

**PARTICIPANT WORKBOOK
FOR THE COPING WITH
DEPRESSION COURSE**

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The authors wish to thank Prentice-Hall for granting permission to reprint the self-monitoring forms that are contained in this workbook. All of these forms have been taken wholly, or in part, from *Control Your Depression*.

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A Note To Participants

Welcome to the Coping with Depression course. As you know, this course has been designed to teach coping skills to persons who have a tendency to become depressed. Extensive research on the hundreds of depressed individuals who have enrolled in this course has shown that the course is effective in helping more than 80% of the participants achieve a significant improvement in their mood.

The homework assignments described in this workbook are a very important part of the learning process that will help you to gain control over your depression. Try to keep in mind that the more effort you put into completing your assignments, the more benefit you will realize from the course. Also, please note that the assignments for each session should be completed *before* attending the lecture for that session. For example, the assignment for Session 1 should be completed before attending your first lecture.

We hope that this course will be a positive experience that signals a turning point in your life!

Syllabus for the Coping with Depression Course

Instructor(s):

Text: *Control Your Depression* (Prentice-Hall, 1986)

Hours:

Contents

Session 1 — Depression and Social Learning

Reading Assignment: Chapters 1, 2, and 3

Session 2 — How to Design a Self-Change Plan

Reading Assignment: Chapter 4

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Reading Assignment: Chapter 5

Session 4 — Relaxation in Everyday Situations

Reading Assignment: Review Chapter 5

Session 5 — Pleasant Activities and Depression

Reading Assignment: Chapter 6

Session 6 — Formulating a Pleasant Activities Plan

Reading Assignment: Chapter 9

Session 7 — Two Approaches to Constructive Thinking

Reading Assignment: Chapter 10

Session 8 — Formulating a Plan for Constructive Thinking

Reading Assignment: Chapter 11

Session 9 — Social Skills: The Ability to be Assertive

Reading Assignment: Chapter 7

Session 10 — Using Your Social Skills

Reading Assignment: Chapter 8

Session 11 — Maintaining Your Gains

Reading Assignment: Chapter 12

Session 12 — Developing a Life Plan

Reading Assignment: Chapters 13 and 14

One-Month Reunion

Review Chapters as Needed

Six-Month Reunion

Review Chapters as Needed

SESSION 1

Depression and Social Learning

- I. GOALS. This session presents an outline of the social learning view of depression. We see depression as being a learned phenomenon. Since you have learned to be depressed, you can also learn to become “undepressed.” This course is intended to teach you the skills you will need in order to do this. The goals for this assignment are:
 - A. To become familiar with the social learning approach to depression.
 - B. To understand what the implications of the social learning approach to depression are for you, and how this knowledge can help you to cope with depression.
- II. ASSIGNMENT.
 - A. Complete the Pleasant Events Schedule and return it as soon as possible.
 - B. Read Chapters 1, 2, and 3 of *Control Your Depression*. Do this only after completing the Pleasant Events Schedule.
 - C. Begin to monitor your daily mood using the Daily Mood Rating form. See instructions in Chapter 3, pages 38-40.

III. THOUGHTS TO CONSIDER.

Often the hardest part of getting something done is getting started. When we become depressed, we lack the initiative to involve ourselves in activities which would probably make us feel less depressed. You should be congratulated for involving yourself in this “Coping with Depression” course. But now comes the real challenge—to get started!

It is important for you to get off to a good start by carefully completing this assignment. Try to look at these assignments (and the course) as an exciting opportunity to learn more about yourself and about how to make constructive changes in your life. There’s much to be gained and little to lose, except perhaps your depression.

Good luck!

SESSION 2

How to Design a Self-Change Plan

- I. GOALS. This session focuses on the basic steps for designing a self-change plan. The goals for this assignment are:
 - A. To learn how to develop a systematic self-change plan.
 - B. To learn how to apply these basic self-change methods in order to alleviate specific problems that you may be experiencing.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 4 of *Control Your Depression*.
 - C. As you read Chapter 4, identify some of the problems related to depression that seem to apply to you. Then create a personal plan to overcome depression by filling out figure 4-1 on page 57. Read pages 55, 56 and 58 carefully and assign priorities to your problems. This is an important part of designing your self-change plan.

III. THOUGHTS TO CONSIDER.

People often become depressed when there are few pleasant experiences in their lives. One source of pleasant experiences is rewards—both those that we get from others and those that we give ourselves. Self-rewards are especially important, even if they merely involve things we tell ourselves, such as “patting ourselves on the back” for a job well done. Because external rewards and self-rewards are so important, we will return to these topics repeatedly during the course.

What reward can you plan for yourself for completing this assignment? Remember: Planning and using rewards will increase the likelihood that you will be successful in accomplishing your goals.

Good luck!

SESSION 3

Learning to Relax

- I. GOALS. This session teaches some basic relaxation skills. The goals for this assignment are:
 - A. To determine your current base level of relaxation. This will allow you to evaluate your progress as you learn to relax more.
 - B. To identify particular situations and/or times of the day when you are the most tense.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 5 of *Control Your Depression*.
 - C. Complete the Daily Monitoring—Relaxation form each day (see pages 60-64 for instructions).
- III. THOUGHTS TO CONSIDER.

Stress and tension are common experiences in our daily lives. However, they may frequently interfere with our ability to become less depressed. Relaxation is an important skill which can be used to manage feelings of stress and tension. As we learned in the last unit, we must first gather “baseline” data—in this case, rate our level of relaxation daily, to determine if practicing relaxation skills helps us to feel more relaxed. If you have done all the above assignments, you’ll be in good shape for Session 3. Congratulations!

SESSION 4

Relaxation in Everyday Situations

- I. GOALS. This session will focus on practicing relaxation skills and on using them in everyday situations when you experience stress or tension. The goals for this assignment are:
 - A. To learn to become more relaxed by practicing a relaxation technique; this should help you to feel more relaxed in general, and in specific situations when you experience stress and tension.
 - B. To identify particular situations and/or times of day when you are the most tense.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Review Chapter 5 of *Control Your Depression*, if necessary.
 - C. Practice relaxation exercises each day (see pages 64-67 for instructions).
 - D. Evaluate your progress by continuing to complete the Daily Monitoring—Relaxation form each day.
 - E. Complete the Daily Monitoring—Relaxation in Problem Situations form each day (see pages 67-72 for instructions).
- III. THOUGHTS TO CONSIDER.

Remember that relaxation is a skill that is acquired through consistent practice, like any other skill. With regularly scheduled practice sessions you will learn to reduce feelings of stress and tension.

Rewarding yourself for completing relaxation practice sessions is a good idea. What rewards have you planned? Don't forget that planning and using rewards will increase the likelihood that you will be successful in achieving your goals.

SESSION 5

Pleasant Activities and Depression

- I. GOALS. This session will focus on the relationship between engaging in pleasant activities and being depressed. The goals for this assignment are:
 - A. To determine your base level (current rate) of pleasant activities.
 - B. To assess the degree to which your frequency of pleasant activities and the extent to which you are enjoying them may be contributing to your depression.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 6 of *Control Your Depression*.
 - C. Practice using relaxation in problem situations, and evaluate your progress by continuing to complete the Daily Monitoring—Relaxation in Problem Situations form each day.
 - D. Construct your Activity Schedule (see pages 92-93, steps 1 and 2). Keep a tally of your rate of pleasant activities each day (see step 2) using this Activity Schedule.
 - E. Graph your daily mood score with your daily number of pleasant activities on the Chart for Recording Daily Pleasant Activities and Mood Scores (see pages 93-96 for instructions).
- III. THOUGHTS TO CONSIDER.

You may be feeling overwhelmed at this point—the homework is time-consuming and you're being exposed to lots of new material. We're also asking you to try new ways of behaving, which is challenging and sometimes a bit scary. Hang in there! Everyone is going to work through the course at his or her own pace. The important thing is to persist.

SESSION 6

Formulating a Pleasant Activities Plan

- I. GOALS. This session is intended to help you in planning to increase your rate of pleasant activities. The goals for this assignment are:
 - A. To become aware of the importance of specific activities that are especially related to your daily mood.
 - B. To design and implement a self-change plan aimed at increasing pleasant activities. This involves setting a goal and pinpointing specific pleasant activities to be increased.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 9 of *Control Your Depression*. Review Chapter 6, if necessary.
 - C. Increase your daily rate of pleasant activities by writing a pleasant activities plan using the Weekly Plan form (see pages 98-103 for instructions). Be sure to fill out the Contract for Increasing Pleasant Activities that is included with the Weekly Plan form.
 - D. Begin to implement your pleasant activities plan and evaluate your progress (see pages 103-104) by continuing to monitor your daily pleasant activities using your Activity Schedule.
- III. THOUGHTS TO CONSIDER.

Increasing the number of pleasant activities you engage in will hopefully be its own reward. In spite of this, it is important for you to reward yourself for attaining the goals specified in the contract for Increasing Pleasant Activities. Don't worry too much about overdoing it—the extra pleasant activities and rewards will help to improve your mood and motivate you to continue working on the new skills that you are learning.

SESSION 7

Two Approaches to Constructive Thinking

- I. GOALS. This session is intended to familiarize you with two different approaches to constructive thinking. The goals for this assignment are:
 - A. To develop a working knowledge of two different approaches to more constructive thinking—the Positive and Negative Thought Method and the A-B-C Method (also called RET).
 - B. To make an informed choice as to which of these two approaches you will utilize to help you to think more constructively.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 10 of *Control Your Depression*.
 - C. Continue to implement your pleasant activities plan and evaluate your progress by monitoring your daily pleasant activities on your Activity Schedule.
 - D. Decide which of the two approaches to constructive thinking you wish to work with—the Positive and Negative Thought Method (Chapter 9) or the A-B-C Method (Chapter 10). Then do the appropriate assignment below.

Positive and Negative Thoughts

1. Fill out the Inventory of Thoughts form (see pages 143-145 for instructions).
2. Complete the Daily Tally of Positive and Negative Thoughts form (see page 146 for instructions).
3. Decide which technique you will use to manage your thoughts (the techniques are explained on pages 146-152).

A-B-C Method

1. Complete Sections A, B, and C of the Daily Monitoring form each day, describing one unpleasant event or emotion that has occurred that day (see pages 158-162 for instructions). Do not complete section D at this time.

III. THOUGHTS TO CONSIDER.

How you think determines how you feel. Learning more constructive ways of thinking about things will help you feel less depressed.

We hope that you have carefully read Chapters 9 and 10 and have made a thoughtful decision about which approach is likely to work best for you.

If you have completed the above assignments, you should be well prepared for Session 7. Take a few minutes to reward yourself for a job well done. What better reward than some nice positive thoughts about yourself, and about your work thus far in the course!

SESSION 8

Formulating a Plan for Constructive Thinking

- I. GOALS. This session is intended to help you to develop a plan to begin thinking more constructively. The goals for this assignment are:
 - A. To learn either:
 1. New ways to channel your thoughts in directions which you decide are most appropriate for you, or
 2. New ways to think about problems so that you will be less upset by them and thus be more able to deal with them effectively.
 - B. To become familiar with self-instructional techniques which will allow you to act on the ideas that you find useful (i.e., be your own coach).

II. ASSIGNMENT.

- A. Continue to monitor your daily mood using the Daily Mood Rating form.
- B. Read Chapter 11 of *Control Your Depression*.
- C. Decide whether or not you wish to use self-instructional techniques (see pages 170-172). The use of self-instructional techniques is an optional section of the course.
- D. Depending upon the approach you've chosen, do the assignment listed below:

Positive and Negative Thoughts

1. Actively utilize the technique you have chosen to help manage your thoughts (see pages 146-152).
2. Evaluate your progress by completing the Daily Tally of Positive and Negative Thoughts form.

A-B-C Method

1. Dispute your nonconstructive self-talk (see pages 162-165).
2. Complete the Daily Monitoring form each day, including Section D.

III. THOUGHTS TO CONSIDER.

Learning new ways to think constructively is a real challenge. It is important to work on thoughts because they can have a dramatic effect on how we feel and how we act. The process of working on thoughts is aided by the fact that they are always with us—they are always available to us and to no one else.

However, because they are always with us, we sometimes have trouble identifying specific thoughts. You may be finding that identifying your thoughts is more difficult than you expected—that's O.K., keep working at it—you'll get it. It sometimes takes a little while to get the hang of it.

Once you are able to pinpoint specific thoughts, you will begin to discover the impact that these thoughts are having on your behavior and feelings. It's only a short step from there to changing your thinking so that it is more positive and constructive. You can do it—good luck!

SESSION 9

Social Skills: The Ability to be Assertive

- I. GOALS. This session will focus on social skills and on how these skills affect your ability to get along with other people. The goals for this assignment are:
 - A. To identify any social skills problems that you may be experiencing.
 - B. To monitor your performance in the problem social situations that you have identified.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 7 of *Control Your Depression*.
 - C. Develop a Personal Problems List of situations which you would like to handle in a more assertive way (see pages 112-113 for instructions).
 - D. Complete the Self-Monitoring of Assertiveness form each day (see pages 113-114 for instructions).
 - E. Practice assertive imagery (see pages 114-118) for 15 minutes each day using two situations from your Personal Problems List.
- III. THOUGHTS TO CONSIDER.

Being assertive is different from being aggressive. Being assertive involves expressing your thoughts and feelings (both positive and negative) in a clear and direct manner. Like the other skills in the course, learning to be assertive takes practice and is a skill that is developed over a period of time. Once acquired, we think that you will be pleased with your ability to express yourself assertively. And remember—you decide when and where to use your assertive skills.

SESSION 10

Using Your Social Skills

- I. GOALS. This session will focus on putting your social skills to work by engaging in more pleasant activities. The goals for this assignment are:
 - A. To assess your level of social participation (that is, how often you engage in enjoyable activities involving other people).
 - B. To develop and implement a plan to increase the number of pleasant social activities that you engage in.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapter 8 of *Control Your Depression*.
 - C. Practice assertiveness in real-life situations and evaluate your progress by continuing to complete the Self-Monitoring of Assertiveness form (see pages 113-114, 118, 119).
 - D. Complete the Social Activities Questionnaire (see pages 126-128).
 - E. Complete the Social Activities to Increase form (see pages 128-135).
 - F. Complete the Interferences: Activities to Decrease form (see pages 128-135).
 - G. Develop and carry out a plan to increase your pleasant social activities and evaluate your progress by completing the Social Activities to Increase form and Interferences: Activities to Decrease form each day (see pages 132-138).
- III. THOUGHTS TO CONSIDER.

Enjoying time spent with other people is a particularly useful type of pleasant activity for people who tend to become depressed. This assignment is a very important one, and you'll find that it is a bit longer than most of the others. Hang in there! We hope you'll discover that carrying out this assignment can be an enjoyable and rewarding experience.

SESSION 11

Maintaining Your Gains

- I. GOALS. This session is intended to help you develop a plan for maintaining the gains that you have made during the course. The goals for this assignment are:
 - A. To assist you in integrating what you have learned.
 - B. To encourage you to monitor your depression level periodically so that you can recognize recurrences quickly.
 - C. To alert you to certain stressful events that often cause depression.

- II. ASSIGNMENT.

- A. Continue to monitor your daily mood using the Daily Mood Rating form.
- B. Read Chapter 12 of *Control Your Depression*.
- C. Complete the Beck Depression Inventory (pages 13-17). Compare your current score with your score before the course started.
- D. Assign priorities to your problems and the methods for coping with them by completing ratings in the Integration section of Chapter 12 (pages 178-180). Decide what you can do on a continuing basis to work on these problems.
- E. Develop an “emergency plan” that will allow you to anticipate and to deal with stressful situations when they occur in the future (see pages 181-184).

- III. THOUGHTS TO CONSIDER.

This session of the course may turn out to be the most important one for you. The progress you’ve made thus far in the course does matter; but, is your goal to be less depressed for the eight weeks during the course, or is it to be less depressed now and in the future? We hope, of course, that you’re looking ahead and actively making plans to maintain the gains you’ve already achieved.

SESSION 12

Developing a Life Plan

- I. GOALS. This session is intended to help you develop a Life Plan to consolidate the gains you've made and to plan for the prevention of future episodes of depression. The goals for this assignment are:
 - A. To assist you in actively planning your future, including a consideration of your individual and interpersonal life goals.
 - B. To encourage you to think preventively and to make a plan for positive mental health.
- II. ASSIGNMENT.
 - A. Continue to monitor your daily mood using the Daily Mood Rating form.
 - B. Read Chapters 13 and 14 of *Control Your Depression*.
 - C. Complete the Life Plan form. This involves consolidating your work from Sessions 10 and 11 (particularly parts II-D and II-E from Session 11). For information relevant to part A of the Life Plan form ("Role Sketch") see pages 188-192; for information relevant to formulating a written statement of your individual and interpersonal goals (part B of the Life Plan form) and philosophy of life (part C of the Life Plan form) see pages 195-202.
- III. THOUGHTS TO CONSIDER.

You may be feeling better now than when you began the "Coping with Depression" course—we certainly hope so. But this is no time to get complacent and stop implementing what you've learned. Realistically, it is important to remember that you are likely to experience depression again at some point in the future. Plan your coping strategies now—implement them when you begin to feel yourself becoming depressed, before a deeper depression sets in.

That's the best advice we can offer. **PLAN NOW—INTERVENE EARLY.** Remember, an ounce of prevention is worth a pound of cure. It's an old cliché, but if the shoe fits. . . . Never mind—you get the message. Good luck!

Directions for the Pleasant Events Schedule

This schedule is designed to find out about the things that you have enjoyed during the past month. The schedule contains a list of events or activities that people sometimes enjoy. You will be asked to go over the list twice; the first time rating each event on how many times it has happened during the past month, and the second time rating each event on how pleasant it has been for you. There are no right or wrong answers. Please respond to every item. Work quickly—there are many items and you will not be asked to make fine distinctions on your ratings. The schedule should take about an hour to complete.

Directions—Step One

On the following pages you will find a list of activities, events, and experiences. **HOW OFTEN HAVE THESE EVENTS HAPPENED IN YOUR LIFE DURING THE PAST MONTH?** Please answer this question by rating each item on the following scale:

0 — This has *not* happened in the past 30 days.

1 — This has happened a few times (1 to 6) in the past 30 days.

2 — This has happened often (7 times or more) in the past 30 days.

Place your rating for each item under the column labeled "F" to the right of each item.

Example:

Item number 1 is "Being in the country." Suppose you have been in the country three times during the past 30 days. Then you would mark a "1" to the right of item 1.

Important:

Some items will list *more than one event*; for these items, indicate how often you have done *any* of the listed events. For example, item number 12 is "Doing art work (painting, sculpture, drawing, movie-making, etc.)." Your response to item 12 should reflect how often you have done *any* form of art work in the past month.

Since this list contains events that might happen to a wide variety of people, you may find that many of the events have not happened to you in the past 30 days. It is not expected that anyone will have done all of these things in one month.

Now turn the page and begin. When you have finished, please read the directions for step two.

Directions—Step Two

Please go over the items on the Pleasant Events Schedule once again. This time the question is **HOW PLEASANT, ENJOYABLE OR REWARDING WAS EACH EVENT DURING THE PAST MONTH?** Answer this question by rating each event on the following scale:

0 — This was *not* pleasant. Use this rating for events that were either neutral or unpleasant.

1 — This was *somewhat* pleasant. Use this rating for events that were mildly or moderately pleasant.

2 — This was *very* pleasant. Use this rating for events that were strongly or extremely pleasant.

Place your rating for each item under the column labeled "P" to the right of the ratings you have marked under column "F."

Example:

Item number 1 is "Being in the country." Suppose that each time you were in the country in the past 30 days you enjoyed it a great deal. Then you would mark a "2" to the right of item 1.

Important:

If an event has happened to you *more than once* during the past month, try to rate how pleasant it was on the average. If an event has not happened to you during the past month, then rate it according to how much fun you think it would have been. When an item lists *more than one event*, rate it on the events you have actually done. If you haven't done any of the events in such an item, give it the average rating of the events in that item that you would like to have done.

The list of items may have some events that you would not enjoy. The list was made for a wide variety of people and it is not expected that one person would enjoy all of them.

Now go back to the list of pleasant events; start with item 1 and go through the entire list rating each event on roughly how pleasant it was (or would have been) during the past 30 days. Please be sure that you assign a rating to each item.

PLEASANT EVENTS SCHEDULE

	<u>F</u>	<u>P</u>	<u>F×P</u>	<u>✓</u>
1. Being in the country				
2. Wearing expensive or formal clothes				
3. Making contributions to religious, charitable, or other groups				
4. Talking about sports				
5. Meeting someone new of the same sex				
6. Taking tests when well prepared				
7. Going to a rock concert				
8. Playing baseball or softball				
9. Planning trips or vacations				
10. Buying things for myself				
11. Being at the beach				
12. Doing art work (painting, sculpture, drawing, movie-making, etc.)				
13. Rock climbing or mountaineering				
14. Reading the Scriptures or other sacred works				
15. Playing golf				
16. Taking part in military activities				
17. Rearranging or redecorating my room or house				
18. Going naked				
19. Going to a sports event				
20. Reading a "How to Do It" book or article				
21. Going to the races (horse, car, boat, etc.)				
22. Reading stories, novels, poems, or plays				
23. Going to a bar, tavern, club, etc.				

	<u>F</u>	<u>P</u>	<u>F×P</u>	<u>✓</u>
24. Going to lectures or hearing speakers				
25. Driving skillfully				
26. Breathing clean air				
27. Thinking up or arranging a song or music				
28. Getting drunk				
29. Saying something clearly				
30. Boating (canoeing, kyaking, motor-boating, sailing, etc.)				
31. Pleasing my parents				
32. Restoring antiques, finishing furniture, etc.				
33. Watching TV				
34. Talking to myself				
35. Camping				
36. Working in politics				
37. Working on machines (cars, bikes, motorcycles, tractors, etc.)				
38. Thinking about something good in the future				
39. Playing cards				
40. Completing a difficult task				
41. Laughing				
42. Solving a problem, puzzle, crossword, etc.				
43. Being at weddings, baptisms, confirmations, etc.				
44. Criticizing someone				
45. Shaving				
46. Having lunch with friends or associates				
47. Taking powerful drugs				
48. Playing tennis				
49. Taking a shower				

- 50. Driving long distances
- 51. Woodworking, carpentry
- 52. Writing short stories, novels, plays, or poetry
- 53. Being with animals
- 54. Riding in an airplane
- 55. Exploring (hiking away from known routes, spelunking, etc.)
- 56. Having a frank and open conversation
- 57. Singing in a group
- 58. Thinking about myself or my problems
- 59. Working on my job
- 60. Going to a party
- 61. Going to church functions (socials, classes, bazaars, etc.)
- 62. Speaking a foreign language
- 63. Going to service, civic, or social club meetings
- 64. Going to a business meeting or a convention
- 65. Being in a sporty or expensive car
- 66. Playing a musical instrument
- 67. Making snacks
- 68. Snow skiing
- 69. Being helped
- 70. Wearing informal clothes
- 71. Combing or brushing my hair
- 72. Acting
- 73. Taking a nap
- 74. Being with friends
- 75. Canning, freezing, making preserves, etc.
- 76. Driving fast
- 77. Solving a personal problem
- 78. Being in a city
- 79. Taking a bath
- 80. Singing to myself
- 81. Making food or crafts to sell or give away

- 82. Playing pool or billiards
- 83. Being with my grandchildren
- 84. Playing chess or checkers
- 85. Doing craft work (pottery, jewelry, leather, beads, weaving, etc.)
- 86. Weighing myself
- 87. Scratching myself
- 88. Putting on makeup, fixing my hair, etc.
- 89. Designing or drafting
- 90. Visiting people who are sick, shut in, or in trouble
- 91. Cheering, rooting
- 92. Bowling
- 93. Being popular at a gathering
- 94. Watching wild animals
- 95. Having an original idea
- 96. Gardening, landscaping, or doing yard work
- 97. Shoplifting
- 98. Reading essays or technical, academic, or professional literature
- 99. Wearing new clothes
- 100. Dancing
- 101. Sitting in the sun
- 102. Riding a motorcycle
- 103. Just sitting and thinking
- 104. Social drinking
- 105. Seeing good things happen to my family or friends
- 106. Going to a fair, carnival, circus, zoo, or amusement park
- 107. Talking about philosophy or religion
- 108. Gambling
- 109. Planning or organizing something
- 110. Smoking marijuana
- 111. Having a drink by myself
- 112. Listening to the sounds of nature

113. Dating, courting, etc.
114. Having a lively talk
115. Racing in a car, motorcycle, boat, etc.
116. Listening to the radio
117. Having friends come to visit
118. Playing in a sporting competition
119. Introducing people I think would like each other
120. Giving gifts
121. Going to school or government meetings, court sessions, etc.
122. Getting massages or backrubs
123. Getting letters, cards, or notes
124. Watching the sky, clouds, or a storm
125. Going on outings (to the park, a picnic, a barbecue, etc.)
126. Playing basketball
127. Buying something for my family
128. Photography
129. Giving a speech or lecture
130. Reading maps
131. Gathering natural objects (wild foods or fruit, rocks, driftwood, etc.)
132. Working on my finances
133. Wearing clean clothes
134. Making a major purchase or investment (car, appliances, house, stocks, etc.)
135. Helping someone
136. Being in the mountains
137. Getting a job advancement (being promoted, given a raise, or offered a better job; getting accepted to a better school, etc.)
138. Hearing jokes
139. Winning a bet
140. Talking about my children or grandchildren
141. Meeting someone new of the opposite sex

142. Going to a revival or crusade
143. Talking about my health
144. Seeing beautiful scenery
145. Eating good meals
146. Improving my health (having my teeth fixed, getting new glasses, changing my diet, etc.)
147. Being downtown
148. Wrestling or boxing
149. Hunting or shooting
150. Playing in a musical group
151. Hiking
152. Going to a museum or exhibit
153. Writing papers, essays, articles, reports, memos, etc.
154. Doing a job well
155. Having spare time
156. Fishing
157. Loaning something
158. Being noticed as sexually attractive
159. Pleasing employers, teachers, etc.
160. Counseling someone
161. Going to a health club, sauna bath, etc.
162. Having someone criticize me
163. Learning to do something new
164. Going to a "Drive-in" (Dairy Queen, McDonald's, etc.)
165. Complimenting or praising someone
166. Thinking about people I like
167. Being at a fraternity or sorority
168. Taking revenge on someone
169. Being with my parents
170. Horseback riding
171. Protesting social, political, or environmental conditions
172. Talking on the telephone
173. Having daydreams
174. Kicking leaves, sand, pebbles, etc.

F P F×P ✓

F P F×P ✓

- 175. Playing lawn sports
(badminton, croquet, shuffleboard, horseshoes, etc.)
- 176. Going to school reunions, alumni meetings, etc.
- 177. Seeing famous people
- 178. Going to the movies
- 179. Kissing
- 180. Being alone
- 181. Budgeting my time
- 182. Cooking meals
- 183. Being praised by people I admire
- 184. Outwitting a "superior"
- 185. Feeling the presence of the Lord in my life
- 186. Doing a project in my own way
- 187. Doing "odd jobs" around the house
- 188. Crying
- 189. Being told I am needed
- 190. Being at a family reunion or get-together
- 191. Giving a party or get-together
- 192. Washing my hair
- 193. Coaching someone
- 194. Going to a restaurant
- 195. Seeing or smelling a flower or plant
- 196. Being invited out
- 197. Receiving honors (civic, military, etc.)
- 198. Using cologne, perfume, or aftershave
- 199. Having someone agree with me
- 200. Reminiscing, talking about old times
- 201. Getting up early in the morning
- 202. Having peace and quiet
- 203. Doing experiments or other scientific work
- 204. Visiting friends

- 205. Writing in a diary
- 206. Playing football
- 207. Being counseled
- 208. Saying prayers
- 209. Giving massages or backrubs
- 210. Hitchhiking
- 211. Meditating or doing yoga
- 212. Seeing a fight
- 213. Doing favors for people
- 214. Talking with people on the job or in class
- 215. Being relaxed
- 216. Being asked for help or advice
- 217. Thinking about other people's problems
- 218. Playing board games
(Monopoly, Scrabble, etc.)
- 219. Sleeping soundly at night
- 220. Doing heavy outdoor work
(cutting or chopping wood, clearing land, farm work, etc.)
- 221. Reading the newspaper
- 222. Shocking people, swearing, making obscene gestures, etc.
- 223. Snowmobiling or dune-buggy riding
- 224. Being in a body-awareness, sensitivity, encounter, therapy, or "rap" group
- 225. Dreaming at night
- 226. Playing ping-pong
- 227. Brushing my teeth
- 228. Swimming
- 229. Being in a fight
- 230. Running, jogging, or doing gymnastics, fitness, or field exercises
- 231. Walking barefoot
- 232. Playing frisbee or catch
- 233. Doing housework or laundry; cleaning things
- 234. Being with my roommate
- 235. Listening to music

F P F×P ✓

- 236. Arguing
- 237. Knitting, crocheting, embroidery, or fancy needlework
- 238. Petting, necking
- 239. Amusing people
- 240. Talking about sex
- 241. Going to a barber or beautician
- 242. Having house guests
- 243. Being with someone I love
- 244. Reading magazines
- 245. Sleeping late
- 246. Starting a new project
- 247. Being stubborn
- 248. Having sexual relations
- 249. Having other sexual satisfactions
- 250. Going to the library
- 251. Playing soccer, rugby, hockey, lacrosse, etc.
- 252. Preparing a new or special food
- 253. Birdwatching
- 254. Shopping
- 255. Watching people
- 256. Building or watching a fire
- 257. Winning an argument
- 258. Selling or trading something
- 259. Finishing a project or task
- 260. Confessing or apologizing
- 261. Repairing things
- 262. Working with others as a team
- 263. Bicycling
- 264. Telling people what to do
- 265. Being with happy people
- 266. Playing party games
- 267. Writing letters, cards, or notes
- 268. Talking about politics or public affairs

F P F×P ✓

- 269. Asking for help or advice
- 270. Going to banquets, luncheons, potlucks, etc.
- 271. Talking about my hobby or special interest
- 272. Watching attractive women or men
- 273. Smiling at people
- 274. Playing in sand, a stream, the grass, etc.
- 275. Talking about other people
- 276. Being with my husband or wife
- 277. Having people show interest in what I have said
- 278. Going on field trips, nature walks, etc.
- 279. Expressing my love to someone
- 280. Smoking tobacco
- 281. Caring for houseplants
- 282. Having coffee, tea, a coke, etc., with friends
- 283. Taking a walk
- 284. Collecting things
- 285. Playing handball, paddleball, squash, etc.
- 286. Sewing
- 287. Suffering for a good cause
- 288. Remembering a departed friend or loved one, visiting the cemetery
- 289. Doing things with children
- 290. Beachcombing
- 291. Being complimented or told I have done well
- 292. Being told I am loved
- 293. Eating snacks
- 294. Staying up late
- 295. Having family members or friends do something that makes me proud of them
- 296. Being with my children
- 297. Going to auctions, garage sales, etc.

	<i>F</i>	<i>P</i>	<i>F×P</i>	✓
298. Thinking about an interesting question				
299. Doing volunteer work, working on community service projects				
300. Water skiing, surfing, scuba diving				
301. Receiving money				
302. Defending or protecting someone; stopping fraud or abuse				
303. Hearing a good sermon				
304. Picking up a hitchhiker				
305. Winning a competition				
306. Making a new friend				
307. Talking about my job or school				

	<i>F</i>	<i>P</i>	<i>F×P</i>	✓
308. Reading cartoons, comic strips, or comic books				
309. Borrowing something				
310. Traveling with a group				
311. Seeing old friends				
312. Teaching someone				
313. Using my strength				
314. Traveling				
315. Going to office parties or departmental get-togethers				
316. Attending a concert, opera, or ballet				
317. Playing with pets				
318. Going to a play				
319. Looking at the stars or moon				
320. Being coached				

DAILY MOOD RATING FORM

Very depressed ————— 1 2 3 4 5 6 7 8 9 ————— Very happy

Monitoring Day	Mood Score	Monitoring Day	Mood Score
1		31	
2		32	
3		33	
4		34	
5		35	
6		36	
7		37	
8		38	
9		39	
10		40	
11		41	
12		42	
13		43	
14		44	
15		45	
16		46	
17		47	
18		48	
19		49	
20		50	
21		51	
22		52	
23		53	
24		54	
25		55	
26		56	
27		57	
28		58	
29		59	
30		60	

DAILY MONITORING — RELAXATION

Relaxation Rating: 0 = Most relaxed you have ever been
 10 = Most tense you have ever been

Date: _____ to _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Average Score for the Day							
Least Relaxed Time							
Score							
When							
Where							
Situation							
Most Relaxed Time							
Score							
When							
Where							
Situation							
Occurrence of Tension Symptoms							
H = Headache							
SA = Stomachache							
SP = Sleep problem							
Relaxation Practice							
When							
For how long							
Score before							
Score after							

Average Score
 (add your scores
 and divide by 7)

DAILY MONITORING — RELAXATION

Relaxation Rating: 0 = Most relaxed you have ever been
10 = Most tense you have ever been

Date: _____ to _____

- Average Score for the Day
- Least Relaxed Time
- Score
- When
- Where
- Situation
- Most Relaxed Time
- Score
- When
- Where
- Situation
- Occurrence of Tension Symptoms
- H = Headache
- SA = Stomachache
- SP = Sleep problem
- Relaxation Practice
- When
- For how long
- Score before
- Score after

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Average Score for the Day							
Least Relaxed Time							
Score							
When							
Where							
Situation							
Most Relaxed Time							
Score							
When							
Where							
Situation							
Occurrence of Tension Symptoms							
H = Headache							
SA = Stomachache							
SP = Sleep problem							
Relaxation Practice							
When							
For how long							
Score before							
Score after							

Average Score
(add your scores
and divide by 7)

DAILY MONITORING — RELAXATION IN PROBLEM SITUATIONS

Relaxation Rating: 0 = Most relaxed you have ever been
 10 = Most tense you have ever been

Date: _____ to _____

Problem Situations	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

DAILY MONITORING — RELAXATION IN PROBLEM SITUATIONS

Relaxation Rating: 0 = Most relaxed you have ever been
10 = Most tense you have ever been

Date: _____ to _____

Problem Situations	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

ACTIVITY SCHEDULE

Activity	Day																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														
7.																														
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14.																														
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16.																														
17.																														
18.																														

ACTIVITY SCHEDULE (continued)

Activity	Day																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
19.																															
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35.																															
36.																															

ACTIVITY SCHEDULE (continued)

Activity	Day																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
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52.																															
53.																															
54.																															

ACTIVITY SCHEDULE (continued)

Activity	Day																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
55.																															
56.																															
57.																															
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72.																															

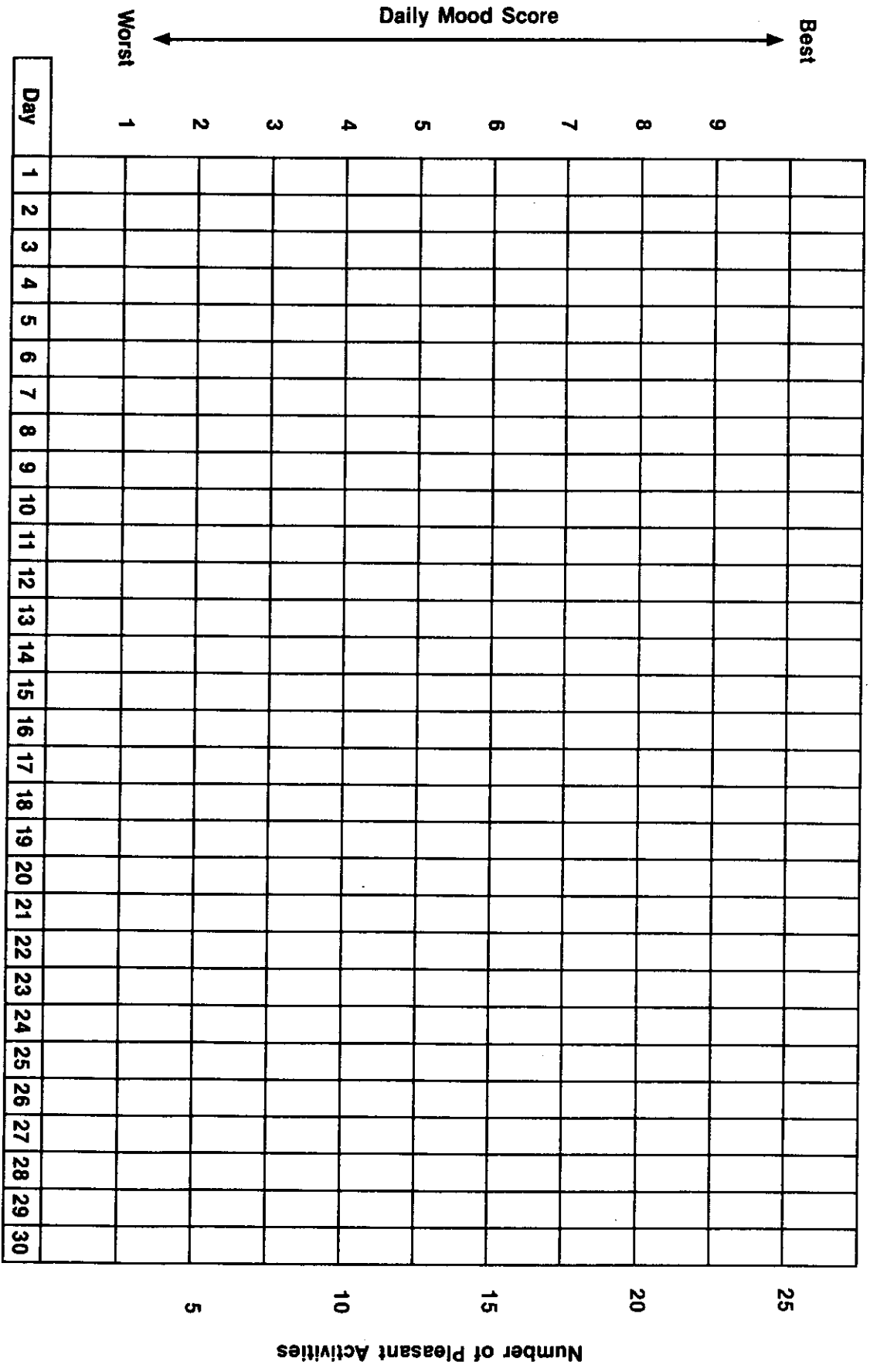
ACTIVITY SCHEDULE (continued)

Activity	Day																													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
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87.																														
88.																														
89.																														
90.																														

ACTIVITY SCHEDULE (continued)

Activity	Day																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
91.																															
92.																															
93.																															
94.																															
95.																															
96.																															
97.																															
98.																															
99.																															
100.																															
Total for Day																															
Mood Score																															

CHART FOR RECORDING DAILY PLEASANT ACTIVITIES AND MOOD SCORES



WEEKLY PLAN

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

CONTRACT FOR INCREASING PLEASANT ACTIVITIES

My goal for the next week is to bring my total pleasant activity count for that period up to _____. This means that I will try to engage in _____ pleasant activities each day. I will also try to keep my pleasant

WEEKLY PLAN

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

CONTRACT FOR INCREASING PLEASANT ACTIVITIES

My goal for the next week is to bring my total pleasant activity count for that period up to _____. This means that I will try to engage in _____ pleasant activities each day. I will also try to keep my pleasant activities level from falling below _____ on any given day.

If my daily total is _____, I will reward myself by _____.

If my total for the week is _____, I will reward myself by _____.

Signed _____ Dated _____

DAILY TALLY OF POSITIVE AND NEGATIVE THOUGHTS

	Number of Negative Thoughts	Number of Positive Thoughts
Day 1	_____	_____
Day 2	_____	_____
Day 3	_____	_____
Day 4	_____	_____
Day 5	_____	_____
Day 6	_____	_____
Day 7	_____	_____
Total for the week	_____	_____
Average (Total ÷ 7)	_____	_____
Day 8	_____	_____
Day 9	_____	_____
Day 10	_____	_____
Day 11	_____	_____
Day 12	_____	_____
Day 13	_____	_____
Day 14	_____	_____
Total for the week	_____	_____
Average (Total ÷ 7)	_____	_____

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

- 1.
- 2.
- 3.
- 4.
- 5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

- 1.
- 2.
- 3.
- 4.
- 5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

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- 2.
- 3.
- 4.
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(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

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I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

- 1.
- 2.
- 3.
- 4.
- 5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

- 1.
- 2.
- 3.
- 4.
- 5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

- 1.
- 2.
- 3.
- 4.
- 5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

DAILY MONITORING

Date _____

A. Activating Event

(Briefly describe the situation or event that seemed to lead to your emotional upset at C).

B. Beliefs or Self-Talk

(List each of the things that you said to yourself about A.)

1.

2.

3.

4.

5.

(Now go back and place a checkmark beside each statement that is non-constructive or "irrational.")

C. Emotional Consequences

(Describe and rate how you felt when A happened.)

I felt: _____

Rating (0 = mildly upset; 5 = extremely upset): _____

D. Dispute of Self-Talk

(For each checked statement in Section B, describe what you would ask or say to dispute your non-constructive self-talk).

Note: You should first complete Section C. Then go back and complete Section A and Section B. After the first week of self-monitoring, also complete Section D.

SELF-MONITORING OF ASSERTIVENESS

SITUATION	DAY:	1	2	3	4	5	6	7	8	9	10
1.	Comfort: Skill:										
2.	Comfort: Skill:										
3.	Comfort: Skill:										
4.	Comfort: Skill:										
5.	Comfort: Skill:										
6.	Comfort: Skill:										
7.	Comfort: Skill:										
8.	Comfort: Skill:										
9.	Comfort: Skill:										
10.	Comfort: Skill:										

SOCIAL ACTIVITIES TO INCREASE

Month: _____

Item	Date:						
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
Daily Totals:							

Goal for Increasing: _____ per _____.

Average Increase Achieved: _____ per _____.

INTERFERENCES: ACTIVITIES TO DECREASE

Month: _____

Item	Date:							
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								
Daily Totals:								

Goal for Increasing: _____ per _____.

Average Increase Achieved: _____ per _____.

LIFE PLAN

A. Role Sketch.

- 1. My highest priorities (life goals, major commitments, etc.):**
- 2. Personal style:**
- 3. Relationships:**
- 4. Summary: I can be happy and successful because:**
- 5. How is this person I hope to be different from my self-description right now?**

B. Note briefly your present goals in each of these areas:

- 1. Individual lifestyle:**
- 2. Spiritual and religious activities:**
- 3. Educational plans:**
- 4. Vocational choices:**
- 5. Physical activities:**
- 6. Recreational activities:**
- 7. Family lifestyle:**
- 8. Friends:**