
j. Understanding	_____	_____	_____
k. Safety	_____	_____	_____
l. Honesty	_____	_____	_____
m. Being there for each other	_____	_____	_____
n. Mutual respect	_____	_____	_____
o. Trust	_____	_____	_____
p. Discussing everything	_____	_____	_____
q. Love	_____	_____	_____
r. Displaying emotions	_____	_____	_____
s. Tenderness	_____	_____	_____
t. Accepting partner	_____	_____	_____
u. Fidelity	_____	_____	_____
v. Looking forward to seeing each other	_____	_____	_____
w. Longing for each other	_____	_____	_____
x. Dependability	_____	_____	_____
y. Forgiveness	_____	_____	_____
z. A feature not listed above	_____	_____	_____
aa. A feature not listed above	_____	_____	_____

3. Why did you rank-order these features 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 and add both to achieve a joint rank-order.

Take notes of your discussion while you are comparing and contrasting your answers. Keep your completed practice exercises and, if you work with a professional

who is assisting you with this practice exercises, discuss these notes with her or him in addition to discussing copies of your completed practice exercises.

Note: Whatever joint rank-order you agree on will determine the order of future practice exercises. However, you need to decide whether you want to work on practice exercises where there are the greatest discrepancies in your rankings or whether you want to work on practice exercises where there is the least discrepancy.

Consequently, based on your decision, the next practice exercise should be given the title of the joint feature that has been rated either as No. 1 or as one lower in your joint rank-order. After that practice exercise, all other practice exercises should follow the joint rank-order you have agreed on, either from the top or from the bottom of your rank-orders.

Standard Practice Exercise for Features of Relational Quality (Parts One, Two, and Three)

Practice Exercise No. _____ Feature: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the feature listed in the title.

1. How did this feature start? Please explain in detail.

2. How often does this feature take place in your relationship? Check which answer applies to you:

- | | | | |
|------------------------------|-------|-------------------------|-------|
| a. Practically every day | _____ | e. Once every 6 months | _____ |
| b. Once a week | _____ | f. Once a year | _____ |
| c. A couple of times a month | _____ | g. Once every few years | _____ |
| d. Once a month | _____ | | |

3. Please explain further:

4. How did this feature come about? Do you remember when it started? Check which answer fits best:

- a. As we met for the first time _____
- b. During courtship or while dating _____
- c. Before marriage or before we started living together _____
- d. During the honeymoon or as we were moving in together _____
- e. Right after the honeymoon or right after we moved in together _____
- f. A few months after the marriage or after we moved in together _____
- g. 1 year after the marriage or when we moved in together _____
- h. Years after marriage or when we moved in together _____

5. Please explain further:

6. What does this feature get you? Please explain.

7. Give three specific examples of how this feature is helpful to you.

Example 1:

Example 2:

Example 3:

8. Give three specific examples of how this feature is helpful to your partner.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to repeat this feature, if it belongs to you, or remind your partner to repeat it if it belongs to him or her. Make sure it is repeated 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. In case you wonder why this feature should be started, keep in mind that if you or your partner start it, whoever starts it will acquire the power to end it. This power should strengthen your relationship.

For each time make sure to answer in writing the following four questions:

- a. How did it start?
- b. What followed?
- c. How did it end?
- d. What did this behavior get you or your partner?

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 | _____ | | |

Write down how you feel about this homework practice exercise and what you got out of it.

Final Follow-Up Form for Relational Quality (Parts 1–3)

Name _____ Sex _____ Date _____

The purpose of this form is to review whether the practice exercises in this practice exercises were helpful to you.

- Which answer best fits how you feel about this practice exercises?
 - I did not like working on this practice exercises at all. I wish I never saw it. _____
 - I did not like this practice exercises, but I am glad I got to work on. _____
 - I am happy I got a chance to work on this. _____
 - I am not only delighted about this practice exercises, but I wish all couples could get it. _____
- How helpful was it to work on this practice exercises? 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 and 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 0 the ones you did not like at all, and mark as N/A the ones that did not apply to you.

Features

Rank-orders

- | | <i>Yours</i> | <i>Partner's</i> | <i>Joint</i> |
|-------------------------------|--------------|------------------|--------------|
| a. Taking time for each other | _____ | _____ | _____ |
| b. Talking with each other | _____ | _____ | _____ |
| c. Empathy | _____ | _____ | _____ |
| d. Listening to each other | _____ | _____ | _____ |

<i>Features</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Joint</i>
e. Taking an interest in partner	_____	_____	_____
f. Consideration	_____	_____	_____
g. Openness	_____	_____	_____
h. Affection	_____	_____	_____
i. Paying attention to partner	_____	_____	_____
j. Understanding	_____	_____	_____
k. Safety	_____	_____	_____
l. Honesty	_____	_____	_____
m. Being there for each other	_____	_____	_____
n. Mutual respect	_____	_____	_____
o. Trust	_____	_____	_____
p. Discussing everything	_____	_____	_____
q. Love	_____	_____	_____
r. Displaying emotions	_____	_____	_____
s. Tenderness	_____	_____	_____
t. Accepting partner	_____	_____	_____
u. Fidelity	_____	_____	_____
v. Looking forward to seeing each other	_____	_____	_____
w. Longing for each other	_____	_____	_____
x. Dependability	_____	_____	_____
y. Forgiveness	_____	_____	_____
z. A feature not listed above	_____	_____	_____
aa. A feature not listed above	_____	_____	_____

4. Explain why you 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. Add both columns and compare your joint rank-orders with the rank-orders given in your first practice exercise. Are there any changes in your rank-orders, and if there are, why? If there are no changes, why? Please explain.

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:
- a. I did not like it at all, a waste of time. I wish I never saw this stupid practice exercises. _____
 - b. I did not like it very much, but I want to go on with another practice exercises. _____
 - c. I liked it and I want to go on with another practice exercises. _____
 - d. I liked it a lot and I wish I had something like this practice exercises earlier. _____
 - e. I liked it so much that I wish all couples could get something like this practice exercises to work on. _____
7. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

Relational Quality: Part 2

The purpose of this practice exercises is to improve your relationship with your partner, either in marriage or in a committed couple relationship. Answer each practice exercise individually and get together with your partner at preset, predetermined times (at least 24 h ahead) to discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Relational Quality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly the nature and quality of your relationship. Make sure that you understand and discuss with each other the meaning of each feature that is included in this practice exercise.

1. Below are listed various features that cover a range of possibilities in a relationship. If you have a feature not found in this list, add it at the end (there is room for additional features). Define each feature and give two examples of how that feature is shown concretely in your relationship.

Features and Definitions

Examples

a. Support	Example 1
	Example 2
b. Knowing partner	Example 1
	Example 2
c. Friendship	Example 1
	Example 2
d. Running the household together	Example 1
	Example 2
e. Similarities	Example 1
	Example 2
f. Mutual goals	Example 1
	Example 2
g. Similar interests	Example 1
	Example 2
h. Only a few quarrels	Example 1
	Example 2
i. Mutual friends	Example 1
	Example 2

- j. Common activities _____ Example 1 _____

_____ Example 2 _____

- k. Harmony _____ Example 1 _____

_____ Example 2 _____

- l. Security _____ Example 1 _____

_____ Example 2 _____

- m. Similar beliefs _____ Example 1 _____

_____ Example 2 _____

- n. Deferring to partner's wishes _____ Example 1 _____

_____ Example 2 _____

- o. Helping one another _____ Example 1 _____

_____ Example 2 _____

- p. Spending as much time together as possible _____ Example 1 _____

_____ Example 2 _____

- q. Solving problems together _____ Example 1 _____

_____ Example 2 _____

- r. Willingness to compromise _____ Example 1 _____

_____ Example 2 _____

s. Autonomy _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
t. Maintaining individuality _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
u. Independence _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
v. Having and allowing for freedom _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
w. A feature not listed above (specify) _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
x. A feature not listed above (specify) _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

2. Now that you have defined the meaning of each feature, rank-order these features according to how important they are to you in this relationship in the column “Yours.” Rank as No. 1 the feature that is the most important to you, rank as No. 2 the feature that is next in importance, and so on; mark as 0 the features that may not be important to you at all, and mark as N/A the features that do not apply to your relationship.

Features	Rank-orders		
	Yours	Partner's	Joint
a. Support	_____	_____	_____
b. Knowing partner	_____	_____	_____
c. Friendship	_____	_____	_____
d. Running the household together	_____	_____	_____
e. Similarities	_____	_____	_____

<i>Features</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Joint</i>
f. Mutual goals	_____	_____	_____
g. Similar interests	_____	_____	_____
h. Only a few quarrels	_____	_____	_____
i. Mutual friends	_____	_____	_____
j. Common activities	_____	_____	_____
k. Harmony	_____	_____	_____
l. Security	_____	_____	_____
m. Similar beliefs	_____	_____	_____
n. Deferring to partner's wishes	_____	_____	_____
o. Helping one another	_____	_____	_____
p. Spending as much time together as possible	_____	_____	_____
q. Solving problems together	_____	_____	_____
r. Willingness to compromise	_____	_____	_____
s. Autonomy	_____	_____	_____
t. Maintaining individuality	_____	_____	_____
u. Independence	_____	_____	_____
v. Having and allowing for freedom	_____	_____	_____
w. A feature not listed above(_____)	_____	_____	_____
x. A feature not listed above (_____)	_____	_____	_____

3. Why did you rank-order these features the way you did?

Homework: During the coming week, make an appointment with your partner at least 24 h in advance and go over your definitions and your rank-orders. Record your partner's rank-orders in the appropriate column and add both to achieve a Joint rank-order.

Take notes of your discussion while you are comparing and contrasting your answers. Keep your completed practice exercises and, if you work with a professional who is assisting you with this practice exercises, discuss those notes with her or him in addition to discussing your completed practice exercises.

Note: Whatever joint rank-order you agree on will determine the order of future practice exercises. However, you need to decide whether you want to work on practice exercises where there are the greatest discrepancies in your rankings or whether you want to work on practice exercises where there is the least discrepancy.

Consequently, based on your decision, the next practice exercise should be given the title of the joint feature that has been rated either as No. 1 or as one lower in your joint rank-order. After that practice exercise, all other practice exercises should follow the joint rank-order you have agreed on, either from the top or from the bottom of your rank-orders.

Concluding Follow-Up Form for Relational Quality

Name _____ Sex _____ Date _____

The purpose of this form is to review whether the practice exercises in this practice exercises were helpful to you.

1. Which answer best fits how you feel about this practice exercises?
- a. I did not like working on this practice exercises at all. I wish I never saw it.

b. I did not like this practice exercises, but I am glad I got to work on. _____

c. I am happy I got a chance to work on this. _____

d. I am not only delighted about this practice exercises, but I wish all couples could use it. _____
2. How helpful was it to work on this practice exercises? 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 and 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 0 the ones you did not like at all, and mark as N/A the ones that did not apply to you.

Features	Rank-Orders		
	Yours	Partner's	Joint
a. Support	_____	_____	_____
b. Knowing partner	_____	_____	_____
c. Friendship	_____	_____	_____
d. Running the household together	_____	_____	_____
e. Similarities	_____	_____	_____
f. Mutual goals	_____	_____	_____
g. Similar interests	_____	_____	_____
h. Only a few quarrels	_____	_____	_____
i. Mutual friends	_____	_____	_____
j. Common activities	_____	_____	_____
k. Harmony	_____	_____	_____
l. Security	_____	_____	_____
m. Similar beliefs	_____	_____	_____
n. Deferring to partner's wishes	_____	_____	_____
o. Helping one another	_____	_____	_____
p. Spending as much time together as possible	_____	_____	_____

*Features**Rank-Orders**Yours**Partner's**Joint*

- q. Solving problems together
- r. Willingness to compromise
- s. Autonomy
- t. Maintaining individuality
- u. Independence
- v. Having and allowing for freedom
- w. A feature not listed above
(_____)
- x. A feature not listed above
(_____)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4. Explain why you 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. Add both columns and compare your joint rank-orders from the rank-orders made in your first-practice exercise. Are there any changes in your rank-orders, and if there are, why? If there are no changes, why? Please explain.

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:

- a. I did not like it at all, a waste of time. I wish I never saw this stupid practice exercises. _____
- b. I did not like it very much, but I want to go on with another practice exercises. _____
- c. I liked it and I want to go on with another practice exercises. _____
- d. I liked it a lot and I wish I had something like this practice exercises earlier. _____

- e. I liked it so much that I wish all couples could get something like this practice exercises to work on. _____
7. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

Relational Quality: Part 3

The purpose of this practice exercises is to improve your relationship with your partner, either in marriage or in a committed couple relationship. Answer each practice exercise individually and get together with your partner at preset, predetermined times (at least 24 h ahead) to discuss your completed practice exercises for no longer than 1 h. If you get upset during this time, end the discussion and make another appointment for another time at least 24 h ahead.

Practice Exercise 1. Defining Relational Quality

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you define more clearly the nature and quality of your relationship. Make sure that you understand and discuss with each other the meaning of each feature that is included in this practice exercise.

1. Below are listed various features that cover a range of possibilities in a relationship. If you have a feature not found in this list, add it at the end (there is room for additional features). Define each feature and give two examples of how that feature is shown concretely in your relationship.

Features and Definitions

Examples

- | | |
|-----------------------------------------|-----------------|
| a. One's own friends _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |
| b. Willingness to discuss friends _____ | Example 1 _____ |
| _____ | _____ |
| _____ | Example 2 _____ |
| _____ | _____ |

- c. Willingness to argue when necessary Example 1 _____

_____ Example 2 _____

- d. Tolerance _____ Example 1 _____

_____ Example 2 _____

- e. Equality _____ Example 1 _____

_____ Example 2 _____

- f. Flexibility _____ Example 1 _____

_____ Example 2 _____

- g. Different interests _____ Example 1 _____

_____ Example 2 _____

- h. Humor _____ Example 1 _____

_____ Example 2 _____

- i. No dominance _____ Example 1 _____

_____ Example 2 _____

- j. Arguments _____ Example 1 _____

_____ Example 2 _____

- k. Responsibility _____ Example 1 _____

_____ Example 2 _____

l.	Not taking each other for granted	Example 1
		Example 2
m.	Sexuality	Example 1
		Example 2
n.	Sexual harmony	Example 1
		Example 2
o.	Sexual satisfaction	Example 1
		Example 2
p.	Physical contact	Example 1
		Example 2
q.	Having fun	Example 1
		Example 2
r.	A feature not listed above (specify)	Example 1
		Example 2
s.	A feature not listed above (specify)	Example 1
		Example 2

2. Now that you have defined the meaning of each feature, rank-order these features according to how important they are to you in this relationship in the column “Yours.” Rank as No 1 the feature that is the most important to you, rank as No. 2 the feature that is next in importance, and so on; mark as 0 the features that are not important to you at all, and mark as N/A the features that do not apply to your relationship.

<i>Features</i>	<i>Rank-orders</i>		
	<i>Yours</i>	<i>Partner's</i>	<i>Joint</i>
a. One's own friends	<hr/>	<hr/>	<hr/>
b. Willingness to discuss friends	<hr/>	<hr/>	<hr/>
c. Willingness to argue when necessary	<hr/>	<hr/>	<hr/>
d. Tolerance	<hr/>	<hr/>	<hr/>
e. Equality	<hr/>	<hr/>	<hr/>
f. Flexibility	<hr/>	<hr/>	<hr/>
g. Different interests	<hr/>	<hr/>	<hr/>
h. Humor	<hr/>	<hr/>	<hr/>
i. No dominance	<hr/>	<hr/>	<hr/>
j. Arguments	<hr/>	<hr/>	<hr/>
k. Responsibility	<hr/>	<hr/>	<hr/>
l. Not taking each other for granted	<hr/>	<hr/>	<hr/>
m. Sexuality	<hr/>	<hr/>	<hr/>
n. Sexual harmony	<hr/>	<hr/>	<hr/>
o. Sexual satisfaction	<hr/>	<hr/>	<hr/>
p. Physical contact	<hr/>	<hr/>	<hr/>
q. Having fun	<hr/>	<hr/>	<hr/>
r. A feature not listed above (<hr/>	<hr/>	<hr/>	<hr/>
s. A feature not listed above (<hr/>	<hr/>	<hr/>	<hr/>

3. Why did you rank-order these features 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 and add both to achieve a joint rank-order.

Take notes of your discussion while you are comparing and contrasting your answers. Keep your completed practice exercises and, if you work with a professional who is assisting you with this practice exercises, discuss these notes with her or him in addition to discussing copies of your completed practice exercises.

Note: Whatever joint rank-order you agree on will determine the order of future practice exercises. However, you need to decide whether you want to work on practice exercises where there are the greatest discrepancies in your rankings or whether you want to work on practice exercises where there is the least discrepancy.

Consequently, based on your decision, the next practice exercise should be given the title of the joint feature that has been rated either as No. 1 or as one lower in your joint rank-order. After that practice exercise, all other practice exercises should follow the joint rank-order you have agreed on, either from the top or from the bottom of your rank-orders.

Concluding Follow-Up Form for Relational Quality

Name _____ Sex _____ Date _____

The purpose of this form is to review whether the practice exercises in this practice exercises were helpful to you.

1. Which answer fits how you feel about this practice exercises?

I did not like working on this practice exercises at all. I wish I never saw it.

I did not like this practice exercises, but I am glad I got to work on.

I am happy I got a chance to work on this.

I am not only delighted about this practice exercises, but I wish all husbands who use abusive or violent thinking could get it.
2. How helpful was it to work on this practice exercises? Please check the answer that applies to you:

Not helpful at all

Helpful

Somewhat helpful

Very helpful
3. Which practice exercise did you like best and 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 0 the ones you did not like at all, and mark as N/A the ones that did not apply to you.

Features	Rank-orders		
	Yours	Partner's	Joint
a. One's own friends			
b. Willingness to discuss friends			
c. Willingness to argue when necessary			
d. Tolerance			
e. Equality			
f. Flexibility			
g. Different interests			
h. Humor			
i. No dominance			
j. Arguments			
k. Responsibility			
l. Not taking each other for granted			
m. Sexuality			
n. Sexual harmony			
o. Sexual satisfaction			
p. Physical contact			
q. Having fun			

*Features**Rank-orders**Yours**Partner's**Joint*

r. A feature not listed above
(_____)

s. A feature not listed above
(_____)

4. Explain why you 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. Add both columns and compare your joint rank-orders with the rank-orders made in your first practice exercise. Are there any changes in your rank-orders, and if there are, why? If there are no changes, why? Please explain.

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:

- a. I did not like it at all, a waste of time. I wish I never saw this stupid practice exercises. _____
- b. I did not like it very much, but I want to go on with another practice exercises. _____
- c. I liked it and I want to go on with another practice exercises. _____
- d. I liked it a lot and I wish I had something like this practice exercises earlier. _____
- e. I liked it so much that I wish all couples could get something like this practice exercises to work on. _____

7. How could this practice exercises be improved? Do you have any suggestions? Feel free to write whatever could improve this practice exercises.

Relationship Styles

The purpose of this practice exercises is to help you become more aware of the many styles that are found in intimate relationships.

Practice Exercise 1. Understanding Relationship Styles

Name_____Sex_____Date_____

The purpose of this practice exercise is to help you understand various types of relationship styles.

1. There are 16 types of styles in intimate relationships. Define each pair of words according to what it means to you; you can use a dictionary or consult your partner, a relative, a friend, or a mental health professional. Please add two examples of your own to make sure that you understood these definitions.

<i>Definitions of Relationship Styles</i>	<i>Examples</i>
a. Empty/absent _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
b. Participant/sharing _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____
c. Solitary/reserved _____ _____ _____	Example 1 _____ _____ Example 2 _____ _____

- d. Tenacious/egocentric _____ Example 1 _____

_____ Example 2 _____

- e. Docile/surrendering _____ Example 1 _____

_____ Example 2 _____

- f. Altruist/involved _____ Example 1 _____

_____ Example 2 _____

- g. Mysterious/ambiguous _____ Example 1 _____

_____ Example 2 _____

- h. Collaborative/mediator _____ Example 1 _____

_____ Example 2 _____

- i. Abstract/unpredictable _____ Example 1 _____

_____ Example 2 _____

- j. Sharing/innovative _____ Example 1 _____

_____ Example 2 _____

- k. Rebel/antagonist _____ Example 1 _____

_____ Example 2 _____

- l. Dominant/dictatorial _____ Example 1 _____

_____ Example 2 _____

m. Two-faced/false-altruist _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
n. Unpredictable/altruist _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
o. Inconclusive/disorganized _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____
p. Confused/chaotic _____	Example 1 _____
_____	_____
_____	Example 2 _____
_____	_____

2. Now that you understand various types of relationship styles, it is important to find out how they apply to you. Rank-order them according to how much they apply to you. Rank as No. 1 the style that applies to you the most, rank as No. 2 the style that applies to you next, and so on; mark as N/A the styles that do not apply to you. If you have trouble ranking these styles, ask your partner to help you, and make yourself available to help your partner with his or her rankings. Often, others can see us more accurately than we can.

<i>Styles</i>	<i>Rank-orders</i>			
	<i>First</i>	<i>Partner¹</i>	<i>Other²</i>	<i>Final</i>
a. Empty/absent	_____	_____	_____	_____
b. Participant/sharing	_____	_____	_____	_____
c. Solitary/reserved	_____	_____	_____	_____
d. Tenacious/egocentric	_____	_____	_____	_____
e. Docile/surrendering	_____	_____	_____	_____
f. Altruist/involved	_____	_____	_____	_____
g. Mysterious/ambiguous	_____	_____	_____	_____
h. Collaborative/mediator	_____	_____	_____	_____
i. Abstract/unpredictable	_____	_____	_____	_____
j. Sharing/innovative	_____	_____	_____	_____
k. Rebel/antagonist	_____	_____	_____	_____
l. Dominant/dictatorial	_____	_____	_____	_____
m. Two-faced/false-altruist	_____	_____	_____	_____

¹Indicate here who your partner (or relative) is:_____.

²Indicate here who "other" is:_____.

<i>Styles</i>	<i>Rank-orders</i>			
	<i>First</i>	<i>Partner¹</i>	<i>Other²</i>	<i>Final</i>
o. Unpredictable/altruist	_____	_____	_____	_____
p. Inconclusive/ disorganized	_____	_____	_____	_____
r. Confused/chaotic	_____	_____	_____	_____

3. Write or type this list on a separate sheet of paper and give it to your partner, relative, or friend, without their seeing your rank-orders. Ask your partner, relative, or friend to rank-order how these styles apply to you.
4. Now you need to ask another person who knows you very well (parents, siblings, relatives, close friends) to rank-order these styles as they apply to you, using the column "Other." To make sure that this rank-order is independent of yours, type or write this list on a separate sheet of paper.

Homework: During the next week, compare and contrast your rank-order with the other two rank-orders and write down (under "Final") how you would re-rank these styles on the basis of the feedback you received from your partner and from the other person.

Standard Practice Exercise for Relational Styles

Practice Exercise No. _____ Adjectives: _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand more about the relationship style described by the two adjectives listed in the title above.

1. How does the style described by these adjectives apply to you? Please explain in detail.

2. How often do you feel like the style described by the adjectives listed above?

- | | | | |
|------------------------------|-------|-------------------------|-------|
| 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 the style described by these adjectives come about? Do you remember when you started it? Check which answer fits best:

- a. When I was a child (younger than 5 years of age) _____
- b. When I was in elementary school _____
- c. When I was in middle school _____
- d. When I was in high school _____
- e. After high school _____
- f. Any other time _____

5. Please explain further:

6. Was the style described by these adjectives acceptable or unacceptable? Why? Please explain.

7. Give three specific examples of how the style described by these adjectives affects you.

Example 1:

Example 2:

Example 3:

Homework: Next week, plan to repeat the style described by these adjectives 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 style, 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 the style described by these adjectives 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 Relational Styles

Name _____ Sex _____ Date _____

The purpose of this form is to review whether this practice exercises was helpful to you or not.

1. Please check the answer that best fits how you feel about this practice exercises:
 - a. I did not like working on this practice exercises at all. I wish I never saw it. _____
 - b. I did not like this practice exercises 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 exercises. _____
 - d. I am not only delighted about working on this practice exercises, but I wish all people with relational problems had a chance to work on it. _____

2. How helpful was it to work on this practice exercises? 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? Please rank-order the practice exercises. Rank as No. 1 the one 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 that did not apply to you.

Styles	Rank-orders			
	First	Partner	Other	Final
a. Empty/absent	_____	_____	_____	_____
b. Participant/sharing	_____	_____	_____	_____
c. Solitary/reserved	_____	_____	_____	_____
d. Tenacious/egocentric	_____	_____	_____	_____
e. Docile/surrendering	_____	_____	_____	_____
f. Altruist/involved	_____	_____	_____	_____
g. Mysterious/ambiguous	_____	_____	_____	_____
h. Collaborative/mediator	_____	_____	_____	_____
i. Abstract/unpredictable	_____	_____	_____	_____
j. Sharing/innovative	_____	_____	_____	_____
k. Rebel/antagonist	_____	_____	_____	_____
l. Dominant/dictatorial	_____	_____	_____	_____

<i>Styles</i>	<i>Rank-orders</i>			
	<i>First</i>	<i>Partner</i>	<i>Other</i>	<i>Final</i>
m. Two-faced/false-altruist	_____	_____	_____	_____
o. Unpredictable/altruist	_____	_____	_____	_____
p. Inconclusive/disorganized	_____	_____	_____	_____
r. Confused/chaotic	_____	_____	_____	_____

4. Now ask your partner, relative, or friend (Partner) as well as another person (Other) to rank-order these styles. Write down their rank-orders and then calculate the final rank-order that represents whether you paid attention to these other opinions.
5. Sometimes what we like most is not necessarily the most helpful. Rank the practice exercises according to their helpfulness to you. Rank as No. 1 the most helpful, rank as No. 2 the next most helpful, and so on, down to the least helpful practice exercise; mark as N/A the practice exercises that did not apply to you.

<i>Styles</i>	<i>Rank-order</i>	<i>Styles</i>	<i>Rank-order</i>
a. Empty/absent	_____	i. Abstract/unpredictable	_____
b. Participant/sharing	_____	j. Sharing/innovative	_____
c. Solitary/reserved	_____	k. Rebel/antagonist	_____
d. Tenacious/egocentric	_____	l. Dominant/dictatorial	_____
e. Docile/surrendering	_____	m. Two-faced/false-altruist	_____
f. Altruist/involved	_____	o. Unpredictable/altruist	_____
g. Mysterious/ambiguous	_____	p. Inconclusive/ disorganized	_____
h. Collaborative/mediator	_____	r. Confused/chaotic	_____

6. Please feel free to write any comments that might improve this practice exercises.

Families

Foster/Adoptive Care

The purpose of this practice exercises is to help potential foster/adoptive parents prepare for caring for their foster or adoptive child(ren).

Practice Exercise 1. Learning to Think Like a Foster/Adoptive Parent

Name_____Sex_____Date_____

The purpose of this practice exercise is to help you think like an adoptive/foster parent.

Be sure that the numbers and letters in your answer sheets match those in these practice exercises.

1. This is a list of the most commonly asked questions about foster or adoptive care. Answer these questions to the best of your ability even if you have to guess. After you have completed your answers, discuss them and their implications with your partner.

- a. Question for the natural family:

- i. Why did we lose our child?

- ii. Will they give him/her back?

- iii. Could we keep in touch with him/her?

- iv. Would foster/adoptive care help us too?

- b. Question for the foster/adoptive child:

- i. Who are these foster people?

ii. What can I do now?

iii. What can I not do?

iv. What do they expect from me?

v. What do they think about me?

vi. Who can I rely on?

vii. What will my family think about me?

viii. Will they accept me or reject?

ix. What have I done to deserve this?

c. Question for the foster or adoptive parents:

i. Are we fit for this experience?

ii. Have we got enough strength?

iii. How can we get to know him/her, his/her habits, and his/her difficulties?

iv. How can we raise him/her?

v. What will our natural children say about the ways the foster child is different? Will they become friends with the foster child?

vi. What will happen if we become too fond of him/her?

vii. What will we do if his/her family pesters or bothers us?

d. Questions for the natural children of foster or adoptive parents:

i. Is s/he taking my space away?

ii. What will s/he demand from us?

iii. Is s/he being a pest?

iv. Can we live now as before?

v. Will my parents love me as much as before?

e. Questions for the extended family of foster/adoptive parents:

i. Have they got enough strength to deal with this child?

ii. Will this child turn out to be as rejected as he or she may seem?

- iii. What will happen when the child goes back to his/her family, will s/he be worse off?

- f. Questions for social workers:

- i. Is this experience worth the trouble?

- ii. Is this family right for this child?

- iii. How long will the child stay in this house?

- iv. How will the natural parents behave?

- v. In which way can we help all of them?

2. In your opinion, are there other important questions? Write as many questions you can think of that were not contained in the above list.

3. Go back to the list above and reread carefully all the questions most asked by foster/adoptive parents.

a. What questions did you ask yourself before reading these questions? Write out at least three new ones:

i. Question 1

ii. Question 2

iii. Question 3

b. What questions are new to you, questions that you wonder about?

c. Are there other questions that would be worth asking?

4. After your have discussed your answers with those of your partner, answer the following questions:

a. Did you answer all the questions listed above?

- b. Which questions did your partner answer differently from you?

- c. What questions did you answer that your partner did not? (Put a question mark beside them.)

- d. What question are not yet answered? (Put an asterisk beside them.)

- e. Summarize in a few words what you feel about the prospect of becoming foster/adoptive parents.

5. Which people do you think are most troublesome in facing a foster/adoptive situation? Rank them from the most troublesome (No. 1) to the least troublesome (No. 7 or 8):

<i>People</i>	<i>Rank-order</i>
Natural family	<hr/>
Foster child	<hr/>
Our children	<hr/>
Our extended family	<hr/>
Neighbors	<hr/>
Friends	<hr/>
Social workers	<hr/>
Other (specify _____)	<hr/>

6. Where would you put yourselves in the above ranking?

7. What could you say or give to people who are in more trouble than you?

8. What do you wish to receive from people who are in less trouble than you?

Homework:

1. Who would you like to talk about foster/adoptive care with:

- a. Your children
- b. Your parents
- c. Your relatives
- d. Your neighbors
- e. Your friends
- f. Your coworkers
- g. Other (specify_____)

2. Schedule a meeting with as many people listed above as possible. Set the specific time (date and hour) and arrange the proper accommodations. Open the discussion in this way: "Both my partner and I would like to hear your views about foster/adoptive care. Before embarking on such a difficult responsibility we would like to hear from all of you because, without your support, we may not want to start on this journey."

3. Keep notes on the discussion. Bring these notes to the next training session.

Practice Exercise 2. Foster or Adoptive Child Checkup

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to help foster/adoptive children to connect effectively with their foster or adoptive parents. The child is the main subject of this experience. The natural parents, if they are effective parents, know their children well; they saw them from birth, they named them, they have watched them day by

day, they saw them through highs and lows. They love them as much as anyone can love. However, they may not be able to take care of them as well as you might. Foster/adoptive parents need to acquire their information, if at all possible, so that they can enter into the relationship with the child by knowing beforehand his/her situation, in order to show their love to this child. Since this is an important part of the process, we need to work on a “foster/adoptive child checkup.”

1. What do you wish to know about a child before she/he comes into your home? We need to consider first the age of the child.
 - a. Family relationships with preschool children: Think about a daily family situation, for example, suppertime. What would a child do in this situation? There are many possibilities, but choose three typical ones. Cite the child's age or age range _____. Write down some typical child's behaviors for the age stated above.

- i. How would his/her parents react?

- ii. Now place the same child into another family (i.e., in the family of the parents' friends, but not the child's friends). How would s/he behave?

- iii. How would the adults react or exert parental responsibilities?

- b. Family relationships with elementary school children. Think about the same situation, but with an elementary school child. Cite the child's age or age range _____.

- i. Some typical child's behaviors:

ii. How would his/her parents react?

iii. Some behaviors of the same child in a different family:

iv. The response of the adults with parental duties:

c. Family relationships with teenagers

Apply the same situation to a teenager. Cite the teenager's age or age range
_____.

i. Some typical teenager's behaviors:

ii. How would his/her parents react?

iii. Some behaviors of the same teenager in a different family:

iv. The response of the adults with parental duties:

- d. Child's behavior in an unknown family

2. Think again about the child's behavior and the parents'/adults' response. Specify the age and sex of the child_____.

- i. Some typical child's behaviors:

- ii. How would his/her parents react?

- iii. Some behaviors of the same child in a different family:

3. Questions for adults with parental duties: A foster or adoptive child, coming into a family, behaves as any child would who is put into a strange situation, at least until s/he becomes accustomed to living in that family without anxieties and fears.

- a. What would you feel if you were in the same situation?

- b. What would you think if you were in the same situation?

- c. What would you do if you were in the same situation?

4. Foster/adoptive child's behaviors

There is no such thing as a “normal” child. Children have different personalities, feelings, and habits, resulting from their past experiences. A foster/adoptive child usually has had a more difficult past than most other children. His/her natural family has had more troubles than most other families. The child may have lived apart from his/her natural family for a long time.

- a. Maybe s/he has not acquired habits that, for most children of the same age, we consider important. Considering the child's age and sex, write your thoughts about the habits listed below:

i. Body care

ii. Eating and drinking

iii. Playing/leisure time

iv. School/work

v. Relating to others

vi. Other (specify) _____

- b. The child may have acquired some negative habits. Consider those listed below and add others, if necessary. Rank them from the most troublesome (No. 1) to the least troublesome (No. 6).

Negative Habits

Rank-order

- i. Temper tantrum
- ii. Stealing
- iii. Smoking
- iv. Fighting
- v. Lying
- vi. Other (specify)

- c. She could have: such as the following:

Rank-order

- i. Bad eyesight
- ii. Faulty hearing
- iii. Stuttering
- iv. Emotional or mental troubles
- v. Learning disabilities
- vi. Poor memory
- vii. Lack of concentration/attention
- viii. Hyperactivity
- List other possible handicaps:
- ix. _____
- x. _____

- d. Write your reasons for ranking the negative habits and handicaps they way you did.

5. Consider gender differences: Specify the child's age and sex _____. Suppose the child demonstrates some behaviors among those listed in item 4.

- a. Make up a worst-case scenario for what your reactions would be to it.

- b. Do you feel you could accept a child with these qualities? Is there full agreement between you and your partner?

- c. How would you try to find a solution to any problem arising with the child?

6. The meaning of behavior

In dealing with relationships between the foster/adoptive child and foster/adoptive parents, we have to consider the following possibilities

- a. The child behaves in certain ways because
- i. S/he does not know how to behave differently
 - ii. S/he does not want to behave differently
 - iii. S/he wants the opposite from what you want
- b. Why do these behaviors take place? Discuss these possibilities and others, and write down your conclusions.

7. Any parent, whether natural, adoptive, or foster, has to keep in mind positive rather than negative reactions to the child's behavior or misbehavior:

- a. A constant positive feeling: the child must have the experience of feeling wanted and loved
- b. A realistic view of the level of skill necessary for the child's age, that is, what he/she can have, make, hold, spend, etc.
- c. What do you think about these issues?

Homework: What will you do to cope with potential problems? Will you two parent the child as individuals or will you parent as a couple? This is a very important issue that needs a great deal of thought and discussion because foster/adoptive care requires much more energy and thought than caring for natural children. In what ways is it possible to cope with potential difficulties? Keep notes of your discussion. Bring these notes to the next training session.

Practice Exercise 3. Foster/Adoptive Care: Needs and Demands

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to review some aspects of foster or adoptive care in order to increase your effectiveness as parents. The foster/adoptive child is not responsible for the foster/adoptive family's satisfaction. This child needs a positive family experience.

1. It is necessary to combine the child's needs with the emotional availability of his/her caregivers.

- a. What do the words "emotional availability" mean to you?

- b. Are you able to be emotionally available to each other? How?

- c. Are you able to be emotionally available to others? List as many people as you can think of with whom you have been emotionally available in the past, including your natural children (if any).

- d. If you are unable to be emotionally available to yourselves as individuals and to each other as a couple, you may need to reconsider undergoing the experience of foster/adoption care. If there is a problem here, discuss it with your trainer or professional helper.

2. In addition to emotional availability, there are a host of other issues you need to become aware of. Here is a range of possibilities in foster/adoptive care:
- a. Temporary custodianship for just some weeks or months because of serious emergencies in the child's natural family.
 - b. Foster care experience after the child has grown in an institution or in another foster family, and a positive family experience is important before facing life without such an experience.
 - c. Foster care before a reintroduction to his/her natural family. This reintroduction depends on the nature of the disturbance in the natural family, such as: physical, psychiatric, financial, legal, etc.
 - d. Foster care awaiting court decision for adoption. Adoption is not a prospect for the foster family.
 - f. Foster care as preadoptive step. This represents the first step toward adoption after all legal formalities and court decision have been taken into consideration.
 - g. Discuss the implications of these possibilities with your partner, close friend, or professional helper.
 - h. Consider any other possibility not listed above.

3. Which of these foster/adoptive care possibilities are you considering and why?

4. Which of these possibilities are you excluding and why?

5. Write down the advantages and disadvantages of each age range for a foster/adoptive child:

- a. Toddler to nursery school

b. Kindergarten

c. Elementary school

d. Middle school

e. High school

f. Which age do you consider suitable for a foster child in your home and why?

g. Which age do you exclude and why?

h. How did you decide on a suitable age?

7. Do you prefer a boy or a girl?

a. What are the reasons for your preference?

- b. Which disadvantages do you think you could handle with a child of the other sex?

- c. What do your children (if you have any) think about the foster child's sex and why?

- d. What do your relatives/friends/neighbors think about this issue?

8. What do you think about the child's race or ethnic origin?

- a. What do you prefer and what do you exclude? Why?

- b. What do think your children, relatives, or neighbors may feel about this issue and why?

9. Which health conditions in the foster/adoptive child's do you exclude and why?

10. Which psychological and emotional troubles (in the foster child) you do not want or feel able to face and why?

11. Foster/adoptive care is not a bank transaction; nevertheless, this service is expensive and requires money. Which of the following financial conditions do you think is the most appropriate, keeping in mind your financial situation?

- a. No financial reward _____
- b. Money needed for hospital treatment _____
- c. Money needed for school assistance _____
- d. Money needed for board and room _____
- e. Money needed for college education _____
- f. The money provided by welfare will be sufficient to cover our _____
expenses for this child
- g. Explain your choices: _____

- h. Write down what you will need in terms of future expenses for this child until s/he reaches 18 years of age.

12. Family foster/adoptive care is a service connected with social services. Below are some possible relationships with these services:

- a. A mental health helper will visit you every week _____
- b. A mental health helper will visit you every month _____
- c. A mental health helper will be at your disposal every time you _____
need help
- d. A mental health helper will participate to your family _____
conference
- e. A mental health helper will communicate all information, _____
even if not in person
- f. What other type of relationship with the mental health helper would you like? Why?

-
-
-
- g. Which would be your preference and why?

-
-
-
- h. Which of these possibilities do you think are most suitable to your situation and why?

Homework: Family foster/adoptive care represents a complex endeavor, with many requirements and responsibilities. It may or it may not offer many nourishing advantages to the family. Plan a family meeting to discuss issues presented in this or previous practice exercises. Keep notes of the discussion. Bring these notes to the next training session.

Practice Exercise 4. The Skills of Adoptive/Foster Parents

Name_____Sex_____Date_____

The purpose of this practice exercise is to stress that adoptive/foster children require an extra dose of understanding, patience, and forbearance.

1. As we have stressed, the child is the main subject of the foster/adoptive care experience. Of course, foster parents are just as important! Their skills are not so different from those of natural parents' skills. Nevertheless, it is important to stress some specific aspects of the foster/adoptive care experience. Write down some skills you think are important in parenting children.

2. Now that you have listed these skills rank them in terms of their importance to you and to the child. Rank the most important as No. 1, rank the next most important as No. 2, and so on, until you have ranked all these skills in order of importance.

3. Explain the reasons for your ranking order.

4. If you have natural children, you know some of their friends.

- a. Do you use the same skills with them that you use with your children?

- b. What is the difference between skills used with your children and the skills you use with their friends?

5. How about the foster/adoptive child?

- a. Are the skills needed for your children the same as the skills needed for a foster/adoptive child? Why?

- b. How are the skills necessary for your children different from skills necessary for the foster/adoptive child?

- c. What skills are they?

6. A good foster parent should be able to:

- a. Put him/herself in the child's shoes
b. Understand the child's needs
c. Stress the child's positive aspects
d. Respect the child's individuality

7. Are these skills in your list?

- a. Which of these skills do you feel you have? Why?

- b. Which of these skills do you not have? Why?

- c. Do you agree about the importance of these skills? Why?

8. When foster/adoptive parents have to manage their natural children and their foster child together, the situation can become difficult. Paying attention to the natural children can be seen as preference by the foster/adoptive child and vice versa.

- a. What do you think about this possibility?

- b. How do you plan to deal with this possibility?

9. Below is a list of suggestions to avoid possible preferences or conflicts about problem behaviors:

- a. Consider the age of each child.
- b. Explain your position in advance and give some reasons for it.
- c. Clarify the relationship between the specific situation or context and how adults as well as children need to behave accordingly.
- d. Pay attention to sex differences.
- e. Forbid any criticism about the topic of parental preference.
- f. Debrief the children periodically by arranging regular family conferences.

10. Rebut and respond to any verbal expression of preference or any other complaint by writing the complaint down and informing the child(ren) that this topic will be dealt with in a family meeting after discussion with your partner.

11. Do what you said you will do and after discussion with your partner develop a plan of how to deal with the issue after negotiation with family members in a preset family meeting.

12. There will be moments of stress from the beginning. The foster/adoptive child can provoke serious problems because she:

- a. Is depressed
- b. May want to be sent home
- c. Feels uneasy and unhappy
- d. May test the limits of your acceptance capacity by wanting to see whether you can express unconditional love
- e. May feel rejected by your children and may want to test whether there are parental preferences
- f. Needs to be asked for reasons why s/he behaved the way s/he did; very likely s/he will not know or will make up an excuse that many or may not be relevant to the situation at hand

13. Regardless of the child's behavior, it is your choice whether you want to react immediately to the child's (mis)behavior or whether you can keep your council, avoid reacting, and remain in charge. Reacting may mean exploding in the face of an unusual or deviant situation. It is more conducive to keep cool and ask for information before responding. Extreme reacting may border on child abuse, which should be avoided at all costs. Conducive behavior means taking stock of the situation, obtaining all the possible information, and processing it with your partner and/or trainer or professional helper before responding to the child.

- a. Give as many examples of reactive behavior as you can.

- b. Give as many examples of conducive behavior as you can.

- c. Which behavior offers more positive solutions? Why?

14. To help you reach a conducive rather than reactive level of parenting, consider the following suggestions for increasing skills in stress management. This is a partial list, and you and your partner need to develop a plan on how to deal with various situations that will come up (see Homework).

- a. Minimize disruptive behaviors (if they do not require the immediate intervention of social services or the police) by giving the child alternative and more positive ways of responding.
- b. Distinguish actions from feelings.
- c. Do not put down or ridicule inappropriate behaviors.
- d. Debrief the initial or previous agreement by asking for further information and whether the child has understood what was expected of him or her.
- e. Do not threaten corporal punishment.
- f. Do not threaten moral punishment or rejection.
- g. Do not preach to the child.

- h. Distinguish what is relevant from what is not; discuss these possibilities at length.
- i. Schedule a family meeting at least 24 h in advance. The planned-parenting practice exercises shown below may be helpful in this regard.
- j. Write down other types of management that have helped lower the stress in your family.

Homework: Review the parenting skills listed above and choose the three or four you think are the most important for the child's sake. With your partner's help, develop a detailed plan for parenting the child in for the next few weeks.

Practice Exercise 5. The Foster/Adoptive Child Is Not an Orphan

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to stress that the adoptive/foster child comes into the new family with baggage from past relationships that is going to impinge on and affect new relationships.

1. The child does not came alone into a foster/adoptive family. S/he brings complex relationships with other people. Consider the relationships that have been important in determining the foster/adoptive child's life. These relationships are the basis for the child's personal identity, even though there might have been difficulties, tensions, and pain. If foster/adoptive parents do not consider these relationships, they risk repeating the same kind of relationship problems with the child.
2. Get information about his or her natural family. The child may still be a member of that family, if not legally, then emotionally This family has affected most of the (positive or negative) development of this child. To know more about the child's natural family is a consistent part of knowing more about the child. If you have obtained this information, what are the chances of:
 - a. Success?
 - b. Failure?
 - c. Be realistic in writing down what these chances will be.

3. If the child was removed from his/her natural home, very likely it was due to problems. Consider what these problems could have been:
 - a. Chronic poverty, with an event that put the family in an emergency situation
 - b. Alcohol or drug addiction
 - c. Physical abuse

- i. Beatings
 - ii. Scolding
 - iii. Burning
 - iv. Wounds
 - d. Sexual abuse or molestation
 - i. Oral intercourse
 - ii. Anal intercourse
 - e. A neglectful situation in fundamental life needs
 - f. Verbal abuse
 - i. Blaming
 - ii. Put-downs
 - iii. Criticisms
 - iv. Scolding
 - v. Name calling
- 4. Did you know other families in similar situations?
 - a. What reactions did you have to these abusive behaviors?

 - b. Is there something about these behaviors to understand before condemning them?

 - c. Write down some positive aspects of families like these.

- 5. Is separation from the family worse than abuse? The child may have gotten used to negative behaviors! Maybe s/he feels more pain about the separation than about abusive treatment.

a. Most likely, his/her feelings are despair and abandonment.

i. Did you ever feel something similar? Describe the situation.

ii. In what way did you overcome the situation?

b. A child can feel angry about being abandoned.

i. Did you feel abandoned in the presence of your children or relatives?

ii. How long did you feel this way?

iii. Could you control and bear it?

c. If a child sees a new environment that contrasts drastically from the former, the child may feel loyalty conflict: "If I do this, will I receive love from my family? If I behave in different way, what will the foster family say?" This loyalty conflict may lead to passivity, indecision, and an incapacity to do anything.

i. Did you ever experience such a feeling?

- ii. How long did you feel this way?

- iii. How is it possible to overcome it?

6. Write down your possible solutions for overcoming a loyalty conflict.

7. Continuity of intimate relationships is very important. Foster/adoptive families must learn to respect the history and origins of foster children and love them without owning them.

- a. Do you agree?

- b. How is it possible to do this?

8. The relationships between foster/adoptive and natural families need to be viewed as a possible reality. The child's natural family may want to visit the child's foster home. They may want to arrange visit with their child outside of the foster home. One needs to consider the circumstances, and foster/adoptive parents may need to consult with appropriate authorities or social services. These visits may represent the key element in bringing together the families as well as in terminating the parental rights. These visits may be the main tool for overcoming many issues already considered in previous sessions. If they are possible, plans should be prepared to deal with them.

- a. Preparation of the natural parents: They need to complete a training program appropriate to their needs and level of functioning. This training could be found in the planned-parenting practice exercises that follows this one.
 - b. Foster parents will need to:
 - a. Talk with the foster child concerning the meaning of these visits
 - b. Talk with their own children and relatives
 - c. Set up a time and place for the visit, and arrange any legal forms required
 - d. Manage these visits in a way that will be positive for all, especially for the child
9. What strategies could you use to deal with these visits?
 - a. After the visit of the natural parents, discuss it with the child or a social worker; focus on the behaviors and attitudes of:
 - a. The foster/adoptive parents
 - b. The natural children and relatives
 - c. The foster child
 - d. The natural parents of the child
10. To put home visits in perspective, the discussion should ask:
 - a. What did we learn, so that the next visit can be more positive than this one?

 - b. Is the discussion compatible with our lifestyle?

 - c. What can we do differently next time?

11. The Achilles' heel of a visit from the natural parents can found in behaviors to which the child may react with negative feelings. For example, talking to the natural parents about the child's arrival in the foster family, you can say: "Our children welcomed him/her with open arms! We hope they will became good friends." But the natural mother may hear that you are criticizing her, and proclaim in response: "But we always loved him/her!" Thus, the foster/adoptive parents must be careful not to say anything that will sound critical of the natural parents or suggest that they do not love the child. Thus, any possibly invidious comparison needs to be avoided.

12. Foster/adoptive parents can intervene in different ways. Prepare a variety of worst-case scenarios and consider how to respond to them if they arise. Think of at least one scenario for each of the following possibilities:
- Jealousy
 - Hostility or aggressiveness
 - Exploitation
 - Indifference

Homework: Review the natural parents' attitudes and possible behaviors and then answer this question: If these attitudes and behaviors were ours, what would happen? Keep notes on the discussion. Bring these notes to the next training session.

Practice Exercise 6. The Foster/Adoptive Child vs. Your Own Children

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to understand the inevitable conflicts that may arise between natural and adoptive/foster children.

- The foster/adoptive child faces new parents as well as new children, both in your home and in school.
 - Discuss with your natural children the possible availability of your family for foster children. Write down your children's reactions, positive and negative, and discuss them with the children and in another meeting with your partner or professional trainer or helper.

- You need to explore your natural children's feelings about the foster/adoptive child. Below are reactions that your children may have toward receiving in your home a foster/adoptive child:

- S/he is a stranger. S/he is not a member of our family.

- S/he does not have our habits.

iii. We don't know him/her and we do not want to.

iv. S/he is the enemy; s/he is too big, too little, bad, a bully, etc.

v. S/he does not talk much or do things like we do.

vi. S/he is a rival for our parents' love; s/he stole our parents from us.

vii. S/he demands too much attention from our parents that we need and want for ourselves.

viii. S/he is a pest; s/he occupies our room, breaks our toys, plays with our things.

ix. S/he is a sponger; s/he eats up all the food that belongs to us.

- x. S/he is our little slave; s/he should do what we want; s/he must do what we tell her/him.

2. Discuss all of your children's stated objections, as well as others that they may not express directly in words.

- a. Ask yourself why do they have these feelings?

- b. Whatever their feelings may be, assume that your children feel insecure about your loving them.

- c. You need to ask yourself what behavior on your part has rendered your children so insecure.

- d. You need to answer this question before you are able to consider foster/adoptive care, since the foster/adoptive child will need a double dose of security because, chances are, s/he will be an even more insecure child than your own children.

- e. Discuss the issue of security-insecurity with your partner. How secure or insecure were you about your parents' love?

- f. If either one of you was insecure, how do you expect to give security either to your children or to a foster/adoptive child?

3. After this discussion, practice finding positive aspects in:

- a. Your partner/friend

- b. Your own children

- c. The foster/adoptive child

3. Complaints may be voiced not only from your children about the foster/adoptive child, but also from either parent because you both might be worried about the influence of this child on your children. Rank-order the behaviors that may become sources of conflict between you and the foster/adoptive child. Rank as No. 1 the greatest potential source of conflict that worries you the most, rank as No. 2 the next potential source of conflict, and so on, until you have ranked all potential sources of conflict.

<i>Behavior</i>	<i>Rank-order</i>
a. Inappropriate habits in general (does not bathe or does not practice personal hygiene)	<hr/>
b. Does not brush his/her teeth	<hr/>
c. Eats with hands	<hr/>
d. Throws temper tantrums	<hr/>
e. Disobeys requests	<hr/>
f. Inclined to steal	<hr/>
g. Smokes	<hr/>
h. Has had premature sexual experiences	<hr/>
i. Tells lies	<hr/>

<i>Behavior</i>	<i>Rank-order</i>
j. Uses foul language	_____
k. Is aggressive and hostile	_____
l. Other worrisome behavior (specify)	_____
m. Other worrisome behavior (specify)	_____

4. In trying to help the child, below are some choices that might help you deal with undesirable behaviors:

- a. Speak to your own children about these behaviors.
 - b. Explain to the foster child that these behaviors are unacceptable, giving the reason for their unacceptability.
 - c. Tell the child what consequences may follow unacceptable behavior.
 - d. Make sure that these consequences have been thought through and are not made up on the spur of the moment or out of anger or frustration. Discuss these consequences with your partner before discussing them with the children, both your own and the foster/adoptive child. Discuss the pros and cons for each choice with your partner, writing them down.
 - e. Make sure that these consequences follow naturally from the unacceptable behavior. Discuss them also with your trainer or professional helper.
 - f. Make sure that these consequences are applied with care, troublesome thoughts, consideration, and compassion, and that they apply to your own children as much as to the foster/adoptive child.
5. What are some opportunities for increasing the pros and reducing the cons of the child's behavior?
- a. If have no plan, develop one. (See the planned-parenting practice exercises.)
 - b. A poor plan can be improved.
6. Another aspect of foster/adoptive family care to take into account troublesome thoughts the possible impact (influence) that this child might have on your children. Write down all the possible influences that this child could have on your own children. Compare and contrast your list with the list made up by your partner. Make up a master list from both. For each troublesome thoughts write one or two ways of dealing with it.

Homework: Decide whether you want to parent with a plan or without a plan. If you have no plan, you do not need to parent anybody. (See the planned-parenting practice exercises.)

1. If you have no plan but want to develop one, do so with the help of your partner, other parents, friends, or a professional helper. Part of this plan would contain troublesome thoughts written in response to item 6.

2. Review the main point of this lesson and then write down some notes for a possible discussion with all the children in a preset family meeting.
3. If at all possible, hold this family meeting and write down a detailed summary of what occurred, keeping notes of what went on. Bring these notes to the next training session.

Practice Exercise 7. A Welcome Plan

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help to prepare a plan to welcome to your home the new adoptive/foster child.

1. This practice exercise puts together various ideas that have emerged during this training program. Structure a possible plan to receive the foster/adaptive child in your home. Let us suppose that your preparation is completed. Your availability as foster/adoptive parents has been positively evaluated by social services. There are no formal or legal obstacles or unforeseen events. Consider this situation:
 - a. It is Monday afternoon. You receive a call from a social worker whom you know, who says. "There is a child who needs to be received in a family, because his father, an alcoholic, is in jail and his mother has been hospitalized in an emergency this morning for an contagious illness. He does not have any relatives locally. He does not present any particular problems, but he does not do too well in school. This emergency could last up to 6 months. We think that your family could be a good placement for this child. What do you think? If you are favorably disposed, this child could visit with you as early as Wednesday evening. I will give you more details if you accept. We would like, if possible, for the child to be received by next weekend." Given the sex, age, and ethnic origin of the child, draw up a plan for receiving the child:
 - a. People to meet:
 - i. Social worker
 - ii. The child
 - iii. The lawyer
 - iv. Ask if there other people who will be present (i.e., newspaper, police, etc.)
 - b. Information to ask about
 - c. Agreements to sign

- d. Preparation of family members
 - i. What to say
 - ii. What to ask
 - iii. What not to say
 - iv. What not to ask
 - v. What to do
 - vi. What not to do
 - e. Preparation of people outside the immediate family (relatives, in-laws, siblings, extended family members, neighbors, friends, clergyman)
 - i. What to say
 - ii. What to ask
 - iii. What not to say
 - iv. What not to ask
 - v. What to do
 - vi. What not to do
- 2. Things to prepare:
 - a. Bed and space for belongings
 - b. Schedule for driving the child to the doctor, social services, school, etc.
 - c. Extra food
 - d. Extra clothing if necessary
 - 3. Plan for the weekend by considering some possibilities for receiving the child:
 - a. Where to pick him up
 - b. Will the social worker bring him to your home?
 - c. Prepare a party with neighbor children of the same age
 - d. Ask neighbors to come to welcome the child
 - e. Structure the weekend with activities as well as rest periods
 - f. Invite friends who are involved in your support group
 - g. Invite relatives who are part of your support group
 - 4. Review these possibilities and then choose which of them seem attractive to you. Consider the possibility that the child may be very shy, very fearful, or very tired and upset. Consequently, discuss your plans with the social worker who is acquainted with the natural family and the child.
 - 5. In considering all the possibilities listed above, talk with your partner about the pros and cons of each possibility, considering the information about the child given to you by the social worker.
 - 6. Which possibility is the most advantageous?

7. Unforeseen events can arise. To prepare yourself for them, suppose that you receive a call from the social worker, who says, "There are some unforeseen circumstances that will make it impossible for the child to be placed in your home. Tomorrow evening I'll explain more."

a. What will be your reaction? Why? To whom will you express it and how?

b. What will you say to your family?

c. What will you say to your neighbors and friends?

d. Will you express your disappointment to the social worker?

e. Will you be available as foster/adoptive parent in the future?

Homework: During the coming week, discuss with your partner whether you still want to consider becoming foster/adoptive parents or not. What are the pros and cons of becoming one? Bring your conclusions to the training session.

Concluding Feedback Form

Name _____ Sex _____ Date _____

The purpose of this form is to review what has been learned from this series of homework practice exercises. Now that you have completed this practice exercises, please respond to the following questions concerning the use of written homework practice exercises.

- Rank-order the homework practice exercises according to their usefulness in developing an effective introduction to foster/adoptive family care. Rank the most useful practice exercise as No. 1, rank the next most useful as No. 2, and so on, ranking the least useful as 7.

*Practice Exercises**Rank-order*

- | | |
|----------------------------------------------------|-------|
| a. Learning to think like a foster/adoptive parent | _____ |
| b. Foster/adoptive child checkup | _____ |
| c. Foster/adoptive care: needs and demands | _____ |
| d. Foster/adoptive parenting skills | _____ |
| e. The foster/adoptive child is not an orphan | _____ |
| f. Foster/adoptive child vs. one's own children? | _____ |
| g. A welcome plan | _____ |
- How useful was this practice exercises to help you prepare as a foster/adoptive parent?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		
 - How useful did you find this practice exercises in improving your relationship with your partner?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		
 - How useful was this practice exercises in increasing your potential for foster/adoptive care?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		
 - How useful was this practice exercises in helping you decide whether you want to be considered for foster/adoptive care?

a. Very useful	_____	d. Slightly useful	_____
b. Quite useful	_____	e. Not useful at all	_____
c. Somewhat useful	_____		

6. Using your own words, what did you find useful about this practice exercises?

7. How could this practice exercises be improved? Your suggestions will be welcome and appreciated.

Planning Parenthood

Note to professional helpers: The purpose of this practice exercises is to reduce cumbersome and abstract models, derived from a developmental, contextual competence theory (L'Abate, 2005, 2006), to concrete and specific practice exercises to be used as homework to evaluate interactively, rather than statically, as in test instruments, models, and the theory behind them. As most sources have demonstrated, parenting and parenting preparation are crucial to personality development of the child. These skills have become even more crucial given the increase of nontraditional family structures, which, no matter their composition or level of functioning, will need to have parents exercising these skills. Note that there are other theory-derived practice exercises that deal with parts of the theory, such as (1) depression, (2) negotiation, (3) intimacy, (4) selfhood, and (5) identity. The depression practice exercises (L'Abate, 1986) contains the drama triangle, the distance regulation triangle, and the paradoxical prescription of depression positively reframed as a "friend." The negotiation practice exercises (1986) was patterned after the ERAAwC (Emotionality, Rationality, Activity, Awareness, and Context) model, and contains practice exercises about the ARC (Abusive/Apathetic, Reactive/Repetitive Conductive/Creative) and resources exchanged models. The intimacy practice exercises (1986) contains practice exercises about seeing the good in self and intimate others, caring, forgiveness, and three practice exercises about sharing of hurts. The identity practice exercises, located in (section 3) contains about a variety of self-definitions that are not contained in the selfhood model. The selfhood model is represented in two separate practice exercises about receiving importance from self-attributes and from intimate others.

By the same token, there are theory-related and theory-independent practice exercises that are, however, in some way or another conceptually related to the models of the theory. They could be compared with this one and other practice exercises,

or other parenting skills programs. What would happen when a parenting program taking place face to face through talk between parents and professionals is compared with this practice exercises administered at a distance through the Internet, with a minimum of face-to-face talk between parents and professionals?

Responsible professionals should be aware of and follow the ethical and professional guidelines of their respective national and state organizations, and should obtain from participants a signed informed consent form. Also, they should conduct a structured or unstructured screening interview and administer a battery of tests relating to the level of individual, couple, or multirelational functioning, as well as a baseline parenting inventory to evaluate the level of parenting skills present in prospective or actual parent(s) before administering this practice exercises. These tests and parenting inventories should be readministered after completion of the practice exercises, and, ideally, 6 months or even 1 year after completion.

Make sure that partners, parents, caregivers, and single parents complete these practice exercises at specific, preset, predetermined times, ideally always in the same place. The purpose of stressing the same place and time in practice exercises is to teach parents to become regular and predictable in how they are going to complete the practice exercises in this practice exercises. Perhaps this regularity may generalize to other parts of their parenting and of their relationships. It would help the process of homework practice exercises if families were taught from the outset how to be together, how to say how much they love each other, and how to communicate nonverbally through hugging, holding, and cuddling.

Practice Exercise 1. The Purpose of This Practice exercises

Name _____ Sex _____ Date _____

A practice exercises consists of written homework practice exercises to be completed by partners, parents, or single parents who want to improve their parenting skills according to a positive plan. Rather than reacting to your children immediately and with no forethought, without thinking about the consequences of your or your children's actions, the purpose of this practice exercises is to make you think about what you are doing as an individual, as a partner, and as a parent. If you do not have a partner, perhaps you can enlist the help of a caring friend, or use the professional who is administering this practice exercises to you as a sounding board and a source of support and feedback.

The reason for calling this practice exercises “planned parenting” stems from the fact that responsible and responsive parenting does not come about automatically in a vacuum. Parenting is too serious, important, and responsible an activity to assume that we can parent our children without learning any skills. The only parenting skills we know usually are those we learned from our parents. If our parents' skills were in some ways defective or incomplete, we are doomed to repeat their mistakes. Parenting, to be effective, needs to be planned carefully and sensitively.

1. What do you want to get from working on the practice exercises of this practice exercises? Check all that apply:
 - a. I want to improve my skills as a parent. _____
 - b. I would like to plan what I do with my children, rather than simply respond or react to them. _____
 - c. I am so limited in my parenting skills that I can use any help I can get. _____
 - d. My parents were not models of parenting skills, and I hope I can improve on what they did. _____
 - e. My parenting background was so erratic and unplanned that I need to become more consistent and more positive in my parenting skills. _____
 - f. I have read many books on parenting, but none gave me a hands-on experience of really working interactively with down-to-earth practice exercises. _____
 - g. My parents were so abusive that I need to make sure I do not repeat the mistakes they made. _____
 - h. Parenting is too important to think that one can learn it without thinking and learning more about it. _____
 - i. Parenting is the most important skill one needs to learn in life. _____
 - j. My parenting skills definitely need improvement. _____
 - k. Any other reason not listed above (state what it is) _____
2. In your own words, write what you plan to get out of working on the practice exercises of this practice exercises.

3. What kind of parenting experience have you had so far? Please describe in detail, from your past family of origin to the present family of procreation.

Homework: During the coming week, write down all the hurts that you experienced as a child that were related to your parents' parenting mistakes. Write only for exactly 15 minute a day for 4 days in a row. Make sure to write always at the same preset times and predetermined place.

After you have finished, discuss these hurts with your partner by setting an appointment at least 24 h in advance. Take notes during your discussion. If you do not have either a partner or a friend to discuss your notes with, discuss them with the professional who is administering these practice exercises.

Practice Exercise 2. The Ability to Love and to Parent

Name _____ Sex _____ Date _____

Parenting skills do not grow in a vacuum automatically. They develop from how love and responsibility are experienced and expressed in one's family of origin and in one's family of procreation, your family now.

The purpose of this practice exercise is to make you aware of how love is shown through different types of parenting, allowing you then to choose how to show and discuss love with your children and what kind of parenting you want to learn and practice. By improving your parenting skills, you will also be able to show your love for your children in more constructive and positive ways than you might have followed heretofore.

1. Answer the following questions in detail.
 - a. Describe the love and parenting in your family of origin.
 - i. How was love shown in your family of origin?

- ii. How was affection shown in your family of origin?

- iii. How do you show love in your family now?

- iv. How do you show affection in your family now?

- v. How do you feel about love and parenting being part of the same process?

- b. There are three major types of parenting that will be explained below:
- i. Abusive–apathetic or neglectful (AA)
 - ii. Reactive–repetitive (RR)
 - iii. Creative–conductive (CC)
2. Characteristics of abusive–apathetic (AA, neglectful) parenting: an abusive or neglectful parent usually denies being abusive or neglectful:
- a. Using immediate physical punishment, like hitting, yelling, spanking with a switch or belt, throwing things, sexual abuse, or kicking
 - b. Using verbal punishment, like name calling, screaming, raging, etc.
 - c. Specific examples of verbal AA parenting:
 - i. Bringing up past errors or misdeeds on the part of the child: “I remember what you did (or did not do) 2 years ago.”
 - ii. Blackmail: “If you don’t do this or that, I will do this or that to you.”
 - iii. Bribery: “I will give you something if you do or do not do something.”
 - iv. Blaming: “It’s all your fault.”
 - v. Reading someone else’s mind: “I know what you want to do and I know how and why you want to do it.”
 - vi. Ultimatums: “If you do not do this right away, I will do this to you!”
 - vii. Avoidance of any consequences for the child’s behavior, or the consequences are angrily (through tantrums) or extremely enforced in an inconsistent fashion.
 - viii. Going from one extreme of abuse to another extreme of making up for the abuse, as in asking for forgiveness, promising to change what the parent has said or done, buying gifts to make up, or allowing the child to do or have whatever the child wants, sometimes going from one extreme of punishment to another extreme of letting the child do or get what he or she wants.
 - ix. Setting no limits on the child and letting the child do whatever he or she wants.
 - x. Favoring one child over another.
 - xi. Denial of the abuse or belittling the strength or the damage of abusive or neglectful parenting on the child, let alone the parent.
 - xii. Being addicted to alcohol, drugs, food, or medication.

xiii. Repeating without stop the deadly triangle composed of three parts – victim, rescuer or savior, and persecutor – in which each member of the family plays three parts or roles well.

- (a) The victim is usually the one who feels tormented, put upon, or blamed, collecting all the real, perceived, or imagined hurts that have been received from another intimate, who is perceived as the persecutor. The victim feels innocent of any blamed misdeed or feels that the persecutor is unfair or not justified in punishing and abusing.
- (b) The persecutor is the one who blames, hits, yells, and abuses another intimate, the victim, without regard to the consequences of his or her actions.
- (c) The savior or rescuer is the one who comes in between, intervenes, and supposedly protects the victim from the cruel persecutor. Since most intimates play these parts well, this deadly triangle tends to repeat itself from one generation to another. Children repeat the same roles/parts that were played by their parents. Most mental illness develops from this triangle. This is why this triangle is deadly.
- (d) How does this triangle apply to your experience? Check a choice that applies to you:

- (i) A great deal _____
- (ii) Somewhat _____
- (iii) Not at all _____

3. Characteristics of reactive-repetitive (RR) parenting: A reactive parent repeats himself or herself without getting the desired behavior from the child.

- a. Immediacy, that is, doing quickly whatever seems to be in the best, immediate interest of the child or of the parent, without thinking about possible consequences of what has been done or said. As a result the undesirable behavior on the child's part keeps on repeating itself without a stop.
- b. Acting right away to deal with the child without consulting the partner or anybody else.
- c. Not setting any limits on the child, by letting the child do whatever he or she wants to do or giving the child whatever he or she wants.
- d. Protecting and shielding the child from experiencing the natural consequences of his or her actions.
- e. Trusting the child's word rather than the word of authorities (police, teachers, doctors).
- f. Rescuing the child from whatever trouble the child may have created.
- g. Thinking that "unconditional love" without any limits will make the child happier, more self-reliant, or more independent.
- h. Exaggerating the good in the child and ignoring potentially negative aspects of the child's behavior.

- i. Giving the child toys, money, and clothes without limit, rather than giving affection with firm, consistent limits to the child's behavior.
- j. Putting responsibility for the child's behavior on others (teachers, peers, doctors, friends, neighbors) rather than on the child.
- k. Taking on too much responsibility and faulting oneself for the child's behavior rather than faulting the child.
- l. Making the child dependent on the parent by taking away the child's initiative except through short-cuts, such as giving into the child's immediate wishes.
- m. Wanting to become the child's best friend, and allowing the child to become the parent's confidant. These positions leads to role confusion and identity conflicts in the child.
- n. Playing the distance–resolution triangle, consisting of pursuer, distancer, and regulator parts or roles, where intimates play all three parts in different areas of their lives. For instance, one could be a sexual pursuer but an emotional distancer. By the same token, a regulator in one area could play the other parts in another area.
 - i. The pursuer seeks, approaches, and wants to get close physically and emotionally to another intimate.
 - ii. The distancer avoids getting close and wants to be left alone, rejecting the advances of the pursuer.
 - iii. The regulator switches from one part to another. For instance, “I want (need, like) your help. Go away, your help did not do me any good.”
How does this triangle apply to your experience? Check a choice that applies to you:
 - (a) A great deal _____
 - (b) Somewhat _____
 - (c) Not at all _____

4. Characteristics of creative–conductive, planned parenting:

A caring, creative, and conductive³ parent

- a. Thinks before he or she acts or reacts with the child.
- b. Discuss any parenting problem with one's partner, parent, close friend, or professional before taking action.
- c. Plans ahead what to do or say before doing it or saying it.
- d. Does not confuse or become confused by mixing “unconditional love” with “planned parenting.”
- e. Takes time and makes time to spend time with the child at every opportunity.
- f. Stresses what is rather than what “should,” “could,” or “must” be.

³A conductor is a leader who does not get angry during confrontations but who follows an orchestrated score or a thought-out plan rather than acting and reacting, at the spur of the moment, to the child's behavior haphazardly and inconsistently. A conductor thinks before acting. A conductor leads rather than reacts.

- g. Stresses the child's strengths rather than the child's weaknesses.
- h. Does not use the child to satisfy his or her own self-centered needs or wants.
- i. Models how to express and discuss painful and pleasurable emotions in a nonjudgmental way.
- j. Models how to delay immediate gratification for more important, future goals.
- k. Helps the child distinguish between immediate needs, desires, and delayed wants and goals.
- l. Lives and helps the child live in the present and not in the past.
- m. Knows one's self limits and helps the child discover his or her own strengths and become aware of his or her limits.
- n. Helps the child become aware of and respect differences in self and others, not allowing scapegoating on others but assuming responsibility for his or her behavior.
- o. Is consistent in saying what he or she means and what he or she does.
- p. Allows the child to grow up and be autonomous according to his or her rights.

Homework: During this coming week, review the characteristics of parenting listed above. Pick those that are familiar to you and that are part of your past and present experience, and write about them in great detail, 15 minute a day, for 4 days in a row.

If you pick either the drama or distance triangles, or both, write about how they have affected your life and your parenting skills.

After the 4 days of writing, discuss your writing with your partner at a preset time and place, planned at least 24 h ahead. Make sure you take notes of your discussion. If you do not have a partner, discuss your writing with a friend. Whether you have a partner or not, discuss your writing and discussion notes with a professional helper.

Practice Exercise 3. Who Am I? Who Do I Want to Be?

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you clarify who you are as an individual, as a partner, as a parent, and as a child of a parent; how you developed into the person you are now; and whether you want to improve on who you are now.

1. Write about how you feel about yourself and how you developed these feelings.

2. Write about how close you were to those who took care of you as you grew up.

3. There are at least six ways we develop as we grow up:
- a. Symbiotically means that you lived to satisfy your parents' needs and not your own: "I cannot live without you!" This way produces extreme dependency on the child, to the point that the child cannot separate from the caregiver. In extremes, this way produces either complete dependence or complete alienation (or both) in the child.
 - b. Sameness means that your parents required blind and uncritical conformity to their wishes and behaviors: "Be exactly like me and do exactly what I want you to do and you will be all right." This way is bound to produce either dependency, on one hand, or rebellion and oppositeness, on the other.
 - c. Similarity means that your parents did not demand conformity to their behaviors but modeled for you desirable and positive behavior worthy of being followed. This way gives enough room to the child to grow in his or her ways without constraints from the parents.
 - d. Differentness means that your parents gave you the freedom to be different from them and from others without going to extremes of nonconformity or rebellion. This way allows the child to be creative and free to develop his or her best abilities.
 - e. Oppositeness means that you chose to be the opposite of what your parents required of you, and in so doing, by rebelling, you likely chose to conform to the rules and behavior of another group that similarly rebelled against the norms of their parents and of society. This way can produce extremely rebellious children who are also very conforming to the rules and guidelines of a fringe or borderline group.
 - f. Alienation means that you grew up completely separated from your parents as well as from society. This way produces the highest probability of criminal or severely problematic behavior.
4. Rate yourself on a three-point scale in how you define yourself according to the six ways defined above with persons listed below:

Symbiosis = 3

Sameness = 2

Similarity = 1

Differentness = 1

Oppositeness = 2

Alienated = 3

- a. With your mother _____
- b. With your father _____
- c. With your siblings _____
- d. With your peers _____
- e. With your friends _____
- f. With your present partner _____
- g. With your past partners _____
- h. With your teacher(s) _____
- i. With anybody else who is not listed above: identify () _____

6. Why did you rate yourself the way you did? Please explain.

Homework: In the coming week, write how you grew up according to the six ways that make us develop into who we are. Write 15 minute a day for 4 days in a row and meet by appointment with your partner, a friend, or a professional to discuss your writing. Keep notes on your discussion.

Practice Exercise 4. Me as Parent to My Child

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to explore how you define yourself with your child according to the six ways you developed as an individual, as a partner, and as a parent. Please answer all these questions:

1. Symbiosis:

- a. Are you raising your child as a symbiotic expression of your needs? If yes, why? If no, why not?
- b. Is the child fulfilling your unrequited dreams or wishes? For instance, do you want the child to be a movie star or performer because you wanted (and failed) to be a movie star or a performer?
- c. Will you be able to live without the child, once your child is grown up and leaves your home?
- d. Are you letting this child become independent or do you want for the child to always be dependent on you?

2. Sameness:

- a. Do you want your child to follow your rules and requests blindly without discussion, without allowing him or her to make up his or her mind about anything?

- b. Do you require uncritical conformity to your wishes and rules, as it was perhaps required during your growing up?
 - c. Do you want your child to be a carbon copy of you?
 - d. What makes you think that your way of thinking and behaving is correct or constructive? How do you know you are “right?”
 - e. Is more important to you to be “right” or to be close to your child (or to your partner for this matter)?
3. Similarity:
- a. Do you model desirable behavior for your child in ways that allow him or her to follow your example rather than always being told what to do?
 - b. Do you give your child enough leeway to follow your example rather than to do or say what you do or say?
 - c. Do you show the child what to do or say rather than telling him or her what to do or say?
4. Differentness:
- a. Do you allow your child the freedom to be different without being considered weird or inappropriate?
 - b. Do you strengthen his or her creativity by encouraging it directly or indirectly?
 - c. What are you doing to encourage his or her creativity?
5. Oppositeness:
- a. How did your child's rebellion and oppositeness come about?
 - b. What did you do that forced your child to do the opposite of what you do or say?
 - c. How do you know he or she is oppositional to you?
6. Alienation:
- a. What is it about your parenting practices as parents and as partners that brought about this complete separation from you (and your partner)?
 - b. Why do you think your child is now alienated from you?

Homework: Answer in writing each set of questions one at a time, perhaps one a day for 1 day in a row. If you have a partner, discuss each other's answers, keeping notes of what you have talked about. If you do not have a partner, discuss your answers with the professional who administering these practice exercises.

Practice Exercise 5. Selfhood

Name_____ Sex_____ Date_____

The purpose of this practice exercise is to help you define yourself even further by learning about how importance was expressed and discussed in your family of origin, as well as how importance is expressed and discussed now in your present family. Importance means showing troublesome thoughts and care toward both self and intimate others, such as parents, partner, child, siblings, teachers, or friends.

1. There are four major ways in which importance can be expressed toward self and intimate others:
 - a. Importance, troublesome thoughts, and care are expressed positively toward self and others: "We are both important. We both must win." This way leads to a position called self-fulness. Parenting here means working things out with your child in ways in which you both win. You as a parent are authoritative (firm and consistent) in your parenting stance. This is one way to create a responsible, creative child.
 - b. Importance is expressed positively toward self but negatively toward others: "I am important but you are not. I win, you lose." This way leads to a position called selfishness. Parenting here means you put on your child the weight of your authority and demand blind and uncritical conformity and obedience from the child without any backtalk or disobedience. This is one way to create either a bully and a rebel or a very dependent and fearful individual.
 - c. Importance is expressed negatively toward self but positively toward others: "I am not important and you are more important than I am. You win, I lose." This way leads to a position called selflessness. Parenting here means that you let the child permissively win at your expense, and you are unable to set clear and firm limits to the child's behavior. This is one way to create a spoiled, pampered child.
 - d. Importance is expressed negatively toward both self and others: "Neither one of us is important. Neither one of us is going to win." This way leads to a position called no-self. Parenting here means that neither you nor the child will win, without limits but with inconsistent and contradictory extremes from one destructive behavior to another, or from one permissive behavior to another, leading to eventual alienation and separation from each other. This is the way to create a confused, mixed up, and alienated child.

2. Family of origin. Answer the following questions about your family of origin:

a. How did your mother express or deny her importance to herself and others?

b. How did your father express or deny his importance to himself and others?

c. How did any of your siblings express or deny their importance to themselves and others?

d. How did anybody else in your family of origin express or deny importance to oneself and others?

e. How do you express your importance with your parents?

f. How do you express your importance with your siblings?

g. How do you express your importance with other family members, such as in-laws and extended family members?

3. Present family:

- a. How do you express your importance with your partner?

- b. How do you express your importance with your child?

- c. How do you express your importance with your friends?

- d. How do you express your importance with anybody else?

4. Your children:

- a. How did you teach your children that they are important without putting anybody else down, or winning at someone else's expense?
- b. What do you need to do to teach your children that they are important but do not need to do it at anybody else's expense?

5. Yourself:

- a. How did you acquire a sense of self-importance, if any?

- b. What qualities in yourself make you feel important?

- c. Who, among all the people mentioned above, helped you gain a sense of self-importance?

- d. What qualities in yourself make you feel unimportant, if any?

- e. Who, among all the people mentioned above, did not help and, indeed, tried to make you feel unimportant?

Homework: In the coming week, spend at least 20 minute a day answering the questions asked in this practice exercise. Compare and discuss your answers with your partner at a preset time and place, keeping notes on what you discussed. If you do not have a partner, discuss your answers with a professional helper.

Practice Exercise 6. Priorities

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to learn more about your priorities, that is, what is most important to you and to those who love you.

- Rank-order the importance to you of the persons listed below. Rank as No. 1 the person who is most important to you, rank as No. 2 the person who is next in importance, and so on, down to the person who might not be as important to you as the others.

People Important to You

Rank-order

- | | |
|----------------|-------|
| a. Grandparent | _____ |
| b. Mother | _____ |
| c. Father | _____ |
| d. Siblings | _____ |
| e. Self | _____ |
| f. Partner | _____ |
| g. Child(ren) | _____ |

- h. Relative (specify _____) _____
- i. Friend _____
- j. Coworker _____
- k. Classmate _____
- l. Any other person (specify _____) _____

2. Why did you rank-order these persons the way you did?

3. Rank-order the following roles according to their importance to you:

- a. Bread winner _____
- b. Homemaker _____
- c. Supporter _____
- d. Rule maker _____
- e. Parent _____
- f. Partner _____
- g. Employer _____
- h. Employee _____

4. Why did you rank-ordered these roles the way you did?

5. On a scale of 1–5, where 1 is extremely unimportant and 5 is extremely important, rate the following resources available to you on how important they are to you:

<i>Resource</i>	<i>Rank-order</i>
a. Being and feeling important	_____
b. Being intimate emotionally	_____
c. Performing	_____
d. Being informed	_____
e. Money	_____
f. Goods/possessions	_____

6. Why did you rate these resources the way you did?

7. The triangle of living: What we exchange in life – presence, performance, production.

- a. Importance together with intimacy constitute presence, being emotionally available to those you love and who love you. This is the base of the triangle. If this base is narrow, the other two sides of the triangle tend to become longer and larger. Too long or too large a base of presence is another extreme that leads to passivity and neglect of self and intimate others. Finding a balance among the three sides of the triangle is the most difficult task of our lives.
- b. Services together with information constitute performance, doing something to survive/enjoy. If and when performance is greater than presence, as in perfectionism, workholism, or drivenness, then presence suffers and problems develop.
- c. Money together with goods and possessions constitute production, having the wherewithal to survive financially and enjoy life. However, if production becomes exaggerated, as in hoarding, being a packrat, or developing an obsession with making money or accumulating things, then presence is decreased and problems develop.

8. Write how you feel about each of these modalities of exchange and how important they are to you.

9. On a scale of 1–5, where 1 is extremely unimportant and 5 is extremely important, rate the following channels of communication within yourself and with other resources available to you on how important they are to you:

- a. Feelings and emotions, leading to whom one gets close to or distant from, that is, presence _____
- b. Reason and logic, leading to how fast or slow one will behave _____
- c. Activities and actions, leading to stress on performance/
production with lessened consideration about being together
with loved ones _____

- d. Awareness and reflection, that is, thinking about the consequences of one's actions or activities that provide feedback to your feelings and thinking, changing the whole process _____
 - e. Context and surroundings, being aware of one's feelings, thinking, and actions, and the behavior of loved ones and nonintimates _____
10. Why did you rate these channels of communication in the way you did? Please explain.

Homework: During the coming week, spend at least 20 minute a day answering the questions in this practice exercise. Compare and discuss your answers with your partner and with a professional helper. Make sure you keep notes on all your discussions.

Practice Exercise 7. Sharing Hurts and Achieving Closeness

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you get closer to the people who love you and whom you love.

Answer all these questions.

1. Crying: Go back to Practice Exercise No. 1, and recall what you wrote about whatever past hurts you may have received as a result of parenting.

- a. Were you able to cry about these past hurts?

- b. Why were you able to cry and, if not, why were you not able to cry?

- c. Did you ever see your parents cry together?

- d. What happened when one parent cried? What did the other parent do?

- e. Have you and your partner cried together? When and why?

- f. When is the last time you cried?

- g. What reactions did you get from others when you cried?

2. Affection:

- a. How affectionate were your parents and how did they show their affection?

- b. How affectionate are you with your partner and vice versa?

- c. How affectionate are you with your children?

3. Sharing hurts and fears of being hurt:

- a. How did your family of origin discuss its hurts?

- b. How does your present family discuss its hurts?

- c. If hurts are not discussed constructively, how is happiness going to be discussed?

4. Forgiveness of errors

- a. How was forgiveness expressed in your family of origin?

- b. Who forgave whom and what was forgiven?

- c. How is forgiveness expressed now in your present family?

d. Who forgives whom and for what?

e. Are you able to forgive yourself, or do you need to be perfect?

f. Can you accept being imperfect, or do you need to perform and produce to consider yourself perfect?

g. How about the members of your family? Do they need to perform and produce to be accepted?

Homework: During the coming week, take about 15–20 minute a day to answer all the questions asked above. Once you have finished, discuss your answers with your partner at a preset time and place. Keep notes on your discussion, and discuss them with the professional helper who is administering these practice exercises to you. If you are a single parent, discuss your answer with a trusted friend who is willing and able to work with you on these practice exercises, as well as with your professional helper.

Practice Exercise 8. Setting Boundaries/Limits

Name_____Sex_____Date_____

The purpose of this practice exercise is to help you set limits and boundaries for yourself and your children.

1. What do limits and boundaries mean to you? Please give a definition of limits and boundaries and give two examples of what these terms mean to you.

Definition

Example 1:

Example 2:

2. Why are limits and boundaries important?

3. How were limits and boundaries set for you as you were growing up?

4. Are you able to set limits and boundaries for yourself? How? In what areas of your life?

5. Are you able to set limits and boundaries for your partner? If yes, why? If no, why not?

6. How do you set limits for your child?

- a. Are you successful? If yes, why? If no, why not?

- b. Are you able to say no to you child clearly and firmly, sticking to it without feeling guilty?

7. Do you set limits for the child by yourself or with the help of your partner? How?

8. Have you and your partner discussed how you are going to set limits for your child together?

9. If you do not have a partner, have you enlisted someone else to help you set limits for your child?

10. If you are not successful in setting limits for your child now, how successful will you be in the future?

11. If and when your child pushes the limits, how does he or she do it?

12. What can you and your partner do to set realistic, consistent, firm, and positive limits for your child?

13. Agree with your partner beforehand (if you have one) that from now on any request made at the last minute by your children is met by an automatic no. Any request made of one parent, when the other parent is absent, is met by a qualified no, adding, "Your [father, mother] and I will discuss it and we will let you know." If the child persists with the request, say, without anger or feelings, "The more you repeat this request, the longer it will take for your [father, mother] and I to make a decision about it." Give two examples of how you dealt with immediate requests from your child in the past and how you are handling them now.

Example 1:

Example 2:

14. If you are a single parent, any last minute request should be met with an automatic no, adding: "I will think about it and I will let you know when and what I decide about this request." If the child persists with the request, say, without anger or feelings, "The more you repeat this request, the longer it will take me to make a decision about it." Give two examples of how you have handled this problem in the past and how you are handling it now.

Example 1:

Example 2:

15. What are the long-term consequences to the child of satisfying his or her immediate requests and decreasing the joint power and decision making of the parents by separating them in the process? What about a single parent's authority and decision making? The child will learn to think that the parent will always satisfy all his or her needs without thinking about the long-term outcome of this process.

Please comment:

Homework: After you have completed your answers to the questions raised in this practice exercise, discuss them with your partner by setting an appointment 24 h ahead in the same place you usually meet. An exception to this homework are points 13 and 14. Give at least two examples of how your child tries to have his or her own way to making requests at the last minute and from one parent alone when the other parent is absent. Keep in mind that your child will test the limits of your resolve, especially if past requests were immediately satisfied.

Practice Exercise 9. Solving Problems Together

Name_____Sex_____Date_____

The purpose of this practice exercise is to learn to solve problems with your partner, if you have one, and your child. Solving problems is a skill that needs to be practiced continually, lest you forget how important this skill is to help you, your child, and your family.

1. “Problems in the family are not solved on the spur of the moment.” Please comment on this statement. Why is it correct or incorrect?

2. “Problems in the family are not solved when anyone in the family is upset, depressed, or angry.” Please comment on this statement. Why is it correct or incorrect?

3. “Problems in the family are solved by appointment, by making time to sit down face to face and talk about what the problem is and how it can be solved and resolved responsibly and sensitively by planned problem solving.” Please comment on this statement. Why is it correct or incorrect?

4. How to solve problems in the family:

- a. Make an appointment for the whole family at least 24 h ahead at a time that is agreeable to every one. Do not make more than one appointment a week. Ideally, once-a-month family meetings would be appropriate.
- b. Make sure that the meeting does not last longer than 1 h. Set a timer or alarm clock. If the meeting risks going over the 1 h limit, set the time for another appointment 24 h ahead. By the same token, if tempers are too strong and nothing is being accomplished, set the time for another appointment, if and when tempers cool down.
- c. Decide who should be in charge of the meeting and who should keep notes on what is being discussed at each meeting, including the date of the meeting. If you or your partner are in charge of the meeting, make sure that you alternate being in charge from one meeting to another. If you are a single parent, then you are in charge. The child must not be in charge under any condition; you, the parent, are in charge, but the child can take the notes if he or she wants to. The child, however, does have one vote if he or she contributes to the process of problem solving.
- d. You may get resistance to the idea of a meeting at an appointed time. The one in the family who feels a possible loss of power may want to sabotage the process. This resistance will need to be met in terms of what other choices are available to the family. How can the family solve its problems otherwise? Can anyone come up with a better choice? Then the choice for the resistant family members is whether he or she wants to solve family problems or not. This resistance also says something about how this family member was allowed to be powerful without taking responsibility for the family's welfare.
- e. To break the ice, it would help the whole family climate if some levity were added, not during family meetings but during the main evening meal. For instance, you could ask family members, including yourself, to tell a joke or relate a funny incident or story. A quarter could be painted red and given to whoever, by consensus, told the funniest joke, story, or event. This quarter would circulate around as funny stories, jokes, or events are brought to the table. If there are disagreements about who should get the quarter, use this disagreement to call for a family meeting.

- f. Even though family meetings should not take place more often than once a month, family members should be allowed to call a family meeting for special emergencies or important issues that cannot wait until the next family meeting. Even emergency or special meetings should be scheduled 24 h ahead, unless it is a matter of life or death.
- g. Once these prerequisites have been taken care of and the meeting has started, begin by asking everyone to raise any troublesome thoughts or worries. Start to model how an issue or problem should be addressed.
- h. Make a list of all these troublesome thoughts and talk about how they should be ranked in terms of importance to each family member. If one troublesome thought, issue, or problem raised by one family member is ranked first, then other issues raised by another member should be ranked second and third, and so on, to make sure that everyone is heard. Then another troublesome thought by the same family member who raised issue No. 1 is rated fourth, and so on. Make sure that all this information is recorded for future meetings.
- i. Make sure that everyone is allowed to talk without interruption. If a family member keeps interrupting and cannot be silent, that problem must be ranked as No. 1 over the other problems.
- j. Allow everyone to speak in a sequence that is reversed from one time to another. For instance, if the parents speak first, then the sequence should follow the ages of the children. Once this sequence is followed, the next discussion should start with youngest member speaking first and the parents speaking last.
- k. Start a sequence by expressing your feelings about the problem, using the personal pronoun "I" and starting a sentence with: "I feel (am concerned, worried, etc.) about this problem." Make sure you say how you feel and not how you think about solving the problem. Allow everyone else to do the same. Feelings first, no thinking and no actions at this point.
- l. Once a troublesome thought, issue, or problem is agreed upon and rank-ordered by everyone in the family, allow everyone to suggest possible solutions, making sure that all the pros and cons about each suggestion are fully expressed: thinking only at this point. Record all suggestions with the name of the one who made them.
- m. After a full discussion of the pros and cons is completed, select which course of action seems the most feasible and agreeable to all the members of the family. If necessary and agreeable to all family members, have each member sign this document.
- n. Suggest that this course of action will be followed for a predetermined period of time (e.g., 4 weeks, 3 months) and monitored, by keeping notes week by week, and future once-a-month family meetings will be held to see that the plan is fully implemented and that the desired results were obtained. Feedback and reflection at this point are important.
- o. If the process does not seem to work within 4 weeks, discuss why it did not work, and what needs to be corrected, or consider an alternative course of action. Still feedback and reflection are offered with an awareness of the context of the problem solving.

3. Why did you rank-order the practice exercises the way you did?

4. Feel free to comment and give whatever suggestions you have to improve this practice exercises.

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 _____	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. 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.

1. 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.

*Behaviors**Definitions and Examples*

- | | |
|---------------------------------------------|------------------------------------------------------|
| 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.

Behaviors	Rank-order	Behaviors	Rank-order
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)	_____
i. Rejection (being rejected by someone you love)	_____
l. 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

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>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.

Parts	Rank-order	Parts	Rank-order
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

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. 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.

Parts	Rank-order	Parts	Rank-order
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. _____
 - 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. 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.

- 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.

- 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.

<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	_____

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.

<i>Parts</i>	<i>Definitions and Examples</i>
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.

<i>Fearful Things or Situations</i>	<i>Definitions and Examples</i>
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. What is it? (_____) _____ _____ _____	Example 1 _____ _____ _____
		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	_____

Anger	Rank-order	Anger	Rank-order
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.

<i>Antisocial Behaviors</i>	<i>Rank-order</i>
a. Discipline or conduct problems in school	<hr/>
b. In trouble with the law	<hr/>
c. Stealing	<hr/>
d. Shoplifting	<hr/>
e. Lying	<hr/>
f. Setting fires	<hr/>
g. Any other behavior (<hr/>)	<hr/>

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	_____

*Characteristics**Rank-order*

- 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 is 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.

*Characteristics**Definitions and Examples*

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.

*Characteristics**Definitions and Examples*

- | | |
|----------------------------------------------------------------------------------|------------------------------------|
| 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.

*Characteristics**Rank-order*

- | | |
|-----------------------------------------------------------|-------|
| 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.

1. 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.

1. 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:
- a. When someone is _____ with me, I will _____.
- b. When someone is _____ with me, I will _____.
- c. 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 minute 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 you 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:

Disconfirmation

Rank-order

- | | |
|-----------------------------------------------------------------------|-------|
| 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.

- How is this relationship deteriorating? Explain in detail.
- 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 (_____)	_____

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.

Name_____ Sex____ Date_____

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.

	Satisfactory <-----	Unsatisfactory
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.

<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 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	<div></div>	<div></div>	<div></div>
b. Minimal understanding for one's partner	<div></div>	<div></div>	<div></div>
c. Absence of common interests	<div></div>	<div></div>	<div></div>
d. Absence of shared leisure activities	<div></div>	<div></div>	<div></div>
e. General dissatisfaction with the relationship	<div></div>	<div></div>	<div></div>
f. Inclination toward separation or divorce	<div></div>	<div></div>	<div></div>
g. Other (name)_____	<div></div>	<div></div>	<div></div>

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	<hr/> <hr/>
b. Partner	<hr/> <hr/>
c. Parent	<hr/> <hr/>
d. Provider	<hr/> <hr/>
e. Caregiver	<hr/> <hr/>
f. Homemaker	<hr/> <hr/>

<i>Role</i>	<i>Definition</i>
g. Worker	_____

h. Hobbyist	_____

i. Other	_____
(_____)	_____

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	_____	f. Homemaker	_____
b. Partner	_____	g. Worker	_____
c. Parent	_____	h. Hobbyist	_____
d. Provider	_____	i. Other _____	_____
e. Caregiver	_____		

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.

- Present relationship dissatisfaction may reflect an unhappy childhood and disharmony in your parents' marriages and extended family. How much does this statement apply to you?
 - A great deal _____
 - Some _____
 - 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.

<i>Dimensions</i>	<i>Rank-order</i>	<i>Dimensions</i>	<i>Rank-order</i>
a. Description	<div></div>	f. Brainstorming	<div></div>
b. Evaluation	<div></div>	g. Play	<div></div>

<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.

Appendix A

Example of an Informed Consent Short Form¹

I (We)_____ (the undersigned) have been informed about the possible use of practice exercises, either by themselves written at a distance (by mail, fax, or Internet), or as additions to other verbal, face-to-face professional approaches, such as prevention, psychotherapy, or rehabilitation. I (We) understand that this approach is still experimental and that it needs to be evaluated before being available to everybody. I am aware of the possible consequences that may be provoked by answering practice exercises at a distance. I agree to participate in this intervention with the full understanding that it may bring up painful memories in my past and that this approach, at least initially, may produce some upset in me, my partner, or my family.

I understand further that all information about me will be considered absolutely confidential because all of my writing will be between myself and the professional who is administering these written practice exercises. I can drop out from this type of intervention any time I want, and I can only disclose whatever I want at my discretion during the course of these practice exercises. If I were to become upset because of the nature of this approach, it will be up to me to deal with this upset in any way I deem satisfactory to me. First, I should discuss this upset with the professional who is administering this intervention. Second, I can discuss my upset with whomever I choose. I may keep it to myself or discuss it with friends, my clergy, or my physician.

I can answer and send my completed practice exercises through the Internet through whatever approach will guarantee absolute confidentiality. I do have the choice of using the Internet to communicate with the professional who is administering these homework practice exercise.

¹This form is only an example. It can be changed to fit the setting and troublesome thoughts under which a practice exercise is administered.

This professional, after proper evaluation, through either an interview or objective psychological tests, does have the option to inform me whether this approach will or will not be helpful to me. I will be informed of this option in writing.

I (We) undertake answering in writing practice exercises at a distance from a professional by my own free will and choice. I will not hold _____ responsible for any possible upset that may result from this intervention. Dr. (Mr. or Mrs.) _____ is offering this intervention in good faith, using as many precautions as are humanly and professionally possible. I agree to complete in writing all practice exercises given to me until completion of an agreed-upon practice exercise and, if necessary, to be evaluated before administration and after completion of any practice exercise.

Signature of Participant(s) or Relative of Signature of Professional

Patient _____ Date _____
Date _____

One copy of this signed informed consent form should be kept by the patient and another copy by the professional.

Note: Do you presently use any antidepressant or mood-changing medication? If so, inform the mental health professional about this medication. Ask permission and consent from your attending physician to participate in this type of intervention. Make sure you obtain a written consent from your physician that indicates knowledge and consent for you to participate in programmed writing. Give a copy of the physician's consent to the professional. If necessary, have the mental health professional talk with your physician. In this case, you will need to give a written permission to this professional to talk with your physician.

Appendix B

General Standard Format

Practice Exercise No. _____ Title of Behavior _____

Name _____ Sex _____ Date _____

The purpose of this practice exercise is to help you improve those behaviors (signs or troublesome thoughts) that were rated either 0, 1, 2, or 3 or that were rank-ordered from 1 to 6 in your first practice exercise. Usually you should not be working on more than four or five practice exercises.

1. Why does this behavior apply to you? Please explain in detail.

2. How often do you feel or are you aware of this behavior?

- 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 when you became 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 _____

5. Please 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 write about 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 thinking about it through writing, you might develop ways to make it stronger than it was in the past. Write down what happened in detail. For each time you start thinking about this behavior, make sure to answer in writing the following four questions:

- a. How did you start thinking 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 _____
- b. Somewhat useless _____
- c. So-so _____
- d. Somewhat useful _____
- e. Extremely useful _____

Explain in greater detail how you feel about this practice exercise and what you got out of it.

Appendix C

General Feedback Form for Practice Exercises

Name _____ Sex _____ Date _____

Practice exercise _____ Practice Exercise No. _____

The purpose of this feedback form is to learn how this practice exercise affected you.

Now that you have completed this practice exercise, please respond to the following questions concerning it.

1. How useful did you find this task for understanding the practice exercise topic?
 - a. Very useful _____
 - b. Quite useful _____
 - c. Somewhat useful _____
 - d. Slightly useful _____
 - e. Not useful at all _____
2. How important is the skill or attitude addressed by this practice exercise?
 - a. Very important _____
 - b. Quite important _____
 - c. Somewhat important _____
 - d. Slightly important _____
 - e. Not important at all _____
3. Put into your own words what you got out of doing this practice exercise.
4. How could this practice exercise be improved or changed?

Appendix D

General Concluding Feedback Form

Name _____ Sex ____ Date ____

The purpose of this form is to review whether this practice exercise was helpful to you or not.

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 working on this practice exercise, but I wish all people with anxiety had a chance to work on it. _____
2. How helpful was it to work on this practice exercise?
 - a. Not helpful at all _____
 - b. Somewhat helpful _____
 - c. Helpful _____
 - d. Very helpful _____
3. Can you explain why you liked or disliked this practice exercise?

4. Which practice exercise did you like best?

5. Which practice exercise did you dislike the most?

6. If you had a choice, what kind of practice exercise would you like to work on?

7. Feel free to write any comments or suggestions that might improve this practice exercise.

Appendix E

Control/Comparison Practice Exercise

The goal of this practice exercise is to learn as much as possible about yourself. You can help by answering all the questions that will be asked in various practice exercises, to be completed at least once a week, writing for at least 20 minute for each practice exercise.

First Practice Exercise

Name _____ Sex ____ Date ____

In this practice exercise, help us to know as much as possible about your clothes, shirts, pants, jackets, coats, etc. Try to list them as you remember them from your past to the present. You can list all the clothes since you were a child to today. Try to describe each piece of clothing with as many details as possible, as if you were writing for someone who does not know and would like to know that particular piece of clothing.

1. Clothes in elementary school
 - a. Every day
 - b. Sunday meeting clothes and special occasions
2. Clothes in middle school
 - a. Every day
 - b. Sunday meeting clothes and special occasions
3. Clothes in high school or after middle school
 - a. Every day
 - b. Sunday meeting clothes and special occasions

4. Clothes after high school or professional school
 - a. Every day
 - b. Sunday meeting clothes and special occasions
5. Clothes in college or after high school, when you started to work
 - a. Every day
 - b. Sunday meeting clothes and special occasions

Second Practice Exercise

Name _____ Sex ____ Date ____

In this practice exercise, help us to know all that there is to know about the furniture in your home. Try to list it all since as far back as you can remember in the past to the present. Try to write about each piece in as much detail as possible. List and write in detail about all the furniture in your home:

Your bedroom

Your parents' bedroom

Bedrooms of brothers and sisters

Bedroom of others

Kitchen

Dining room

Family room

Another room

Third Practice Exercise

Name _____ Sex ____ Date ____

Can you give us an idea of your home? Try to list all the houses (apartments) you have lived in since you can remember from the past to the present. If you can, write in detail each house (apartment) you have lived in since childhood:

List and write in detail:

The house or apartment where you live now

The house or apartment where you lived before than the present one

House or apartment of relatives (grandparents, uncles, aunts, in-laws, cousins, brothers, sisters)

A neighbor's house or apartment

Fourth Practice Exercise

Name _____ Sex ____ Date ____

Write about your neighborhood in as much detail as possible, including streets, shops, industries, at least within four blocks of your house.

List and write in detail:

Roads

Churches

Shops

Schools

Gardens

Industries

Clinics or hospitals

Fifth Practice Exercise

Name _____ Sex ____ Date ____

In this practice exercise, help us to know everything there is to know about your trips and vacations since your childhood to the present. Try to give years, destinations, length, and whatever else you can remember about your trips and vacation. List and write in detail about all your trips and vacations since you can remember to the present.

Sixth Practice Exercise

Name _____ Sex ____ Date ____

List and write in detail about all the school or neighborhood friends you have had since you can remember. Tell in great detail all about friends as individuals and what kind of relationship you established with them.

Friends of the first order with whom you could talk freely about anything and everything

Friends of the second order with whom you were limited in talking about intimate matters

Family friends who you did not see very often and could not talk with about everything

Neighborhood friends who you were playmates with but not exactly close friends

Seventh Practice Exercise

Name _____ Sex ____ Date ____

List all the states of the union with their capitals and important cities. Try to write in detail about the geography of each state, location, nature, and other details you know.

Eighth Practice Exercise

Name _____ Sex ____ Date ____

List and tell about all the toys or transportation vehicles you used since childhood, starting with a tricycle, bicycle, etc., to the latest means of transportation you have used in the present.

The professional helper can choose among these practice exercises in any way or order that seems appropriate to a particular patient.

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