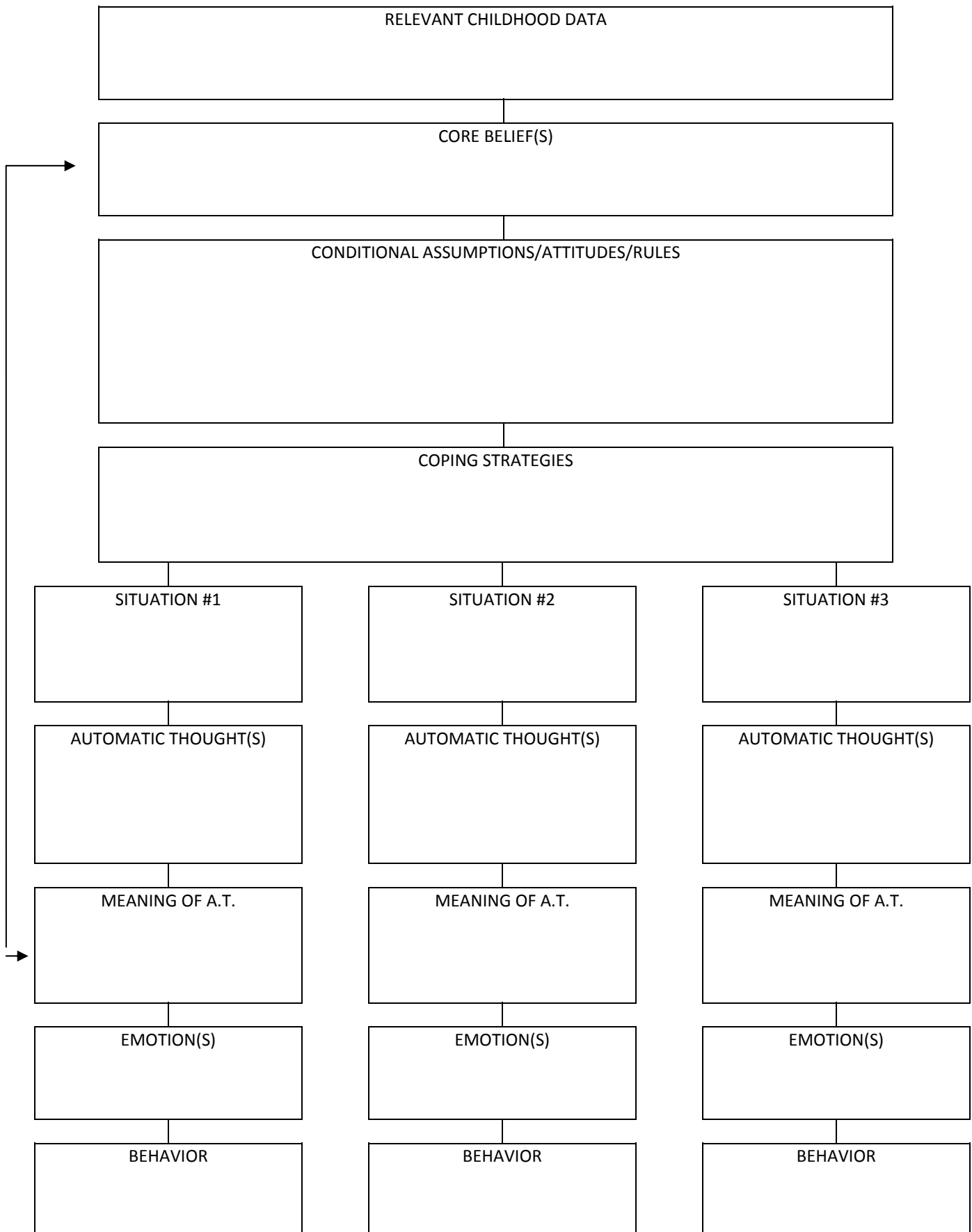


Cognitive Conceptualization Diagram



Michele

Michele is a twelve-year old girl who arrives at her first session, wiping away tears from her face as she sits in the waiting room. As you walk her to your office, she responds to your gentle questions and chit-cat with single word answers. She tells you that her name is Michele and she is in sixth grade, but shrugs to your other questions and does not look at you as you walk down the hallway.

Michele is very slow to talk about herself, but over several meetings with you, she reveals that she is deeply depressed. She tells you that she cries easily and often, and has had trouble eating and sleeping. She tells you that she feels exhausted even in the morning. In her saddest, darkest moments, Michele tells you that she thinks about killing herself and sees it as the only way to escape from the difficult things in her life. When she is feeling really down and frustrated, she sometimes cuts her upper thighs with a razor blade or the sharp edge of a CD. These cuts are never deep enough to put her life in any danger, but when she shows you the cuts, you can see that the cutting has left scars.

Michele tells you that two things make her feel so sad that she wants to hurt herself. First, from ages six to ten, her mother's boyfriend sexually abused her. When Michele told a friend about the abuse, the friend confided in an adult who ultimately reported the abuse to Michele's mother and the police. Michele's mother accused her of trying to steal her boyfriend and still blames her for the relationship ending. Michele feels intensely sad that her mother does not believe she was sexually abused and that she has so little sympathy for her feelings. Sometimes, Michele is so tormented by her shame and unhappiness, that she thinks the only way out is to kill herself.

The second thing that Michele tells you that fuels her sadness is that she thinks that she is "a fat pig" even though she is an average weight for her height. Michele goes through cycles of restricting the amount she eats so that she can lose weight, and then becomes so hungry that she binges. Following a binge, she is very critical of herself, and thinks, "I'm going to be fat forever and no boy will give me a second look." She thinks she is weak because she cannot resist her cravings and hates herself. If she's alone,

she'll cut herself for some quick relief. Michel's negative view of herself causes her to seek sexual attention from boys to reassure herself that she is attractive. Sometimes, Michele will have sex with a boy to reassure herself that he is interested in her. However, after sex, the boy's interest soon fades, and Michele feels deeply hurt and thinks the boy left because she was fat. This fuels Michele's determination to starve herself again to become more attractive. These cycles of starvation and binging, plus casual sex and rejection, leave her feeling sad, ashamed, and alone. Several of Michele's classes are with boys with whom she has had sex. Seeing the boys causes her to think about her situation and she feels sad and she starts to cry. Once she starts crying, she has a hard time stopping, so she hides in the bathroom until she regains control.

A and C

Instructions: In the **A** column, write down what happened just before **C** started ____ *Scared* ____ (e.g., anger, sadness, hitting). In the **C** column, rate the amount of ____ *Scared* ____ (e.g., anger, sadness, hitting) with numbers 0 (lowest) to 10 (highest).

A Activating situation	C Consequence 0 (lowest) to 10 (highest)
<i>I was taking my SJAR test and kept making mistakes.</i>	<i>Scared (8)</i>

A, B, C Form

Instructions: In the **A** column, write down what happened just before **C** started _____ *Scared* _____ (e.g., sad, angry, scared). In the **C** column, rate the amount of the feeling with numbers 0 (lowest) to 10 (highest). In the **B** column, write down what you were thinking just before the feeling started.

<div>A</div> <div>ctivating Situation</div>	<div>B</div> <div>elief</div>	<div>C</div> <div>onsequence</div> <div>0 (lowest) to 10 (highest)</div>
<i>I was taking my STAR test and kept making mistakes.</i>	<i>I'm going to fail my STAR test and my teacher will be really mad at me.</i>	<i>Scared (8)</i>

Thought Record

Situation	Feeling(s)	Automatic Thoughts	Other Response	Outcome
What event led to the unpleasant situation?	What emotions were you feeling?	What thoughts or images went through your mind?	Is the thought completely true? Is the thought helping you feel better or work towards your goals?	What emotion do you feel now? What will you do now?
I got a C- on my math test.	<p>Angry (70)</p> <p>Sad (80)</p>	<p>"I can't do math."</p> <p>"I am a total loser."</p> <p>"It's not fair that I have to do math. What's the point? I don't need to know this stuff."</p>	<p>"Math is harder for me than for some of the other kids, but a C- doesn't mean that I can't do math at all. No one is good at everything."</p> <p>"Just because I'm not a math star doesn't mean I'm a loser. I do other things better than some of the kids. No one can be good at everything all the time."</p> <p>"I may not need much math when I graduate but I've got to get a decent math grade to graduate so that I can do the things I want some day."</p>	<p>Not as sad (50)</p> <p>I'm still angry but not as much (30)</p> <p>I'll ask Mr. Deacons for some help with the math. He's an okay guy but he's such a math geek. I've just got to keep my eye on the prize – graduate!</p>

Catch It-Check It-Correct It

Catch It	<p>What words/phrases/images went through your mind just before or while you were feeling anxious?</p> <p>What is your worst fear?</p> <p>What do these thoughts say and mean about you and your life or your future?</p> <p>What do these thoughts say and mean about how others see/think about you?</p>	<p>I'm going to throw up because I feel a little sick to my stomach.</p>
Check It	<p>What are the primary Thinking Traps?</p>	<p>The crystal ball</p> <p>A perfect disaster</p>
Correct It	<p>Pick a key thought and describe the objective evidence that supports it. Is this thought 100% accurate?</p> <p>Does the thought contain any thinking errors? Does this thought reflect objective reality?</p> <p>Develop an argument against the key thought. Why is this key thought inaccurate?</p> <p>What are some alternative and more balanced ways you can think about this situation? Is there an alternative thought more in line with the evidence?</p> <p>What would you say to a friend who was in a similar situation? Is there a more helpful way to think about the situation?</p>	<p>I've made this prediction a ton of times and I've never been correct.</p> <p>I'm likely tired because I'm not sleeping well because I'm worried about my exams.</p> <p>Just because I feel sick doesn't mean I'm going to throw up. I've been sick many times and I've only thrown up once, when I was six years old.</p>

Time Machine

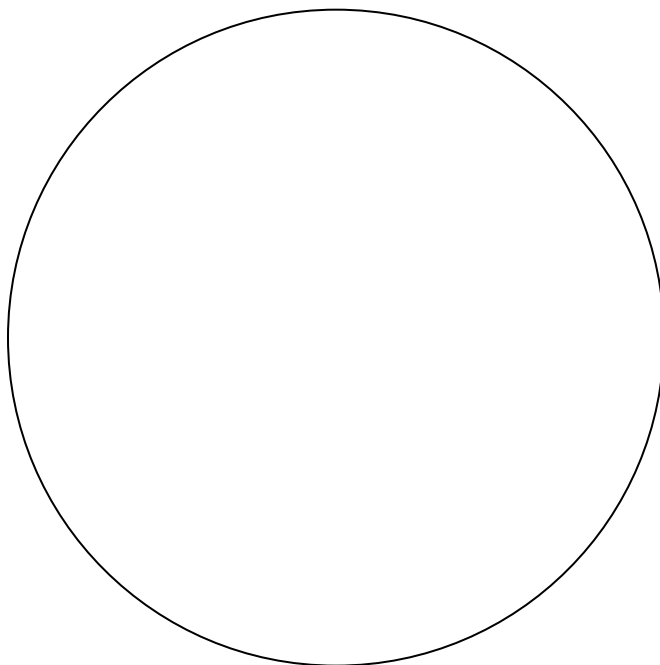
1	2	3	4	5	6	7	8	9	10
Could care less	Definitely not important	Mildly important	Almost important	Important, but not life altering	Important, but I have bigger fish to fry	Important, and I will take it seriously	Very important	Very, very important	My life and the welfare of my world as I know it depends on this

My thought or belief:	I can't believe I said that. He must think I'm an idiot. I'll never ask me out now.
How important is this to me right now?	Very important. (8)
How important will this be in one hour?	Very important still. I made a fool of myself! (8)
In one day?	Still pretty important. I'll have to face him at school. His friends might laugh at me. (6)
In one week?	Important, but getting less important. People start to forget things after a week or so. (5)
In one year?	It's probably not that important. I'll be a senior and too focused on college by then. (3)
In five years?	It's really not important! I'll be finishing college in five years and probably won't even remember this! (2)
In twenty years?	This is definitely not important. I'll be married with kids. If I even remember it, I might look back and laugh! (1-2)
My new way of thinking about it:	Okay, it's not that big of a deal. It feels really bad and important now, but it won't be important in my future.

What Do I Believe

I believe _____ It's all my fault that my Dad left _____

All things that may have been responsible for ...	%
My brother argues with my dad even more than I do.	<u>10%</u>
My dad couldn't help support me and my mom and he felt really bad about that.	<u>25%</u>
My mom told that my dad could never settle down. He was a tumbleweed.	<u>10%</u>
My dad and mom were always arguing and this last year mom had enough and told him to leave several times.	<u>10%</u>
My dad had a drug problem and he was afraid the cops would find him.	<u>40%</u>
I argued with my dad sometimes because I was angry with him.	<u>5%</u>



I believe _____ I'm a total loser _____ .

0%	25%	50%	75%	100%
Total Loser				Total Winner

Always in trouble at school, every teacher thinks he's the worst and a minute doesn't go by that a teacher doesn't criticize him. Kicked off baseball team and can't even walk without stumbling, no kid will pick him for a team. His mom and dad are divorced, in fact, his parents left him and didn't give him a thought. He smells bad, his clothes are rags. Gets Fs in every class, on every test, on every quiz, no points on anything.

Half the time he wins and half the time he loses a game. Half the time he gets a good grade and half the time he gets a bad grade. Half the time teachers praise him and half the time teachers correct him. Half the time he looks cool and half the time he looks tired and uncool. Half the time his mom and dad argue and half the time they are happy with each other.

Never gets in trouble at school, not even for scratching his nose. Pitches or plays first base, or any position he wants. His mom and dad are together and never argue or even disagree. Gets As in everthing, even stuff that's really hard. He dresses cool and all the girls, every single one of them, thinks he's "the dude".

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
		James	Alex	Curt Jack Austin	Zack Ted Ben Alec Jose Russ	Me	Pete Todd		Jamal	

Action Experiment

Belief	Feeling embarrassed is horrible!	
Step 1	What's your prediction?	I won't be able handle feeling embarrassed. I'll just freak out. I'll be paralyzed and unable to say a single word.
Step 2	How strongly do you believe your prediction is correct (0-100%)?	80%
Step 3	How could we test that out? Let's design your experiment (what, when, where, with whom).	Make a little mistake in front of people. Tomorrow, I could stand on the corner of Haight and Ashbury and ask, "Excuse me, where is the corner of Haight and Ashbury, please?"
Step 4	Let's practice the experiment and plan for any bumps.	If someone is confused, I'll just tell them I'm new in town. If they ask me where I'm from, I'll tell them Des Plaines, Illinois. My grandparents used to live there so I know kind of what it's like. If they're rude I'll remind myself that I was very brave and it doesn't matter what people think.
Step 5	Now, do the experiment. (when, where, with whom)	I'll try this today, in front of the book store. It's not my neighborhood so I probably won't know anyone.
Step 6	Describe what really happened.	Most people didn't even blink. They just smiled and told me I was standing at the corner. One lady smiled and asked if I was kidding but when I told her that I was from out of town, she told me and even chatted with me. I felt embarrassed at first but not ask embarrassed as I thought I was going to feel. I was able to talk, like when the lady asked where I was from and I told her the little white lie we made up about that.
Step 7	Now, let's talk about it. Were you surprised? What did you learn? Why do you think your prediction didn't come true?	I thought I would be much more embarrassed than I really was. I guess learned that being afraid of embarrassment isn't a good reason not to do something. I also learned that everyone makes mistakes and feels embarrassed sometimes and it's not the end of the world.
Step 7	Now, how strongly do you believe your prediction is correct (0-100%)?	40%
Step 8	How are you thinking about it now? Would it help to try it again? What could we do differently?	I'd try it again but maybe I could try it with someone I know a little, like the book store owner. Maybe I could ask for a magazine that is sitting on the rack right next to the cash register. If that's easy, after she tells me that the magazine is right in front of me, I could ask her, "Where?" Now that sounds embarrassing.

My Pluses and Minuses Worksheet

Problem I want to think through: **Whether I should try a medicine for my anxiety or not.**

+ + + Pluses + + +	- - - Minuses - - -
My mom told me Stephanie tried a medicine for her worry and it really helped, so maybe it would help me too.	It might not work. (But, I won't know that until I try it).
I'm working really hard in my therapy, and it's helping, but some days I'm miserable. Maybe, like my therapist said, a little medicine might make therapy a bit easier for me too.	I might have some side effects. (But most teens do, and they might not be too bad).
Sometimes, I feel like the anxiety is wearing me down. Maybe a medicine would help me feel less worn down.	If my friends find out I'm taking a medicine, they might think I'm some sort of mental case. (But, Jenny took medicine for a while to help with her focusing problem and none of us thought she was weird).
	It's a hassle to take medicine and one more thing my parents have to remind me to do. (However, maybe I could work out a way to remember on my own).
	Now I'd have to admit that I really have a problem with anxiety if I try medicine. (But I'm learning that a lot of teens struggle with anxiety and if the medicine works, why don't try).

My plan or decision is: **I've decided to give medicine a try and see how I feel. I can always change my mind if it's not helping** .

My Daily Activity Schedule

Name _____ Jessica _____

Date _____ May 5 _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00 am		Shower. Fun (2) Proud (3)	Shower. Fun (2) Proud (3)			Shower. Fun (2) Proud (3)	
10:00-11:00 am		Walked dog. Fun (4) Proud (5)	Walked dog. Fun (4) Proud (5)			Walked dog. Fun (4) Proud (5)	
11:00-12:00 pm			Watched TV Fun (4) Proud (5)			Watched Youtubes. Fun (4) Proud (5)	
12:00-1:00 pm		Made/ate lunch Fun (2) Proud (4)	Lunch with mom Fun (3) Proud (2)	Made/ate lunch Fun (2) Proud (4)	Lunch alone Fun (2) Proud (2)	Lunch with mom Fun (5) Proud (2)	
Overall Mood (0-10)		4	5	2	2	6	

Fun or Proud Activity Scheduling Form

Fun or Proud Activity	Day of Week						
	Su	Mo	Tu	We	Th	Fr	Sa
Watch some funny YouTube videos (F)	✓					✓	✓
Wrote some Fan Fiction (P)		✓	✓		✓		
Went to 7-11 for a soda (F)	✓						
Texted with my best friend for 10 minutes (F)		✓		✓		✓	✓
Gave mom a hug (F)		✓	✓		✓		✓
Road my bike to the park and back for 20 minutes (F)	✓						✓
Downloaded music and listened to the new tunes (F)		✓		✓		✓	✓
Went to Melissa's house for lunch (F)							✓
Went to the dog park to walk Milton (P)	✓						✓
Bought a new magazine and read for 30 minutes (F)		✓		✓		✓	
Total Events	4	5	2	3	2	4	7
Overall Mood (0-10)	3	4	2	3	3	3	5

My Daily Activity Schedule

Name _____ Jessica _____

Date _____ May 15 _____

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
9:00-10:00 am	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =	Shower. Eat breakfast Fun = Proud =
10:00-11:00 am	Walked dog. Fun = Proud =	Ride to and from park (10") Fun = Proud =	Walk dog. Fun = Proud =	Ride to and from park (10") Fun = Proud =	Walk dog. Fun = Proud =	Ride to and from park (20") Fun = Proud =	Walk dog. Fun = Proud =
11:00-12:00 pm	Listen to music (30") Fun = Proud =		Watch my favorite TV shows (60") Fun = Proud =	Watch funny YouTubes (60") Fun = Proud =		Listen to music and dance (30") Fun = Proud =	
12:00-1:00 pm	Lunch Fun = Proud =	Lunch, then ice cream with Amy Fun = Proud =	Lunch with mom Fun = Proud =	Made new lunch food Fun = Proud =	Lunch Fun = Proud =	Lunch with mom Fun = Proud =	Lunch with Melissa Fun = Proud =
Overall Mood (0-10)		4	5	2	2	6	

Solving Problems

Step 1. How am I feeling?

Sad and angry

Step 2. What is the problem?

My mom and dad are fighting all the time

Step 3. Now I'm going to **stop and think** of as many solutions to my problem as I can, and write them down. Then I'm going to think about the **benefits** and **consequences** of each solution and write those down.

Solutions	Benefits	Consequences
Run away from home.	My parents would be really sorry and make-up.	I would miss my brothers and sisters. I would be found and punished. I would be cold and hungry.
Get out of the house and go hang out with my friends.	I would have a good time. I wouldn't have to hear them fight.	My parents might be angry with me and punish me for going to my friends house.
Go to my room and turn my radio up real loud.	I might get in trouble if I play my radio too loud.	I might not have to hear them fight. I wouldn't have to go anywhere.
Talk to my Ms. Jansen about how I'm feeling.	I like Ms. Jansen and she might make me feel better.	Ms. Jansen might tell my parents and they'll be mad at me. Ms. Jansen might be mad at me for bothering her.

Step 4. Now I'll choose the best solution and try that one first.

Get out of the house and go hang out with one of my friends.

Step 5. If I try the first solution and it doesn't work, I'll try this solution next.

Talk to Ms. Jansen about how I'm feeling.

Step 6. Great job!! I want to remember how to solve this problem in the future. I'll write my plan for solving this problem in the **future** here.

When my parents are fighting, I'll go hang out with one of my friends and if I can't hang out with one of my friends I'll go to my room and listen to music.