

**Supplement**  
**Methodological Details and Ancillary Data Analyses for**  
**“Positive affect treatment targets reward sensitivity: A randomized controlled trial”**

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## Methods

### Interventions

Therapist and client manuals for each treatment are presented in the Appendix to this Supplement.

#### *Positive Affect Treatment (PAT)*

PAT includes three core elements. The first is behavioral activation to rewarding experiences augmented by imaginal recounting and reinforcement of positive mood effects. The second is cognitive exercise focusing on identifying positive aspects of experience, taking responsibility for positive outcomes, and imagining future positive events. The third is the cultivation and savoring of positive experiences through exercises of appreciative joy, gratitude, generosity, and loving-kindness. The behavioral activation with imaginal recounting is continuous throughout the fifteen weekly therapy sessions, while cognitive exercises are the focus of sessions 8-11, and cultivating positive emotions is the focus of sessions 12-14. Session 15 is relapse prevention.

*Behavioral activation with imaginal recounting.* Behavioral activation targets the anticipation and motivation for reward by designing rewarding activities and response to attainment of reward through engagement in rewarding activities. Following psychoeducation, positive affect labeling is introduced as detailed labeling of positive emotions experienced during the activities facilitates reward attainment. Changes in mood are closely monitored from before to after each activity to reinforce the positive mood-inducing effects, and in so doing, targets reward learning (i.e., instrumental learning by which engaging in a specific activity increases positive mood). To deepen and savor the rewarding aspects of the experience, each behavioral activity is followed by intensive, first-person perspective and present tense imaginal recounting through visualization and reimagining of assigned activities, including specific sensations, thoughts, emotions, and situational details. Other processes are likely taking place as well since the guided memory recounting involves shifting attention away from negative portions and toward positive portions of the behavioral experience. To that degree, it serves as a type of attentional control (shifting attention from one aspect of a situation to another). Such attentional control has been shown to be effective as a form of emotion regulation (Gross, 1998). The imaginal recounting resembles other memory specificity interventions for emotional disorders that have led to significant short-term improvements in overgeneral memory, depression, hopelessness, problem-solving, anticipatory pleasure, and behavioral intention to engage in activities (Barry et al., 2019; Hallford et al., 2020; Hallford et al., 2020; McMakin et al., 2011; Pictet et al., 2016). In Positive Affect Treatment, the primary goal of imaginal recounting is to enhance the hedonic impact of reward and to improve the skill of appreciating and liking a rewarding event.

Additionally, imaginal recounting involves sustained attention to positive stimuli, which has shown to lead to subsequent preferences for positive stimuli, albeit in nonclinical samples (Wadlinger & Isaacowitz, 2008). Increased preference for positive material is posited to, in turn, decrease interest in negative information (Wadlinger & Isaacowitz, 2011). Furthermore, training positive attentional preferences may enhance attentional vigilance for, and orienting toward, positive information that eventually shifts more elaborate attention mechanisms toward positive meanings and facilitates encoding of positive information in daily experiences.

*Cognitive Exercises.* PAT involves a set of cognitive training skills for attending to positive stimuli. Unlike cognitive therapy for depression, which challenges negative cognitions, cognitive techniques in PAT aim to identify and savor positive aspects of experiences such as taking responsibility for positive outcomes or imagining and appreciating future positive events. Hence, the PAT cognitive skill set does not address negative thoughts or errors in thinking that may have contributed to negative assumptions and beliefs. Instead, all discussion focuses on attending to positive features of situations in the past, present, and future. Targeting attention is expected to impact mood as described with respect to the attentional mechanisms involved in imaginal recounting (i.e., increases in positive affect, increases in preference for positive stimuli, decreased interest in negative stimuli, and eventual shift toward more positive meanings (Wadlinger & Isaacowitz, 2011). Hence, even though there is little direct attempt to change appraisals, underlying meanings and appraisals may shift in a more positive direction indirectly as a function of the cognitive training exercises. The first cognitive skill, *Finding the Silver Linings*, trains clients to recognize and appreciate the positive features in everyday situations, even situations with a partly negative valence. The repeated practice of identifying multiple positive elements in everyday situations is presumed to enhance preference for, attentional vigilance to, and encoding of positive information (Wadlinger & Isaacowitz, 2011). The second skill, *Taking Ownership*, involves repeated practice identifying one's own behavioral contributions to positive outcomes in daily lives (reward learning) and savoring positive emotions of pride, mastery, and excitement (anticipating reward). Accomplishments can be read out loud in front of a mirror to deepen the experience. Taking ownership counters the depressive attributional bias to attribute positive outcomes to external factors and is consistent with experimental evidence for training a positive attributional bias (Peters et al., 2011). By asking clients to consider ways in which they may have contributed to a positive outcome, this skill may influence self-appraisals. The third skill, *Imagining the Positive*, is based on evidence for repeated practice imagining positive events to increase positive mood and positive interpretation bias (Holmes et al., 2006; Holmes et al., 2008; Pictet et al., 2011). Clients are guided to repeatedly imagine as many positive aspects as possible about an upcoming event, including positive emotions such as excitement, joy, and curiosity, to facilitate the wanting of reward.

*Cultivate and Savor Positive Experiences Exercises.* The final set of skills is designed to cultivate and savor positive experiences and include daily practices of the mental and physical act of giving. *Practices in Loving-Kindness* (i.e., mentally sending happiness, health, peace, and freedom from suffering) is described as an act of training one's emotional experience toward warmth and tenderness (Garland et al., 2010). It encourages the focus of awareness on loving and kind concern of other living beings, oneself, and the world (Hofmann et al., 2011). Even brief practices of loving-kindness (Hutcherson et al., 2008) have been shown to increase positivity toward self and others, improvements in positive affect and personal resources (e.g., personal relationship with others, physical health, self-acceptance, satisfaction; Fredrickson et al., 2008; Hofmann et al., 2015; Kearney et al., 2013; Mayhew & Gilbert, 2008; Nelson et al., 2016; Rowland & Curry, 2019) Other skills involve daily practices of the mental act of wishing good to self and others through *Appreciative Joy* (i.e., wishing happiness, joy, and fortune) and of generating a sense of gratefulness through the practice of Gratitude. *Cultivating Gratitude* (by creating gratitude lists, gratitude contemplation, or the behavioral expression of gratitude) leads to changes in positive mood, greater resourcefulness, and general well-being in studies with nonclinical participants (Froh et al., 2009; A. W. Geraghty et al., 2010; Adam WA Geraghty et al., 2010; Wood et al., 2010), *Appreciative Joy* is a practice that involves feeling happiness for people

with success, good fortune, or happiness. Similar to *Practices of Loving-Kindness*, *Appreciative Joy* has been associated with increases in positive mood, positive thinking, interpersonal relations, empathic accuracy, and improvements in psychological distress, although study quality is often problematic (Shonin et al., 2015; Zeng et al., 2015).

### Negative Affect Treatment (or NAT)

NAT targets elements of elevated threat responding as well as loss and frustrative nonreward, using three core cognitive behavioral therapeutic strategies. The first is exposure to distressing or avoided external situations, sensations, images or memories. The second is cognitive restructuring overestimation of probability, catastrophizing and overself-attribution for negative outcomes. The third is arousal regulation through respiratory training. The exposure is continuous throughout the fifteen weekly therapy sessions, while cognitive exercises are the focus of sessions 8-11, and respiratory training is the focus of sessions 12-14. Session 15 is relapse prevention.

Augmented Exposure. The first module involves designing, planning, and practicing exposures to feared or stressful situations, sensations, or objects to reduce threat responding. Inhibitory learning and consolidation are optimized by implicit and explicit violation of expectancies, practices for enhanced generalization, and post-exposure analysis (Craske et al., 2018; Craske et al., 2022). Augmented exposure includes the part of behavioral activation for depression that directly targets avoidance of stressful situations (Martell et al., 2010). Note that behavioral activation toward rewarding or pleasurable activities is excluded to retain a focus upon reducing negative affect.

Cognitive Restructuring. The second module targets threat as well as loss and frustrative nonreward, and involves cognitive restructuring exercises for reducing threat appraisal by identifying overestimations of probability and cost for negative outcomes (relevant to depression and anxiety), excessive self-attribution for negative outcomes (i.e., self-criticism, particularly relevant to depression), and by developing evidence-based estimations, problem-solving and alternative interpretations for negative outcomes (Beck, 1972; Disner et al., 2011).

Respiratory Training. The third module uses a handheld capnometer to reduce hypocapnia and excessive arousal by means of shallower and slower breathing combined with feedback of partial pressure of end-tidal carbon dioxide levels (Meuret et al., 2018; Meuret et al., 2010; Meuret et al., 2008). Although respiratory training was originally developed for panic disorder, low partial pressure of CO<sub>2</sub> has been found to predict poor outcomes from cognitive-behavioral therapy for mixed anxiety disorders (Davies & Craske, 2014). In addition, breathing-based interventions have been shown to be effective for depression (Sharma et al., 2017) and to reduce depressive symptoms in anxious patients (Meuret et al., 2008).

### Clinical Status Measures

PANAS-P: Positive affect was measured using the 10-item Positive Affect subscale of the Positive and Negative Affect Schedule (20 items), which possesses high internal consistency and construct validity (Crawford & Henry, 2004).

INTERV-ANH: For interviewer-rated anhedonia, independent interviewers (blinded to group assignment) rated 'loss of interest,' 'loss of pleasure,' and 'loss of motivation' during the past month using a 4-point rating scale (from 'absent' to 'severe') during SCID-5 administration at

weeks 0, 5, 10, and 16. For interviewer-rated anhedonia, interviewers were trained to inter-rater reliability and experienced clinician-led consensus ratings (AE-C, AEM, MGC). 20% (n=22) of diagnostic interviews from each site were randomly selected for cross-site consistency checks (i.e., blind ratings by interviewers at the other site). Overall, rates of interviewer agreement were high (Cohen's kappa = .77).

DASS-TOTAL: The Depression, Anxiety and Stress Scale (21-item version; Lovibond, 1995) has strong construct validity (Antony et al., 1998; Shea et al., 2009) and internal consistency (Antony et al., 1998). The DASS-Anxiety subscale assesses autonomic arousal, skeletal muscle effects, situational anxiety, and experience of anxious affect. The DASS-Stress scale assesses difficulty relaxing, nervous arousal, and being easily upset / agitated, irritable / over-reactive and impatient. Thus, both the Anxiety and Stress subscales assess features of anxiety. Total DASS scores were analyzed to index anxious-depressive symptoms.

### Reward Target Measures

Our clinical trial registration was updated to include target measures alongside clinical status measures (initially, only clinical status measures were listed in the registration). However, all of the target measures were as specified in the NIMH grant and trial protocol and were without change from the start of the trial.

EEfRT: The task varies effort (hard vs. easy), probability (12%, 50%, 88%), and reward (\$1.00-\$4.30) for a maximum of \$16. The dependent variable was the ratio of hard-effort choices. Trait anhedonia correlates with choosing easy tasks for small rewards over harder tasks for larger rewards in healthy controls (Treadway et al., 2009), and the effort individuals with depression expend to obtain rewards correlates negatively with anhedonia (Treadway et al., 2012; Yang et al., 2014).

MIT: Reward anticipation was measured using anticipatory heart rate acceleration from practice to initial reward trial during the Monetary Incentive Task (MIT), a forced-choice reaction time task (indicating whether a middle arrow is pointing right or left) for a maximum of \$16. Monetary incentives robustly associate with cardiac acceleration (Fowles et al., 1982; Brenner et al., 2005; laboni et al., 1997) and the initial reward trial of the MIT task (our dependent variable) has shown to generate the strongest cardiac acceleration in non-dysphoric individuals (Brenner et al., 2005; laboni et al., 1997). Thus, reactivity to the MIT was scored by subtracting the 60 s of baseline before the task from the first 30 s of task engagement. The electrocardiogram was measured with a three-lead configuration (Einthoven II) with active pre-gelled electrodes attached to the sternum and the lower left rib in lateral position. A universal bioamplifier (Biopac MP150; Biopac Systems, Inc., Goleta, CA) sampled the signal at a rate of 1000 Hz and the digitized raw signal was screened and cleaned for artifacts (movement, ectopic beats). The cardiac interbeat-interval (in milliseconds, the reverse of heart rate) was extracted as the time interval between adjacent R-waves. Lower values of these IBI difference scores indicate higher heart rate, or more cardiac acceleration.

BAS-RD: The Reward Drive subscale of the Behavioral Inhibition and Activation Scale (Carver & White, 1994), is a 4-item index of effort valuation/willingness to work that correlates with measures of positive affect (Carver & White, 1994).

DARS-A-M: The Dimensional Anhedonia Rating Scale (DARS; Rizvi et al., 2015) a 26-item questionnaire in which respondents provide their own examples of rewarding experiences

across domains of hobbies, social activities, food/drink, and sensory experience and subsequently rate current (“right now”) levels of desire, motivation, effort, and enjoyment for each domain. The DARS shows good reliability (Cronbach’s  $\alpha = 0.75-0.92$ ) and validity (Rizvi et al., 2015). Items related to desire, motivation, and effort were summed to create an index of reward anticipation-motivation (DARS-A-M). The summation was ad hoc, but ratings showed high internal consistency ( $\alpha=.94$ ).

DOTPROBE: A dot probe attentional task was chosen because attention is a facet of stimulus responsivity and because less attention is directed to positive information and more attention is directed towards negative information as a function of low positive affect (Joormann et al., 2007; Tamir & Robinson, 2007), depression (Peckham et al., 2010; Winer & Salem, 2016), and social anxiety (Taylor et al., 2010). Using a modified version of the dot probe task (Rudaizky et al., 2014), participants were exposed to standardized male and female sad, happy, and neutral faces (Matsumoto, 1988). Each emotional face was paired with a neutral face from the same person (e.g., sad–neutral). Neutral trials served as a baseline to compute engagement bias (for happy faces) and disengagement (for sad faces) bias scores as dependent variables.

IAPS: Heart rate acceleration was measured to positive relative to neutral images within the International Affective Picture System (Lang et al., 1993), a well-established paradigm for studying psychophysiology of emotion. Heart rate acceleration within 6 seconds of stimulus presentation is typically stronger with increasing pleasure of pictorial material (Lang et al., 1993). Compared to controls, participants with anhedonia showed less heart rate acceleration with increasing pleasantness of images (Fitzgibbons & Simons, 1992). Maximum heart rate acceleration (expressed as reduction of the cardiac IBI) was calculated as the shortest 0.5-second bin of the real time-scale converted IBI (see e.g., Lang et al., 1993) during the 6-second positive image presentation relative to the average IBI during the last 2 seconds before picture onset and was compared to same measure obtained for neutral images as the dependent variable of the IAPS task. Lower values of these IBI difference scores indicate more cardiac acceleration.

TEPS-C: Subjective response to reward was measured using the Temporal Experience of Pleasure Scale-Consummatory Subscale (Gard et al., 2006), which correlate with measures of positive affect (Gard et al., 2006).

DARS-C: The consummatory items from the Dimensional Anhedonia Rating scale (DARS-C; Rizvi et al., 2015) were summed; they showed high internal consistency ( $\alpha=.87$ ).

PRT: Probabilistic Reward Task (Pizzagalli et al., 2008) measures propensity to modulate behavior as a function of prior reinforcements (i.e., accuracy in discriminating reinforced stimuli from nonreinforced stimuli). Poorer performance on the PRT has been associated with deficits in ventral striatum activation during reward processing (Robinson et al., 2012) and anhedonia (Pizzagalli et al., 2008). The dependent variable was response bias (measured as accuracy) toward the more frequently rewarded stimulus.

PIT-FORCE: The Pavlovian Instrumental Transfer task tests the extent to which a conditional stimulus (CS) paired with reward enhances instrumental responding to gain rewards (Talmi et al., 2008). For the instrumental conditioning phase, the response of squeezing a handgrip is followed by monetary reward. For the Pavlovian phase, a CS+ is paired with a “reward” symbol and CS- is paired with a “no reward” symbol. The second instrumental phase identical to the first instrumental phase is followed by 12 partial extinction trials. During the final PIT test phase, participants undergo full extinction trials to test the Pavlovian-Instrumental interaction: the

Pavlovian stimuli are presented as participants respond by squeezing the handgrip. The dependent variable was handgrip force exerted during CS+ relative to CS- in the test phase which has been shown to relate to activation in the nucleus accumbens (Talmi et al., 2008). The dependent variable was handgrip force exerted during CS+ relative to CS-.

PIT-VALENCE: Self-reported pleasantness/valence for CS+ relative to CS- within the PIT task.

### Laboratory Assessment Consistency

Tasks were administered using standard instruction scripts by highly trained experimenters, who demonstrated high consistency during regular cross-site quality checks. Regular cross-site quality checks of behavioral and physiological data supervised by TR, including consultation from Dr. Diego Pizzagalli for the Probabilistic Reward Task (PRT), assured high data quality at both sites.

### Attrition

17 participants dropped out from NAT and 9 participants dropped out from PAT. Reasons for study attrition included:

- Scheduling conflicts (NAT = 6, PAT = 0)
- Lost contact (NAT = 4, PAT = 5)
- Life stressors: death in the family, financial stressors (NAT = 1, PAT = 1)
- Treatment not a good fit (NAT = 6, PAT = 2)
- Participant moved (NAT = 0, PAT = 1)

### Protocol Modifications due to COVID-19

As of March 2020, all in-person assessments (i.e., laboratory assessments) and activity monitoring via Actigraph watches were halted. Treatment was continued via video conferencing (Zoom) only. To ensure the participant's safety in the case of an emergency, the participant's physical location was collected at the beginning of each therapy session.

In addition, we administered the Impact Events Scale (IEPS; Horowitz et al., 1979) along with the weekly session questionnaires to monitor COVID-19 related distress. Interviewer-rated measures (i.e., SCID and anhedonia ratings) were conducted via Zoom instead of in-person. Participants were compensated with a \$25 Amazon Gift Card (instead of cash) after completing the remote assessments (i.e., online questionnaires and interview-rated measures).

By mid-August 2020, we received approval at each site for COVID-safety adjusted, in-person laboratory assessments. We made significant adjustments to study protocols to permit safe physiological, cognitive, and behavioral laboratory data collection for participants and experimenters (e.g., masks must be worn throughout the entire experimental procedure, extensive sanitization of the testing room before and after each assessment, air filters, guidance for participants to self-attach electrodes for heart rate measurement).

The number of missing assessments of target measures (involving laboratory assessment of psychophysiology, cognition and behavior) due to COVID-19 lockdown are as follows:

Pre-treatment: NAT = 5, PAT = 6

Session 5: NAT = 8, PAT = 8

Session 10: NAT = 9, PAT = 10

Post-treatment: NAT = 9, PAT = 12

### Power Analyses

Our target sample size was  $n=68$ , but in light of missing data points for the reward targets as a function of COVID-19, we continued recruitment until a minimum of 150 data points were available for each target measure ( $n=85$ ). PinT 2.12 (Power in Two-Level Models) (Snijders & Bosker, 1993) was used to calculate the minimum effect size (ES) detectable with power  $>.80$ , unless otherwise noted. We assumed a conservative estimate of 25% missing data. Data from our prior study (Craske et al., 2019) provided estimates for covariances and error variances. Since the Benjamini-Hochberg correction cannot be directly implemented in power analysis calculations, the more conservative Bonferroni correction was used. Since MMLM analyses have greater power than single outcome MLM analyses (Hox, 2010), and since there are no power analysis programs for MMLM, we calculated the power for the more conservative univariate analysis. For hypotheses regarding clinical status measures, we have greater than .80 power to detect an ES difference between PAT and NAT as small as  $d = .35$ . For hypotheses regarding target engagement, we have greater than .80 power to detect an ES difference between PAT and NAT as small as  $d = .39$ . For hypotheses regarding covariation between target measures and clinical status measures, we have .80 power to detect covariation between a target and PANAS-P as small as  $d = .44$ .

### Detailed Description of the Equations for the Multivariate Multilevel Modeling (MMLM)

#### *Statistical Models for the Target Constructs:*

The MMLM models for each of the three target constructs (one MMLM for each target construct) were identical. Thus we demonstrate the MMLM on the example of the Reward Anticipation-Motivation target. Time was coded to reflect a repeated ANOVA: each mean at each time point was freely estimated (i.e., not constrained by any functional growth curve model). This model was pre-specified, *a priori*, in our protocol. To implement an ANOVA model in a mixed-model regression framework the “time” variable is dummy coded. Therefore, Time (which had 4 levels) was coded by three dummy variables, one each for pre-treatment (pre-treatment = 1, other time points = 0), session 5 (session 5 = 1, other timepoints = 0), and session 10 (session 10 = 1, other timepoints = 0). The post-treatment assessment was the reference time point (i.e., no dummy variable was calculated for post-treatment). Treatment Group only had 2 levels, so it was coded with a single dummy variable, coded 1 for PAT and 0 for NAT. Thus, the initial MMLM equation for the fixed portion of the initial model was:

$$Y_{ijk} = b0_{ik} + b1*Group_i + b2*PreTreatment_{ij} + b3*Session5_{ij} + b4*Session10_{ij} +$$

$$b5*Group_i*PreTreatment_{ij} + b6*Group_i*Session5_{ij} + b7*Group_i*Session10_{ij} + b8*PreTreatmentY_{ik} \quad (1)$$

$Y_{ijk}$  is the outcome for individual  $i$  at assessment  $j$  for the  $k^{\text{th}}$  measure of the target construct.  $b0_{ik}$  represents a separate intercept for each of the 4 targets for reward anticipation-motivation: DARS-A-M, EEfRT, MIT, and BAS-RD. The  $b0_{ik}$  are the regression coefficients for the 4 dummy variables representing each of the 4 targets. The dummy variables for the targets (DARS-A-M, EEfRT, MIT, BAS-RD) were coded 1 for the target DV and 0 otherwise. The overall intercept was dropped from the model. The regression coefficient for each dummy intercept was modeled with a separate random effect (assumed to have normal distributions with means of 0 and separate variances). The covariance matrix of the random effects was modeled as unstructured (i.e., freely estimated variances and covariances). The only random effects included in the model were for the dummy variable intercepts (no other fixed effects had random effects). Because post-treatment was the reference time point and was not represented by a dummy variable, and because there was an interaction between Time and Group, the Group main effect represents the difference between groups at post-treatment. Pre-Treatment $Y_{ik}$  was the pre-treatment level of measure  $k$  for individual  $i$  (i.e., it was a single vector of baseline scores on the 4 DVs for each individual). The covariance matrix for the Level-1 errors was modeled as unstructured.

This model did not converge. Therefore we converted the model to a single simple random intercept, with the constant 1 across all targets, with the 3 dummy variables for EEfRT, MIT, and BAS-RD. In this case, the dummy variables did not have random effects because the model would not converge with random effects for these dummy variables. In this final model,  $b0_{ik}$  in equation (1) was replaced by  $b0_i$  (the standard random intercept) plus the three dummy intercepts (i.e.,  $b0_{ik}$  was replaced with “ $b0_i + B_9*EEfRTdummy + b_{10}*MITdummy + b_{11}*BASRDdummy$ ”). With this coding, the intercept ( $b0_i$ ) in this final model represents the intercept for DARS-A-M (the reference outcome) and the dummy variables for EEfRT, MIT, and BAS-RD represent the difference between the intercepts for those targets compared to the intercept for DARS-A-M. In sensitivity analyses (not reported in the paper), we dropped the 3 dummy variable intercepts, and ran the model with just a single standard intercept with a random effect ( $b0_i$ ). Thus, instead of  $b0_{ik}$ , in equation (1) above, we used  $b0_i$ . This model resulted in the same significant effects as our final model, which included the 3 additional fixed dummy intercepts. In further sensitivity analyses, we showed that the Group, Time, and Group x Time effects in this model did not vary depending upon which target variable was used as the reference target).

#### *Statistical Model for the Clinical Status Measures:*

The MMLM model for clinical status had 3 DVs: PANAS-P, DASS-TOTAL, and INTERV-ANH. The equation for the fixed portion of the initial MMLM model was:

$$Y_{ijk} = b0_{ik} + b1*Group_i + b2*Time_{ij} + b3*Group_i*Time_{ij} + b4*PreTreatmentY_{ik} \quad (2)$$

$Y_{ijk}$  is the outcome for individual  $i$  at assessment  $j$  for the  $k^{\text{th}}$  measure of the construct. The Time variable, assessed weekly from pre-treatment (week 0) to post-treatment (week 16), was coded as the LN of “week+1” because that coding produced the best fit for the data according to AIC and BIC (see *p.*18 in manuscript). Time was centered at post-treatment. Because Time was centered at post-treatment, and because there was an interaction between Time and Group, the Group main effect represent the difference between groups at post-treatment. The error covariance matrix for the Level-1 errors was modeled as unstructured.  $b0_{ik}$  represents a separate intercept for each of the 3 clinical status measures. These are the regression coefficients for 3 dummy intercept variables, one for each measure. The dummy variables were coded 1 for each

of the clinical status measures (PANAS-P, DASS-TOTAL INTERV-ANH) and 0 otherwise. The overall intercept was dropped from the model. Each dummy intercept was modeled with a separate random effect (assumed to have normal distributions with means of 0 and separate variances). The covariance matrix of the random effects was modeled as unstructured (i.e., freely estimated variances and covariances). Pre-Treatment  $Y_{ik}$  was the pre-treatment level of measure  $k$  for individual  $i$  (i.e., it was a single vector of baseline scores on the 3 DVs for each individual). Only the dummy intercept regression coefficients had random effects. No other effects had random effects.

To conform with the MMLMs for the target constructs, and because this model with multiple random intercepts would not converge in the sensitivity analyses, this model was converted to a model with intercepts that paralleled those in the MMLMs for the reward targets. Thus, the final MMLM model for clinical status had a single simple random intercept (with the constant 1) with the 2 dummy variables, one each for DASS-TOTAL and INTERV-ANH (without random effects). In this final model,  $b_{0_{ik}}$  in equation (2) was replaced by  $b_{0_i}$  (the standard random intercept) plus the 2 dummy intercepts for the other 2 clinical status measures (i.e.,  $b_{0_{ik}}$  was replaced with " $b_{0_i} + B_9 * \text{DASSTOTALdummy} + b_{10} * \text{INTERV-ANHdummy}$ "). With this coding, the intercept in this final model represents the intercept for PANAS-P (the reference measure) and the dummy variables for DASS-TOTAL and INTERV-ANH represent the difference between the intercepts for DASS-TOTAL and for INTERV-ANH compared to the intercept for PANAS-P. (Regression coefficients (and significance tests) for Group, Time, and Group x Time did not differ if DASS-TOTAL or INTERV-ANH was used as the reference measure instead of PANAS-P). Significance of the fixed effects in this model did not differ from the model that included random effects for each intercept. In sensitivity analyses, we dropped the 2 dummy variable intercepts, and ran the model with just a single intercept with a random effect. Thus, instead of  $b_{0_{ik}}$ , in equation (2) above, we used  $b_{0_i}$ . This model resulted in the same significant effects as our final model with the 2 additional fixed dummy intercepts. In further sensitivity analyses, we ran the exact model in equation (2) above. This model also showed the same significant effects as our final model which included the 2 fixed dummy intercepts.

## **Ancillary Data Analyses**

### Raw means and sds

eTable1 provides raw means and standard deviations for target measures and clinical status measures.

[eTable 1]

### Correlation Matrix

eTable2 provides correlation coefficients across clinical status and reward target measures at baseline.

[eTable2]

### DASS Depression, Anxiety and Stress subscale analyses

Each of the three subscales of the DASS (Depression, Anxiety, and Stress; Lovibond & Lovibond, 1995) were analyzed in separate MLMs, each employing the natural logarithm of time as the time variables since that model provided the best fit for the data in each analysis. The DASS-Depression subscale assesses dysphoria, hopelessness, devaluation of life, self-

deprecation, lack of interest/involvement, anhedonia, and inertia. The DASS-Anxiety subscale assesses autonomic arousal, skeletal muscle effects, situational anxiety, and experience of anxious affect. DASS-Stress subscale assesses difficulty relaxing, nervous arousal, and being easily upset/agitated, irritable/over-reactive, and impatient.

#### DASS- Depression

The MLM analyzing the DASS-Depression subscale showed that, at post-treatment, PAT participants had significantly lower DASS-Depression scores ( $M=3.16$ ) than NAT participants ( $M=4.77$ ) (eFigure 1A),  $b=1.62$ , 95% CI: [.08, 3.13],  $t(125)=2.09$ ,  $p=.039$ ,  $d=.37$ . Further, pre-to-post decreases in depressive symptoms were significant in both PAT and NAT,  $b=-3.07$ , 95% CI: [-3.99, -2.55],  $t(103)=-11.70$ ,  $p<.001$ ,  $d=2.31$ , and  $b=-1.81$ , 95% CI: [-2.33, -1.29],  $t(110)=-6.89$ ,  $p<.001$ ,  $d=1.31$ , respectively, but decreases were significantly greater in PAT than NAT,  $b=1.26$ , 95% CI: [.53, 2.00],  $t(106)=3.40$ ,  $p=.001$ ,  $d=.66$ .

[eFigure 1A]

#### DASS-Anxiety

The MLM did not show significant differences between PAT and NAT at post-treatment (eFigure 1B). Pre-to-post decreases in DASS-Anxiety were significant in both PAT,  $b=-1.27$ , 95% CI: [-1.62, -.92],  $t(87)=-7.21$ ,  $p<.001$ ,  $d=1.55$ , and NAT,  $b=-.92$ , 95% CI: [-1.27, -.57],  $t(93)=-5.22$ ,  $p<.001$ ,  $d=1.08$ , without slope differences between conditions.

[eFigure 1B]

#### DASS-Stress

The MLM analyzing the DASS-Stress subscale showed that, at post-treatment, PAT participants had significantly lower DASS-Stress scores ( $M=4.08$ ) than NAT participants ( $M=5.60$ ) (eFigure 1C),  $b=1.52$ , 95% CI: [.13, 2.92],  $t(137)=2.16$ ,  $p=.033$ ,  $d=.37$ . Further, pre-to-post decreases in stress were significant in both PAT and NAT,  $b=-2.22$ , 95% CI: [-2.70, -1.75],  $t(102)=-9.30$ ,  $p<.001$ ,  $d=1.84$ , and  $b=-1.39$ , 95% CI: [-1.86, -.92],  $t(111)=-5.80$ ,  $p<.001$ ,  $d=1.10$ , respectively, but decreases were significantly greater in PAT than NAT,  $b=.83$ , 95% CI: [.16, 1.51],  $t(107)=2.46$ ,  $p=.015$ ,  $d=.48$ .

[eFigure 1C]

#### PANAS-Negative

The MLM analyzing the PANAS-N subscale showed that, at post-treatment, PAT participants had non-significantly lower PANAS-N scores ( $M=16.75$ ) than NAT participants ( $M=18.18$ ),  $b=1.43$ , 95% CI: [-.63, 3.50],  $t(133)=1.37$ ,  $p=.172$ ,  $d=.24$ . Further, pre-to-post decreases in PANAS-N were significant in both PAT and NAT,  $b=-3.45$ , 95% CI: [-4.08, -2.82],  $t(376)=-10.76$ ,  $p<.001$ ,  $d=1.11$ , and  $b=-2.76$ , 95% CI: [-3.41, -2.11],  $t(390)=-8.32$ ,  $p<.001$ ,  $d=.84$ , respectively, but decreases were not significantly greater in PAT than NAT,  $b=.69$ , 95% CI: [-.22, 1.60],  $t(383)=1.50$ ,  $p=.135$ ,  $d=.15$ .

### **Testing the Missing at Random Assumption of MLM**

MLM and SEM assume data is missing at random (MAR), a less stringent criterion than data missing completely at random (MCAR), which is assumed by many analyses like repeated

ANOVA and regression. One cannot directly test whether data are missing at random. However, one can analyze missing not at random (MNAR) models, which do not assume that data are MAR, to provide information about whether the results from the MAR analyses are supported. We tested pattern mixture models. Pattern Mixture models are MNAR models that examine whether the different patterns of missing data have different growth curves, which would indicate that data are not MAR. We examined four different patterns of missing data in each of the MMLM analyses: 1) no missing data, 2) early dropouts (up to session 5), 3) mid-study dropouts (from session 5 up to session, 10) and late dropouts (after session 10 up to post-treatment). Per Hedeker and Gibbons (2006), dummy variables were formed for the different patterns (with no missing data as the reference group), and the triple interaction between each dummy with the treatment group x time interaction (and all its subcomponents) were added to each MMLM model (except the Reward Learning MMLM since it found no significant effects). These additional terms added 12 predictors to the MMLM for clinical status (3 dummy variables x 4 components each) and added 24 predictors to the each of the MMLMs for the targets (Time was dummy coded in the analyses for the targets and hence resulted in more interaction terms). Since so many terms were added to each MMLM, we corrected the added terms for the inflation of the false discovery rate using Benjamini-Hochberg. Only three effects survived the Benjamini-Hochberg correction for the FDR. Two of these effects were in the MMLM for clinical status and did not involve treatment group differences. They showed that, compared to completers, participants who dropped out mid-treatment had slower improvement in clinical status measures over time ( $p=.007$ ,  $q=.042$ ) and hence lower positive affect at post-treatment ( $p=.005$ ,  $q=.042$ ), than completers. These effects did not differ between treatment groups. The third significant difference occurred in the MMLM for response to reward attainment. This effect showed that participants who dropped out between sessions 10 and 16 had significantly lower response to reward at post-treatment than did completers,  $p=.002$ ,  $q=.04$ . This effect also was not different between treatment groups.

### MPlus Syntax

For the model examining the relation between the construct of reward anticipation-motivation (BAS-Reward, DARS-A-M, Hard choices, IBI in the MIT) with clinical status (PANAS-P, DASS-TOTAL, and MASQtot [INTERV-ANH]):

#### INPUT INSTRUCTIONS

TITLE: Analysis 1 - Multilevel Version;

DATA: FILE IS C:/data/TAD2.index051016.simple1.dat;

VARIABLE: NAMES ARE ID Site Condition Index Zbasr ZDARSam

ZHard ZIBI Ztepscon ZDARSc ZSadDis ZPmNeut ZpanasP ZDASStot Zmasqtot;

USEVARIABLES ARE ID Zbasr ZDARSam ZHard ZIBI ZpanasP ZDASStot Zmasqtot;

CLUSTER IS ID;

MISSING ARE ALL (999);

ANALYSIS: TYPE IS TWOLEVEL;

MODEL:

%WITHIN%

Yw BY ZpanasP ZDASStot\*-0.934 Zmasqtot\*-1.423;

Xw BY Zbasr ZDARSam\*2.280 ZHard\*0.448 ZIBI\*0.162;

Yw Xw; Yw WITH Xw;

Zbasr ZDARSam ZHard ZIBI ZpanasP ZDASStot Zmasqtot;

%BETWEEN%

fb BY ZpanasP ZDASStot\*-0.934 Zmasqtot\*-1.423 Zbasr ZDARSam\*2.280  
ZHard\*0.448 ZIBI\*0.162;

fb

Zbasr ZDARSam ZHard ZIBI ZpanasP ZDASStot Zmasqtot@0;

OUTPUT: TECH1; TECH4;

For the model examining the relation between the construct of response to reward attainment (TEPS-Con, DARS-consummatory, SAD disengagement, Positive minus Neutral for IAPS) and clinical status (PANAS-P, DASS-TOTAL, and MASQtot [INTERV-ANH]):

#### INPUT INSTRUCTIONS

TITLE: Analysis 1 - Multilevel Version;

DATA: FILE IS C:/data/TAD2.index051016.simple1.dat;

VARIABLE: NAMES ARE ID Site Condition Index Zbasr ZDARSam

ZHard ZIBI Zstepscon ZDARSc ZSadDis ZPmNeut ZpanasP ZDASStot Zmasqtot;

USEVARIABLES ARE ID Zstepscon ZDARSc ZSadDis ZPmNeut ZpanasP ZDASStot  
Zmasqtot;

CLUSTER IS ID;

MISSING ARE ALL (999);

```
ANALYSIS: TYPE IS TWOLEVEL;  
miter=50000; mconv=0.0000001;
```

```
MODEL:
```

```
%WITHIN%
```

```
Yw BY ZpanasP ZDASStot*-1 Zmasqtot*-1.2;  
Xw BY Zstepscon ZDARSc*2.8 ZSadDis*0.71 ZPmNeut*-0.03;  
Yw Xw; Yw WITH Xw;  
Zstepscon ZDARSc ZSadDis ZPmNeut ZpanasP ZDASStot Zmasqtot;
```

```
%BETWEEN%
```

```
fb BY ZpanasP ZDASStot*-.5 Zmasqtot*-1.6 Zstepscon*.6  
ZDARSc*1.7 ZSadDis*.4 ZPmNeut*.3;  
fb;  
Zstepscon ZDARSc ZSadDis ZPmNeut ZpanasP ZDASStot Zmasqtot@0;
```

```
OUTPUT: TECH1; TECH4;
```

**eTable 1.** Raw Means (SDs) for each Reward Target Measure and Clinical Status Measure Across Pre-Treatment, Session 5, Session 10, Post-treatment (1 week after Session 15) in Participants Randomized to Positive Affect Treatment (PAT) and Negative Affect Treatment (NAT)

	Pre-Treatment		Session 5		Session10		Post-Treatment	
	PAT	NAT	PAT	NAT	PAT	NAT	PAT	NAT
Reward Anticipation-Motivation								
EEfRT	0.41 (0.20)	0.41 (0.27)	0.43 (0.22)	0.39 (0.23)	0.51 (0.26)	0.41 (0.31)	0.48 (0.29)	0.42 (0.32)
MIT	-0.012 (0.512)	-0.017 (0.046)	0.017 (0.048)	0.013 (0.061)	-0.002 (0.042)	0.004 (0.043)	0.003 (0.026)	0.026 (0.053)
BAS-RD	9.67 (2.63)	9.42 (2.21)	10.50 (2.63)	10.14 (2.26)	10.66 (2.51)	10.66 (2.36)	10.30 (2.56)	11.08 (1.96)
DARS-A-M	42.85 (16.96)	49.16 (16.32)	52.28 (14.20)	52.46 (15.36)	55.63 (15.69)	55.66 (16.08)	59.84 (14.31)	58.46 (16.31)
Responsiveness to Reward Attainment								
DOTPROBE	-43.43 (114.62)	2.80 (105.63)	16.70 (98.11)	-16.49 (102.44)	-3.07 (82.01)	-31.56 (94.05)	4.85 (97.00)	66.24 (101.47)

IAPS	0.0003 (0.0243)	-0.0007 (0.0238)	-0.0016 (0.0222)	-0.0061 (0.0331)	0.0071 (0.0221)	0.0013 (0.0244)	0.0024 (0.0222)	0.0035 (0.0524)
TEPS-C	35.81 (6.98)	37.12 (6.03)	36.28 (6.20)	37.49 (5.83)	37.03 (6.17)	37.97 (5.17)	37.70 (4.73)	37.62 (5.59)
DARS-C	17.56 (6.26)	19.12 (6.16)	20.39 (4.76)	20.51 (6.25)	21.50 (5.66)	21.59 (5.99)	22.88 (4.73)	22.12 (5.78)
Reward Learning								
PRT	0.16 (0.19)	0.15 (0.29)	0.04 (0.27)	0.19 (0.27)	0.09 (0.13)	0.03 (0.18)	0.16 (0.21)	0.15 (0.23)
PIT-VALENCE	1.09 (2.10)	0.62 (2.17)	1.50 (2.50)	0.73 (2.99)	1.29 (2.88)	0.44 (2.94)	0.74 (2.49)	1.93 (1.90)
PIT-FORCE	6.30 (12.29)	4.91 (13.54)	7.96 (15.61)	6.72 (12.60)	6.55 (16.39)	6.57 (12.35)	8.05 (16.34)	1.24 (7.96)
Clinical Status								
PANAS-P	20.76 (7.42)	29.42 (4.74)	24.18 (7.37)	19.42 (8.12)	26.88 (8.29)	22.57 (9.82)	27.30 (7.23)	23.85 (9.28)
INTERV-ANH	7.66 (2.13)	7.47 (1.80)	6.11 (2.26)	5.49 (2.40)	4.91 (2.19)	4.93 (2.40)	4.19 (1.47)	4.43 (2.23)
DASS-TOTAL	27.36 (11.27)	24.51 (10.54)	17.90 (11.56)	17.92 (10.51)	11.55 (9.60)	13.00 (12.13)	9.09 (6.85)	12.38 (10.90)

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eTable 1 displays means and standard deviations. PAT = Positive Affect Treatment; NAT = Negative Affect Treatment; EEfRT = Effort Expenditure for Rewards Task; MIT = Monetary Incentive Task; BAS-RD = Behavioral Inhibition and Activation Scale-Reward Drive Subscale; DARS-A-M = Dimensional Anhedonia Rating Scale-Anticipation-Motivation Items; DOTPROBE = Modified Probe Detection Attention Bias Task; IAPS = International Affective Picture System; TEPS-C = Temporal Experience of Pleasure Scale-Consummatory Subscale; DARS-C = Dimensional Anhedonia Rating Scale - Consummatory Items; PRT = Probabilistic Reward Task; PIT-VALENCE = Pavlovian Instrumental Transfer Task-valence for CS+-CS-; PIT-FORCE = Pavlovian Instrumental Transfer Task-handgrip force for CS+-CS-; PANAS-P = Positive And Negative Affect Schedule- Positive Subscale; INTERV-ANH = interviewer rated anhedonia; DASS-TOTAL = Depression, Anxiety, and Stress Scales-Total Score; note that values for MIT and IAPS are change scores of interbeat interval length (in milliseconds, the reverse of heart rate) relative to pre-task baselines

**eTable2.** Correlation matrix for clinical status and reward target measures at baseline, collapsed across treatment condition.

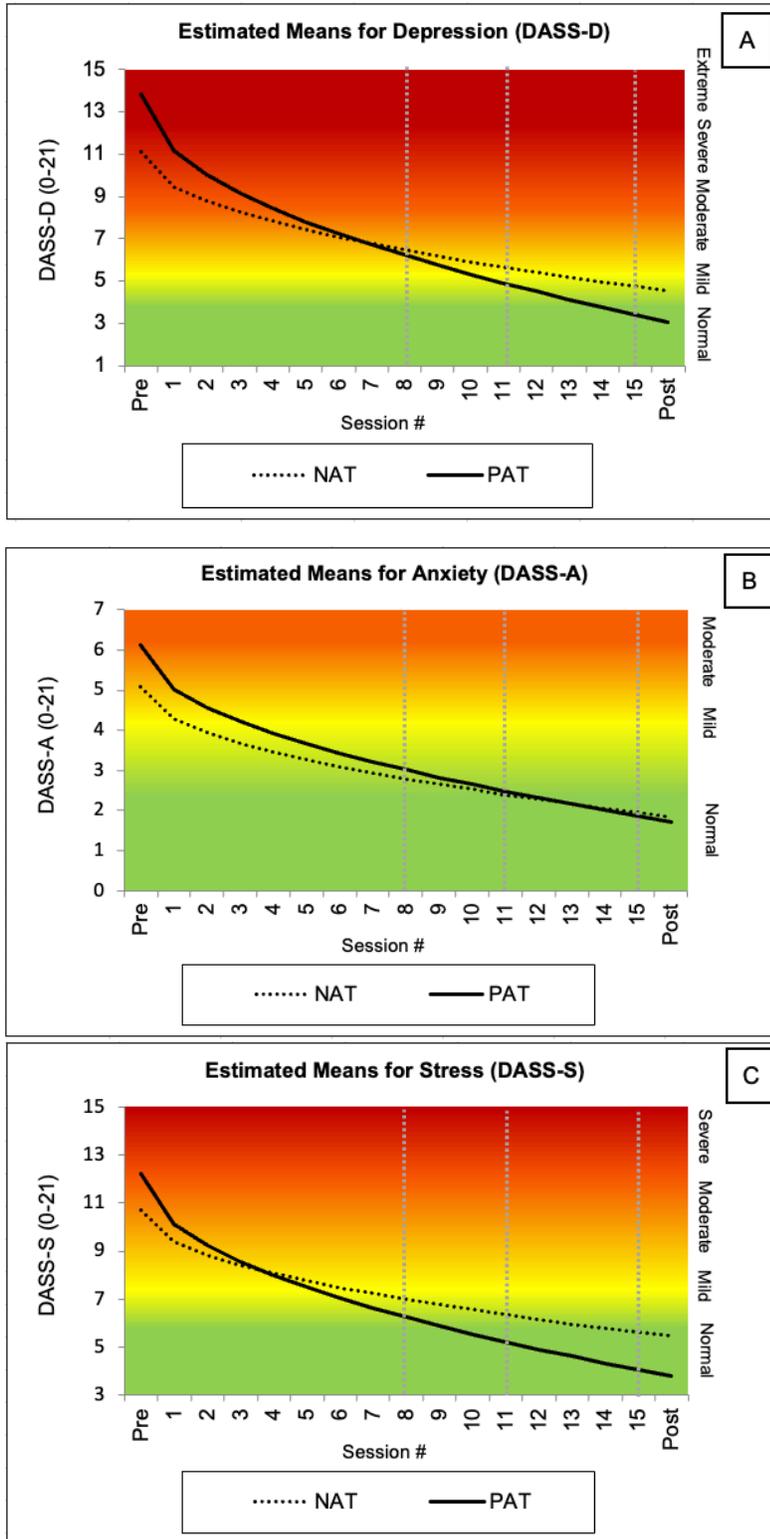
	1	2	3	4	5	6	7	8	9	10	11	12	13
1. PANAS-P	—												
2. INTERV-ANH	-.39**	—											
3. DASS-TOTAL	-.28*	.41**	—										
4. BAS-RD	.33**	-.04	.05	—									
5. DARS-A-M	.44**	-.52**	-.29**	.20	—								
6. MIT	-.01	.01	.06	.12	.06	—							
7. EEfRT	.00	-.06	.05	.10	.03	.06	—						
8. TEPS-C	.15	-.18	-.17	.05	.20	-.05	-.18	—					
9. DARS-C	.33**	-.47**	-.18	.19	.90**	.13	.14	.16	—				
10. DOTPROBE	.06	-.15	-.09	.09	.04	.02	-.02	.32**	.04	—			
11. IAPS	.09	.03	.06	.02	-.13	.12	.14	-.08	-.06	.17	—		
12. PRT	.04	-.09	.17	.06	.06	.03	-.25	.17	.06	.26*	.23	—	
13. PIT-VALENCE	.08	.03	-.02	-.03	-.28*	-.06	.02	.05	-.24	-.03	.21	.03	—
14. PIT-FORCE	-.03	.01	.18	-.04	-.25	-.06	.00	-.26*	-.24	-.02	.22	-.01	.44**

\* $p < .05$ . \*\* $p < .01$

EEfRT = Effort Expenditure for Rewards Task; MIT = Monetary Incentive Task; BAS-RD = Behavioral Inhibition and Activation Scale-Reward Drive Subscale; DARS-A-M = Dimensional Anhedonia Rating Scale-Anticipation-Motivation Items; DOTPROBE = Modified Probe Detection Attention Bias Task; IAPS = International Affective Picture System; TEPS-C = Temporal Experience of Pleasure Scale-Consummatory Subscale; DARS-C = Dimensional Anhedonia Rating Scale - Consummatory Items; PRT = Probabilistic Reward Task; PIT-VALENCE = Pavlovian Instrumental Transfer Task-valence for CS+-CS-; PIT-FORCE = Pavlovian Instrumental Transfer Task-handgrip force for CS+-CS-; PANAS-P = Positive And Negative Affect Schedule- Positive Subscale; INTERV-ANH =

interviewer rated anhedonia; DASS-TOTAL = Depression, Anxiety, and Stress Scales-Total Score; note that values for MIT and IAPS are change scores of interbeat interval length (in milliseconds, the reverse of heart rate) relative to pre-task baselines

**eFigure 1.** Estimated Means for Depression, Anxiety, and Stress for PAT and NAT



Clinical improvements in (eFigure 1A) depression, (eFigure 1B) anxiety, and (eFigure 1C) stress (Depression Anxiety Stress Scales [DASS]). Gray vertical lines indicate treatment modules (i.e., Session 1–7: behavioral activation plus recounting [PAT] or exposure [NAT]; Session 8–10: cognitive exercises [PAT] or cognitive restructuring [NAT]; Session 11–14: cultivating positivity exercises [PAT] or respiratory regulation [NAT]; Session 15: relapse prevention [NAT, PAT])

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**Appendix:  
Client and Therapist Manuals for PAT and NAT**

# TAD

TREATMENT OF AFFECTIVE DIMENSIONS

**increase in positive emotions for me**



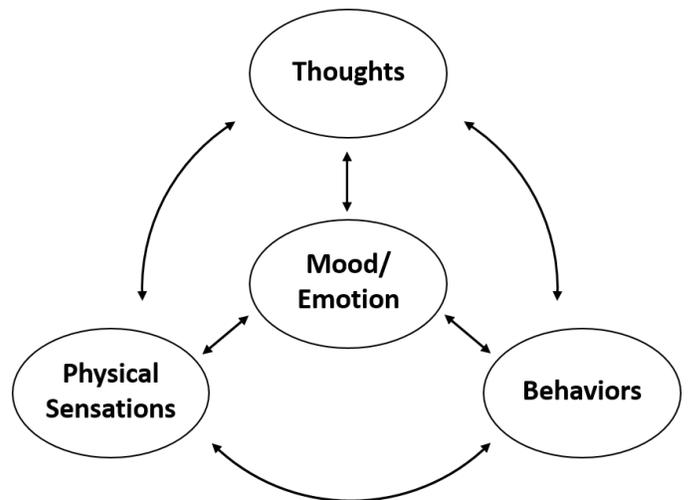
TREATMENT FOR POSITIVE AFFECT

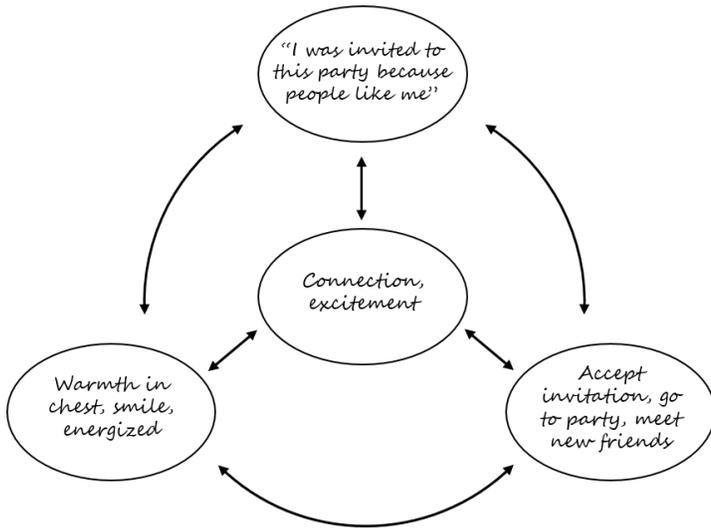
The purpose of this treatment is to increase your positive mood using various strategies and activities that target your thoughts, your behaviors, and your feelings.

You will begin with a brief introduction to this therapy and the effects of low positive mood on your health and functioning. We then will work on scheduling more pleasant events in your daily life. This will be followed by creating more flexible thinking. Finally, we will practice activities that are intended to directly increase your positive mood.

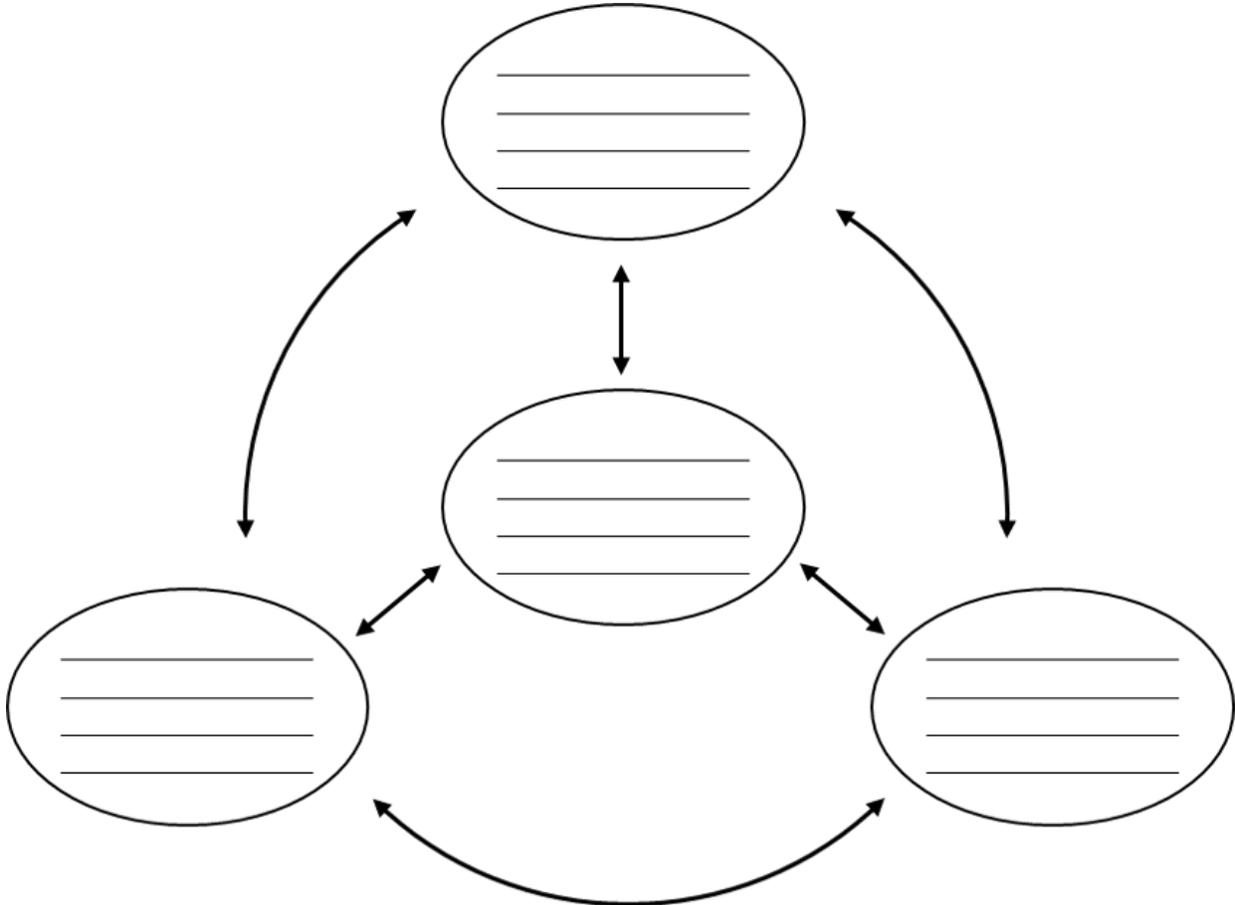
Throughout all of therapy, you will practice various skills during and out of session. We will: (1) work to increase the number of positive events and activities in your life, (2) deepen your experience of positive emotions, (3) increase your ability to attend to positive aspects of situations, and (4) increase your ability to look forward to positive outcomes.

To start, let's outline the parts of mood. Mood has three parts: thoughts, behaviors, and physical sensations. Each of these parts affect our mood, and each part influences another part. Let's look at the example below.





### A Mood Cycle You Noticed



How we behave influences how much positive emotion (e.g., happiness, excitement, curiosity, interest, pride) we feel. Practicing or doing pleasant activities can increase positive emotion. This section of the treatment will focus on increasing pleasant activities in your daily schedule.

In order to become aware of your positive emotions when you practice pleasant activities, it is important that you can label them. We cannot recognize and communicate our





Session 1

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: Tuesday

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00	sleep		
2:00	sleep		
3:00	sleep		
4:00	sleep		
5:00	sleep		
6:00	sleep		
7:00	sleep		
8:00	sleep		3
9:00	Check phone in bed	3	2
10:00	Play videogames	2	
11:00	Watch tv		3
12:00	Eat lunch	4	4
13:00	Talk on phone with mom	4	7
14:00	Play videogames	6	
15:00	Play videogames		
16:00	Watch tv		
17:00	Play videogames		
18:00	Play videogames		1
19:00	Eat dinner	3	3
20:00	Watch tv	3	3
21:00	Browse internet	3	
22:00	Browse internet		
23:00	Browse internet		2
24:00	sleep	2	



Homework

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
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22:00			
23:00			
24:00			



**Homework**  
**Week 1 Day 2**

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
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20:00			
21:00			
22:00			
23:00			
24:00			



**Homework**  
**Week 1 Day 3**

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
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22:00			
23:00			
24:00			



Homework  
Week 1 Day 4

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
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19:00			
20:00			
21:00			
22:00			
23:00			
24:00			



Homework  
Week 1 Day 5

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
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20:00			
21:00			
22:00			
23:00			
24:00			



**Homework**  
**Week 1 Day 6**

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
8:00			
9:00			
10:00			
11:00			
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19:00			
20:00			
21:00			
22:00			
23:00			
24:00			



Homework  
Week 1 Day 7

## Daily Activity and Mood Record

**Instructions:**

Monitor and record your daily activities throughout the day. Be sure to rate your mood before and after each activity (0=no positive mood, 10=highest positive mood). Try to record your activities every day this week. Use a different Daily Activity and Mood Record for each day.

Day of the Week: \_\_\_\_\_

	Activity	Mood Before (0-10)	Mood After (0-10)
1:00			
2:00			
3:00			
4:00			
5:00			
6:00			
7:00			
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22:00			
23:00			
24:00			



**Positive Activity List**

**Instructions:** Review the list of positive activities. Identify whether each activity is a *current* activity that brings you positive emotions, a *past* activity that brought on positive emotions, or a new activity that you can *try*. Label each positive activity with C for current, P for past, or T for trying something new. Add any additional activities that you currently enjoy, have enjoyed, or think you might enjoy.

C, P, T

- \_\_\_\_\_ Taking a bath
- \_\_\_\_\_ Going to a concert
- \_\_\_\_\_ Going to a sports event
- \_\_\_\_\_ Having lunch with friends or colleagues
- \_\_\_\_\_ Going to bar, tavern, club, etc.
- \_\_\_\_\_ Reading a book for pleasure
- \_\_\_\_\_ Playing with animals
- \_\_\_\_\_ Spending time in nature
- \_\_\_\_\_ Watching a movie, series, or sports
- \_\_\_\_\_ Going to a party
- \_\_\_\_\_ Hanging out with friends
- \_\_\_\_\_ Cooking
- \_\_\_\_\_ Thinking about a positive future
- \_\_\_\_\_ Enjoying a favorite snack
- \_\_\_\_\_ Cuddling with a significant other
- \_\_\_\_\_ Exercising, hiking, or playing sports
- \_\_\_\_\_ Exploring (e.g., going a new route)
- \_\_\_\_\_ Putting on makeup, doing my hair, etc.
- \_\_\_\_\_ Dressing up in nice clothes
- \_\_\_\_\_ Going to the movie theater
- \_\_\_\_\_ Watching funny movies or clips
- \_\_\_\_\_ Getting a massage

C, P, T

- \_\_\_\_\_ Buying things for myself
- \_\_\_\_\_ Going to religious or community functions
- \_\_\_\_\_ Going to class or club event
- \_\_\_\_\_ Buying a gift for family or friends
- \_\_\_\_\_ Donating to charity or volunteering
- \_\_\_\_\_ Making food or crafts to give away
- \_\_\_\_\_ Dancing to my favorite song
- \_\_\_\_\_ Catching up with a friend
- \_\_\_\_\_ Being with children or grandchildren
- \_\_\_\_\_ Helping others
- \_\_\_\_\_ Breathing fresh air
- \_\_\_\_\_ Playing video games with friends
- \_\_\_\_\_ Playing a musical instrument
- \_\_\_\_\_ Doing artwork (e.g., painting, photography)
- \_\_\_\_\_ Smelling my favorite candle scent
- \_\_\_\_\_ Playing cards or board games
- \_\_\_\_\_ Going on a walk
- \_\_\_\_\_ Writing a letter
- \_\_\_\_\_ Looking at pictures
- \_\_\_\_\_ Gardening
- \_\_\_\_\_ Getting a manicure or pedicure

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



### Positive Activity List through Mastery

**Instructions:** Review the list of positive activities that build mastery. Identify whether each activity is a *current* activity that you are practicing, a *past* activity, or a new activity that you can *try*. Label each activity with C for current, P for past, or T for trying something new. Add any additional activities that currently bring on a feeling of mastery or that might bring on that feeling.

C, P, T

\_\_\_\_\_ Working towards meeting a deadline

\_\_\_\_\_ Learning a new skill (e.g., language)

\_\_\_\_\_ Finishing a project

\_\_\_\_\_ Cleaning the dishes

\_\_\_\_\_ Vacuuming

\_\_\_\_\_ Organizing

\_\_\_\_\_ Planning trips or vacations

\_\_\_\_\_ Studying for an exam

\_\_\_\_\_ Working on a jigsaw puzzle

\_\_\_\_\_

\_\_\_\_\_

C, P, T

\_\_\_\_\_ Learning a musical instrument

\_\_\_\_\_ Reading a book

\_\_\_\_\_ Writing stories, novels, plays, or poetry

\_\_\_\_\_ Learning a new hobby (e.g., craft)

\_\_\_\_\_ Redecorating a room

\_\_\_\_\_ Working on an application

\_\_\_\_\_ Restoring furniture or antiques

\_\_\_\_\_ Arranging songs or music

\_\_\_\_\_ Completing homework

\_\_\_\_\_

\_\_\_\_\_

**My Positive Activity List**

Record: (1) activities that you currently find enjoyable, once found enjoyable, or believe that you could find enjoyable, (2) activities that bring value to your life, and (3) activities that may not bring immediate enjoyment but produce feelings of mastery (or other positive emotions) following their completion. Rate the level of difficulty (0 – easy, 10 – most difficult) for you to complete each item.

<u>Activity</u>	<u>Difficulty (0-10)</u>
1. <u>Having lunch with my daughter</u>	<u>6</u>
2. <u>Watching the sunset</u>	<u>2</u>
3. <u>Going on a run</u>	<u>4</u>
4. <u>Watching my favorite movie</u>	<u>3</u>
5. <u>Helping my elderly neighbor</u>	<u>9</u>
6. <u>Having coffee with a friend</u>	<u>7</u>
7. <u>Trying a yoga class</u>	<u>10</u>
8. <u>Cleaning the house</u>	<u>6</u>
9. <u>Meeting a work deadline</u>	<u>8</u>
10. <u>Having friends over for dinner</u>	<u>7</u>



### My Positive Activity List

Record: (1) activities that you currently find enjoyable, once found enjoyable, or believe that you could find enjoyable, (2) activities that bring value to your life, and (3) activities that may not bring immediate enjoyment but produce feelings of mastery (or other positive emotions) following their completion. Rate the level of difficulty (0 – easy, 10 – most difficult) for you to complete each item.

Activity	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____



**Positive Activity Scheduling**

**Instructions:**

Identify one new activity from your Positive Activity List that you can engage in this week. Write this activity in the Activity box. Identify which category (e.g., social, work, health, leisure, spirituality, other) the activity falls into. If your activity requires steps to complete it, enter those steps in the How to Complete Activity box. Rate the difficulty level of each step on a 0-10 scale (0=least difficult, 10=most difficult). Then complete the paragraph, filling in the number of times in the week, the days in the week, time of day, the duration, and who you might be doing the activity with. Then, practice the activity throughout the week, recording your mood before and after on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, record any positive emotions you may have noticed before, during, or after engaging in the activity.

<b>Activity</b>	<b>How to Complete Activity</b>																		
<p style="text-align: center;"><i>Go for 15 minute walk</i></p>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 70%;">Steps</th> <th style="width: 30%;">Difficulty (0-10)</th> </tr> </thead> <tbody> <tr><td>1. <i>Set alarm for 8:30am</i></td><td style="text-align: center;"><i>6</i></td></tr> <tr><td>2. <i>Find a playlist</i></td><td style="text-align: center;"><i>2</i></td></tr> <tr><td>3. <i>Have a cup of coffee</i></td><td style="text-align: center;"><i>2</i></td></tr> <tr><td>4. <i>Put on workout clothes</i></td><td style="text-align: center;"><i>4</i></td></tr> <tr><td>5. <i>Go for walk</i></td><td style="text-align: center;"><i>8</i></td></tr> <tr><td>6. _____</td><td style="text-align: center;">_____</td></tr> <tr><td>7. _____</td><td style="text-align: center;">_____</td></tr> <tr><td>8. _____</td><td style="text-align: center;">_____</td></tr> </tbody> </table>	Steps	Difficulty (0-10)	1. <i>Set alarm for 8:30am</i>	<i>6</i>	2. <i>Find a playlist</i>	<i>2</i>	3. <i>Have a cup of coffee</i>	<i>2</i>	4. <i>Put on workout clothes</i>	<i>4</i>	5. <i>Go for walk</i>	<i>8</i>	6. _____	_____	7. _____	_____	8. _____	_____
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1. <i>Set alarm for 8:30am</i>	<i>6</i>																		
2. <i>Find a playlist</i>	<i>2</i>																		
3. <i>Have a cup of coffee</i>	<i>2</i>																		
4. <i>Put on workout clothes</i>	<i>4</i>																		
5. <i>Go for walk</i>	<i>8</i>																		
6. _____	_____																		
7. _____	_____																		
8. _____	_____																		
<b>Category</b>																			
<input type="checkbox"/> Social <input checked="" type="checkbox"/> Leisure <input type="checkbox"/> Work <input type="checkbox"/> Spirituality <input checked="" type="checkbox"/> Health <input type="checkbox"/> Other																			

For homework, I will complete this activity 7 times this week, on everyday (M, Tu, W, etc.) in the morning (morning, afternoon, evening) for 15 mins (# of: sec, min, hrs) with by myself (name; if applicable).

Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	3	5	<i>accomplished</i>	✓
2	1	4	<i>hopeful</i>	
3	2	6	<i>energized</i>	
4	4	5	<i>proud</i>	
5	3	7	<i>inspired</i>	✓
6	5	6	<i>strong</i>	
7	2	5	<i>refreshed</i>	✓



Homework

**Positive Activity Scheduling**

**Instructions:**

Identify one new activity from your Positive Activity List that you can engage in this week. Write this activity in the Activity box. Identify which category (e.g., social, work, health, leisure, spirituality, other) the activity falls into. If your activity requires steps to complete it, enter those steps in the How to Complete Activity box. Rate the difficulty level of each step on a 0-10 scale (0=least difficult, 10=most difficult). Then complete the paragraph, filling in the number of times in the week, the days in the week, time of day, the duration, and who you might be doing the activity with. Then, practice the activity throughout the week, recording your mood before and after on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, record any positive emotions you may have noticed before, during, or after engaging in the activity.

<b>Activity</b>	<b>How to Complete Activity</b>																		
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2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
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Homework

**Positive Activity Scheduling**

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<input type="checkbox"/> Work	<input type="checkbox"/> Spirituality
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**How to Complete Activity**

Steps	Difficulty (0-10)
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**Activity**

**Category**

<input type="checkbox"/> Social	<input type="checkbox"/> Leisure
<input type="checkbox"/> Work	<input type="checkbox"/> Spirituality
<input type="checkbox"/> Health	<input type="checkbox"/> Other

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
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Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
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**Category**

Social       Leisure  
 Work         Spirituality  
 Health         Other

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Steps	Difficulty (0-10)
1. _____	_____
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**Activity**

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Social       Leisure  
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<b>Activity</b>	<b>How to Complete Activity</b>																		
	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; padding: 5px;">Steps</th> <th style="width: 30%; padding: 5px;">Difficulty (0-10)</th> </tr> </thead> <tbody> <tr><td style="padding: 5px;">1. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">2. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">3. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">4. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">5. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">6. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">7. _____</td><td style="padding: 5px;">_____</td></tr> <tr><td style="padding: 5px;">8. _____</td><td style="padding: 5px;">_____</td></tr> </tbody> </table>	Steps	Difficulty (0-10)	1. _____	_____	2. _____	_____	3. _____	_____	4. _____	_____	5. _____	_____	6. _____	_____	7. _____	_____	8. _____	_____
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Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



Homework

**Positive Activity Scheduling**

**Instructions:**

Identify one new activity from your Positive Activity List that you can engage in this week. Write this activity in the Activity box. Identify which category (e.g., social, work, health, leisure, spirituality, other) the activity falls into. If your activity requires steps to complete it, enter those steps in the How to Complete Activity box. Rate the difficulty level of each step on a 0-10 scale (0=least difficult, 10=most difficult). Then complete the paragraph, filling in the number of times in the week, the days in the week, time of day, the duration, and who you might be doing the activity with. Then, practice the activity throughout the week, recording your mood before and after on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, record any positive emotions you may have noticed before, during, or after engaging in the activity.

**Activity**

**Category**

Social       Leisure  
 Work         Spirituality  
 Health         Other

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

For homework, I will complete this activity \_\_\_\_\_ times this week, on \_\_\_\_\_ (M, Tu, W, etc.) in the \_\_\_\_\_ (morning, afternoon, evening) for \_\_\_\_\_ (# of: sec, min, hrs) with \_\_\_\_\_ (name; if applicable).

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1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
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**Positive Activity Scheduling**

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**Activity**

**Category**

<input type="checkbox"/> Social	<input type="checkbox"/> Leisure
<input type="checkbox"/> Work	<input type="checkbox"/> Spirituality
<input type="checkbox"/> Health	<input type="checkbox"/> Other

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

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2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
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Homework

**Positive Activity Scheduling**

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**Activity**

**Category**

Social       Leisure  
 Work         Spirituality  
 Health         Other

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

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3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



Homework

**Positive Activity Scheduling**

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**Activity**

**Category**

<input type="checkbox"/> Social	<input type="checkbox"/> Leisure
<input type="checkbox"/> Work	<input type="checkbox"/> Spirituality
<input type="checkbox"/> Health	<input type="checkbox"/> Other

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
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Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



Homework

**Positive Activity Scheduling**

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<p><b>Activity</b></p> <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<p><b>How to Complete Activity</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%; border-bottom: 1px solid black;">Steps</th> <th style="width: 30%; border-bottom: 1px solid black;">Difficulty (0-10)</th> </tr> </thead> <tbody> <tr><td>1. _____</td><td>_____</td></tr> <tr><td>2. _____</td><td>_____</td></tr> <tr><td>3. _____</td><td>_____</td></tr> <tr><td>4. _____</td><td>_____</td></tr> <tr><td>5. _____</td><td>_____</td></tr> <tr><td>6. _____</td><td>_____</td></tr> <tr><td>7. _____</td><td>_____</td></tr> <tr><td>8. _____</td><td>_____</td></tr> </tbody> </table>	Steps	Difficulty (0-10)	1. _____	_____	2. _____	_____	3. _____	_____	4. _____	_____	5. _____	_____	6. _____	_____	7. _____	_____	8. _____	_____
Steps	Difficulty (0-10)																		
1. _____	_____																		
2. _____	_____																		
3. _____	_____																		
4. _____	_____																		
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Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____



Homework

**Positive Activity Scheduling**

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**Activity**

**How to Complete Activity**

Steps	Difficulty (0-10)
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

**Category**

<input type="checkbox"/> Social	<input type="checkbox"/> Leisure
<input type="checkbox"/> Work	<input type="checkbox"/> Spirituality
<input type="checkbox"/> Health	<input type="checkbox"/> Other

For homework, I will complete this activity \_\_\_\_\_ times this week, on \_\_\_\_\_ (M, Tu, W, etc.) in the \_\_\_\_\_ (morning, afternoon, evening) for \_\_\_\_\_ (# of: sec, min, hrs) with \_\_\_\_\_ (name; if applicable).

Homework #	Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)	Savoring
1	_____	_____	_____	_____
2	_____	_____	_____	_____
3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____
6	_____	_____	_____	_____
7	_____	_____	_____	_____

**TAD** TREATMENT OF AFFECTIVE DIMENSIONS  
**increase in positive emotions for me**



TREATMENT FOR POSITIVE AFFECT

Week 7

**Savoring the Moment**

**Instructions:** Identify and record a positive activity or event from this week. Recount the event in your mind, visualizing what you saw, heard, felt, thought, smelled, and tasted. Record your level of mood (0=no positive mood, 10=highest positive mood) before and after the recounting, as well as the vividness of the recounting (10=most vivid). Also, identify any positive emotions you noticed, in addition to any other reactions (e.g., thoughts, physical sensations).

Event	Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)	Reactions (thoughts, physical sensations)

**TAD** TREATMENT OF AFFECTIVE DIMENSIONS  
**increase in positive emotions for me**



TREATMENT FOR POSITIVE AFFECT

Our thoughts, beliefs, and interpretations influence how we feel. Let's look at an example:

**Joy's Example**

Joy's boss sends her an email asking her to come to his office. She interprets his email as an indication that he will:

1. fire her
2. praise her work
3. give her a raise
4. criticize her work

Which of the following emotions likely would follow each of these interpretations?

- a. proud
- b. anxious
- c. happy
- d. angry

The next set of skills that you will learn will increase your positive thinking. The more positively we think, the more positive we feel.

Three types of thinking that can be hard for people with low positive mood are: (1) recognizing positive aspects of a situation, (2) taking ownership of positive events, and (3) anticipating or looking forward to positive events. These types of positive thinking contribute to positive mood. In turn, positive mood contributes to positive thinking.

In this treatment, you will learn how to: (1) find the silver lining of events, (2) take ownership of positive events, and (3) imagine positive events happening to you. The next three worksheets will help you do so. Let's get started...



### Finding the Silver Lining

People who have low levels of positive mood usually have a hard time recognizing positive aspects of events and everyday things. Failing to recognize the positive leads to missed opportunities to experience positive emotion. So, you will practice recognizing the ‘silver linings’ of events during the week.

#### Finding the Silver Linings

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don’t forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** October 10, 4pm

**Situation:** I received several edits on my resumé  
that I had been writing

**Silver Linings:**

1. I now know how to write a resumé
2. It was a helpful conversation
3. I learned a lot
4. Bobbi cares enough to take time for feedback
5. I know how to format a resumé
6. I am closer to getting a job

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
<u>2</u>	<u>5</u>	<u>Productive, pride</u>



### Finding the Silver Linings

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____



Homework  
 Week 1 Day 1

**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 1 Day 2

**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 1 Day 3

**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 1 Day 5

**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 1 Day 6

**Finding the Silver Linings**

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_

\_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

### Finding the Silver Linings

**Instructions:** Record the date of your practice. Then identify and record a positive, negative, or neutral situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Silver Linings. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Silver Linings:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



## Taking Ownership

People who have low levels of positive mood sometimes also have difficulty taking credit for their role in positive events. By taking ownership of our contributions, we can begin to feel positive emotions of pride, mastery, happiness, curiosity, excitement, success, respect, and optimism.

### Taking Ownership

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** June 23<sup>rd</sup>, 2pm

**Situation:** My husband's surprise party

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**Contributions:**

1. It was my idea to throw it
2. I organized it
3. I found all the vendors
4. I invited everyone to come
5. I kept it secret from my husband
6. I convinced my kids to help

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
<u>4</u>	<u>7</u>	<u>Affection, excitement, pride</u>



TREATMENT OF AFFECTIVE DIMENSIONS

increase in positive emotions for me



TREATMENT FOR POSITIVE AFFECT

Session 2

### Taking Ownership

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Contributions:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Mood Before  
(0-10)**

**Mood After  
(0-10)**

**Positive Emotion(s)**

\_\_\_\_\_  
\_\_\_\_\_



**Taking Ownership**

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



**Taking Ownership**

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



**Taking Ownership**

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
Week 2 Day 4

### Taking Ownership

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



**Taking Ownership**

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

<b>Mood Before (0-10)</b>	<b>Mood After (0-10)</b>	<b>Positive Emotion(s)</b>
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

### Taking Ownership

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 2 Day 7

**Taking Ownership**

**Instructions:** Record the date of your practice. Then identify and record a positive situation. Identify as many positive aspects (at least 6) of that situation, and write them down under Contributions. Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one exercise a day.

**Practice Date:** \_\_\_\_\_

**Situation:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Contributions:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Mood Before (0-10)	Mood After (0-10)	Positive Emotion(s)
_____	_____	_____
_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

## Imagining the Positive

People who have low levels of positive mood usually have difficulty anticipating positive things happening to them in the future. This can decrease the amount of positive feelings you will experience in the present moment. Therefore, you will practice imagining positive things happening to you in the future. Follow the instructions below by listening to your audio recording.

*Gently get yourself into a comfortable position with your feet flat on the ground, your back upright but not too stiff, and hands in your lap. If you feel comfortable, gently close your eyes or rest them on a spot in front of you. Bring to mind an image of your surroundings at your starting point.*

*Imagine where you are as vividly as possible. Notice what you see around you... smells... sounds... temperature. Do you notice a nice aroma? Do you notice sounds of nature or other noises? Is it warm or cool? Do you feel a nice breeze? Take a moment to notice your surroundings. [Pause]*

*Now shift your attention to your own body in that future moment. What are the physical symptoms you are feeling? Are you feeling a rush of adrenaline? A release of tension? Perhaps a positive racing of the heart or a smile on your face? [Pause]*

*What are the emotions you are feeling? Excitement? Peace? Joy? Curiosity? Compassion? Interest? Imagine feeling one of these positive feelings and what it might feel like in your body. [Pause]*

*Now identify your thoughts in this future context. How can you make them more positive? [Pause]*

*Begin to slowly walk yourself through the events that you wrote down on your exercise form. Take time to notice your positive thoughts, emotions, and bodily sensations as you walk yourself through those positive events. [Pause]*



**Imagining the Positive**

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

*It's still sunny and warm at 5pm before Sam arrives. This means that we can have dinner outside on the patio with the flowers from my garden surrounding us, and I can show off my new herbs. I can feel my heart flutter a little and a smile appears on my face. I am able to finish meal prepping early, so that all that's left is to put the lasagna in the oven. It smells incredible. Although it's a little burnt, it's the way my husband and I like it with crispy cheese on top. Sam arrives fashionably late; she greets me with a warm smile, a hug, and a compliment – "Wow. That smells incredible!" followed by another compliment – "Your garden is lovely." A large smile appears on my face...*

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
5	8	9	Warmth, pride, connection

Session 3

### Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
_____	_____	_____	_____
_____	_____	_____	_____



Homework  
 Week 3 Day 1

## Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
_____	_____	_____	_____
_____	_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 3 Day 2

## Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 3 Day 3

## Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 3 Day 4

## Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
_____	_____	_____	_____
_____	_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 5

## Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework  
 Week 3 Day 6

### Imagining the Positive

**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

-----

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
_____	_____	_____	_____
_____	_____	_____	_____

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

**Imagining the Positive**

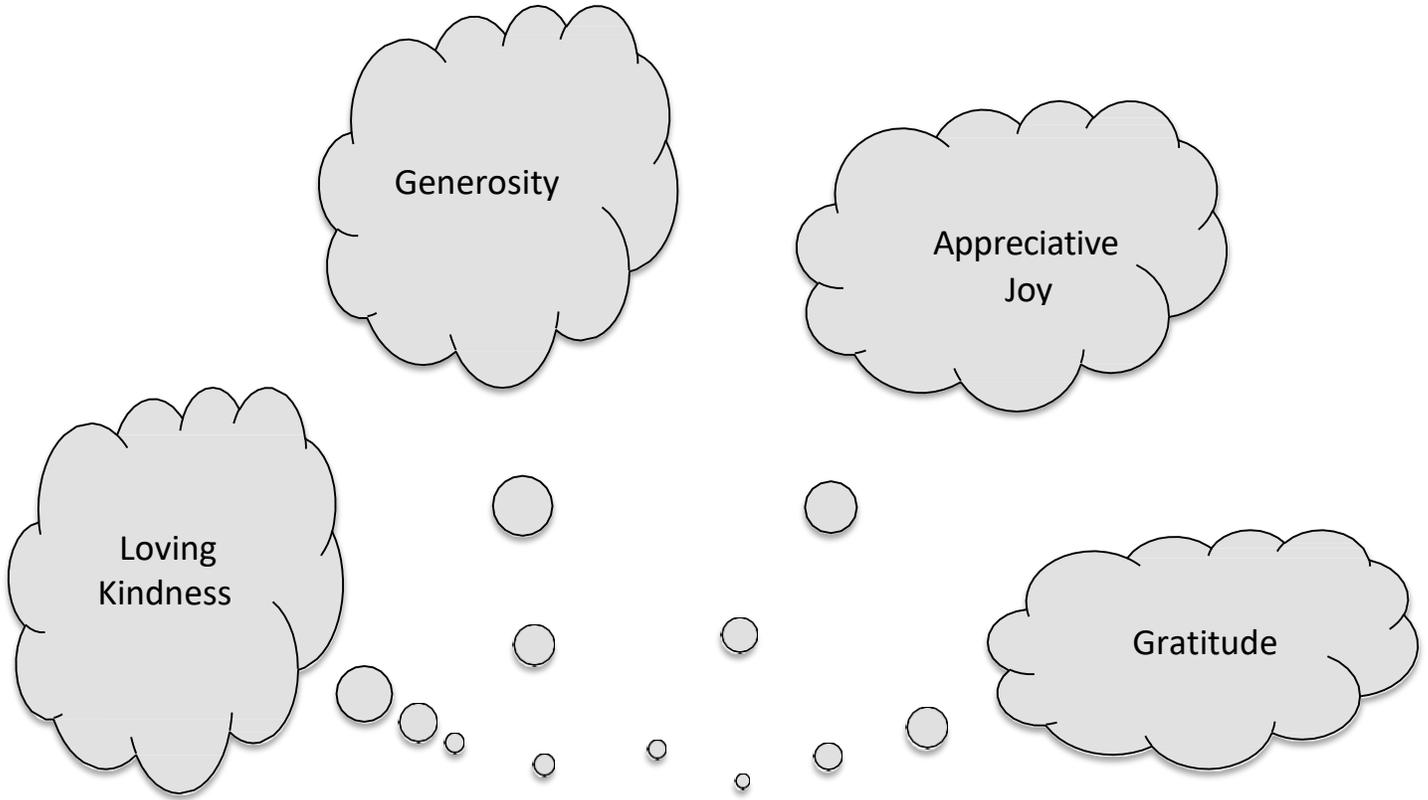
**Instructions:** Identify a possible future event. Describe the future event with the best possible outcome. Write it as if it were happening right now (present tense), using details of your emotions, thoughts, and physical sensation (e.g., sight, smell, hearing).

**Now imagine this vividly.** Don't forget to write down your mood before and after the exercise on a 0-10 scale (0=no positive mood, 10=highest positive mood), as well as the vividness of the recounting (10=most vivid). Also, write down any positive emotions you experienced before, during, or after the exercise. Try to complete one per day.

Mood Before (0-10)	Mood After (0-10)	Vividness (0-10)	Positive Emotion(s)
_____	_____	_____	_____
_____	_____	_____	_____

Have you completed a pleasant activity today? Yes/No

Scientists, philosophers, spiritual advisors, and psychologists have found that certain strategies are very helpful for daily positive mood. Daily acts of loving kindness, generosity, appreciative joy, and gratitude can greatly increase positive feelings. These acts will be the next set of skills that you will practice.



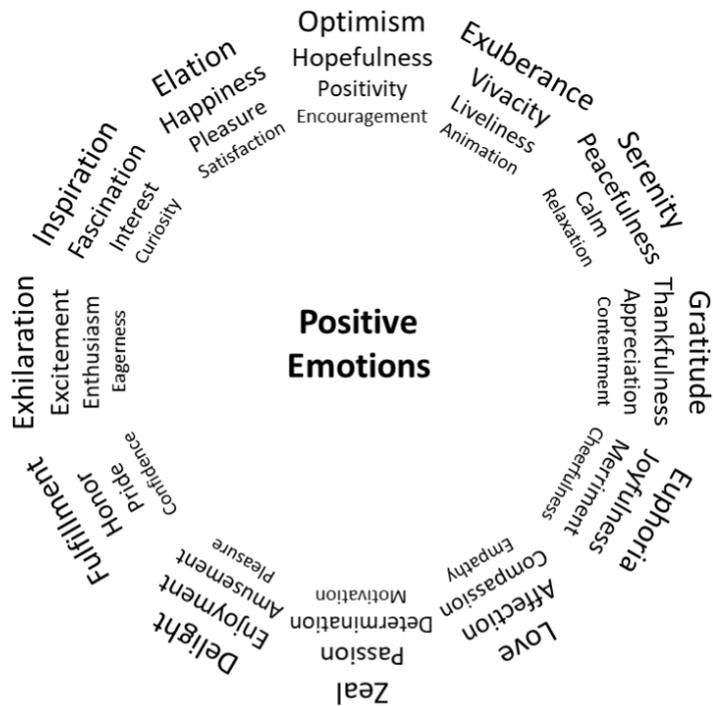
Acknowledgements: We thank Diana Winston for her expertise and feedback on this module. Much of its content stems from teachings from educational classes provided by MARC at UCLA.



How we behave influences how much positive emotion (e.g., happiness, excitement, curiosity, interest, pride) we feel. Practicing or doing pleasant activities can increase positive emotion. This section of the treatment will focus on increasing pleasant activities in your daily schedule.

In order to become aware of your positive emotions when you practice pleasant activities, it is important that you can label them. We cannot recognize and communicate our feelings if we do not have words to describe them. Below is a set of labels for positive emotions. Continue to refer back to this page throughout therapy.

### Labels for Positive Feelings




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Fill in your own labels for positive feelings

## Loving Kindness

Loving kindness is the sense of connection to others, ourselves, and to our environment. It is something we can send to another or to ourselves. Some people think of it as an emotion, an action, a thought, an image, or a way of being. You will practice an exercise in loving kindness. Follow the instructions below by listening to your audio recording.

Find a quiet place and take a comfortable position.

For the first minute or so, bring your attention to your breath.

Now, identify someone you deeply care about. Identify someone who is 'uncomplicated' (e.g., pet, mentor, friend).

Repeat the following phrases and focus on the words as you say them.

*May you be happy* [pause]

*May you be healthy* [pause]

*May you have peace* [pause]

*May you be free from suffering* [pause]

When you notice feelings of loving kindness (e.g., warmth, smile, open-hearted), move on to the next person (e.g., neutral person), and repeat loving kindness phrases.

Then, if you choose, try the exercise with yourself.

*May I be happy* [pause]

*May I be healthy* [pause]

*May I have peace* [pause]

*May I be free from suffering* [pause]



**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** November 7

**Recipient(s) of Practice:** Mom, friend, me

**Mood Before (0-10):** 4

**Mood After (0-10):** 7

**Positive Emotion(s):** Calm, loved, cared about

**Reaction (thoughts, physical sensations):**

"My mom really loves me," release of physical  
tension, "I feel cared about," "I think this exercise  
actually works"



**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



TREATMENT OF AFFECTIVE DIMENSIONS

increase in positive emotions for me



TREATMENT FOR POSITIVE AFFECT

Homework

Loving-Kindness

Instructions: Record the date of your practice. Identify at least one recipient of your Loving-Kindness practice. It can be helpful to start with someone uncomplicated. Read or listen to the Loving-Kindness script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

Practice Date: \_\_\_\_\_

Recipient(s) of Practice: \_\_\_\_\_

Mood Before (0-10): \_\_\_\_\_

Mood After (0-10): \_\_\_\_\_

Positive Emotion(s): \_\_\_\_\_

\_\_\_\_\_

Reaction (thoughts, physical sensations):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

### Loving-Kindness

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

**TAD** TREATMENT OF AFFECTIVE DIMENSIONS  
**increase in positive emotions for me**



TREATMENT FOR POSITIVE AFFECT

Homework

**Loving-Kindness**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Loving-Kindness* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Loving-Kindness* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one per day.

**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



## Generosity

Generosity is the act of giving without expecting anything in return. It can take many forms: objects, information, empathy, financial support, language, time, resources, experience, love, etc. Experience and science tell us that generosity leads to positive mood. Although you may fear that you don't have the ability or resources to be generous, open your mind to the possibility that generosity is

**Generosity**

**Instructions:** Record the date and time of your generous act. Identify and record what your generous act will be and who will be the recipient of it. Record your mood (0=no positive mood, 10=highest positive mood) before and after doing the generous act. Also write down any positive emotions you notice. Try to complete one per day.

Date/Time : Saturday morning

Act: Help neighbor take out trash

Recipient: Neighbor

Mood Before (0-10): 3

Mood After (0-10): 6

Positive Emotion(s): productive, proud

\_\_\_\_\_

**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**increase in positive emotions for me**



TREATMENT FOR POSITIVE AFFECT

Session 2

### Generosity

**Instructions:** Record the date and time of your generous act. Identify and record what your generous act will be and who will be the recipient of it. Record your mood (0=no positive mood, 10=highest positive mood) before and after doing the generous act. Also write down any positive emotions you notice. Try to complete one per day.

**Date/Time:** \_\_\_\_\_

**Act:** \_\_\_\_\_

**Recipient:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_



Homework

**Generosity**

**Instructions:** Record the date and time of your generous act. Identify and record what your generous act will be and who will be the recipient of it. Record your mood (0=no positive mood, 10=highest positive mood) before and after doing the generous act. Also write down any positive emotions you notice. Try to complete one per day.

**Date/Time:** \_\_\_\_\_

**Act:** \_\_\_\_\_

**Recipient:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

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**Act:** \_\_\_\_\_

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

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\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



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**Act:** \_\_\_\_\_

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



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**Act:** \_\_\_\_\_

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

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**Act:** \_\_\_\_\_

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



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**Act:** \_\_\_\_\_

**Recipient:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

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**Act:** \_\_\_\_\_

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



## Appreciative Joy

Appreciative joy is joy that emerges from someone else's fortune. It is not joy that emerges from someone else's *misfortune*. It is completely selfless in that you see no benefit other than an increase in appreciative joy. Let's begin a practice of it. Follow the instructions by listening to your audio recording.

Find a quiet place and take a comfortable position.

For the first minute or so, bring your attention to your breath.

Now, identify someone you deeply care about. Identify someone who is 'uncomplicated' (e.g., pet, mentor, friend).

Repeat the following phrases and focus on the words as you say them.

*May your happiness and good fortune never leave you* [pause]

*May your happiness and good fortune grow and grow* [pause]

*I am happy for you!* [pause]

When you notice feelings of appreciative joy, move on to the next person and repeat appreciative joy phrases.



**Appreciative Joy**

**Instructions:** Record the date of your practice. Identify at least one recipient of your *Appreciative Joy* practice. It can be helpful to start with someone uncomplicated. Read or listen to the *Appreciative Joy* script or recording. Be sure to record your mood (0=no positive mood, 10=highest positive mood) before and after your practice, as well as any positive emotions, thoughts, or physical sensations you notice. Try to complete one practice per day.

**Practice Date:** July 29

**Recipient(s) of Practice:** My husband

**Mood Before (0-10):** 4

**Mood After (0-10):** 7

**Positive Emotion(s):** Love, satisfaction, comfort

**Reaction (thoughts, physical sensations):**

Warmth, smile, "I love my husband so much, and  
am so happy he is doing well," "I want to share  
with my husband how I feel"

### Appreciative Joy

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**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Homework

**Appreciative Joy**

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**Practice Date:** \_\_\_\_\_

**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Recipient(s) of Practice:** \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

**Appreciative Joy**

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**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

**Reaction (thoughts, physical sensations):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



## Gratitude

Gratitude is the act of being thankful. It can be as simple as being thankful for each breath, complicated as being thankful for one's relationship, and silly as being grateful for one's ear wax. Science has proven it to be a very powerful tool in increasing one's mood!

**Gratitude**

**Instructions:** Record the date of your practice. List 5 things you notice and appreciate each day, making sure that they are different from the previous day. Record your mood (0=no positive mood, 10=highest positive mood) before and after making the list. Also, write down any positive emotions you notice. Try to complete one exercise per day.

**Date:** March 22

**Today I am grateful for...**

1. Waking up on time
2. Drinking coffee from my favorite mug
3. Lunch with colleague
4. Speaking with my daughter on the phone
5. Watching my favorite show with my husband

**Mood Before (0-10):** 6

**Mood After (0-10):** 9

**Positive Emotion(s):** Content, hopeful

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TREATMENT OF AFFECTIVE DIMENSIONS

increase in positive emotions for me



TREATMENT FOR POSITIVE AFFECT

Session 4

**Gratitude**

**Instructions:** Record the date of your practice. List 5 things you notice and appreciate each day, making sure that they are different from the previous day. Record your mood (0=no positive mood, 10=highest positive mood) before and after making the list. Also, write down any positive emotions you notice. Try to complete one exercise per day.

**Date:** \_\_\_\_\_

**Today I am grateful for...**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_



Homework

**Gratitude**

**Instructions:** Record the date of your practice. List 5 things you notice and appreciate each day, making sure that they are different from the previous day. Record your mood (0=no positive mood, 10=highest positive mood) before and after making the list. Also, write down any positive emotions you notice. Try to complete one exercise per day.

**Date:** \_\_\_\_\_

**Today I am grateful for...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

**Gratitude**

**Instructions:** Record the date of your practice. List 5 things you notice and appreciate each day, making sure that they are different from the previous day. Record your mood (0=no positive mood, 10=highest positive mood) before and after making the list. Also, write down any positive emotions you notice. Try to complete one exercise per day.

**Date:** \_\_\_\_\_

**Today I am grateful for...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

### Gratitude

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**Date:** \_\_\_\_\_

**Today I am grateful for...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

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1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Today I am grateful for...**

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2. \_\_\_\_\_
3. \_\_\_\_\_
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5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_  
 \_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

Homework

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**Date:** \_\_\_\_\_

**Today I am grateful for...**

1. \_\_\_\_\_
2. \_\_\_\_\_
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4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_



Homework

**Gratitude**

**Instructions:** Record the date of your practice. List 5 things you notice and appreciate each day, making sure that they are different from the previous day. Record your mood (0=no positive mood, 10=highest positive mood) before and after making the list. Also, write down any positive emotions you notice. Try to complete one exercise per day.

**Date:** \_\_\_\_\_

**Today I am grateful for...**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Mood Before (0-10):** \_\_\_\_\_

**Mood After (0-10):** \_\_\_\_\_

**Positive Emotion(s):** \_\_\_\_\_

\_\_\_\_\_

Have you completed a pleasant activity today? Yes \_\_\_ No \_\_\_

**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**increase in positive emotions for me**



TREATMENT FOR POSITIVE AFFECT

**Practice Plan**

*How will I increase positive feelings in my life following treatment completion?*

1. How will I generate more positive feelings?

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2. How will I recognize the positive?

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3. How will I appreciate or feel the positive?

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4. How will I anticipate or look forward to the positive?

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**Session 1**

Title  
 Definition

**What is positive mood?**

Convey the following points:

- A. Positive mood is positive emotions such as excitement, happiness, content, calmness, and joy.
- B. Refer to Page 1 of the Pleasant Events Scheduling workbook for a list of positive emotions. Help the client identify which of those positive emotions they have experienced. Encourage the patient to add more positive emotion words.
- C. Some people are prone to experience less positive mood than others.

Example

“During most of our session today, we will be talking about positive mood and strategies for how to increase positive mood. Positive mood is the experience of positive emotions. What are some positive emotions that you typically experience? Which positive emotions do you wish to experience more of? The first page of the workbook has some examples to help you brainstorm or add in positive emotions that are not on the list.

Some people have a tendency to experience less positive mood than others. Do you notice yourself experiencing a lot or very little positive mood? The target of this treatment is to increase the amount of positive mood you are experiencing. Doing so usually leads to a decline in distress.”

Troubleshooting

Is “numbness” a positive emotion?

→ Numbness is a complete shutdown of all emotions

I don’t experience any positive emotion.

→ Sometimes it may feel like we never experience positive emotion. In actuality, it is likely we are experiencing some positive emotion at low intensity and rarely. Furthermore, we usually are not cognizant of emotion when it is happening, or we cannot remember experiencing it later. Part of this treatment is recognizing when you are experiencing the emotion in the moment.

I won’t be able to experience the same emotions again because things are different now.

→ You’re right that our environment and circumstances will likely change around us. While we can’t necessarily bring back past circumstances or orchestrate new ones, the goal of this treatment is to increase your experience of positive emotions regardless of your circumstance.

**Session 1**

Title  
Definition

**What are the effects of low positive mood?**

Convey the following points:

- A. Having low levels of positive mood indicates that an individual has a fewer number of or reduced intensity of positive emotions, such as excitement, satisfaction, happiness, or enjoyment.
- B. It also often results in feeling tired or irritable, and it can interfere with appetite.
- C. Low positive mood also is associated with dissatisfaction, low self-esteem, withdrawal, difficulty concentrating, slow motor movement, decreased motivation, hopelessness, low optimism, and loss of interest in pleasurable activities.

Example

“Having very little positive mood can actually have an effect on how we think, behave, and physically feel. For example, having low levels of positive mood leads to feelings of fatigue and irritability. It can even interfere with appetite or lead us to want to withdraw from people. People sometimes report they also have difficulty concentrating, have decreased motivation and have a loss of interest in things. Have you noticed that any of these ring true for you?”

Troubleshooting

How does having low positive mood result in fatigue, irritability, and increased/decreased appetite?

→ Low positive mood can both stem from and contribute to chemical, hormonal, physical, behavioral, and/or emotional changes in one’s body and mind. These changes often lead to fatigue, irritability, and even changes in appetite.

Is it possible to have too high positive mood?

→ Yes, this is called mania. It is associated with feelings of grandiosity and impulsive behavior.

<b>Session 1</b>	
Title	<b>Why do some people have a vulnerability toward having generally high levels of positive mood while others have a vulnerability toward having generally low levels of positive mood?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. A vulnerability or sensitivity is a tendency or a predisposition.</li> <li>B. There are multiple factors (e.g., early life events) that contribute to someone having generally low levels of positive mood, including biological factors, life events, and/or stress.</li> <li>C. Some people may inherit a biological tendency to experience less positive mood or they may experience it to a lesser extent than others.</li> <li>D. High levels of stress due to past life events (e.g., trauma, chronic illness, overly controlling or highly critical parents, hearing very negative information about specific objects) also can contribute to having generally less positive mood.</li> <li>E. Current ongoing stress usually reduces the likelihood of having overall high levels of positive mood.</li> <li>F. Stress, life events, and biology <i>alone</i> do not explain someone's tendency to have differing overall levels of positive mood; rather, it is the combination of all these things that contribute to lowered positive mood.</li> </ul>
Example	<p>“Some people have a tendency to have generally low levels of positive mood. Reasons that contribute to this tendency include a person's biology, unique life experiences, and how they may experience stress. While one or more of these contributing factors may apply to you, there is no one single determinant for low levels of positive mood.</p> <p>Have you noticed that any of your family members also experience generally low levels of positive mood? That would not be surprising. The degree to which you typically experience positive mood can be inherited.</p> <p>Have you had a lot of significant negative life events in the past? Stress events like chronic illness, trauma, or poverty can have an impact on the degree to which you experience positive mood. Do any of these apply to you? Which ones? Growing up with overly controlling or highly critical parents also can contribute to generally low levels of positive mood. Would you say you grew up in that type of an environment?</p> <p>Current ongoing stress – in addition to past stress – can also contribute to having generally low levels of positive mood. Do you consider yourself to be under a lot of stress right now?</p> <p>It is important to remember that there is no single contributing factor for having low levels of positive mood. There are</p>

multiple factors that contribute to how often you experience positive mood. In this treatment, we are more concerned with triggers of your positive mood.”

**Note for therapists:** If clients do not express positive feelings, consider the possibility that it may be because anhedonic individuals may not easily identify with positive feelings. As such, declarations of positive feelings make them vulnerable and puts them in a risky place.

#### Troubleshooting

What are biological factors?

→Biological factors include genes that may increase one’s vulnerability to having decreased levels of positive emotion. These vulnerabilities and dysregulated systems depress one’s likelihood of positive mood. While past experiences can additionally influence our biology, new experiences are also known to influence our biology.

Am I predestined to be like this? Is it my genes?

→ One is not predestined to have a specific type of emotion (e.g., excitement, joy). Rather, an individual has a vulnerability to have lower levels of positive emotion – due to having certain genes or regulatory patterns – that can be triggered or exacerbated by stress.

Well if it’s my biology, then there’s nothing I can do to fix that.

→While our biology can contribute to a lower likelihood of positive mood, we also know that experiences and behaviors can influence our biology. If you’re open to trying it out together, we will explore many of these behaviors that make it more likely to experience positive mood throughout this treatment.

Did my parents’ parenting cause my levels of mood?

→Separation, neglect, excessive criticism or punishment, and physical or emotional abuse are all associated with a vulnerability to having less positive emotions. However, they do not necessarily cause lowered levels of these specific types of emotions.



**Session 1**

Title  
 Definition

**What are the parts of mood?**

Convey the following points:

- A. Mood is made up of three parts: physical (changes in your body), thoughts (your mind), and behavior (what you do).
- B. The physical part involves physical sensations and symptoms. Low levels of positive mood are associated with lack of energy, limited appetite, excessive sleep, and crying spells. Ask client which physical symptoms they experience as part of low positive mood. High levels of mood are associated with other physical sensations like muscle relaxation, satiation, rapid heartbeat, upturned lips, and wakefulness.
- C. Thoughts are beliefs, images, or self-statements. These thoughts can be positive or negative. Having low positive mood can lead us to blame ourselves for bad things and to not notice the positive. High positive mood can lead to positive thoughts. Ask client which thoughts they have as part of positive mood.
- D. The behavioral part of low positive mood consists of avoidance, escape, or overly cautious behavior, as well as reliance on others, withdrawal from people, and avoidance of positive things. The behavioral part of high positive mood is associated with engagement. Ask client which behaviors they engage in as part of positive mood.

Example

“There are three parts to mood: the physical sensations, thoughts, and behaviors. The physical part includes the changes that you experience in your body. The thoughts include beliefs, images, or things we tell ourselves. The behaviors include what we do or actions we take. All of these work together to influence our mood.”

Which physical sensations do you feel as part of high levels of positive mood or low levels of positive mood? (Provide an example if client is struggling. “When your body feels tired, how does that typically influence your mood?”)

Thoughts are your beliefs, images, or self-statements. These thoughts can be positive or negative. When they are negative, they usually revolve around something bad that has happened or will happen in the future. When they are positive, they usually revolve around something good that *has happened* or *will happen in the future*. Positive thoughts usually lead to positive mood and negative thoughts lead to negative mood, as one would expect. Also, having low positive mood can lead us to blame ourselves for bad things or to not notice the positive things.

Behavior is the third part of mood. Avoidance, escape, withdrawal from other people, and overly cautious behavior



	<p>leads to or maintains lower positive mood, whereas approaching people or engagement in activities can lead to increased positive mood.</p> <p>As you can see, thoughts, behavior, and physical feelings can affect positive mood.”</p>
Troubleshooting	<p>Why is this important? → See Ingredient “Mood Cycle?”</p>

<b>Session 1</b>	
Title	<b>Mood Cycle</b>
Definition	<p>Convey the following points:</p> <ol style="list-style-type: none"> <li>Thoughts, physical sensations, and behaviors can influence each other.</li> <li>Lack of positive thoughts can lead to decreased activity or social interaction, which leads people to feel less energetic.</li> <li>Physical feelings can result in less positive thoughts (e.g., lack of energy → lack of activity → less positive views of limited lifestyle).</li> <li>Physical inactivity can lead to less energy, which leads to less positive thoughts as well.</li> <li>In this way, thoughts, physical reactions, and behaviors form a perpetuating cycle. The goal of the treatment is to interrupt these cycles.</li> </ol>
Example	<p>“Each part of our mood – behaviors, thoughts, and physical feelings – affects our mood as a whole. In addition, each part of mood affects other parts of mood. Let’s go through some examples.</p> <p>Low positive mood leads to decreased activity or social interaction, which leads people to feel less energetic. Feeling less energetic likely leads to fewer positive thoughts, which again leads to fewer positive emotions.</p> <p>High positive mood leads to more energy, resulting in greater activity. More activity usually means increased positive thoughts, such as thoughts of accomplishment, which leads to more positive emotion, such as joy.</p> <p>Now what are some examples of how this pertains to your life? How do your thoughts or behaviors affect your physical sensations and mood?”</p>
Troubleshooting	<p>I still don’t understand.</p> <p>→Let’s take a specific example of a positive emotion (e.g., joy, excitement) that you experienced this week and draw/write out the thoughts, physical sensations, and behaviors associated with it.</p> <p>What if I don’t have a positive emotion? → Let’s imagine a positive event. See “I still don’t understand” above.</p>



<b>Session 1</b>	
<b>Title</b>	<b>Treatment Rationale</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. The treatment uses three strategies to increase your positive mood: changing behaviors, increasing positive thoughts, and cultivating positive emotion.</li> <li>B. We can change our positive mood by thinking in new, more flexible ways and by engaging in certain activities.</li> <li>C. The skills you will develop in therapy require a lot practice and will take time to develop, like any other skill.</li> </ul>
<b>Example</b>	<p>“In this therapy, we will teach you three ways of increasing your positive mood. The first is to engage in activities that are pleasurable. The next is adapting more flexible ways of thinking to increase your positive mood. Finally, we will engage in certain daily activities to help us cultivate more positive mood. Each of these skills is intended to increase your positive mood.</p> <p>In addition, all of these skills require a lot of practice. This therapy is like learning a new language or learning how to play an instrument. How does someone get better at speaking a new language or playing an instrument?</p> <p>Every week, I will be assigning practice. Only practicing during session is not enough, given that we only see each other 50 minutes of the entire week. We are together for less than 5% of your week! Therefore, your practice is the most important part of this therapy.”</p>
<b>Troubleshooting</b>	<p>What if my client is not motivated to practice?</p> <ul style="list-style-type: none"> <li>→ Ask the client to list the pros and cons of practicing. If the client is still not motivated try playing “devil’s advocate” and take the extreme of why not practicing is the best choice. Usually this technique results in the client arguing for practice. Remind the client of why s/he signed up for therapy.</li> </ul> <p>My client believes that s/he can’t do the treatment.</p> <ul style="list-style-type: none"> <li>→ Express to the client that it can be overwhelming to even think about all the strategies we have discussed. Getting started is often the hardest part, and they have already taken the hardest step by coming into therapy today. Explain that each strategy for increasing positive mood is introduced in a systematic way and at a pace that is appropriate for the client. Remind the client that you are designing these activities together.</li> </ul> <p>Which techniques do we start with?</p> <ul style="list-style-type: none"> <li>→ We start by targeting behaviors, followed by how we think, and wrap up with exercises designed to increase compassion, both towards others and yourself.</li> </ul>

**General Troubleshooting**

1. My client is cognitively slow or English is their second language, and s/he seems unable to understand a lot of these concepts. What do I do?  
→ Paraphrase, use more basic language, and refer to metaphors, analogies, and/or examples when necessary to ensure that the client truly understands concepts.
2. Clients who believe that their levels of mood are fully biochemical may not understand the role of thoughts or behaviors. How do I explain the mood cycle?  
→ Use a specific recent example of a positive emotion and how thoughts, behaviors and physical feelings contributed to it. Remind them that behaviors can also influence our biology.
3. My client won't stop talking or is talking in tangents. What do I do?  
→ First, validate the clients' urgency and their need to share, and then stress the depth of information that needs to be covered, time limitations, and the importance to stay focused in the long run. You can ask them in the first session if it's alright to politely interrupt them in future sessions, in the interest of making sure they receive all of the important components of the therapy. One general strategy is to label the client's tangent, and see if you can incorporate it into psychoeducation or treatment rational. "Could we call this, "argument with your partner" and make a note to see how that might fit into our next example?" or "I want to make sure we get all of the key parts of treatment today, it really sounds like talking with your son is a great example of how a behavior can influence your mood and lead to feelings of respect and pride."
4. My client is so anxious or so depressed that their concentration is limited. What do I do?  
→ Paraphrase, use more basic language, and refer to metaphors, analogies, and/or examples when necessary to ensure that the client truly understands concepts.
5. I don't need this treatment. My only problem is having too much anxiety.  
→ This therapy will be able to help you with your anxiety. By increasing the amount of positive emotion that you experience, you leave less room for negative emotions like anxiety. This treatment also allows you to think more flexibly, which decreases negative emotions like anxiety.

**Session 1**

Title	<b>What is the focus of this module?</b>
Definition	Convey the following points: A. The focus of this part of treatment is to increase the frequency of pleasant activities and to examine the relationship between behavior and mood.
Example	<p>“Today we are going to focus on our behavior. As we discussed, behavior is a part of our mood and therefore, behavior affects our mood. Low positive mood can often be a result of not enough positive activities in your life.</p> <p>Do you remember the mood cycle we just discussed? The behavior of not engaging in things by isolating, avoiding, or withdrawing kicks in some biological processes that actually maintain low positive mood. Therefore, what do you think we have to do to jump start it? We have to change the way we behave.</p> <p>In this treatment, we are going to focus on doing things that you currently find, or at one time in your life, have found pleasant. We are going to work on deepening your experience of the positive aspects of certain activities. Some people are able to enjoy very few things as a result of their low positive mood and therefore, they never engage in pleasant activities. Would you say that is a description of you? Can you think of some pleasant activities you can increase in your life? Later today and over these next few sessions, we will create a list of pleasant activities in which you will begin to engage.”</p>
Troubleshooting	<p>Why is this important?          → Increasing the frequency of behavior that makes us feel better not only promotes physical health but also mental health. ‘Feel better’ behaviors or pleasurable activities often lead to more positive thoughts and feelings.</p> <p>What if I don’t feel like doing this?          → First, validate and normalize the client’s hesitancy. Have you ever heard of the phrase, ‘fake it until you make it?’ There is a lot of truth to that phrase. Engaging in something we may not feel motivated to do nor want to do is actually the best way to increase our mood.</p>

**Session 1**

Title  
 Definition

**Identifying pleasant activities**

Convey the following points:

- A. Ask client which pleasant activities s/he currently engages in, which s/he does not, and why.
- B. Create a list of activities (minimum 14) that the client anticipates being positively reinforcing. This can include things they once found enjoyable or activities that build a sense of mastery. Some of these activities should involve social interaction.
- C. Ensure that all activities are possible to do. Pleasant activities should be activities that can be measurable and observable by others.
- D. Three activities should be activities that the client is already engaging in, if there is any, to ease transition.
- E. Homework: Assign client to review list of activities for homework and make any revisions if necessary.**
- F. Before the end of session 1, ensure that there is at least one pleasant activity (but no more than two) that client will engage in prior to session 2.** Decide on that activity during the session and when they plan to do the activity. In addition, the client should be asked to monitor their mood before and after completing the activity.
- G. Attempt to have a diverse range of activities. It is important that some activities involve other people, some activities that are longer in duration, and some activities that can be done in less than 5 minutes. For example, eating a good meal can be a pleasant activity but it is unlikely that it will elicit the same degree of positive emotion as spending several hours with close friends.

Example

“Let’s create a list of things you find pleasant. We can start with the pleasant events you already engage in. Which pleasant activities are you currently engaging in? What are some things you find pleasant that you’d like to do? Any that you used to do but no longer do?

Let’s go through some of these and discuss when you last engaged in these activities and why you may not be currently engaging in them. Starting with this first one, when was the last time you engaged in [activity]? What is stopping you from engaging in it now?

Let’s also write down how difficult it will be to do these activities on a scale of 0-10 with 10 being the most difficult. We can also use this list of things others find to be pleasant to help brainstorm ideas.

Let’s also discuss steps necessary for making these activities more manageable. Often times doing something really fun and pleasurable requires a bit of planning and work to get

Troubleshooting

there. We are going to make sure we map all of that out and start with the easier activities.”

Why should goals be observable?

→We don't want goals such as “thinking more accurately,” which cannot be measured in objective, observable terms and therefore are not easy to monitor.

Should we also include activities that the client does not enjoy doing but that would be healthy for the client (e.g., social events for socially anxious client, exercise)?

→No. It is important not to perform elements that would be found in the Negative Affect Treatment. However, if a client finds the outcome of that event reinforcing, then they can add the event to the list. For example, starting their job application together in session. Regardless, all discussion should focus on increasing positive mood. In addition, the number of events on the list should not necessarily be biased towards anxiety provoking events but rather include a range of activities.

How do you assess why clients are not engaging in pleasant events?

→ Ask the client to list barriers to engaging in these specific events (e.g., lack of motivation, don't think it will make them feel better, too difficult). If the barrier is that the task is too difficult, simplify the task into smaller, more manageable steps. If possible, role-play with clients the steps they plan to take. If the barrier is fear of the task not being reinforcing or pleasurable, ask clients if there is any evidence to support that fear. If there is no evidence, ask clients if they would be willing to test out whether the task would be pleasurable. Ensure clients notice their mood before and after engaging in the task. If there is evidence from past attempts that the activity did not increase their mood, (1) choose another task, (2) assess what may have been the context or reasons why the task was not pleasurable, and/or (3) ask client whether they would be willing to retest how pleasurable the task is. Say, “Here we have a systematic way of testing it out. Would you be willing to try the activity again using our method?” If they lack motivation, through Socratic questioning, remind them the reason why pleasant events scheduling can be helpful. Specifically, ask client “What is the benefit to doing things you find pleasurable?” and “How has not engaging in pleasurable activities been working for you?” Clients may say there is no benefit and list only negative outcomes. As a type of motivational interviewing technique, play ‘devil's advocate’ or take the extreme opposite stance and say, “It sounds like scheduling pleasant events has no benefit. It sounds like no one should try to do things that make them feel good.” Clients often will argue reasons why they disagree with that extreme stance. Make a list of pros and cons of engaging in pleasant events.

What if my client cannot think of 14 activities?

→ Encourage the client to come up with more activities. Ask him/her to remember as far back as his/her childhood to things that s/he found pleasant. Ask the client to think of things s/he has not done but has always imagined that s/he would enjoy.

<b>Session 1</b>	
Title	<b>Monitoring of pleasant events</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Although a client may think that s/he accurately knows how s/he spends his/her time, sometimes things in daily lives are forgotten or go unnoticed.</li> <li>B. Explain that the client will spend the following week monitoring and recording his/her activity level daily as well as the relationship between activity level and mood.</li> <li>C. Doing so is helpful because (1) it informs the therapist and client where the client's start point is, which is important for monitoring progress; (2) it creates a clear objective and accurate description of client's daily activities; (3) it illustrates for the him/her where s/he has time for more positive activities; and (4) elucidates the relationship between activity and mood.</li> <li>D. Present the client with the record sheet and review the sheet with the client in detail.</li> <li><b>E. Homework: Assign daily monitoring of mood.</b></li> <li>F. Anticipate at the first session that client may not want to complete homework or attend therapy some days. Normalize this experience, and emphasize that those are the days therapy will be the most beneficial.</li> </ul>
Example	<p>“We are going to start discussing the amount of pleasant activities you have in your daily life. Just for this next week, I will have you monitor your daily activity level. Many people assume they are accurate in remembering and reporting their daily activities, but often when we monitor our daily activities – such as the number of hours we sleep, how often we watch TV, or the number of hours on the Internet - many differences between what we are doing and what we thought we are doing arise.</p> <p>One thing I am going to really stress is the importance of keeping track of not only your activities but also your mood after you engage in these activities. Do you remember what the purpose of this part of treatment is? To use behavior to increase our positive mood. We won't know if we are increasing our mood if we don't track it. Similar to other things we may try to manage like our weight, health, finances, etc., we can't manage what we don't measure. Plus, you may learn that certain activities are closely tied to positive mood for you. Monitoring helps with learning that connection.</p>



It is important that you understand the reasons for doing things in treatment. Knowing why something is important increases motivation to do it. If you found out that brushing your teeth had no added benefit for dental hygiene over drinking water, would you brush your teeth twice a day? Probably not. So based on what we already discussed, what are the reasons why you think monitoring is important? It informs us where your starting point is for monitoring progress. It is an objective description of your daily activities and shows you where you have room for improvement. Also, it highlights the relationship between your positive mood and your behavior.”

Troubleshooting

What if my client does not fill out the record sheet?

→ If the client does not complete the practice, assess reasons why it was not completed. Fill out the record sheet with them in session for any activities they practiced. Stress the importance of completing practice. Troubleshoot barriers for not completing the practice in order to ensure that it is completed the following week. Role play completing the practice. Planning out pleasant activities in advance can help with homework compliance.

Why is it important to complete practice?

→ Completing practice is important because it is an opportunity for the client to practice skills that are taught in therapy sessions. In this case, monitoring daily activities is important for assessment purposes and to generate more awareness for the client around his/her daily activities.

What is the point of monitoring activities?

→ Many times we think we know how much time we are spending doing pleasurable things or how busy we are during the day, but when we closely monitor ourselves, it often becomes apparent we were wrong. Through monitoring, we will know how much of our day we are spending doing pleasurable activities and how much of our day we have time to fill with more pleasurable activities. Plus, it is always good to know our start point or baseline to determine if our therapy skills and activities are helping improve our mood.

<b>Session</b> 2-7	
Title	<b>Clarify practice</b>
Definition	Convey the following points: <ul style="list-style-type: none"> <li><b>A. Homework: Choose 3-5 reasonable activities per week to complete. NOTE participant should complete at least one pleasant activity over the next week, including after the first session.</b></li> <li>B. Rehearse steps taken to complete these activities.</li> <li>C. Review obstacles.</li> <li>D. Role-play steps to complete and/or engagement of activity.</li> <li>E. Review weekly monitoring form. The client should record their pleasant activity and their mood following engagement in that activity.</li> <li>F. Remind the client to stay present moment focused; other feelings and thoughts may come up but do the best you can to return to the event.</li> </ul>
Example	“For practice this week, we are going to choose 3-5 of these activities on our list. We will start with the easiest few and then we will work our way up. We’ve already created a list of steps taken to accomplish them, but I want to review them again and make sure you have the means to complete each step. I don’t want you hitting any roadblocks at home.”
Troubleshooting	<p>What do I do if it seems unreasonable to give my client 3 activities during the week?</p> <p>→ If you believe that your client can only handle doing 1 activity for practice, then assign only 1 activity. Even if only one activity is assigned, they should be engaging in it repeatedly. It is better to be flexible and start at where the client is functioning. We don’t want to set up clients for failure.</p> <p>What does it mean to rehearse steps taken to complete the activities?</p> <p>→ Some activities require certain steps to complete it (e.g., learning to play piano requires first finding a place to take lessons, scheduling the lesson, saving money to pay for the lesson, attending the lesson, and practicing in between lessons). Review with the client what steps are needed to complete the task and which of those steps will be completed during the next week.</p> <p>Do I have to role-play with my client?</p> <p>→ It is not necessary but recommended. Often clinicians and clients find it awkward to role-play but doing so gives the client an opportunity to practice and identify problems that may arise.</p>

<p><b>Session</b> 2-7</p>	<p><b>Title</b> <b>Definition</b></p>	<p><b>Review practice</b>          Convey the following points:</p> <ul style="list-style-type: none"> <li>A. At the beginning of each session (with the exclusion of the first session), review practice.</li> <li>B. Have the client slowly walk you through the event in the first person and frequently stop to describe thoughts, emotions, and physical sensations experienced in that moment. It can be helpful to have the client recount the event, with eyes closed, in the present tense, and to describe the positive aspects of the experience in detail. Ask how s/he knew s/he was experiencing a given positive emotion to elicit more detail.</li> <li>C. During early practices, it is likely that you will have to interrupt client to correct them frequently. With continued practice, refrain from interruptions if possible. Some clients may like to identify which activity they would like to recount before coming into session. It may additionally be helpful to practice the same activity 2-3 times in a row, with increasing detail each time.</li> <li>D. In discussing positive events, the reinforcing nature of the event can be related to connecting it to certain values or processes.</li> <li>E. Discuss, in detail, client's experience of participating in reinforcing and valued activities. Goal is to consolidate learning so that particular activities are associated with improved mood as well as deepening the client's experience of positive emotion. For long activities, have clients focus on certain positive "hot spots" (i.e., moments of positive mood). Therapist should reinforce client for steps taken toward a given goal and any kind of activity.</li> <li>F. After each walk through, process with the client how s/he felt before and after recounting his/her at-home practice. Pay attention to any signs that the client's mood improved as a result of recounting their experience.</li> <li>G. It is important to assist clients in identifying a variety of positive emotions, such as joy, excitement, curiosity, happiness, etc. Clients may have difficulty identifying positive emotions. If so, it can be helpful for clients to start by describing how it feels in their body to have a particular emotion (e.g., feeling lighter or warm). If need be, have them refer back to Page 1 of their workbook.</li> <li>H. Discuss reasons why practice may not have been completed. Troubleshoot ways to ensure that practice will be completed the following week.</li> </ul>
	<p><b>Example</b></p>	<p>"Last week, we set the goal of exercising three times and spending twenty minutes with your children every day. How did that go? Let's choose one of these activities in detail. Can you slowly walk me through the 20 minutes with your daughter on Monday?"</p>



Troubleshooting

Let's start the few minutes before you knocked on her bedroom door and begin by telling me how you felt and what you were thinking as you prepared yourself for this activity. Please tell me all of this in first person and in present tense. For example, not 'I walked to my daughter's room', but instead 'As I walk to my daughter's bedroom, I feel my heart pounding from excitement, because I am thinking that this will be the first time in weeks we can spend quality time together.' Do you have any questions?"

I don't want to punish my client by asking him/her why s/he did not complete the practice. Do I have to ask him/her why s/he did not do it?

→ Yes. Avoidance of the topic will not benefit the client or the therapy. It will only maintain low positive mood.

How much time should I spend reviewing practice?

→ There is no hard and fast rule on this, but most of the session should be spent on practice.

My client gets lost in thought frequently during the activity review or jumps around to different parts of the activity.

→ It's sometimes helpful in the beginning to have clients write out a few notes or briefly think through the activity before starting to recount.

My client reported that she/he did not feel better after engaging in an activity.

→ Examine whether the client was ruminating or distracted during the activity. If so, they are unlikely to notice positive consequences of pleasant events scheduling. Discuss the need to remain "in the moment" (i.e., mindfulness) when participating in pleasant events, as well as generate compassion for themselves while doing it.

My client completed steps towards his/her pleasant activity but s/he did not find it reinforcing.

→ Oftentimes, steps towards a particular pleasant event may not be reinforcing. In this case, the therapist should positively reinforce client's behavior and in session discussion should focus on how the client feels progressing towards a given goal or value.

My client completed an activity that normally makes his/her anxious. Isn't this exposure?

→ Anxiety provoking situations can be part of a client's HW provided that the client finds them reinforcing. Unlike in exposure, discussions should not focus on the non-occurrence of the feared event but rather positive aspects of engaging in that activity.

<b>Session 2-7</b>	
<b>Title</b>	<b>In-session activities and aids</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. If client has pleasant events that can be practiced in session, spend some session time engaging in those pleasant activities.</li> <li>B. Have the client stop and focus on the behavioral, emotional, and cognitive response to a specific positive emotion or event in the moment. Ask the client to describe in detail what they are experiencing and how they know that they are experiencing a positive emotion.</li> <li>C. Practice behavioral exercises associated with positive body language (e.g., half smile, not crossing arms, open hands). For clients with particularly flat affect, it may be helpful for them to watch themselves discuss situations with low affect, and then to watch themselves discuss the same situation in a more engaged manner. Discussion should center on how changing their physical behavior affected their mood.</li> </ul>
<b>Example</b>	<p>“Now that we’ve reviewed our between-session practice, let’s go ahead and practice one of your listed pleasant activities, which is to call an old friend. Which old friend do you want to call? Let’s role-play.”</p>
<b>Troubleshooting</b>	<p>My client does not have any activities that can be practiced in session.</p> <ul style="list-style-type: none"> <li>→ If your client does not have any in session activities that can be practiced, then during all of the session, s/he focuses on reviewing between-session practice.</li> </ul>

<b>General Troubleshooting</b>
<ol style="list-style-type: none"> <li>1. What if I cannot convince my client to continue to engage in the module?            → In addition to reviewing the treatment rationale, motivational interviewing is a good method of increasing compliance. General techniques can be found on the Internet.</li> <li>2. What if my client still is not improving?            → Encourage the client to engage in more meaningful activities more frequently. It is likely that some improvement will be seen over time.</li> <li>3. What if my client only engaged in the same 1 activity over the span of 3 weeks?            → Encourage the client to engage in more meaningful activities more frequently. Explain to the client why changing our behavior is important. Refer back to the psychoeducation module if necessary.</li> </ol>

**Session 8**

Title	<b>What is the focus of this module?</b>
Definition	Convey the following points: <ul style="list-style-type: none"> <li>A. The focus of this part of treatment is to increase our ability to notice positive aspects of situations, to anticipate positive outcomes, and to take responsibility for our contributions to positive outcomes.</li> <li>B. Refer back to the mood cycle to reinforce the role of thoughts on our mood.</li> </ul>
Example	“Previously, we discussed how our thoughts, emotions and behaviors are all connected, and we spent the past several weeks on increasing the amount of pleasant activities in your life. Now, we are going to focus on our thoughts.”
Troubleshooting	Why is it necessary to do this? <ul style="list-style-type: none"> <li>→ As part of the mood cycle discussed in the previous module, we know that our thoughts influence our behavior and emotions. Therefore, if we want to change our mood (e.g., increase positive feeling) or our behavior (e.g., develop more relationships, exercise), we need to alter the way we think.</li> </ul> I've tried this before and it didn't work. <ul style="list-style-type: none"> <li>→ Altering your thoughts can be difficult. The method that we use here is likely different than what you've tried before. The best way for us to see whether this method works is to test it out. Are you willing to try it out?</li> </ul> What is cognitive flexibility? <ul style="list-style-type: none"> <li>→ Cognitions are thoughts. Therefore, cognitive flexibility is the ability to be flexible with how we think about situations. The meaning of cognitive flexibility will become clearer as we continue through the module.</li> </ul>



**Session 8**

Title  
 Definition

**Attending to the positive**

Convey the following points:

- A. Some people have a tendency to ignore the positive.
- B. These same people tend to:
  - a. Not anticipate the positive
  - b. Not take ownership of the positive
  - c. Not recognize or appreciate the positive
- C. As one might expect, ignoring the positive or not attending to the positive leads to fewer positive emotions.
- D. The goal of this part of therapy is to train you to start attending to the positive.

Example

“Some people have a tendency to ignore positive events in their lives. They often fail to anticipate that a positive event will occur in the future. Do you notice yourself doing that? How does that make you feel when you do that?”

Some people have difficulty recognizing or appreciating positive events when they occur. For example, do you frequently tell yourself that good things never happen to you? Or that when positive things do happen, such as a compliment, do you dismiss them as not genuine or real? If so, then you probably are having a hard time recognizing positive events. Part of this treatment is training you to recognize the positive event while it is occurring. Other people have no difficulty recognizing the occurrence of a positive event; however, they do have difficulty appreciating it. For example, these people might recognize that they are getting a job promotion, but they do not experience joy from it. This therapy will help you to begin to feel positive emotion as a result of positive events.

Finally, some people take less ownership of the positive. Do you notice yourself attributing luck to the positive things in your life? Perhaps, you believe other people were the reason for good things happening to you? When was the last time you took responsibility for a positive event occurring? This treatment will train you to start recognizing the positive and then taking ownership of it.”

Troubleshooting

What are some specific examples of ignoring the positive?

- Examples of ignoring the positive are:
  - a. Dwelling on criticism in a job evaluation that is positive overall
  - b. Dismissing someone's compliment toward you as being phony and ignoring what they meant
  - c. Focusing on one person in the audience who is frowning
  - d. Dwelling on your mistakes and ignoring your achievements

Which of these is failing to (1) recognize the positive, (2) appreciate the positive, (3) anticipate the positive, and (4) take ownership of the positive?

<b>Session 8</b>	
<b>Title</b>	<b>Attending to the positive is invalidating</b>
<b>Definition</b>	Convey the following points: <ul style="list-style-type: none"> <li>A. Many clients may find attending to the positive to be invalidating (i.e., not addressing their real issues).</li> <li>B. Clients who seek treatment often have a lot of distress and want to focus on the negative events and how to fix them.</li> <li>C. It is important to validate these feelings and have a discussion around why this module is important.</li> </ul>
<b>Example</b>	<p>“I want to take some time to discuss why we are learning to attend to the positive. Ignoring the positive leads to negative mood. Therefore, attending to the positive increases positive mood. During this therapy, we will primarily focus on increasing positive mood in your life, which will indirectly reduce your negative mood. Focusing on the positive and not the negative can feel invalidating when we are very distressed. I predict that there likely will be many sessions during which you will want to talk about the negative and not focus on the positive. On those days, do I have your permission to interrupt you and remind you why we are focusing on the positive?”</p>
<b>Troubleshooting</b>	<p>My client agreed to focus on the positive, but she comes in here every week and wants to focus on the negative.</p> <p>→ This is not surprising. When this happens, first validate and then remind the client the purpose of this module. It can be helpful to say the following: “I can tell this past week has been incredibly distressing, and it seems like you really would like to focus on these negative events this week. At the same time, during a prior session, we had agreed to focus on the positive in service of training our brains to attend to the positive. Do you remember why attending to the positive is important? That’s right! It’s a strategy to increase our mood. Knowing this is a time-limited treatment, do you prefer to work on attending to the positive today or talking about the negative? Another option is to practice attending to the positive using one of the negative events from this past week.”</p> <p>My client is in crisis. Should I still have them focus on the positive?</p> <p>→ Clearly, if the client is in crisis, you need to take some time out of the treatment to help him/her with his/her crisis. After two sessions, if the client still is in need of help with his/her crisis, client should be referred to another treatment and treatment provider.</p>

**Session 8**

Title  
 Definition

**How do I find or attend to the positive?**

Convey the following points:

- A. The brain is like a muscle. We can train our brains to better attend to the positive.
- B. Training our brain to attend to the positive requires practice.
- C. There are three ways we attend to the positive:
  - a. Look for the silver lining
  - b. Notice our contributions to positive events
  - c. Imagine the positive

Example

“Our brain is like a muscle. The more we use it, the better it becomes at doing certain things. That means that – like a muscle – we can train or strengthen our brains to do certain things. During this part of treatment, we will begin to train our brains to attend to the positive.

How do you strengthen a muscle? Yes, through exercise. Exercise is a type of practice. The more you do it, the stronger your muscle becomes. Will your muscle get stronger if you only lift weights once a year? Once a month? Once a week? What about daily? If we are training our brains to attend to the positive, we need to practice daily.

Now, how do you attend to the positive? We'll learn three different strategies. First, let's review the three ways we ignore the positive. We can ignore the positive by failing to recognize or appreciate the positive. Our strategy to target this problem is to look for the silver lining in all events. That means that we will try to find at least one positive aspect of almost all events.

The second way we ignore the positive is by not taking responsibility for positive events. To start taking responsibility, we will make a list of all the possible contributions of the positive event occurring and we will highlight which one of those contributions is a result of your behavior.

The third way we ignore the positive is by failing to anticipate a positive event occurring in the future. To target this, we will imagine positive events happening to us.”

Troubleshooting

What if my client says s/he has no problem attending to the positive?

- Even if we have no problem attending to positive events, practicing doing so can only improve our ability to think positively and will likely have a good impact on our mood.

**Session 8**

Title  
 Definition

**Finding the silver lining**

Convey the following points:

- A. In most situations – good or bad – look for one positive thing – big or small – that emerged from it.
- B. E.g.,
  - a. Argument with a friend: good at ending the argument
  - b. Negative job evaluation: boss was giving helpful tips on how to improve
  - c. Anxious at party: stayed and did not avoid going to the party
  - d. Meal I cooked was a flop: guests still had fun
  - e. Grocery shopping: get to purchase food I want
  - f. Driving in car: luxury of not taking public transit
  - g. Being at work: making money
- C. Finding the silver lining will help clients recognize that most events have positive aspects and that some events are mostly positive.
- D. Complete a silver lining exercise with client in session.
- E. Homework: Have the client complete 1 silver lining exercise each day over the next week. Exercises can be completed for both past and present events, with a heavy emphasis on present activities.**
- F. The therapist and client should discuss upcoming activities that the client will engage in during the subsequent week. Following each activity, the client should complete a silver lining sheet with the goal to notice as many positive aspects of the situation as possible.

Example

“Finding the silver lining is finding at least one potentially positive aspect of a certain event. By starting to recognize silver linings, our brains are learning that most events have something positive about them and that some events can be mostly positive.

Initially, looking for silver linings might feel ridiculous or seem overly optimistic. These reactions are expected for two reasons. First, the unfamiliar will always seem odd. Until this skill is fully developed, feeling ridiculous is expected. Once you have mastered this skill, it will become second nature. Second, as part of therapy, we purposefully will search for more silver linings than would typically be expected on a daily basis. Doing so will only strengthen this skill. Like a muscle, we have to exercise attending to the positive more intensely and frequently than we plan to do daily in the long run. For example, do you have to exercise more frequently and intensely when you are trying to lose weight or stabilize your

weight? Right now, we are in the weight loss mode. When you finish treatment, you will be in stabilization mode.

How do we look for a silver lining? Let's start by looking at an example, and let's use me [therapist] as the subject of the example. Yesterday, my boss called me into his office to critique a manuscript I had given him. The manuscript was covered in red corrections and we spent the entire hour going over potential revisions. Was there anything positive about this event? Was it a positive that I now know how to correct my paper? What are some other positives? If we are over practicing, some other positives could be: my manuscript is more likely to get accepted, my boss took the time to give me feedback – a sign of good training, my writing will likely be better next time after getting this feedback, I now know what type of writing my boss prefers, it may be faster to have thorough edits earlier rather than later in the process, my boss knows I can respond professionally to criticism,

Now, let's practice with an event that happened to you during this past week."

Troubleshooting

I can't even think of one positive thing!

→ Let's go over more examples together.

Remember this is a skill to be practiced, and so it may require more practice in session together before you are to do this for practice. Indeed, the very fact that it is difficult for you to identify positives indicates that we are doing the right thing working on this skill!

What about traumas? Is there a silver lining in traumatic events?

→ Some events are so terrible that it would not be helpful to look for silver linings. Traumas fit this description. Talking about trauma can trigger a lot of emotional pain and is beyond the scope of this specific treatment module. For this module, it is recommended that you focus on other weekly events rather than on past traumas. That being said, some people do find incredible growth following trauma (coined post-traumatic growth). Identifying post-traumatic growth would be an example of finding a silver lining.

My client engaged in escape behavior due to an anxiety/panic attack. What is the positive here? Do I reinforce the client for generating positive aspects of this situation?

→ Always reinforce the client for generating the positive aspects as long as the situation remains ethical (e.g., not illegal activity). A positive aspect of this situation may be that the client survived and did not die, or that they can learn from the situation. Obviously, there will be some situations (e.g., illegal activity, trauma), where there is no silver lining. In these cases, move on to another situation. Be sure that you do not dismiss every situation as



inappropriate.

<b>Session 9</b>	
<b>Title</b>	<b>Taking ownership of the positive</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Not taking responsibility for the positive things in our lives reduces the likelihood of positive events occurring because we never learn to generate them.</li> <li>B. Identify a positive event.</li> <li>C. Have the client identify and highlight what his/her contributions were to the event.</li> <li>D. Have the client sit with the experience of taking ownership of the positive. This can be done through asking the client to write out and/or orally state what s/he contributed to while perhaps looking in the mirror. The goal is to deepen the client's experience of receipt of reward. Encourage positive body movements (e.g., smiling) while engaging in the activity.</li> <li>E. Complete an exercise with client in session.</li> <li>F. <b>Homework: Have the client complete 1 exercise each day over the next week.</b></li> </ul>
<b>Example</b>	<p>“Taking ownership of positive events occurring in our lives is just as important as noticing that they exist. Before we can create positive events in our lives, we first must believe that we can affect and influence certain positive things.</p> <p>Let's pick a positive event from this past week. What were your contributions to this event? Read them aloud slowly. Let's take a moment and sit with each one. What emotions do you notice?”</p>
<b>Troubleshooting</b>	<p>My client doesn't have any positive events in his/her life.</p> <p>→ If your client is really depressed and engages in very little activity, then you can include their behavioral activation activities from the previous module. Also, ask client what behaviors s/he did to come in today.</p>

**Session 10**

Title  
 Definition

**Imagining the positive**

Convey the following points:

- A. Anticipating positive events increases positive emotion.
- B. Not anticipating positive events leads to anticipation of failure, which leads to less motivation to succeed, which leads to more beliefs around failure and ultimately decreased mood.
- C. In order for us to anticipate positive events occurring in the future, we must practice imagining them.
- D. Identify known future events in a variety of domains (e.g., work, school, health, friends, family). Imagine those situations with positive behaviors and outcomes. Encourage the client to imagine the situation in vivid detail as if it were playing out in real time.
- E. During each imagery, the client either writes out or orally describes in detail how the situation develops positively.
- F. Have the client slowly walk you through the future event. Frequently stop and encourage the client to describe thoughts, emotions, and physical sensations experienced in that moment. It can be helpful to have the client imagine the future event, with eyes closed, in present tense, and to describe positive aspects of the experience in detail.
- G. After each walk through, process with the client how they felt imagining the positive. Pay attention to any signs that the client's mood improved as a result of recounting their experience.
- H. It is important to assist clients in identifying a variety of positive emotions such as joy, excitement, curiosity, happiness, etc. Clients may have difficulty identifying positive emotions. If so, it can be helpful for clients to start by describing how it feels in their body to have a particular emotion (e.g., feeling lighter or warm) or have the labels for positive emotion handout in front of them.
- I. Assess for a vividness rating (1-10 scale).
- J. It is important that you DO NOT reimagine a negative event that occurred turning out more positively.
- K. Complete an exercise with client in session.
- L. **Homework: Have the client complete 1 exercise daily over the next week. Help write down events they could imagine in their workbook to aid in homework compliance.**

Example

“Anticipating that a positive event will happen to us in the future actually increases our mood. Likewise, *not* anticipating positive things can lead to decreased mood. It

	<p>can lead to decreased motivation to do things and increased thoughts of failure.</p> <p>By imagining positive events happening to us in the future, we will train our brains to start anticipating positive events. Let's imagine a future event."</p> <p>Troubleshooting My client is having a difficult time imagining any positive things.</p> <p>→ If the client initially is having a difficult time detailing the event and thinking of the positive, return to items from the pleasant events checklist or client's pleasant event list.</p> <p>I don't believe that thinking more positively is the solution to my problem.</p> <p>→ You're right. Thinking more positively is not the solution to your problem. It is one part of a set of skills for which you are learning to appreciate and experience positive events more deeply. We are trying to develop skills that will hopefully become more automatic for you and increase your mood in the long run.</p>
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<b>Session 11</b>	
Title Definition	<p><b>What is the focus of this module?</b></p> <p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. We know that there are various daily strategies that can be done to increase our mood levels.</li> <li>B. These strategies can be very simple or can be very difficult to do.</li> <li>C. The more that they are practiced, the more that positive emotion can be cultivated.</li> <li>D. Four strategies that we will practice over the next three weeks are: loving-kindness, generosity, appreciative joy, and gratitude.</li> <li>E. At the end of each session, assign between-session practice, and at the beginning of each session, review practice.</li> </ul>
Example	<p>“Much of the work we have been doing so far has focused on increasing the amount of enjoyment in your life through behavioral exercises and attending to the positive. During the next four weeks, we are going to focus on four different strategies to try and increase the amount of positive emotion that we experience daily. Generally, each of these strategies has been demonstrated to increase mood. Our hope here is to try each strategy and see which – if not all – can generate a bit more positive mood in your life. Some of these activities will be hard to do and some will seem very simple. There is no rhyme or reason for why one strategy may be simpler or harder for you over another. We are going to try each strategy out in session, have you practice them at home, and see what it does to your positive mood. The four strategies that we will focus on are loving kindness, generosity, appreciative joy, and gratitude.”</p>
Troubleshooting	<p>What does cultivate mean?</p> <ul style="list-style-type: none"> <li>→ It means to collect, accumulate, or accrue.</li> </ul> <p>Basically, we are trying to generate more positive emotions in your life.</p>

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Session 11	
Title	<b>Loving Kindness</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Email client the loving kindness audio file before session. Make sure they can open it on their phone.</li> <li>B. Loving kindness is connection to others, to ourselves, and to our environment.</li> <li>C. Often we can recognize loving kindness as physical sensations of warmth, chest expansion, tingling, lightness, and a smile.</li> <li>D. Some people report this practice to be difficult (e.g., no feeling arises, negative feelings arise); continue with practice despite such difficulty and see what happens.</li> <li>E. Engage in loving kindness practice by having client listen to the audio file (contents of which are summarized below):               <ul style="list-style-type: none"> <li>a. Take a comfortable position.</li> <li>b. Choose one category: uncomplicated loved one, pet, mentor/teacher, friend, neutral person, complicated loved one/difficult person, self, everyone.</li> <li>c. Start with individual(s) whom it is easiest to elicit loving feelings toward (e.g., pet).</li> <li>d. Focus on breath initially to center and focus; this can be about approximately one minute.</li> <li>e. Focus on phrases read aloud by therapist:                    May you be happy [pause for 5 secs]                    May you be healthy [pause for 5 secs]                    May you have peace [pause for 5 secs]                    May you be free from suffering [pause for 5 secs]</li> <li>f. Spend a few minutes focusing on each type of individual.</li> <li>g. Repeat by changing type of individual.</li> </ul> </li> <li>F. Afterwards, discuss client's experience and highlight any shifts in positive mood.</li> <li><b>G. Homework: Assign one practice a day of engaging in loving kindness practice for at least 5-10 minutes each day using the audio guide.</b></li> <li>H. During subsequent session, ensure between-session practice is reviewed in detail. Specifically, discuss any shifts in positive mood as a result of practice and troubleshoot any difficulties.</li> </ul>
Example	<p>"Loving kindness is a deep connection to others, ourselves, and the world. We do so by mentally sending loving kindness to ourselves and others. Often, we know that we are experiencing loving kindness through the physical feelings of chest expansion, warmth, tingling, and a smile. When we begin to practice this exercise, I will ask you to</p>

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notice what, if any, physical sensations and emotions arise. We will practice the same exercise repeatedly in and out of session and will often change the recipient of our practice – that is, who will be receiving our loving-kindness. Usually we start with someone simple – an uncomplicated person or pet, such as a friend, mentor, or dog, and then move on to more difficult people. That is, we start with someone about whom thinking loving thoughts is not hard. For many people, this practice is really difficult, and if that is the case for you, that's ok. It is natural. We can try this practice for a week, and if you choose it is not for you, you do not have to continue with it.

If it feels comfortable, close your eyes. Begin by focusing on the sensations of sitting in the chair. Notice where your body touches the chair [pause]. Notice your feet planted firmly on the floor[pause]. Now, gently shift your attention to the sensations of your breath. Noticing each inhale [pause] and exhale. Perhaps noticing your breath in your nostrils [pause], or the back of your throat [pause] or even in your belly if it is easier. Wherever you notice your breath, just allow your attention to rest there for a moment [Pause for 30 secs].

Now, I'd like you to bring to mind the image of someone you care deeply about. This could be a family member, romantic partner, or a friend. Imagine him/her in as much detail as possible and notice the love and compassion you feel towards him/her. Try to choose someone that is easy to feel love and kindness for – someone who is uncomplicated [Pause]. As we connect to these feelings, we will begin to direct this loving kindness towards him/her by wishing him/her well. As you say these words silently to yourself, have a sense of this loving kindness reaching out to him/her.

May you be happy [pause for 5 secs]  
May you be healthy [pause for 5 secs]  
May you have peace [pause for 5 secs]  
May you be free from suffering [pause for 5 secs]

Say these words silently and slowly to yourself. It is OK if you don't use the same exact words as I did. Simply wish this person health and happiness [Pause for 30 secs]

Bring your awareness to what it feels like to wish them well [Pause for 30 secs] Now, again along with me, silently wish them well

May you be happy  
May you be healthy  
May you have peace  
May you be free from suffering

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Let's try that again.

When you are ready, you may open your eyes and return your attention to the room. How was that for you? What emotions did you notice?"

- Troubleshooting
- I only feel more depressed, anxious, jealous, or angry when I practice loving kindness. What is wrong with me?
    - It is not surprising that a lot of these feelings are arising. There is nothing wrong with you. It is quite natural to have these emotions arise. For a lot of people, this practice is really difficult. Try to stick with the practice and see what happens to these emotions and whether new emotions arise. If you decide that this is not a practice you will continue on your own, that's fine. It may also mean that you are practicing with someone who is too difficult to practice loving kindness with in that moment. You can always try returning to someone who is less complicated, such as a pet. Notice what feelings arise for him/her and then you can later return to a more difficult person.
  - I'm not feeling "loving kindness." What am I doing wrong?
    - You are not doing anything wrong. For a lot of people, this practice is really difficult. Try to stick with it and see what happens to these emotions and whether new emotions arise. If you decide that this is not a practice you will continue on your own, that's fine.
  - It feels awkward, not genuine, too fluffy, and mushy gushy.
    - A lot of people feel this way, especially when first beginning to practice loving kindness. If you notice this happening for you, continue with the practice anyway and see if the awkwardness or disingenuity dissipates. Some proponents of this practice report that for years they too thought the exercise felt "too fluffy!" They also report that over time, it became their favorite daily practice.
  - I can't even think of someone who is uncomplicated!
    - For some people this part is the most difficult. If no one seems uncomplicated, think of a person or pet who brings the least amount of negative emotion, including individuals in your past.

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<b>Session 12</b>	
<b>Title</b>	<b>Generosity</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Generosity is the act of giving without expecting anything in return.</li> <li>B. If loving kindness is the mental act of giving, then generosity is the physical act of giving.</li> <li>C. Generosity can take many forms: objects, information, empathy, financial support, language, time, resources, experience, love, etc.</li> <li>D. We know that having higher levels of generosity is associated with higher levels of positive mood and that engaging in a generous act actually leads to more positive mood!</li> <li>E. Also, when we witness an act of generosity, the neurons in our brain behave the same way as if we performed the act ourselves, which means that witnessing generosity can also increase positive emotion.</li> <li>F. Often what gets in the way of being generous is fear of scarcity; however, generosity is rooted in the idea of abundance and is infinite. There is never a limited supply of generosity to go around.</li> <li><b>G. Homework: Over this next week, inform the client to engage in an act of generosity at least once daily and see what happens to his/her emotions.</b></li> <li>H. If the client reports experiencing willfulness to the practice, ask the client to notice or pay attention to what is happening in their mind and bodies when they are willful.</li> <li>I. Remind the client that: 1) they may or may not receive something in return, including appreciation, and, 2) the purpose of the practice is to offer generosity without expecting something in return.</li> <li>J. If time permits, role-play possible generous acts client can engage in over the next week.</li> <li>K. During subsequent sessions, ensure between-session practice is reviewed in detail using the workbook. Specifically, discuss any shifts in positive mood as a result of practice and troubleshoot any difficulties.</li> </ul>
<b>Example</b>	<p>“Generosity is the act of giving without expecting anything in return. If loving kindness is the mental act of giving, then generosity is the physical act of giving. One common reason why we don’t engage in daily generosity is because we sometimes fear that our resources are limited. Does this often stop you from engaging in generous deeds? I am going to suggest a seemingly absurd concept: generosity is limitless. There is never an end to the amount of generosity</p>

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we can give. This is because generosity can take many forms. It can be in the form of objects that we give, financial support, empathy, information, time, love, and experience. It can also be given to any recipient – others, the community, or oneself. In fact, sometimes the most generous act is the one that we give ourselves.

What we know is that generosity is related to positive feelings, that the people most content are those that are the most generous, and that engaging in a generous act actually leads to having more positive mood. Similarly, witnessing an act of generosity leads to just as much positive emotion as does engaging in the act! We also know that our brain neurons behave in the same way when we engage in generosity as when we witness it. Have you noticed feeling more positive emotions when you hear about another person's good deed or watch a movie about it?

Today we are going to come up with ways that you can do some generous deeds daily over the next week. Let's also come up with some barriers that might get in the way and see if we can trouble-shoot around them."

Troubleshooting If I give, there won't be enough for me OR I don't have time.

→ Often we do not engage in generous acts, because we fear scarcity. What we learn when practicing generosity is that generosity is endless. We may discover, however, that the most generous act is recognizing our own needs (e.g., self-care) and giving ourselves the space to attend to those needs. When you notice you are having the thought "there won't be enough for me," notice what is going on in your mind and body. Reflect on the following: What is the motivation behind this act of generosity? Is it motivated by duty or desire to be appreciated? Is this really an act of generosity or something to make myself feel better? Is the other person really benefitting from this act? Then ask yourself, "What is the most generous act in this moment?"

What's the point if I or my behavior is not appreciated?

→ Remember that our goal here in therapy is to generate positive emotion and engage in the act of generosity without receiving something in return. You have the choice of giving with an open heart or with regret. The latter diminishes the amount of positive emotion you'll feel because negative emotions like regret are present. The former – with an open heart – allows more space for positive emotion. There might be a variety of negative emotions that arise at first but with repetition the positive will dominate.

I already engage in a lot of generosity.

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→ That's great! Some people have the tendency to be more or less generous in their daily lives. Given that generosity is infinite, you can continue to cultivate and practice more generosity in your daily life. If you already give too much to others, try being generous to yourself. Examples of being generous to yourself, include giving yourself a mini-vacation, treating yourself to a massage, taking a bath, choosing to spend time with friends over work, or giving yourself a break for not being perfect. [Therapists should be aware of some clients having a tendency to be overly generous and engage in daily acts of giving to others without giving to themselves. These individuals usually have overly compliant behavior and a strong desire to please.]

Often clients get fixated on how people respond to the generosity.

→ Positive mood generated from generosity does not stem from another's demonstration of their appreciation. Instead, positive mood emerges as a result of generosity from the actual act of giving. Therefore, when we focus on the outcome rather than the process, we are losing the positive benefits – which is to feel better – of those generous acts. Generosity requires letting go of the outcome.

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**Session 13**

Title  
 Definition

**Appreciative Joy**

- A. Convey the following points:
- B. Email client the Appreciative Joy audio file before session. Make sure client can open the file on their phone in session.
- C. Everyone has the ability to experience joy
- D. There are different types of joy.
- E. Appreciative joy is joy that emerges from someone else's fortune; it is happiness that is generated from witnessing or learning of another's good fortune.
- F. It is selfless.
- G. Engage in appreciate joy by having client listen to the audio file (contents of which are summarized below):
  - a. Take a comfortable position.
  - b. Choose one category: uncomplicated loved one, pet, mentor/teacher, friend, neutral person, complicated loved one/difficult person, self, everyone.
  - c. Start with individual(s) whom it is easiest to bring up loving feelings toward (e.g., pet).
  - d. Focus on a breath initially to center and focus; this can be about approximately one minute.
  - e. Focus on phrases read aloud by therapist:  
 May your happiness and good fortune never leave you [pause for 5 secs]
    - i. May your happiness and good fortune grow and grow [pause for 5 secs]
    - ii. I am happy for you! [pause for 5 secs]
  - f. Spend a few minutes focusing on each type of individual.
  - g. Repeat by changing type of individual and then focusing on yourself:  
 May I be filled with joy [pause for 5 secs]
    - i. May I one day be filled with joy [pause for 5 secs]
    - ii. May I have the possibility of joy [pause for 5 secs]
- H. **Homework: Assign one practice per day of engaging in appreciative joy practice for at least 5-10 minutes each day using the audio file.**
- I. During subsequent session, ensure between-session practice is reviewed in detail with the workbook. Specifically, discuss any shifts in positive mood as a result of practice and troubleshoot any difficulties.

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<p>Example</p>	<p>“Appreciative joy is joy that emerges from someone else’s fortune. It is not joy that emerges from someone else’s <i>misfortune</i>. It is completely selfless in that you see no benefit other than an increase in appreciative joy. Let’s begin a practice of it.”</p> <p>“If it feels comfortable, close your eyes. Begin by focusing on the sensations of sitting in the chair. Notice where your body touches the chair [pause]. Notice your feet planted firmly on the floor [pause]. Now, gently shift your attention to the sensations of your breath. Notice each inhale [pause] and exhale [Pause for 30 secs].</p> <p>Now, I’d like you to bring to mind the image of who you care for and have few difficult emotions towards. I’d like you to direct the following statements towards them:</p> <p>May your happiness and good fortune never leave you [pause for 5 secs]        May your happiness and good fortune grow and grow [pause for 5 secs]        I am happy for you! [pause for 5 secs]</p> <p>Say these words silently and slowly to yourself. It is OK if you don’t use the same exact words as I did. [Pause for 30 secs].</p> <p>Notice any sensations and emotions you are experiencing.</p> <p>Let’s try that again.”</p>
<p>Troubleshooting</p>	<p>I feel jealous. I can’t feel any appreciative joy.        → This may be a common response from people; validate it and ask them if they are willing to try again. Explain that it often takes time to develop this form of joy.</p>

Acknowledgements: We thank Diana Winston for her expertise and feedback on this module. Much of its content stems from teachings from educational classes provided by MARC at UCLA.

<b>Session 14</b>	
Title Definition	<p><b>Gratitude</b></p> <p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Gratitude is the act of being thankful.</li> <li>B. One can be thankful for anything as simple as a given breath, as complicated as a learning experience, or as quirky as one's nose hairs.</li> <li>C. Like generosity, gratitude has been shown to increase people's level of positive mood.</li> <li>D. Try the following strategies:               <ul style="list-style-type: none"> <li>a. Make a list of 5-10 things for which you are grateful each day; each day's list must be different from the previous day.</li> <li>b. Use the alphabet to identify things for which you are grateful, e.g., apricots, brother, cars.</li> <li>c. Write in a gratitude journal or make a list on your phone.</li> <li>d. Carry a "gratitude rock" in pocket or purse and think of one thing for which you are grateful whenever touching it.</li> </ul> </li> <li>E. In session: Have client do one of the gratitude strategies listed above (a-d) in workbook.</li> <li><b>F. Homework: Assign one gratitude exercise daily for practice.</b></li> <li>G. During subsequent sessions, ensure between-session practice is reviewed in detail with the workbook. Specifically, discuss any shifts in positive mood as a result of practice and troubleshoot any difficulties.</li> </ul>
Example	<p>"Like generosity, gratitude has been shown to lead to positive feelings. Here, we are going to try to practice being grateful via a number of different strategies. It is important to keep in mind that we can be grateful for any number of things as simple as a single breath at a given moment or as complicated as being in therapy! Today and over this next week, I will have you try out a number of different gratitude exercises and notice what they do to your positive emotion."</p>
Troubleshooting	<p>My client can't think of anything for which s/he is grateful.</p> <p>→ This may be a common response from people who are depressed. Return to the work they did on silver lining and see if they can think of things for which they are grateful using this strategy.</p> <p>My client can't think of a lot of things to be grateful.</p> <p>→ Try to be creative. If not, focusing on 1-2 things is okay.</p>

**Session**  
**15**

Title  
 Definition

**What is the focus of this module?**

Convey the following points:

- A. Prepare client for continued self-directed treatment. The client should be reminded at minimum 2 weeks before the last session that therapy is coming to an end.
- B. Ask the client to reflect on the changes they have seen as a result of therapy. Have their initial goals been met?
- C. What areas do they feel require further attention?
- D. Simply because formal treatment is ending does not mean that the client cannot continue to develop skills.
- E. It may be helpful to relate therapy to driving a car, learning how to swim, etc. There is the initial learning stage, and then greater improvements as one continues to practice.
- F. Discuss any upcoming “high risk” times that could trigger symptom exacerbation.
- G. Fill out “practice plan” with client.

Example

“Although our formal therapy sessions have ended, that doesn’t mean that you can’t continue to improve and develop skills. Let’s take some time to discuss what was helpful during our work together, and what you feel might need a little more work.”

Troubleshooting

My client does not feel that he/she has improved.  
 → This should have been brought up in supervision. However, we can provide referrals for clients who would like further treatment. It is important to communicate to the client that s/he will continue to improve if s/he practices the skills s/he learned in therapy. If the client continues to feel this way after practicing these skills for 3-4 months and would like further treatment, we can provide these referrals.  
 → A possible scenario is that the client improved but is unaware of the improvement. It is recommended that you discuss avoidance behaviors that the client engaged in at the start of therapy and the avoidance behaviors that the client currently engages in.

My client is hesitant they can continue without therapy/therapist.  
 → Try to use a driver’s education model for therapy, with the patient as the driver and the therapist as the instructor. The therapist initially provides significant support, but with time the clients are actually leading the therapy by themselves and the therapist is providing less and less support. The driver does not want an instructor going everywhere with him/her in the car, once he/she knows how “to drive.” Also discuss that we anticipate continued improvement after therapy ends, as they keep practicing the skills they have learned.

<b>Session 15</b>	
<b>Title</b>	<b>What happens if my positive emotion decreases again?</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>E. Everyone feels bad from time to time</li> <li>F. If you notice a slight return in symptoms this may be a sign to practice what you learned in therapy</li> <li>G. Discuss the difference between a lapse and a relapse           <ul style="list-style-type: none"> <li>a. A lapse is a temporary return of symptoms whereas a relapse is a return “to the beginning”. Often what determines whether a lapse turns into a relapse is how you respond</li> </ul> </li> <li>H. Discuss methods for maintaining gains           <ul style="list-style-type: none"> <li>a. Continue weekly practice of new behaviors</li> <li>b. Schedule weekly “check in” with self to monitor changes in affect and need for additional work.</li> </ul> </li> </ul> <p>Reread therapy handouts.</p>
<b>Example</b>	<p>“Everyone feels bad from time to time, and we can’t be happy or feel good all the time. It is likely that your positive emotion will decrease at some point. We like to think of a temporary decrease in positive mood as a lapse not a relapse. When a lapse occurs, that might be a good indication to reread some of your therapy materials, check in with self-monitoring, make sure you are scheduling pleasant activities, or examine failing to attend to any positive experiences.”</p>

# TAD

TREATMENT OF AFFECTIVE DIMENSIONS

## reduction in negative emotions for me



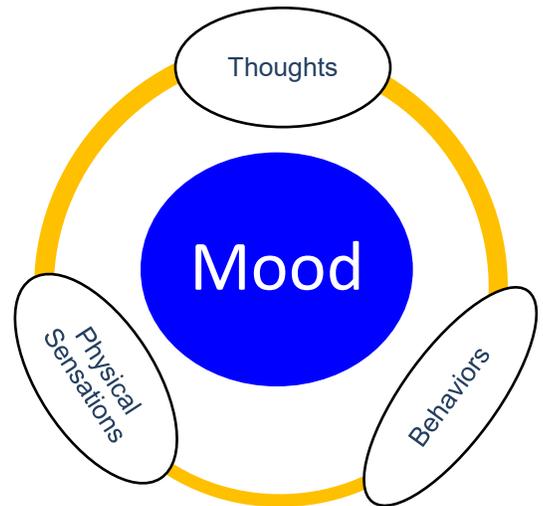
TREATMENT FOR NEGATIVE AFFECT

The purpose of this treatment is to decrease your negative mood using various strategies and activities that target your thoughts, your behaviors, and your physiology.

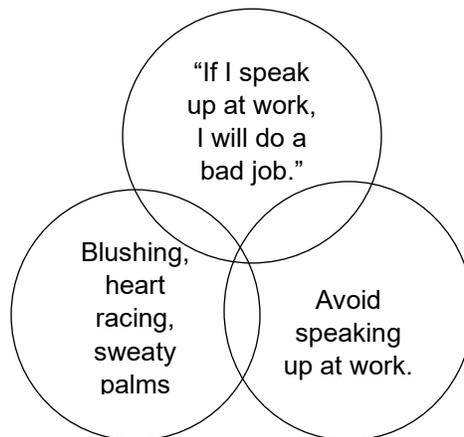
We will begin with a brief introduction to this therapy and the effects of negative mood on your health and functioning. We then will work on approaching situations that you have avoided. This will be followed by creating more flexible thinking. Finally, we will conclude by directly targeting some of the physical symptoms that contribute to anxiety and depression.

Throughout all of therapy, you will practice various skills during and out of session. We will: (1) approach distressing situations that you have avoided in order to learn that certain negative outcomes are unlikely to occur and that you are able to tolerate distress, (2) work on thought patterns that contribute to negative emotions, and (3) learn breathing strategies that decrease negative emotions.

To start, let's outline the parts of mood. Mood has three parts: thoughts, behaviors, and physical sensations. Each of these parts affect our mood, and each part influences another part. Let's look at the example below.



Meet Nat. He will be providing us with examples throughout therapy. Read his example below, and see if you can come up with a similar example that applies to you.



# TAD TREATMENT OF AFFECTIVE DIMENSIONS

## reduction in negative emotions for me



TREATMENT FOR NEGATIVE AFFECT



How we behave influences how much negative emotion (e.g., sadness, anxiety, fear, anger, distress) we feel. Behavioral avoidance of distressing situations leads to more negative emotion in the long term. This section of the treatment will focus on reducing avoidance by *exposing* yourself to what you avoid. This includes situations, activities, objects, memories, images, or sensations. We call this practice “exposure.”

Why do we avoid? We avoid things either because we believe that they will lead to negative outcomes (e.g., danger, rejection) or because we think that we cannot handle them. While it is completely natural to avoid things that make us distressed, too much avoidance leads to more distress in the long-term. This is because avoidance is like a band aid that covers but does not heal the wound. However, by repeatedly exposing yourself to what you avoid, you have the chance to learn that what you were most worried about rarely happens or can be tolerated. This part of treatment will teach you strategies for how to best conduct exposure and “test it out.”

Let’s start with an example of an “exposure” practice.

**Feared or distressing outcome (US):**



**Elements that increase the likelihood of the feared or distressing outcome (conditional excitors or positive occasion setters):**

	CS or OS	Strongest
<b>Physical sensations</b>		<input type="checkbox"/>
_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
<b>Situations &amp; settings</b>		<input type="checkbox"/>
_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
<b>Objects</b>		<input type="checkbox"/>
_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
<b>Thoughts or images</b>		<input type="checkbox"/>
_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
<b>Other</b>		<input type="checkbox"/>
_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
<b>Principal CS (e.g., physical sensation, situation) and duration:</b>		<input type="checkbox"/>
_____		
_____		

**Elements that decrease the likelihood of the feared or distressing outcome(conditional inhibitors or negative occasion setters):**

**Behaviors**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thoughts**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objects**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Legend**

CS= conditional stimulus

OS= occasion setter

[Type here]

***Ultimate Exposure:***

US = unconditional stimulus

[Type here]

**Feared or distressing outcome (US):**



**Elements that increase the likelihood of the feared or distressing outcome (conditional excitors or positive occasion setters):**

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_____		<input type="checkbox"/>
_____		<input type="checkbox"/>
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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thoughts**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objects**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Legend**

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[Type here]

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\_\_\_\_\_

**Objects**

\_\_\_\_\_

\_\_\_\_\_

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**Legend**

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[Type here]

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[Type here]

# Exposure Plan

By repeated practice with things that you avoid, you have the chance to learn that your greatest worry rarely happens or can be tolerated. This part of treatment will teach you strategies for how to best conduct exposure and “test it out.”

Is this a homework practice? Yes \_\_\_\_ No \_\_\_\_

What am I testing out (What is my greatest worry? e.g., rejection, loss of control, physical harm, intolerable distress)?

---

How am I testing it out (What are the things that I will do in this exposure practice)?

---

Strategies for this exposure (check all that apply):

What am I throwing out? \_\_\_\_\_

How will I stay with it? \_\_\_\_\_

How will I combine it? \_\_\_\_\_

How will I face it? \_\_\_\_\_

Put it all together: *What is my exposure?*

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[Type here]

# Exposure Log

## ***Complete Immediately Before Exposure Practice***

Is this exposure practice being completed in-session with your therapist? Yes \_\_\_ No \_\_\_

How likely is it that my greatest worry will come true? \_\_\_\_\_ 0-----25-----50-----75-----100  
not at all possible 50/50 probably definitely

What is my current fear/anxiety as I think about this practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
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***Now Complete Exposure Practice***

## ***Complete Immediately After Exposure Practice***

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Duration of exposure practice: \_\_\_\_\_

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Did my greatest worry come true? Yes \_\_\_\_\_ No \_\_\_\_\_

How do I know? \_\_\_\_\_  
\_\_\_\_\_

What did I expect to happen as a result of doing the exposure? What happened? Did that surprise me?  
\_\_\_\_\_  
\_\_\_\_\_

What did I learn? \_\_\_\_\_  
\_\_\_\_\_

Imagine I repeated the same exposure practice. How likely is it that my greatest worry will occur this time? \_\_\_\_\_  
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How am I testing it out (What are the things that I will do in this exposure practice)?

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How will I stay with it? \_\_\_\_\_

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Is this exposure practice being completed in-session with your therapist? Yes \_\_\_ No \_\_\_

How likely is it that my greatest worry will come true? \_\_\_\_\_ 0-----25-----50-----75-----100  
not at all possible 50/50 probably definitely

What is my current fear/anxiety as I think about this practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
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## ***Complete Immediately After Exposure Practice***

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Did my greatest worry come true? Yes \_\_\_\_\_ No \_\_\_\_\_

How do I know? \_\_\_\_\_  
\_\_\_\_\_

What did I expect to happen as a result of doing the exposure? What happened? Did that surprise me?  
\_\_\_\_\_  
\_\_\_\_\_

What did I learn? \_\_\_\_\_  
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How am I testing it out (What are the things that I will do in this exposure practice)?

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Strategies for this exposure (check all that apply):

What am I throwing out? \_\_\_\_\_

How will I stay with it? \_\_\_\_\_

How will I combine it? \_\_\_\_\_

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Put it all together: *What is my exposure?*

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How will I face it? \_\_\_\_\_

Put it all together: *What is my exposure?*

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[Type here]

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Is this exposure practice being completed in-session with your therapist? Yes \_\_\_ No \_\_\_

How likely is it that my greatest worry will come true? \_\_\_\_\_ 0-----25-----50-----75-----100  
not at all possible 50/50 probably definitely

What is my current fear/anxiety as I think about this practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
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***Now Complete Exposure Practice***

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Did my greatest worry come true? Yes \_\_\_\_\_ No \_\_\_\_\_

How do I know? \_\_\_\_\_  
\_\_\_\_\_

What did I expect to happen as a result of doing the exposure? What happened? Did that surprise me?  
\_\_\_\_\_  
\_\_\_\_\_

What did I learn? \_\_\_\_\_  
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Imagine I repeated the same exposure practice. How likely is it that my greatest worry will occur this time? \_\_\_\_\_  
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How am I testing it out (What are the things that I will do in this exposure practice)?

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Strategies for this exposure (check all that apply):

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**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**reduction in negative emotions for me**

TREATMENT FOR NEGATIVE AFFECT

Our thoughts, beliefs, and interpretations influence how we feel. Let's look at an example:

Tim's Example

A friend passes Tim on the street without waving hello. Tim interprets his friend's action as:

1. An intended insult
2. Absentmindedness
3. Preoccupation with worries and stress

Which of the following emotions likely would follow each of these interpretations?

- a. Compassion
- b. Indifference
- c. Hurt

 A cartoon character with a round face, large eyes, and a small bowtie. The character has a sad expression and is looking upwards towards a large thought bubble that contains the text of the example.

The next set of skills aims to enhance flexibility in your thinking. Greater flexibility leads to more balanced thinking and thus less negative emotion.

The opposite of balanced thinking is thinking that emphasizes the negative. Three examples of this type of negative thinking are: (1) blowing things out of proportion, (2) overestimating the chances of bad things happening, and (3) too much self-blame when bad things do happen. These types of negative thinking contribute to negative emotions, and negative emotions contribute to these types of negative thinking.



In this treatment, you will learn to: (1) "decatastrophize" or not blow things out of proportion, (2) more accurately estimate the chances of bad things happening, and (3) balance responsibility. The worksheets in here will help you do so. Let's get started...

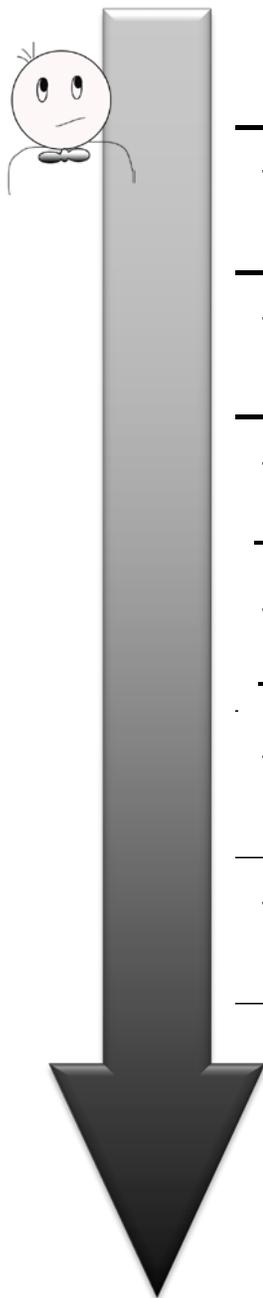


### Downward Arrow

First, it is important to identify what you are most worried about. The *downward arrow* technique will help you do so. This technique peels down the layers of thinking to pin down what you are most worried about.

#### Example

What is one thing I avoid because it is distressing? Going to parties



If I *exposed* myself to this thing (or did not avoid it), what would happen?

I would say something that sounds stupid or nonsensical

Then what would happen?

Others would think I am stupid or weird

Then what would happen?

They would walk away and laugh about me with others at the party

Then what would happen?

I would not be able to find anyone else at the party who likes me

Then what would happen?

I will not be able to develop any friendships

Then what would happen?

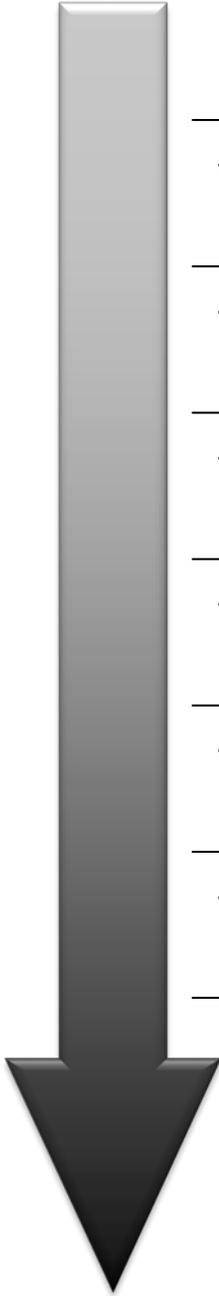
Then what would happen?

**My core belief or distressing outcome is:** I will be alone forever



### Downward Arrow

What is one thing I avoid because of it is distressing? \_\_\_\_\_



If I *exposed* myself to this thing (or did not avoid it), what would happen?

\_\_\_\_\_

Then what would happen?

\_\_\_\_\_

**My core belief or distressing outcome is:** \_\_\_\_\_

\_\_\_\_\_



**Downward Arrow**

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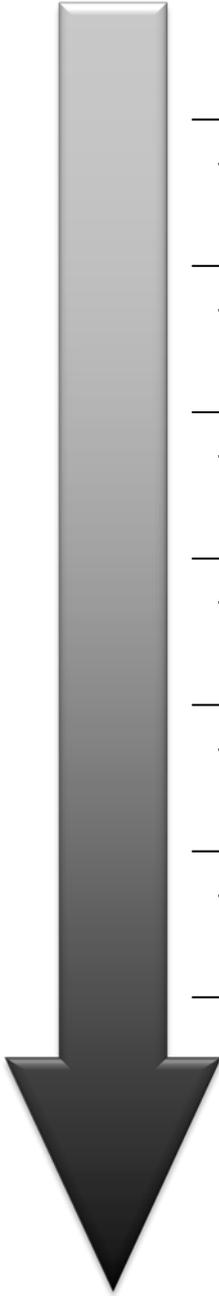
\_\_\_\_\_

Then what would happen?

\_\_\_\_\_

**My core belief or distressing outcome is:** \_\_\_\_\_

\_\_\_\_\_





**Downward Arrow**

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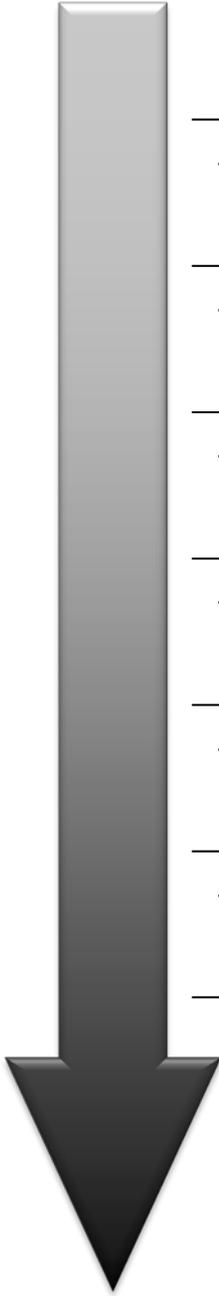
\_\_\_\_\_

Then what would happen?

\_\_\_\_\_

**My core belief or distressing outcome is:** \_\_\_\_\_

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**Downward Arrow**

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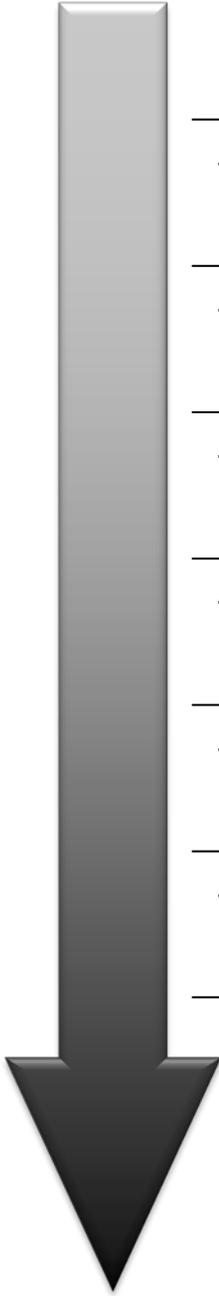
\_\_\_\_\_

Then what would happen?

\_\_\_\_\_

**My core belief or distressing outcome is:** \_\_\_\_\_

\_\_\_\_\_





### Keeping Things in Proportion

Negative mood often leads people to blow things out of proportion, or to assume that things are worse than they are or that things are unbearable. By evaluating the situation realistically, we usually can think of ways to deal with it and survive it, which reduces our negative mood. Please note that this exercise is not useful for events that are truly catastrophic (e.g., death, ultimate sin).

Let's jump in! Use the example below to help you complete the forms.

#### Example Exercise



What is one thing I avoid because it is distressing? Going to parties

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

If I start a conversation with someone, they will not be interested and walk away.

Has this ever happened before? Yes X No \_\_\_\_\_

If yes, how long did it take for the distress to pass? 1week

If what I am worried about was to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. Start a conversation with others
2. Tell myself it's okay
3. Join another group and listen
4. Stand alone and watch others before starting another conversation

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. Not everyone has to like me
2. Just because one person doesn't like me, doesn't mean that everyone doesn't like me
3. Maybe it wasn't something I did. Maybe they were in a bad mood



## Keeping Things in Proportion

### In-Session Exercise

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before?      Yes \_\_\_\_\_      No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

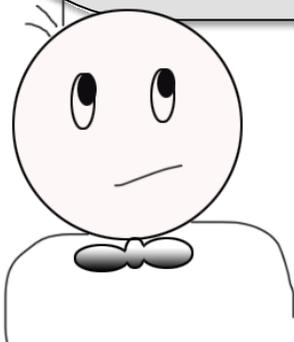
How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





### Keeping Things in Proportion

#### Exercise 1

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (any step of downward arrow)?

\_\_\_\_\_

Has this ever happened before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
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How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_\_\_ No \_\_\_\_\_



### Keeping Things in Proportion

#### Exercise 2

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

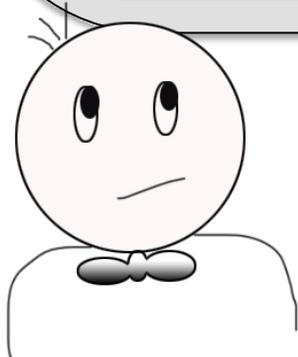
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_

[Type here]



## Keeping Things in Proportion

### Exercise 3

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before?      Yes \_\_\_\_\_      No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. \_\_\_\_\_                      2. \_\_\_\_\_                      3. \_\_\_\_\_

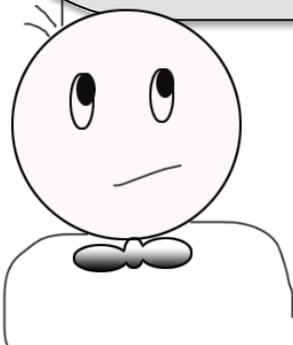
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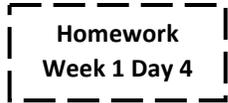
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



*Please mark with X*



## Keeping Things in Proportion

### Exercise 4

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

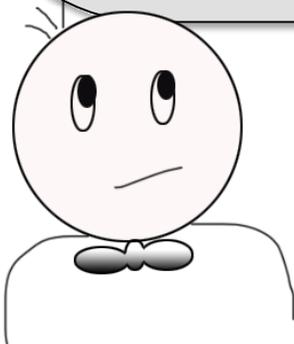
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



## Keeping Things in Proportion

### Exercise 5

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before?      Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. \_\_\_\_\_                                      2. \_\_\_\_\_                                      3. \_\_\_\_\_

4. \_\_\_\_\_                                      5. \_\_\_\_\_                                      6. \_\_\_\_\_

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. \_\_\_\_\_

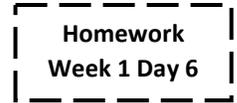
2. \_\_\_\_\_

3. \_\_\_\_\_



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



## Keeping Things in Proportion

### Exercise 6

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

\_\_\_\_\_

Has this ever happened before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



*Please mark with X*



Homework  
Week 1 Day 7

Keeping Things in Proportion

Exercise 7

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (any step of downward arrow)?

\_\_\_\_\_

Has this ever happened before? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, how long did it take for the distress to pass? \_\_\_\_\_

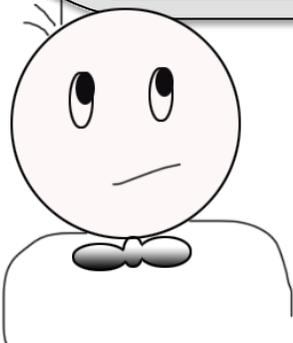
How did I cope with it the last time? \_\_\_\_\_

If what I am worried about were to happen, how could I deal with it (e.g., spend time with friends, talk to someone, seek help, exercise, distract)?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

How can I think in more helpful ways (e.g., everyone makes mistakes, not everyone has to like me)?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



### Estimating the Chances of Bad Things

Negative mood leads to overestimating the chances of bad things happening.

The belief that bad things are very likely to happen leads to more negative mood. Therefore, the goal of this exercise is to develop a more accurate estimate of the chances of bad things happening, which in turn will

Let's jump in! Use the example below to help you complete the forms.

#### Exercise Example



What is one thing I avoid because it is distressing? Going to parties

What am I worried will happen if I do/feel/imagine this thing (any step of downward arrow)?

If I start a conversation with someone, they will not be interested and walk away.

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

It has happened before, but if I look at how many times I've tried to meet people, and how many times I've been rejected, I guess it hasn't happened as many times as I think. I've been to a couple of parties in the past and several people talked to me.

Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. I could make a new friend
2. Even if I don't make a new friend, it might still be fun
3. I could have a good conversation
4. \_\_\_\_\_



## Estimating the Chances of Bad Things

### In-Session Exercise

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

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Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

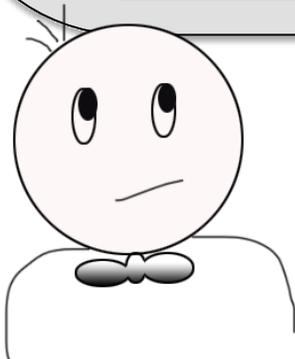
What are other more likely outcomes?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_





Homework  
Week 2 Day 1

### Estimating the Chances of Bad Things

#### Exercise 1

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

Based on the *evidence*, circle how likely it is that what you are worried about will happen.

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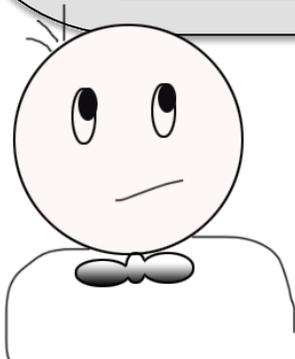
What are other more likely outcomes?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



**Homework**  
**Week 2 Day 2**

### Estimating the Chances of Bad Things

#### Exercise 2

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

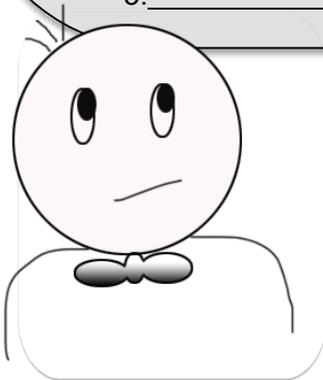
Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



## Estimating the Chances of Bad Things

### Exercise 3

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

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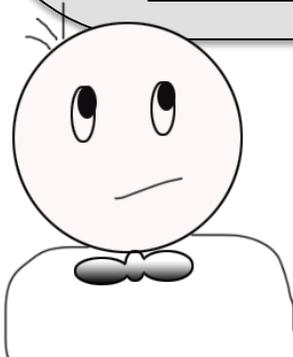
Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 2 Day 4

### Estimating the Chances of Bad Things

#### Exercise 4

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (any step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

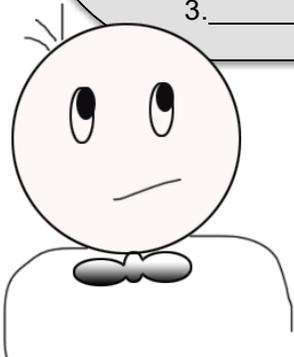
What are other more likely outcomes?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 2 Day 5

Estimating the Chances of Bad Things

Exercise 5

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (any step of downward arrow)?

Based on your feelings, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

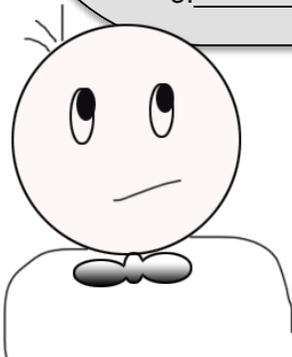
Based on the evidence, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 2 Day 6

### Estimating the Chances of Bad Things

#### Exercise 6

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

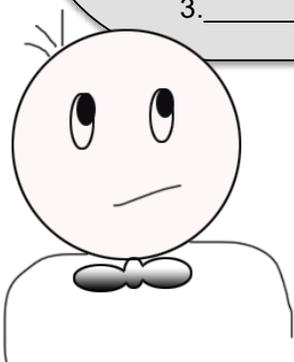
Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



Please mark with X



Homework  
Week 2 Day 7

## Estimating the Chances of Bad Things

### Exercise 7

What is one thing I avoid because it is distressing? \_\_\_\_\_

What am I worried will happen if I do/feel/imagine this thing (*any* step of downward arrow)?

Based on your *feelings*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What is the evidence? (Has this ever happened before? How often have I worried about it happening, and how often has it actually happened? What is the evidence that it will happen? What is the evidence that it will not happen?)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

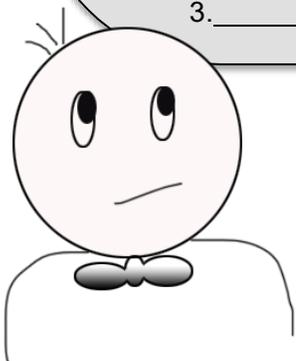
Based on the *evidence*, circle how likely it is that what you are worried about will happen.

0%-----10%-----20%-----30%-----40%-----50%-----60%-----70%-----80%-----90%-----100%

What are other more likely outcomes?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



## Balancing Responsibility

Negative mood often leads people to place all of the blame on themselves when things go wrong. This extreme self-blame leads to more negative mood.

Recognizing factors in the situation outside of oneself that contributed to the outcome can help improve mood and even improve future situations.

### Exercise Example



What is a *negative* event that occurred in the past week?

My boss told me he was upset because our project wasn't finished yet

What are *other* factors that could have contributed to this negative event?

1. My boss didn't give clear deadlines.
2. Others suggested I should work on other things.
3. I'm not the only one who's not done.
4. My boss didn't indicate it was high priority.

What were your behaviors that may have added to things going wrong?

I procrastinated working on it. I also never asked for a deadline.

What are some *good reasons* for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

This didn't seem to be as high priority as other projects. I didn't know the deadline.

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

I could have asked for a deadline. I also could have broken up the project into smaller pieces so that it wouldn't seem as overwhelming



### Balancing Responsibility

#### In-Session Exercise

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

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What are some *good reasons* for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

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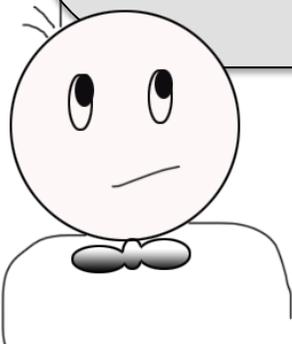
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How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

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Homework  
Week 3 Day 1

## Balancing Responsibility

### Exercise 1

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

---

What are some *good reasons* for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

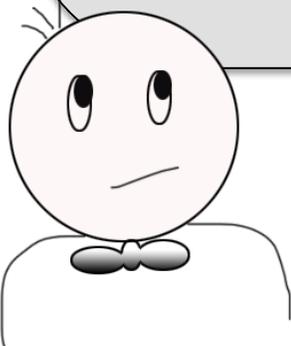
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How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

---

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Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 2

Balancing Responsibility

Exercise 2

What is a *negative* event that occurred in the past week?

\_\_\_\_\_

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

\_\_\_\_\_

What are some *good reasons* for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

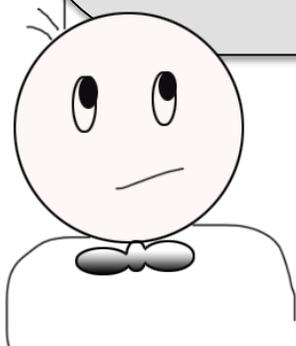
\_\_\_\_\_

\_\_\_\_\_

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

\_\_\_\_\_

\_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 3

Balancing Responsibility

Exercise 3

What is a *negative* event that occurred in the past week?

\_\_\_\_\_

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

\_\_\_\_\_

\_\_\_\_\_

What are some good reasons for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

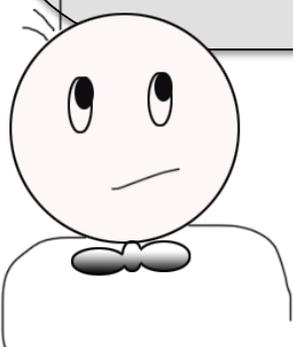
\_\_\_\_\_

\_\_\_\_\_

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

\_\_\_\_\_

\_\_\_\_\_



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 4

### Balancing Responsibility

#### Exercise 4

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

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---

What are some good reasons for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

---

---

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

---



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 5

## Balancing Responsibility

### Exercise 5

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

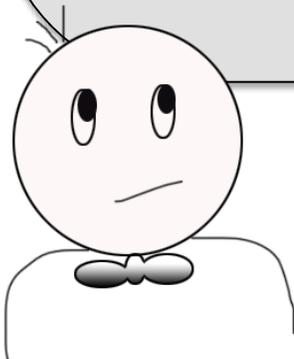
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What are some good reasons for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

---

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

---



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Homework  
Week 3 Day 6

## Balancing Responsibility

### Exercise 6

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

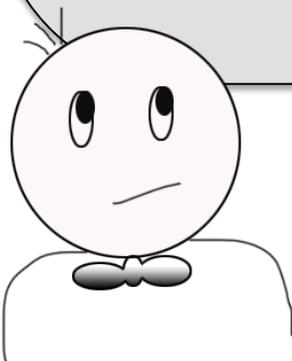
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What are some good reasons for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

---

How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

---



Please mark with X

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



**Homework**  
**Week 3 Day 7**

## Balancing Responsibility

### Exercise 7

What is a *negative* event that occurred in the past week?

---

What are *other factors* that could have contributed to this negative event?

1. \_\_\_\_\_ 2. \_\_\_\_\_  
 3. \_\_\_\_\_ 4. \_\_\_\_\_

What were your behaviors that may have added to things going wrong?

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What are some good reasons for those behaviors (e.g., didn't know what else to do at the time, was in a rut)?

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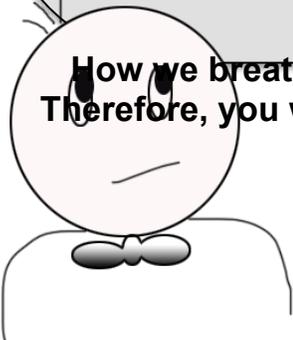
How can you change your behaviors so that a similar situation is less likely to turn out badly next time?

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**How we breathe affects how we feel, and how we feel affects how we breathe. Therefore, you will work on retraining your breathing to reduce negative feelings.**



*Please mark with X*

Have you completed an exposure today? Yes \_\_\_ No \_\_\_

**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**reduction in negative emotions for me**

TREATMENT FOR NEGATIVE AFFECT

### What we know about breathing...

Our bodies activate automatic processes when our minds believe that we are in danger. These automatic processes are called the fight-flight response. During this response, our breathing becomes faster and deeper so that we take in more air to help with running away or fighting. Our bodies also start to sweat (to reduce our body temperature), increase our heart rate (pump more blood to our extremities), tense our muscles, etc.

While most of the body's mechanisms are controlled automatically, breathing can be controlled voluntarily. And since all bodily systems involved in the fight-flight response are interconnected, changing breathing is a very effective way to influence all other systems. For example if we breathe slower, eventually our heart will beat slower. In this treatment we will learn to breathe in a way to change or avoid uncomfortable physical symptoms.

### Why do we teach Capnometry-Assisted Respiratory Training...

The breathing training we will teach you is called Capnometry-Assisted Respiratory Training, or CART. CART is an FDA-approved intervention to reduce hyperventilation (low CO<sub>2</sub>). Most of us think hyperventilation or over-breathing is breathing too fast; however hyperventilation is caused by both breathing too fast and/or too deep. Deep breathing, or taking in too much volume of air, is often the primary reason why people have low CO<sub>2</sub>. Low CO<sub>2</sub> causes the same symptoms seen during the fight-flight response. Among the most distressing symptoms of hyperventilation is heart racing and shortness of breath. Naturally, when feeling short of breath, people breathe deeper and faster. The problem is that this will intensify the symptoms of shortness of breath and related symptoms. However, in this case, shortness of breath is not caused by a lack of oxygen, but an excess of air. That is why CART focuses primarily on teaching you to breathe more shallowly, but also slower and more regularly. This can feel very unnatural at first, but it is the only way to overcome symptoms produced by hyperventilation.



# TAD TREATMENT OF AFFECTIVE DIMENSIONS

## reduction in negative emotions for me

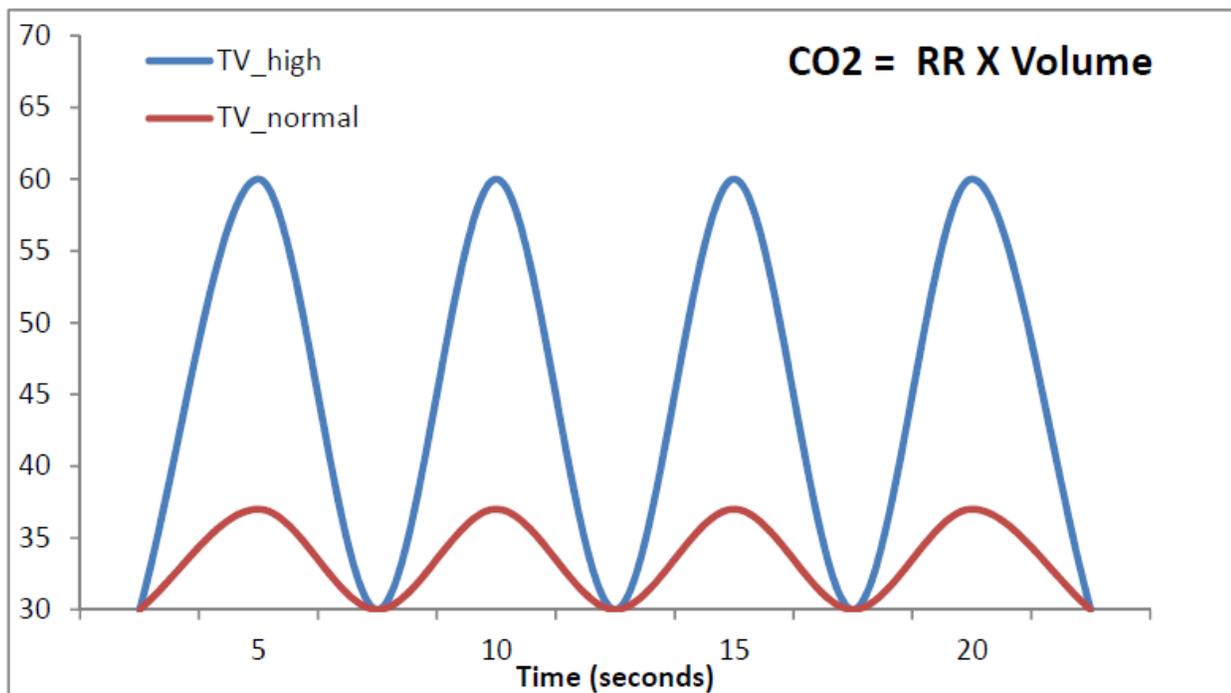


TREATMENT FOR NEGATIVE AFFECT

### How to practice between sessions

The following breathing training exercise is part of a program (Capnometry Assisted Respiratory Training; or CART) that has been proven to decrease negative emotions, such as anxiety, in the long term. In order to get the most out of the program, be sure to practice these exercises daily and follow these exact instructions. Research shows that the benefits of CART are dose-dependent, that is the greatest benefits come after completing the recommended number of exercises.

CART is primarily focusing on reducing hyperventilation (overbreathing). Hyperventilation is expressed by lower than normal levels of CO<sub>2</sub> (less than 36 mmHg). CO<sub>2</sub> is the product of how fast (respiratory rate) and deep (how much air we inhale) we breathe. To reduce hyperventilation we must learn to both breathe more slowly but more importantly less deeply. The figure below illustrates this association. Both individuals breathe at 20 breaths per minute; however one breathes three times deeper. In essence the air the person is inhaling equals more than one of 60 breaths per minute.





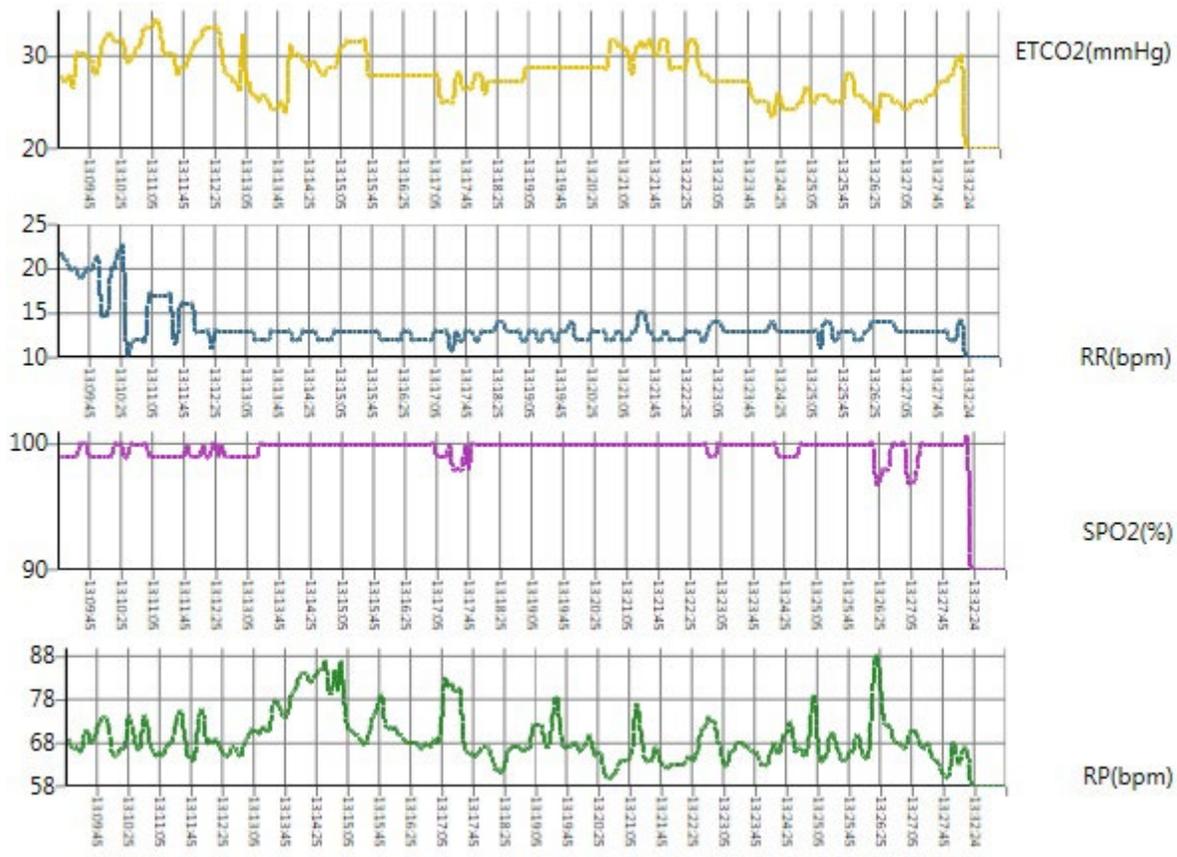
Your daily exercises have 3 parts:

1. A **Baseline Phase** during which you sit quietly and relaxed with eyes closed. (2 minutes)
2. A **Pacing Phase** during which you monitor your CO<sub>2</sub> level and respiration rate (RR) while breathing with tones. (10 minutes)
3. A **Transition Phase** during which you maintain your breathing pattern without the tones but with continued CO<sub>2</sub> and RR biofeedback. (5 minutes)

**Electronic monitoring of between-session exercises**

The great feature of the CAPNOMETER is that it will record and store all exercises you will be doing over the next four weeks with a date and time stamp. That way we will not only know when and how long you did the exercises but we can see exactly what you did in real time. When you come to your weekly sessions, we will download and print-out all of your exercises. We'll be able to discuss in-depth how successful you were in changing CO<sub>2</sub> and respiratory rate and how the exercises affected your mood and symptoms before, during, and after the exercises.

This is an example on what an individual print-out will look like:



## BASELINE PHASE

<p>1. Find a quiet place where you will not be disturbed.</p>	
<p>2. Put on the nose cannula and finger clip, but do not turn on the CAPNOMETER yet.</p>	
<p>3. Fill out the first part of the breathing exercise sheet.</p>	
<p>4. Turn on and press PLAY on your cell phone or the MP3 player.</p>	
<p>5. Press and hold the power button for three seconds to turn on the CAPNOMETER.</p>	
<p>6. Record your pCO<sub>2</sub>, respiration rate, and shortness of breath in the diary.</p>	<div style="border: 1px solid black; padding: 5px;"> <p>My highest/lowest <b>PCO<sub>2</sub></b> level during the exercise was:</p> <p>Highest PCO<sub>2</sub>: _____ mm Hg</p> <p>Lowest PCO<sub>2</sub>: _____ mm Hg</p> </div>
<p>7. <u>2-minutes Baseline</u> – close your eyes and try not to control or alter your breathing.</p>	

### PACING PHASE

1. Breathe with the tones for 10 minutes.

2. Pay attention to target RR and CO<sub>2</sub> (40+/-3 mm Hg) by looking at the CAPNOMETER display every once in a while.



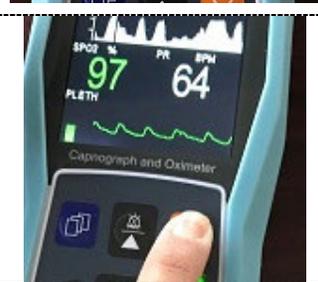
### TRANSITION PHASE

1. Continue breathing for the next 5 minutes at about the same speed as you were breathing before.

2. Check your respiration rate and pCO<sub>2</sub> levels by looking at the CAPNOMETER display once every half minute or so.



3. Press and hold the power button for three seconds to turn off the CAPNOMETER.



4. Fill out the second part of the breathing exercise sheet on your training diary.

My highest/lowest PCO<sub>2</sub> level during the exercise was:

Highest PCO<sub>2</sub>: \_\_\_\_\_ mm Hg

Lowest PCO<sub>2</sub>: \_\_\_\_\_ mm Hg

# TAD TREATMENT OF AFFECTIVE DIMENSIONS

## reduction in negative emotions for me



TREATMENT FOR NEGATIVE AFFECT

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Date: \_\_\_/\_\_\_/\_\_\_

Week 1

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.

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 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

My current CO<sub>2</sub> level is: \_\_\_ mmHg; respiration rate is: \_\_\_ RR, pulse is: \_\_\_ bpm; O<sub>2</sub> is: \_\_\_%

0      1      2      3      4      5      6      7      8      9      10  
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**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
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What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM



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Have you completed an exposure today? Yes \_\_\_ No \_\_\_



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What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 1

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

My current CO<sub>2</sub> level is: \_\_\_ mmHg; respiration rate is: \_\_\_ RR, pulse is: \_\_\_ bpm; O<sub>2</sub> is: \_\_\_%

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
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Date: \_\_\_/\_\_\_/\_\_\_

**1. Breathing Exercise**

Week1

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**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
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Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 2

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

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Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 2

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

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0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
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**After** your breathing exercise:

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Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

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0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

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 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
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 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
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lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

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 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

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 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
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lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

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**1. Part**

**Before** you start with the breathing exercise:

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**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
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What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

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Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

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**After** your breathing exercise:

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lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

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**After** your breathing exercise:

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lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

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0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
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What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

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What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 3

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

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 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

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**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
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What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 4

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
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**After** your breathing exercise:

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Time of first trial: \_\_\_\_\_

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0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

My current CO<sub>2</sub> level is: \_\_\_ mmHg; respiration rate is: \_\_\_ RR, pulse is: \_\_\_ bpm; O<sub>2</sub> is: \_\_\_%

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 4

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

My current CO<sub>2</sub> level is: \_\_\_ mmHg; respiration rate is: \_\_\_ RR, pulse is: \_\_\_ bpm; O<sub>2</sub> is: \_\_\_%

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_



Date: \_\_\_/\_\_\_/\_\_\_

Week 4

**1. Breathing Exercise**

Time of first trial: \_\_\_\_\_

**Instructions:** *Please rate the maximum severity of the symptoms you experience before and after you did your breathing exercises for 15 minutes.*

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**1. Part**

**Before** you start with the breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
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Excited/involved (pos.)		Sweating		Numbness/tingling	
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My current CO<sub>2</sub> level is: \_\_\_ mmHg; respiration rate is: \_\_\_ RR, pulse is: \_\_\_ bpm; O<sub>2</sub> is: \_\_\_%

0      1      2      3      4      5      6      7      8      9      10  
 None      Mild      Moderate      Strong      Extreme

**After** your breathing exercise:

Relaxed		Shortness of breath		Racing/pounding heart	
Worried		Trembling/shaking		Nausea/ upset stomach	
Anxious		Choking sensations		Chest pain/or pressure	
Happy		Fear of dying		Feeling of unreality/detachment	
Excited/involved (pos.)		Sweating		Numbness/tingling	
Sad/depressed		Hot flashes or chills		Unsteadiness/dizziness/faintness	
Sighing		Awareness of breathing		Fear of losing control/going crazy	

What was the highest/lowest CO<sub>2</sub> level during the training:      highest CO<sub>2</sub> level: \_\_\_ mmHg

lowest CO<sub>2</sub> level: \_\_\_ mmHg

What was your respiration rate at the end of the training:      \_\_\_ RR

What was your pulse at the end of the training:      \_\_\_ BPM

Have you completed an exposure today? Yes \_\_\_ No \_\_\_

**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**reduction in negative emotions for me**



TREATMENT FOR NEGATIVE AFFECT

**Practice Plan**

*How will I decrease negative feelings in my life following treatment completion?*

1. How will I reduce having a lot of negative emotions in the long term through behavior?

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2. How will I reduce having a lot of negative emotions via my patterns of thinking?

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3. How will I reduce having a lot of negative emotions via my breathing?

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**Session 1**

Title	<b>What is negative mood?</b>
Definition	Convey the following points: <ul style="list-style-type: none"><li>A. Negative mood consists of negative emotions such as fear, sadness, disgust, and anger.</li><li>B. Some people are more prone to experience negative mood than others.</li></ul>
Example	<p>“During most of our session today, we will be talking about negative mood and strategies on how to decrease the impact of negative mood on your life. Negative mood is the experience of negative emotions. What are some negative emotions that you typically experience?”</p> <p>“Some people have a tendency to experience more negative mood than others. Do you notice yourself experiencing a lot or very little negative mood? The target of this treatment is to decrease the amount that negative mood influences your functioning. The goal is to decrease it and how much it controls your life. Does it feel like your negative mood controls your life?”</p>
Troubleshooting	Is “numbness” a negative emotion? →Numbness is a complete shutdown of all emotions.



**Session 1**

Title  
 Definition

**What are the effects of having high negative mood?**

Convey the following points:

- A. Having high levels of negative mood indicates that an individual has a greater number of or increased intensity of negative emotions, such as shame, guilt, anger, sadness, frustration, anxiety, and fear.
- B. High negative mood is associated with muscle tension, nausea, upset stomach, diarrhea, light-headedness, and other physiological symptoms, as well as feelings of failure, worthlessness, disappointment, uneasiness, pessimism, and “on edge.”
- C. High negative mood can also affect behavior, including withdrawal and other forms of avoidance.

Example

“Having too much negative mood can actually have an effect on how we think, behave, and physically feel. For example, having high levels of negative mood can lead to muscle tension and upset stomach. It also leads to avoidance behavior like withdrawal from other people, and pessimistic thinking. What do you notice negative mood to be associated with for you?”

Troubleshooting

How does having high negative mood lead to physiological symptoms?

→ The biology explaining the connection between negative mood and physiology is complicated. However, humans developed this connection because it is adaptive. For example, symptoms of muscle tension and hypervigilance, due to anxiety, facilitate action to prevent danger (e.g., fight, flight, freeze). Sweating is adaptive because our slippery bodies – as a result of the sweat – help us cool down to prevent overheating as we run away from predators

Is it possible to have too low negative mood?

→ Yes, these people often engage in aggressive acts without remorse.



**Session 1**

Title	<b>Why do some people have a vulnerability to generally having high levels of negative mood?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. A vulnerability or sensitivity is a tendency or a predisposition.</li> <li>B. There are multiple factors (e.g., early life events) that contribute to someone having high negative mood, including biological factors, life events, and stress.</li> <li>C. Some people may inherit being more prone to negative mood than others.</li> <li>D. High levels of stress due to past life events (e.g., trauma, chronic illness, over-controlling or highly critical parents, hearing very negative information about specific objects) also can contribute to negative mood.</li> <li>E. Current ongoing stress usually exacerbates negative mood.</li> <li>F. Stress, life events, and biology alone do not explain someone’s tendency to have negative mood; rather, it is the combination of all these things that contribute to negative mood.</li> </ul>
Example	<p>“People have differing levels of negative mood for many reasons; however, most of these reasons fall into one of three categories: biological causes, life experiences, and stress. Usually, people’s tendencies to experience certain emotional levels result from a combination of these factors.”</p> <p>“Have you noticed that your family members also experience high levels of negative mood? That would not be surprising. The degree to which you typically experience negative mood can be inherited.”</p> <p>“Have you had a lot of significant negative life events in the past? Stress events like chronic illness, trauma, or poverty can have an impact on the degree to which you experience negative mood. Do any of these apply to you? Which ones? Growing up with overly controlling or highly critical parents also can contribute to high levels of negative mood. Would you say you grew up in that type of an environment?”</p> <p>“Current ongoing stress – in addition to past stress – can also contribute to having high levels of negative mood. Do you consider yourself to be under a lot of stress right now?”</p> <p>“It is important to remember that there is no single cause for having a lot of negative mood. There are multiple factors that contribute to how often you experience negative mood. In this treatment, we are more concerned with the factors that currently reduce your negative mood.”</p>



Troubleshooting What are biological factors?

→ Biological factors include genes that may increase one's vulnerability to increased negative emotion. These vulnerabilities and dysregulated systems elevate one's likelihood of negative mood.

Am I predestined to be like this? Is it my genes?

→ No one is predestined to have a specific type of emotion (e.g., anxiety, depression). Rather, an individual has a vulnerability to have higher levels of negative emotion – due to having certain genes or regulatory patterns – that can be triggered or exacerbated by stress.

Did my parents' parenting cause my levels of mood?

→ Separation, neglect, excessive criticism, punishment, and physical or emotional abuse are all associated with development of certain negative emotions (e.g., anxiety, depression). However, they do not necessarily cause excessive levels of these specific types of emotions.



**Session 1**

Title  
 Definition

**What are the parts of mood?**

Convey the following points:

- E. Refer to 1<sup>st</sup> page of the workbook: Mood Cycle.
- F. Mood is made up of three parts: physical (changes in your body), thoughts (your mind), and behavior (what you do).
- G. The physical part involves physical sensations and symptoms. Long-lasting symptoms of high negative mood are tense muscles, irritability, fatigue, excessive or diminished sleep, concentration difficulties, crying spells, and changes in appetite. Shorter-lasting symptoms include racing heart, shortness of breath, feelings of choking, dizziness, lightheadedness, numbness, chills, and sweating. Ask client which physical symptoms they experience as part of negative mood.
- H. Negative thoughts are beliefs, images, or self-statements that something bad has happened or could happen, such as physical problems (e.g., fainting, dying, heart attack, brain tumor), social problems (e.g., teased, embarrassed, criticized, rejected, fired, isolated), or mental problems (e.g., “going crazy”, losing control, feeling like you are a failure). Greater levels of negative mood can lead us to think that bad things are more likely to happen than what is really the case and bad things are bigger and worse than they really are. Ask client which thoughts they have as part of negative mood.
- I. The behavioral part consists of avoidance, escape, or overly cautious behavior, as well as reliance on others and withdrawal from people. Ask client which behaviors they engage in as part of negative mood.

Example

“There are three parts to mood: the physical sensations, thoughts, and behavior. The physical part includes the changes that you experience in your body. Examples of these are tense muscles, fatigue, excessive or diminished sleep, or concentration difficulties. Which of these apply to you?”

“Thoughts and behavior are the other two parts of mood. Thoughts are your beliefs, images, or self-statements. These thoughts can be positive or negative. When they are negative, they usually revolve around something bad that has happened or will happen in the future. Negative thoughts lead to negative mood as one would expect. Also, having high negative mood can lead us to overestimate how many bad things happen to us and to jump to negative conclusions.”

“Behavior is another part of mood. Avoidance, escape, withdrawal from other people, and overly cautious behavior leads to higher negative mood, whereas approaching people



or engagement in activities can lead to decreased negative mood.”

“As you can see, thoughts, behavior, and physical sensations can affect negative mood.”

Troubleshooting

Why is this important?

→ See Ingredient “Mood Cycle?”



**Session 1**

Title  
 Definition

**Mood Cycle**

Convey the following points:

- F. Refer to 1<sup>st</sup> page of workbook: Mood Cycle.
- G. Thoughts, physical sensations, and behaviors can influence each other.
- H. Negative thoughts intensify physical sensations because the body's natural reaction to threat is to become more physically aroused, which can lead to people acting more agitated.
- I. Negative thoughts can also lead to decreased activity or isolation, which leads people to feel more lethargic.
- J. Physical feelings can result in more negative thoughts (e.g., lack of energy → more sleep → negative views of limited lifestyle, rapid heartbeat → belief in a medical problem → worry).
- K. Behavior can result in changes in physical feelings. Urges to escape increase physical tension, which leads to increased negative thinking. Physical inactivity can lead to less energy, which leads to more negative thoughts as well. In addition, avoidance can prevent new learning.
- L. In this way, thoughts, physical reactions, and behaviors form a perpetuating cycle. The goal of the treatment is to interrupt these cycles.

Example

“Each part of our mood – behaviors, thoughts, and physical sensations – affects our mood as a whole. In addition, each part of our mood affects other parts of our mood. Let’s go through some examples.”

“Negative thoughts can lead to certain behaviors. Having a thought that you were too incompetent to apply for a job likely would mean that you would not apply for the job. How do you think this thought also affects your mood? It is likely that you would decrease your mood if you thought you were too incompetent or a failure. Negative thoughts also can lead to decreased activity or isolation, which leads to fatigue.”

“Negative thoughts also intensify physical sensations, because the body’s natural reaction to threat is to become more physically aroused, which can make people more agitated. For example, if you have a thought that someone is about to attack you, your muscles will become tense and get ready for running away or fighting.”

“The reverse can also happen. Certain physical sensations can lead to more negative thoughts. For example, if you have low energy, that will lead to more sleep, which could lead to a thought that you are a bum or a failure. A rapid heartbeat might lead to a belief that you have a medical problem. Do either of these examples seem applicable to you?”



“Finally, behaviors can affect physical sensations. Physical inactivity can lead to less energy.”

“We clearly change how we feel by changing our thoughts or behaviors. Our thoughts and behaviors then influence our physical sensations and our mood. Now, what are some examples of how this pertains to your life? How do your thoughts or behaviors affect your physical sensations and mood?”

Troubleshooting

I still don't understand.

→Let's take a specific example of a negative emotion (anxiety or depression) that you experienced yesterday or today and draw/write out the thoughts, physical sensations, and behaviors associated with it.



**Session 1**

Title  
 Definition

**Treatment Rationale**

Convey the following points:

- D. The treatment uses three strategies to decrease your negative mood: changing behaviors, changing negative thoughts, and changing physical symptoms.
- E. We can change our behaviors by directly dealing with things that are avoided.
- F. We can change our negative thinking by adapting new ways of thinking of things.
- G. We can change physical sensations by developing a different method of breathing.
- H. The skills you will develop in therapy require a lot practice and will take time to develop, like any other skill.

Example

“In this therapy, we will teach you three ways of decreasing your negative mood. The first is changing your behavior. You purposefully will be approaching and engaging in the things you avoid. The second is changing your negative thoughts by adapting new ways of thinking. Finally, I will teach you breathing techniques to help with physical sensations. All of these skills require a *lot* of practice. This therapy is like learning a new language or playing a new instrument. How does someone get better at speaking a new language or playing an instrument? Every week, I will be assigning practice assignments. Only practicing during the session is not enough, given that we only see each other 50 minutes of the entire week. We are together for less than 5% of your week! Therefore, your between-session practice is the most important part of this therapy.”

Troubleshooting

What if my client is not motivated to do between-session practice assignments?

→ Ask the client to list the pros and cons of doing between session practice assignments. If the client is still not motivated, try playing “devil’s advocate” and take the extreme of why *not* practicing between-session is the best choice. Usually this technique results in the client agreeing to do the homework. Remind the client of why s/he signed up for therapy.

Which techniques do we start with?

→ We start by having you change your behavior, followed by changing your cognitions, and wrap up with changing your physical sensations.



**General Troubleshooting**

1. My client is cognitively slow or English is their second language, and s/he seems unable to understand a lot of these concepts. What do I do?  
 →Paraphrase, use more basic language, and refer to metaphors, analogies, and/or examples when necessary to ensure that the client truly understands the concepts.
2. Clients who believe that their levels of mood are fully biochemical may not understand the role of thoughts or behaviors. How do I explain the maintenance cycle?  
 →Use a specific recent example of a negative emotion and how thoughts, behaviors and physical feelings contributed to it.
3. My client won't stop talking or is talking in tangents. What do I do?  
 →First, validate the client's urgency and need to share, and then stress the depth of information that needs to be covered, time limitations, and the importance to stay focused in the long run.
4. My client is so anxious or so depressed that their concentration is limited. What do I do?  
 → Paraphrase, use more basic language, and refer to metaphors, analogies, and/or examples when necessary to ensure that the client truly understands the concepts.

**Session 1**

Title

**Avoidance and Exposure**

Convey the following points:

- A. Provide psychoeducation about avoidance.
- B. Discuss rationale for exposure.
- C. Complete NAT Nexus form.
- D. Discuss importance of homework.

Title

**What is exposure?**

Definition

Convey the following points:

- A. Avoidance is a natural response to aversive situations, emotions, or thoughts.
- B. Unfortunately, too much avoidance or avoidance in the absence of danger interferes with one's functioning and prevents one from learning that aversive outcomes don't always occur, or are not as bad as we first thought.

Example

“Avoidance is a natural response to situations we think are threatening or scary in some way. Unfortunately, too much avoidance negatively impacts our life by interfering with our functioning and prevents us from learning that negative outcomes don't always occur, or are not as bad as we first thought. What are some ways that you avoid? How has this affected your life?”

**Troubleshooting I'm not anxious**

→ It is unlikely that clients presenting for treatment will report absence of significant anxiety. However, even in depression there tends to be situational avoidance, and avoidance can be motivated by feelings of helplessness. Some clients may report anger in response to perceived threat and it will be important to examine whether this (or other emotions) are functioning as primary or secondary emotions. For example, someone may become angry (secondary emotion) when they are afraid (primary emotion). Secondary emotions are often negatively reinforced by the avoidance of the primary emotion.



<b>Session 1</b>	<b>Title</b>	<b>How do you decrease avoidance?</b>
	<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. To reduce avoidance research indicates that it is necessary to engage in the opposite behavior: that is, to approach the aversive or avoided situation.</li> <li>B. Therefore, in this module, we will focus on confronting aversive situations, thoughts, and sensations.</li> <li>C. Refer back to the psychoeducation module regarding cycle of negative thoughts, emotions, and behaviors.</li> <li>D. Exposures will never be forced, and the client will always agree to it ahead of time.</li> </ul>
	<b>Example</b>	<p>“Avoidance also maintains anxiety. Imagine someone who was afraid of making eye contact. They were so afraid that not only did they never look at someone in the eyes that they did not know well, but they didn’t go to social gatherings or public places. They even looked down when speaking with their loved ones. What do you think the downside to all this avoidance is?”</p> <p>“Yes, it certainly does reduce his/her quality of life. All that avoidance also keeps him/her from learning that he/she could make eye contact safely and that he/she could tolerate anxiety. Avoidance prevents us from learning something new.”</p> <p>“That is what we are going to do in this part of treatment. We are going to work on confronting those thoughts, situations, and sensations you avoid in order to learn that negative outcomes don’t always occur and that we are better able to tolerate negative emotions. [Use client relevant example]”</p> <p>“One phrase I want you to remember is “Test it Out.” This treatment is all about learning something new. Learning that [insert relevant example] doesn’t lead to [client-relevant US]. Interestingly, the bigger the discrepancy between what we predict and what actually happens, the more new learning that occurs, the more fear and anxiety reduce in the long term.”</p> <p>“In the earlier example what would lead to more learning about whether a negative outcome actually occurs? If the socially anxious person were to make eye contact with people at a party or if she was to keep her head down around people at the party? That’s right! She would learn more in the first example. So we will continue to try and increase your expectancy throughout treatment to enhance this learning. The more we “Test it Out” the more your anxiety will decrease.”</p> <p>“I know this can be difficult. My job is to help support you in this process, and to guide you through it in a way that our research has shown to be most effective.”</p>
	<b>Troubleshooting</b>	<p>How will this be helpful?</p> <p>→For example, you mentioned that you were concerned about your heart beating rapidly. For many reasons you’ve learned</p>



to view a rapid heartbeat as a risk for a heart attack. By facing the feelings of a rapid heartbeat you can learn that it won't lead to a heart attack, and you will be less afraid of the sensations of a rapid heartbeat.

I still don't understand.

→ By repeatedly facing the things you have been avoiding, you can learn that the feared outcomes don't always occur, or they are not as bad as you think. My job is to help support you in this process, and to guide you through it in a way that our research has shown to be most effective.

I don't think I can do it.

→ On a scale from 1-10, how important is it to you to work on your avoidance? Why are you at a [insert client's reported

<b>Session 1</b>	
Title	<b>What is a safety signal?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. A safety signal or safety behavior is an object, situation, thought, or behavior that is an indicator of safety for the client. That is, if the client feels less negative feelings by having a certain object, engaging in a certain behavior, entering a certain situation, or engaging in a certain thought process, then these are all safety signals. They reduce negative feelings because they signal safety from the aversive or avoided situation.</li> <li>B. Examples of safety signals in each domain are as follows: <ul style="list-style-type: none"> <li>a. Object: medication, friend, cell phone, emergency kit</li> <li>b. Situation: places with an easy escape</li> <li>c. Behavior: compulsive behavior, reassurance seeking</li> <li>d. Thought: worry as preparation</li> </ul> </li> <li>C. An important part of the treatment will be to reduce safety behaviors and safety signals. Teach client to practice "Throw it Out" when it comes to safety signals.</li> </ul>
Example	<p>"Safety signals are another form of avoidance, but they often are not easily recognized as avoidance. They often slip under the radar because they come in multiple unsuspecting forms. Safety signals are any things, people, situations, behaviors, or thoughts that reduce our negative feelings because they are present. We call them safety signals because that object, situation, behavior or thought is a signal or indicator of safety from the thing we dread. For example, what if that person who was afraid of swimming only swam with a friend or with a flotation device. What would they learn?"</p> <p>"That's right. They wouldn't learn that swimming in the ocean was safe, but only that they were safe if their friend or their flotation device was with them. Can you think of some safety signals in your life?"</p>





going to “Throw Out” safety behaviors and safety signals, and we are going to “Stay With It” by focusing our attention on the feared stimulus during exposure.”

E. “Throw Out”

“We are going to “Throw Out” safety behaviors and safety signals.”

F. “Stay With It”

“We are going to “Stay With It” by focusing our attention on the feared stimulus during exposure. Throughout treatment, we will also add a few more strategies that are effective for new learning. Any questions? How do you feel about getting started?”

**Session 1** Title  
 Definition

**NAT Nexus**

The NAT Nexus is designed to determine all the factors that affect the expectancy for a given CS-US association. These are then combined into an “optimal exposure plan”. While the client may or may not engage in the optimal exposure during treatment, this serves as a guide for designing subsequent exposure. You may need to complete more than one NAT Nexus during treatment. For example, for a client with panic disorder who fears both that a rapid heartbeat will lead to a heart attack and that difficulty escaping (e.g., being in crowds) may lead to fainting, one NAT Nexus will focus on the rapid heartbeat-heart attack association while another will focus on the crowd-fainting association.

- A. “I’d like to begin by discussing the situations or sensations that may elicit anxiety or that you may avoid. Then we will discuss all the factors that may increase your expectation that a negative outcome (rejection, heart attack) will occur, so we can discuss what the best “test” of your fears might be. We call this an “Optimal Exposure.” While we may or may not actually perform an optimal exposure later in treatment, it serves as a framework to help us design exposures.”
- B. “You mentioned that you avoid (insert client relevant example using information gathered at the beginning of the session).”
- C. Using the first question on the second page of the NAT Nexus, start by identifying the US. An unconditional stimulus is generally a biologically significant event (heart attack, social rejection, intolerable distress). Write in the US in the “distressing outcome” box. Although the client may list several distressing outcomes, only place one US in this box. For the first NAT Nexus, try to limit it to the most distressing US.
- E. “Distressing Outcome: When you’re [INSERT PRIMARY CONCERN], what are you most worried will happen?”



- F. Proceed with the remainder of the NAT questions in order to determine what factors (contexts, duration, presence of safety signals, sensations) modulate the client's expectancy. For each box, identify the principal stimulus (i.e., the stimulus that has the greatest impact on the likelihood of the US).
- G. Identify the principal CS. This is the stimulus that is thought to directly predict the occurrence of the US. For example, in panic disorder, this might be a physical sensation, while in social anxiety disorder, this might be a social interaction. It is important that you correctly identify the target CS and not stimuli that modulate the CS-US relationship. For example, on the panic disorder NAT Nexus example on the next page, the target CS is "increased heart rate". Additional stimuli are either modulatory (e.g., occasion setters), such as images or safe places, or are conditioned inhibitors (safety objects).
- H. "Principal CS: Of all the things you mentioned that make you think you will experience [DISTRESSING OUTCOME], which is the one that makes you most certain you will experience [DISTRESSING OUTCOME]?"

Troubleshooting Is it better to have them come up with some of the situations?  
 → Yes. However, it is important that all situations are feasible and tap into the aversive situation.

**Session 1** Title  
 Definition

**Create an optimal exposure plan using info from NAT Nexus**

- A. The optimal exposure represents the optimal test of the client's distressing outcome. This can be used to plan initial exposures or it can be used as an exposure if the client is willing. For example, for the panic disorder NAT Nexus example on the next page, the optimal exposure plan entails increasing heart rate, dizziness, and shortness of breath. Safety signals, such as anxiety pills, wife, and cell phone are removed. The client concentrates on the physical feelings to increase salience and imagines having a heart attack. This exposure lasts 15 minutes.
- B. It is important to note that while an optimal exposure entails identification of all the stimuli that increase expectancy of an aversive outcome, you would not conduct an optimal exposure until you conducted extinction to each of the excitatory stimuli (e.g., conditional stimuli that predict a US) in isolation. See section on deepened extinction.
- C. Optimal duration refers to the optimal duration necessary to violate a client's expectation. For example, a client who fears passing out as a result of hyperventilation, may indicate that the optimal duration to violate this expectation is 10 mins.
- D. Optimal conditions/contexts refer to contextual stimuli that increase the likelihood that a certain negative event might occur. For example, for a client who fears rejection, going to a party where they don't know anyone will be a stronger "test" of their distressing outcome.



- E. Safety behaviors are behaviors or stimuli that reduce the expectation that an aversive event will occur and therefore interfere with extinction learning.
- F. Subsequent exposures can be approximations of this “optimal exposure.”



Elements that increase the likelihood of the feared or distressing outcome (conditional excitors or positive occasion setters):

	CS or OS	Strongest
Physical sensations _____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
Situations & settings _____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
Objects _____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
Thoughts or images _____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
Other _____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
_____	_____	<input type="checkbox"/>
Principal CS (e.g., physical sensation, situation) and duration:		
_____		
_____		

Elements that decrease the likelihood of the feared or distressing outcome(conditional inhibitors or negative occasion setters):

**Behaviors** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thoughts** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Objects** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Legend**

- CS= conditional stimulus
- OS= occasion setter
- US = unconditional stimulus

*Ultimate Exposure:*

## Questions to ask to gather information for the NAT Nexus

### Unconditional Stimulus (US)

#### Feared or Distressing Outcome:

- When you are in situations that you fear or are distressing, what is your greatest worry? What is it you are most worried will happen? Be specific.
- *[Clinicians, these are physical, social or mental catastrophes]*

### Excitatory Conditional Stimuli (CS) (and positive occasion setters)

Clinicians, for each element, clarify if it is a CS that directly predicts the US or an occasion setter that amplifies the relationship between a CS and US (see next page). Also, where appropriate, indicate the duration of the element.

#### Physical Sensations:

- What physical sensations make you think you are more likely to [OUTCOME]?
- How long would you need to experience the sensation before you are convinced that you will [OUTCOME]?
- Which sensation makes you most convinced you will [OUTCOME]? (*check one*)

#### Situations and Settings:

- What situations or settings make you think you are more likely to [OUTCOME]?
- How long would you need to be in the situation before you are convinced that you will [OUTCOME]?
- Which situations or settings make you most convinced you will [OUTCOME]? (*check one*)

#### Objects:

- What objects make you think you are more likely to [OUTCOME]?
- How long would you need to have contact with the object before you are convinced that you will [OUTCOME]?
- Which objects make you most convinced you will [OUTCOME]? (*check one*)

#### Thoughts/Images:

- What thoughts or images make you think you are more likely to [OUTCOME]?
- How long would you need to focus on the thoughts/images before you are convinced that you will [OUTCOME]?
- Which thoughts/images makes you most convinced you will [OUTCOME]? (*check one*)

#### Principal CS:

- Of all the things you mentioned that make you think you will [OUTCOME], which is the one that makes you most certain you will [OUTCOME]? (*circle one*)

**Clinicians:** After establishing the principal CS, assess whether the other stimuli above are excitatory CSs or positive occasion setters by asking the following:

- Does [insert stimulus] predict the likelihood of [insert US] by itself or does it merely increase the likelihood that [principal CS] will lead to [US]?
- **Example:** After doing the nexus of social anxiety disorder you determined that the principal CS is starting a conversation and that the US is rejection. You then go to the physical sensation section, where you already established that a rapid heart rate is a predictive stimulus in that domain. You then ask the client if a rapid heartbeat is an independent predictor of rejection or if it merely increases the likelihood of rejection in the presence of the principal CS (starting a conversation). You would then do the same for the other excitatory domains (e.g., thoughts, objects, etc.).

### **Conditional Inhibitors and Negative Occasion Setters (e.g., safety signals)**

#### **Safety Behaviors:**

- What are some behaviors you do to avoid [OUTCOME] or make you think [OUTCOME] is less likely to occur?

#### **Safety Thoughts:**

- What are some thoughts you use to avoid [OUTCOME] or that make you think [OUTCOME] is less likely to occur?

#### **Safety Objects:**

- What are some objects that make you think [OUTCOME] is less likely to occur?

#### **Safe Places:**

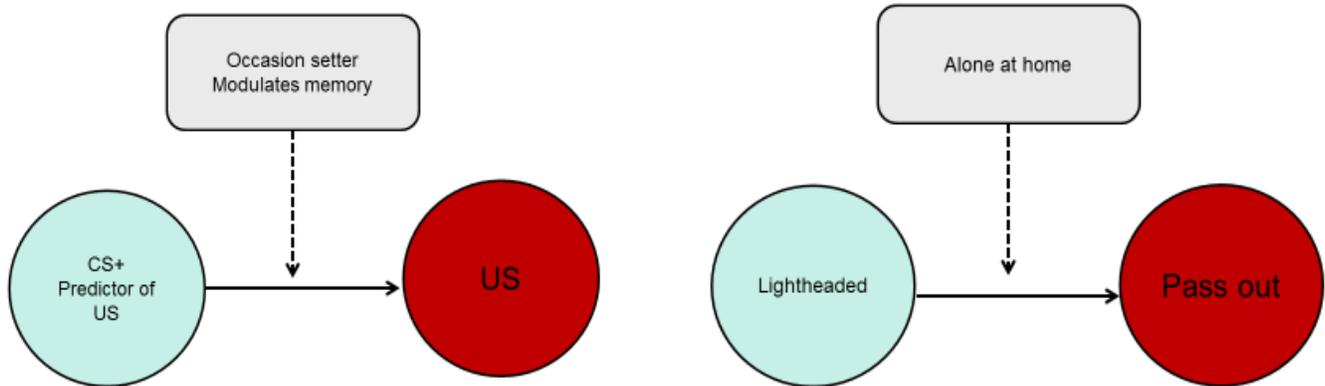
- What are some places that make you think [OUTCOME] is less likely to occur?

#### **Other**

- Is there anything else we haven't talked about that makes you more or less certain that [OUTCOME] will occur?

### **How to distinguish between CS or occasion setter:**

For each element that the participant identifies as a predictor of the US, clarify whether it is a CS or an occasion setter by asking if it directly predicts the US or is only relevant when another key element is present. An element is a CS if it directly predicts the US, whereas an element is an occasion setter if it changes the strength of the relationship between a CS and US.



Example: If the person indicates that being alone at home is a predictor of passing out, clarify whether it is being alone at home itself or is it that being at home alone increases the chances of lightheadedness leading to passing out. Solid lines indicate direct prediction of the CS to US, whereas dashed lines indicate modulation of the CS-US relationship strength by an occasion setter.

**Goal of distinguishing between CS or OS:**

**There are three main clinical benefits of determining whether a stimulus is a CS or OS:**

- 1) If the stimulus is a positive OS (i.e., strengthens the CS-US relationship) then it can be included in any exposure to enhance expectancy (e.g., testing out whether feeling lightheaded (CS) leads to passing out (US) while at home alone (OS)).
- 2) If the stimulus is an OS, it should not be included as the only predictive element in an exposure (e.g., testing whether being at home alone predicts passing out, in the absence of the excitatory CS of feeling lightheaded). By determining whether stimuli are CSs or occasion setters, clinicians can ensure they are always testing direct CS-US relationships in exposures (rather than OS-US relationships).
- 3) If the stimulus is an excitatory CS then clinicians would not want to include it as a second CS in an exposure unless attempting deepened extinction. At first, exposures should test one CS-US relationship at a time before combining two CSs in deepened extinction.



<b>Session 2</b>	Title	<b>Conduct first in-vivo or interoceptive exposure in session</b>
	Definition	<ul style="list-style-type: none"> <li>A. Choose an in-vivo or interoceptive exposure that is moderately distressing and feasible to complete in session.</li> <li>B. It is important that the first exposure sets the client up for success, defined as an experience that successfully violates their expectancy of a negative outcome.</li> <li>C. Ideally, exposures should be repeated 2-3 times in session, although you can vary the details of the exposure consistent with the concept of variability discussed previously and the number of repetitions will depend on the length of each exposure.</li> <li>D. Following exposure practice, discuss the non-occurrence of the feared event. While the non-occurrence of certain physical catastrophes (e.g., heart attack) may be readily apparent in panic disorder, the non-occurrence of social judgment or losing control may be harder to determine. It is important to identify concrete behavioral indicators of the US (e.g., social judgment) such as negative comments, negative facial expressions, terminating social interactions etc. In addition, the ability to tolerate the uncertainty associated with social interaction may also be a component of the new learning that occurs. Similarly, identify concrete behavioral indicators of losing control or going crazy, such as inability to walk, talk or function at a task.</li> <li>E. If a given exposure is conducted to violate the expectancy that a client is unable to tolerate distress, it is important to operationalize “distress intolerance.” Does the client anticipate being able to only tolerate the distress for a specific period of time? If so, exposure should be designed to extend beyond that point. Does the client fear distress would result in difficulty in functioning? In this case, you should assign a task following each exposure (completing work, cooking a meal) to violate the expectation that experiencing distress leads to impairment in functioning.</li> <li>F. Complete a NAT Exposure Sheet for each in-session exposure.</li> <li>G. <b>Homework: Assign 5 additional exposures for between-session practices.</b> Aim for daily in-vivo exposure, although a minimum of 5 days per week is acceptable. If a given interoceptive practice is brief (e.g., 1 minute of hyperventilation) than it should be repeated a minimum of 3 times with a short (e.g., 1 minute) break between each hyperventilation. Longer interoceptive exposures (e.g., exercising at a high heart rate for 20 minutes) need not be repeated multiple times in the same day. Aim for daily practice, particularly with short duration interoceptive exposures, although a minimum of 5 days per week is acceptable.</li> <li>H. Discuss the details of exposure practice, including the duration, number of repetitions, contexts, and most importantly, what expectancy the client is violating.</li> <li>I. Examine the NAT exposure sheet with the client and ensure s/he understand how to complete it. The client should complete one sheet for each exposure practice. It may be helpful to fill in some of the sections in session, such as the exposure plan and anticipated negative outcome.</li> </ul>



- J. The first two pages of the exposure sheets list the details of the exposure plan including what the client is “testing out” (e.g., the CS-US relationship), how the client is testing it out (the conditions or contexts), and what extinction enhancement strategies the client should use.
- K. For each exposure practice:
  1. TEST IT OUT: Design exposures to maximally violate expectancies.
  2. VARY IT UP: Vary the context, duration and stimuli (see previous section on variability regarding balancing expectancy violation and variability).
  3. THROW IT OUT: Remove safety behaviors/signals.
  4. STAY WITH IT: Encourage client to attend to the target CS (e.g., facial expression, physical sensation) during the exposure.
- L. The third page of the exposure sheet asks questions regarding expectancy and distress, and assists clients in extinction rehearsal. The client should complete the top section prior to the exposure and the bottom section immediately following the exposure.

Ingredient	Title Definition	<b>Conduct in-vivo exposure</b>
		Convey the following points: <ul style="list-style-type: none"> <li>A. In-vivo exposure is exposure to objects or situations rather than physical sensations (i.e., interoceptive exposure) or thoughts or mental images (i.e., imaginal exposure). “Doing exposure exercises is like learning a new language or learning how to play an instrument. How does someone get better at speaking a new language or playing an instrument? Every week, I will be assigning exposure practice. Only practicing during session is not enough, given that we only see each other one hour of the entire week. We are together for less than 5% of your week! Therefore, your between-session exposure practice is crucial.”</li> </ul>



- B. The client will engage in a lot of in-vivo exposure during session, but most of the in-vivo exposure will be conducted at home as practice.
- C. Discuss specifics of the exposure, including duration, number of repetitions, potential safety signals that may obstruct the exposure.
- D. Goal is to violate client's expectancy (e.g., "test it out") regarding likelihood of negative outcome or ability to tolerate distress.
- E. Help clients to anticipate some level of discomfort.
- F. Prior to conducting in-session exposure, discuss anticipated negative outcome (use TAD exposure sheet to guide practice).
- G. Obtain client consent to conduct the exposure.
- H. Conduct exposure for agreed upon duration or until behavioral goal is reached.
- I. Do the exposure as much as possible in a given session.
- J. Leave enough time (10 minutes) at the end of the session to debrief.
- K. Discuss non-occurrence of anticipated event or ability to tolerate distress.
- L. Assign additional in-vivo exposure work as practice.
- M. Therapists should go over the exposure practice sheet with clients in detail to ensure that clients are aware of how to use the TAD exposure sheet in conjunction with assigned exposure.

Example

"Today we are going to do an exposure focused on initiating a conversation. In a moment, one of my colleagues is going to join us. The goal of this exposure is for you to initiate a conversation, and to maintain that conversation for five minutes. What do you anticipate might happen? [Work to elicit a concrete negative outcome (e.g., I'll be rejected) rather than vague concerns such as they will appear anxious]. On a scale from 0-100, how likely do you think it is that you will [insert negative outcome]?"

"[Following exposure] Did what you were most worried about occur? How do you know? What did you learn? Were you able to handle the distress?"

Troubleshooting

- My client does not anticipate a negative outcome.
  - Some clients may report that they "rationally" do not anticipate a negative outcome. What we are trying to assess is the learned association that exists at a "gut" or "distressing" level. It may be helpful to use phrases such as "What does the anxious or negative part of you worry might happen?"
- My client does not have buy-in.
  - It is important that the client understands the purpose of exposure. Explain to the client that research suggests exposure to be the most effective form of treatment for most negative emotions including anxiety and depression.
- My client is too scared to do the exposures.
  - Validate client's distress. If client has engaged in exposures previously, discuss her/his success in the past.



**Ingredient**    **Title**  
                     **Definition**

**Conduct interoceptive exposure**

Convey the following points:

- A. In addition to distressing situations, we can learn to be distressed by our own bodily sensations. For example we may associate the feeling of a slightly increased heart beat with a heart attack.
- B. Similar to exposures to avoided situations (i.e., in-vivo exposure), interoceptive exposure requires us to repeatedly confront bodily sensations that are distressing.
- C. Examples of interoceptive exposures include induced hyperventilation, breathing through a straw, spinning in a chair, mirror gazing, and exercise.
- D. Conduct an initial assessment using standard interoceptive exercises conducted for approximately 1 min each and assess client level of distress and similarity of the experience to sensations that occur outside of session (see manual for additional instructions).
- E. Discuss specifics of the exposure, including duration, number of repetitions, potential safety signals that may obstruct the exposure.
- F. Goal is to violate client's expectancy (e.g., "test it out") regarding likelihood of negative outcome or ability to tolerate distress.
- G. Help clients to anticipate some level of discomfort.
- H. Interoceptive exposure should be continued for at least 30 secs past when sensations become uncomfortable and should be repeated several times during session.
- I. Prior to conducting in-session exposure, discuss anticipated negative outcome (use TAD exposure sheet to guide practice).
- J. Obtain client consent to conduct the exposure.
- K. Conduct exposure for agreed upon duration or until behavioral goal is reached.
- L. Do the exposure as much as possible in a given session.
- M. Leave enough time (10 minutes) at the end of the session to debrief.
- N. Discuss non-occurrence of anticipated event or ability to tolerate distress.
- O. Assign additional interoceptive exposures as practice and encourage the client to engage in them in many different contexts.
- P. We expect everyone to do in-vivo exposures, however the choice of whether to include interoceptive, imaginal, or written exposures will be based on clinical judgment and the most effective way to target the client's psychopathology.
- Q. Therapists should go over the exposure practice sheet with clients in detail to ensure that client's are aware of how to use the TAD exposure sheet in conjunction with assigned exposure.



**Example**

“Interoceptive exposure is a fancy phrase for exposure to our physical sensations that generate negative feelings. For example, often people with panic attacks find rapid heart-beat, sweaty palms, and hyperventilation to be sensations that cause much fear and anxiety. Does that sound like you? When people fear these sensations, they also tend to engage in avoidance behavior that inadvertently causes fear of these sensations. Therefore, we must expose ourselves to these sensations to treat the fear and avoidance.”

“[Following exposure] Did what you were most worried about occur? How do you know? What did you learn? Were you able to handle the distress?”

**Troubleshooting**

All the interoceptive exposures I try don't work. I am in a safe controlled environment and so I am not afraid of them.

→ Explain to the client that it is common among clients who are distressed by these sensations. Make sure that the client is engaging in the exposures long enough (i.e., at least 30 seconds after s/he feels uncomfortable sensations), that s/he is trying all types of exposures, that the exposures parallel real-world situations (e.g., fear of rapid heart-beat → running up and down stairs), that s/he is conducting the exposures in various contexts, and that the client is not engaging in any safety behaviors.

My client is embarrassed to do these exposures, and as a therapist, I am embarrassed to do them with her.

→ A lot of these exposures can be silly looking. Even so, it is important for the client and therapist to engage in them. Just think of them as an exposure to doing embarrassing tasks! Research indicates that the more you do them, the less anxiety they will cause.



**Ingredient**    **Title**  
                          **Definition**

**Conduct imaginal exposure**

Convey the following points:

- A. Many individuals with high negative affect struggle with intrusive images.
- B. Imaginal exposure is exposure to these mental images.
- C. The goal in therapy is to imagine these situations in as much detail as possible, or recount them if they have already occurred, in order: (a) so that the client learns s/he can tolerate the distress, (b) to reduce avoidance behaviors such as suppression, and (c) to decrease the vividness of the intrusions.
- D. Client should be encouraged to close their eyes, use present tense and to include as many sensory details as possible (see manual for additional details).
- E. There exists no consensus on the duration of imaginal exposures. However, brief exposures should be repeated.
- F. During session, aim for the most distressing where appropriate.
- G. Discuss specifics of the exposure, including duration, number of repetitions, potential safety signals that may obstruct the exposure.
- H. Goal is to violate client's expectancy (e.g., "test it out") regarding likelihood of negative outcome or ability to tolerate distress.
- I. Help clients to anticipate some level of discomfort.
- J. Prior to conducting in-session exposure, discuss anticipated negative outcome (use TAD exposure sheet to guide practice).
- K. Obtain client consent to conduct the exposure.
- L. Conduct exposure for agreed upon duration or until behavioral goal is reached.
- M. Leave enough time (10 minutes) at the end of the session to debrief.
- N. Discuss non-occurrence of anticipated event or ability to tolerate distress.
- O. Subsequent exposures can be directed towards "hot spots" or aspects of the intrusive image that are most distressing.
- P. Assign additional imaginal exposures as practice. It may be helpful to record the in-session imaginal exposure and have the client listen to the recording for homework.
- Q. Therapists should go over the exposure practice sheet with clients in detail to ensure that clients are aware of how to use the TAD exposure sheet in conjunction with assigned exposure.

Note: For clients with trauma histories, recounting traumatic events can elicit a variety of emotions (guilt, anger, fear, sadness). It is extremely important to validate the client's distress and to reinforce their willingness to approach these distressing memories. For clients with depression, intrusive negative images often center on interpersonal concerns, illness, or traumatic memories.



**Example** “We’ve discussed that you are afraid of [name mental images]. A way to reduce the negative feelings around these images is to expose yourself to them by purposefully conjuring them up. We are going to do that here in session.”

“[Following exposure] Did what you were most worried about occur? How do you know? What did you learn? Were you able to handle the distress?”

**Troubleshooting** My client keeps recounting her memory in the past tense.  
→ This is common. Gently rephrase sentences for the client. “So, you are walking in the door” or ask questions that elicit the present tense, “What are you feeling?”

My client does not want to close his eyes.  
→ Validate your client’s distress and discuss concerns. It is common to avoid closing one’s eyes as a method of avoidance. However, clients (particularly those with trauma histories) may have safety concerns as well. It is acceptable to conduct the first imaginal exposure with their eyes open and work towards conducting it with their eyes closed. However, they should be instructed to look at a point on the wall, down on the ground, etc. and not to look at you (too distracting).

My client dissociated during the exposure.  
→ For clients with dissociative tendencies, it can be helpful to implement grounding techniques in conjunction with the exposure. These can include gently stating the client’s name, having him/her briefly focus on physical sensations such as sitting in a chair, feeling his/her feet on the floor, etc. It is essential to not reinforce the dissociation by discontinuing the exposure, but rather continuing with the exposure after implementing grounding techniques.



Ingredient	Title	Conduct written exposure
	Definition	<p>Convey the following points:</p> <ol style="list-style-type: none"> <li>A. For individuals with intrusive negative images of past traumas, it may be helpful to conduct a written exposure.</li> <li>B. Similar to imaginal exposure, except the client writes out his/her trauma account, and then reads it aloud.</li> <li>C. The goal in therapy is to write out these situations in as much detail as possible in order: a) that the client learns that s/he can tolerate the distress, b) to reduce avoidance efforts such as suppression, and c) to decrease the vividness of the intrusions.</li> <li>D. Client should be encouraged to include as many details as possible (see manual for additional details).</li> <li>E. Subsequent written exposures can be directed towards “hot spots” or aspects of the intrusive image that are most distressing.</li> <li>F. Discuss specifics of the exposure, including duration, number of repetitions, potential safety signals that may obstruct the exposure.</li> <li>G. Prior to conducting exposures, examine distressing outcomes (use TAD exposure sheet to guide practice).</li> <li>H. Discuss non-occurrence of anticipated event or ability to tolerate distress.</li> <li>I. Assign additional written exposures as practice.</li> <li>K. We expect everyone to do in-vivo exposures, however the choice of whether to include interoceptive, imaginal or written exposures will be based on clinical judgment and the most effective way to target the client’s psychopathology.</li> </ol> <p>Note: For clients with trauma histories, recounting traumatic events can elicit a variety of emotions (guilt, anger, fear, sadness). It is extremely important to validate the client’s distress and to reinforce his/her willingness to approach these distressing memories.</p>
Example		<p>“We’ve discussed that you are afraid of [name mental images]. A way to reduce the negative feelings around these images is to expose yourself to them by purposefully conjuring them up and writing them down. We are going to do that here in session.”</p> <p>“[Following exposure] Did what you were most worried about occur? What did you learn? Were you able to handle the distress?”</p>

# Exposure Plan

By repeated practice with things that you avoid, you have the chance to learn that your greatest worry rarely happens or can be tolerated. This part of treatment will teach you strategies for how to best conduct exposure and “test it out.”

Is this a homework practice? Yes \_\_\_\_ No \_\_\_\_

What am I testing out (What is my greatest worry? e.g., rejection, loss of control, physical harm, intolerable distress)?

---

How am I testing it out (What are the things that I will do in this exposure practice)?

---

Strategies for this exposure (check all that apply):

What am I throwing out? \_\_\_\_\_

How will I stay with it? \_\_\_\_\_

How will I combine it? \_\_\_\_\_

How will I face it? \_\_\_\_\_

Put it all together: *What is my exposure?*

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# Exposure Log

**Complete Immediately Before Exposure Practice**

Is this exposure practice being completed in-session with your therapist? Yes \_\_\_ No \_\_\_

How likely is it that my greatest worry will come true? \_\_\_\_\_ 0-----25-----50-----75-----100  
 not at all possible 50/50 probably definitely

What is my current fear/anxiety as I think about this practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
 none mild moderate strong extreme

*Now Complete Exposure Practice*

**Complete Immediately After Exposure Practice**

What is my fear/anxiety right after exposure practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
 none mild moderate strong extreme

What was my peak fear/anxiety during exposure practice? \_\_\_\_\_ 0-----25-----50-----75-----100  
 none mild moderate strong extreme

Duration of exposure practice: \_\_\_\_\_

Thinking back to the exposure, select the point at which you believed that your greatest worry was actually going to happen. How certain were you at that point? \_\_\_\_\_ 0-----25-----50-----75-----100  
 not at all possible 50/50 probably definitely

Did my greatest worry come true? Yes \_\_\_ No \_\_\_

How do I know? \_\_\_\_\_  
 \_\_\_\_\_

What did I expect to happen as a result of doing the exposure? What happened? Did that surprise me?  
 \_\_\_\_\_  
 \_\_\_\_\_

What did I learn? \_\_\_\_\_  
 \_\_\_\_\_

Imagine I repeated the same exposure practice. How likely is it that my greatest worry will occur this time? \_\_\_\_\_  
 0-----25-----50-----75-----100  
 not at all possible 50/50 probably definitely



<b>Session 3</b>	<b>Title</b>	<b>Between-session Practice Review</b>
	<b>Definition</b>	Convey the following points: <ul style="list-style-type: none"><li>A. Review between-session exposures with a particular focus on consolidating the non-occurrence of the distressing event. Discuss any difficulties in completing exposure practice.</li><li>B. Conduct In-Vivo or Interoceptive Exposure.</li><li><b>C. Homework: Assign 5 Between-Session Practices.</b></li><li>D. For each exposure practice:<ul style="list-style-type: none"><li>1. <b>TEST IT OUT:</b> Design exposures to maximally violate expectancies.</li><li>2. <b>VARY IT UP:</b> Vary the context, duration and stimuli (see previous section on variability regarding balancing expectancy violation and variability).</li><li>3. <b>THROW IT OUT:</b> Remove safety behaviors/signals.</li><li>4. <b>STAY WITH IT:</b> Encourage client to attend to the target CS (e.g., facial expression, physical sensation) during the exposure.</li></ul></li></ul>



**Session 4-7 Title Deepened Extinction/Occasional Reinforced Extinction**

**Definition** Convey the following points:

- A. Continue with in-session and between-session exposures, but also incorporate deepened extinction or occasional reinforced extinction.
- B. You must devote at least two weeks to a given strategy. For example, session 4 and 5 might be devoted to deepened extinction, while session 6 and 7 focus on occasional reinforced extinction. You can also devote all 4 sessions to one strategy (e.g., deepened extinction). These extinction enhancement strategies will be a component of both within- session and between-session exposures.
- C. Review between-session exposures with a particular focus on consolidating the non-occurrence of the feared event. Discuss any difficulties in completing exposure practice.
- D. Prior to conducting in-session exposure, discuss the addition of one of the following strategies:
- E. Deepened Extinction (Combine It):  
 “Another strategy that can enhance exposure is to combine two cues during an exposure. Remember how we discussed that exposures are enhanced when there is a big discrepancy between what we predict and what actually happens? Imagine someone was concerned that starting a conversation would lead to rejection, and that someone noticing they were anxious would lead to rejection, what do you think would happen if they started a conversation while anxious? That’s right! They might really expect to be rejected. When they aren’t, there is more new learning. We are going to do this in a very particular way. We are going to combine two things that we’ve already done exposure to in one exposure (OR, we are going to combine one thing we’ve already done an exposure to with a brand new thing we haven’t done an exposure with).”
- F. Occasional Reinforced Extinction (Face Your Fear):  
 “Another strategy that can enhance exposure is to occasionally have the negative outcome occur. I know this sounds paradoxical. However, imagine if every once in a while you did experience rejection, or judgment, during an exposure and you lived through it? What might you learn from that experience? That’s right. You would probably learn that you could handle the negative outcome. It can also teach you that you can bounce back from that negative experience and conduct another exposure after it.”
- G. Examples of exposures that might elicit negative evaluation:
  - Dressing in funny clothes and asking strange questions (“Does the Earth revolve around the Sun?”)
  - Wearing a sign that says “I’m anxious.”  
 “So, we are still going to Test it Out, Vary it Up, and Throw it Out, but now we will also (Stay With It, or Face Your Fear).”



H. You should add the relevant extinction enhancement strategy to the in-session exposure, and discuss ways clients can incorporate them in their between-session practice.

**I. Homework: Assign 5 Between-Session Practices.**

J. For each exposure practice:

1. TEST IT OUT: Design exposures to maximally violate expectancies.
2. VARY IT UP: Vary the context, duration and stimuli (see previous section on variability regarding balancing expectancy violation and variability).
3. THROW IT OUT: Remove safety behaviors/signals.



**Ingredient**

Title  
 Definition

**Summary of Exposure Enhancement Strategies**

Incorporate the following elements into exposure exercises:

- A. TEST IT OUT:
  - a. Extinction relies upon violation of expectancy. If possible, design exposures so that they maximize the violation of this expectancy. For example, if an individual feels that they will only faint after 10 minutes with an elevated heart rate, it is important to conduct an exposure for longer than 10 minutes.
- B. STAY WITH IT:
  - a. Encourage the client to remain focused on the target stimulus during an exposure.
- C. COMBINE IT:
  - a. In addition, incorporating multiple cues for a given aversive outcome increases the anticipation of a negative outcome, and, when it does not occur, extinction is enhanced. However, it is important to maintain the salience of a primary cue. This can be done by combining a cue that you had previously “extinguished” with a new cue. For example, after conducting exposure using hyperventilation you may ask the client to enter a claustrophobic situation while hyperventilating.
- D. TALK IT OUT:
  - a. Encourage participant to label his/her emotions when conducting exposures (i.e., affect labeling). However, this should only be incorporated if it is not used as a distraction.
- E. THROW IT OUT:
  - a. Decrease the use of safety signals throughout exposures.
- F. VARY IT UP:
  - a. Extinction learning is highly context dependent. Encourage clients to conduct exposures in multiple contexts.
- G. FACE IT:
  - a. It may be beneficial to *occasionally* include presentations of the US during exposure. For example, occasionally including elements of rejection during a social-evaluative exposure helps promote generalization of extinction.
- H. It is unlikely you will include all exposure enhancement strategies in a given exposure. The decision as to which strategies to employ is a clinical one, and should be discussed in supervision.
- I. Discuss these strategies with your client, and reinforce the use of the key phrases (e.g. test it out, stay with it, etc.). Discuss which strategies they will use prior to each exposure.

Example

“As we discussed, we are going to “combine it” and do an exposure where you touch the public toilet seat with your hand. [Both public restrooms and toilet seats are each associated with fears of



<p>Troubleshooting</p>	<p>contamination] As we do this, I'd like you to "talk it out" by verbalizing your feelings."</p> <p>The client discontinued the in-session exposure prior to the agreed upon end time.</p> <p style="padding-left: 20px;">→ Validate client's distress, reiterate the rationale behind exposure, and discuss the consequences of avoidance (again). It is best to perform another exposure if possible. Client should be heavily reinforced for any further attempts.</p> <p>My client had a panic attack.</p> <p style="padding-left: 20px;">→ This is excellent (particularly if the client fears bodily sensations). Discuss the nonoccurrence of feared outcomes (e.g., heart attack) and reinforce client's ability to tolerate distress.</p> <p>My client keeps stating that s/he performed poorly during a social interaction.</p> <p style="padding-left: 20px;">→ It is common for clients with social evaluative concerns to focus on the perceived negative aspects of an interaction. It is important to redirect their attention to potential behavioral indicators of their distressing outcome (e.g., how do they know they were rejected). Alternatively, it may be helpful to discuss how they would cope with a situation if it did not proceed as planned. Was it as bad as they thought?</p>
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**Part A: Background on strategies for enhancing the initial encoding, consolidation, retrieval and generalization of extinction learning.**

**Encoding of Extinction**

Violation of Expectancy. Learning theory suggests that learning, or in this case extinction learning, occurs when there is a discrepancy between what is predicted and what actually occurs. Therefore, as reviewed in Craske et al. (2008, 2012), the therapist should design exposures in such a way that the experience *maximally violates the negative, excitatory expectancies* regarding the rate or frequency with which aversive outcomes occur (Rescorla & Wagner, 1972; Gallistel & Gibbon, 2000), or the intensity of the aversive outcome (Davey, 1992); this approach should enhance the development of inhibitory expectancies. In this approach, exposure tasks are designed to enhance new learning and are not guided by premises of fear reduction, nor to "stay in the situation until fear declines." For example, for persons who fear not being able to speak when they are anxious in a meeting, we design the exposure to ask questions in meetings specifically whilst anxious. Similarly, for persons who fear fainting from a panic attack, sustained panic is necessary to fully violate this expectancy. This approach ties exposure parameters directly to consciously stated expectancies for aversive events. We find that anticipated negative outcomes in panic disorder and social phobia generally cluster around two core areas: 1) specific aversive outcomes (e.g., panic attack leading to a heart attack, social interaction leading to rejection), and 2) the inability to tolerate the distress associated with confrontation with the CS or US or to function in the face of that distress. In either case, exposures can be designed to violate a given expectancy. We find the phrase "**Test it Out**" helpful for conveying the rationale of exposure to clients ("it"

being the aversive outcome, the inability to tolerate distress or to function during distress, or both).

Note: if a given exposure is conducted to violate the expectancy of being unable to tolerate distress, it is important that you work with the client to behaviorally operationalize “distress intolerance.” The key question here is, “How would the therapist and client know if they did not tolerate the distress?” Does the client anticipate being able to only tolerate the distress for a specific period of time? If so, exposure should be designed to extend beyond that point. Does the client fear distress would result in some difficulty in functioning? In this case, assign a task following each exposure (completing work, cooking a meal) to violate the expectation that experiencing distress leads to impairment in functioning.

**ALL EXPOSURES SHOULD BE DESIGNED TO VIOLATE CLIENT’S EXPECTATION REGARDING THE LIKELIHOOD OF AN AVERSIVE EVENT OR THE INABILITY TO TOLERATE DISTRESS OR FUNCTION WHILE DISTRESSED.**

Attentional Salience. A key component of associative learning models is that associative change (e.g., extinction learning) is enhanced with CS salience, and that learning will be directed to the cue, or cues, that are most salient (i.e., “salient” meaning prominent, conspicuous, attention-grabbing; Mackintosh, 1975; Pearce & Hall, 1980). Thus, directing a

client’s attention to the target CS during extinction (e.g., maintaining eye contact during social interactions, focusing on a given physical sensation in panic disorder) will not only enhance extinction learning but also direct inhibitory learning to the target CS. The phrase “**Stay with It**” is used to convey the rationale behind attentional salience.

**ALL EXPOSURES SHOULD ENCOURAGE ATTENTIONAL SALIENCE.**

Deepened Extinction. Presenting two excitatory cues simultaneously may “over-predict” the occurrence of the US and thereby enhance extinction learning when the feared outcome does not occur (Rescorla, 2006). For example, in panic disorder, both hyperventilation (e.g., lightheadedness, tingling) and spinning (e.g., dizziness) may each be associated with a heart attack, combining the two into one exposure may enhance learning from exposure. In social anxiety disorder, signs of anxiety may be induced (e.g., having the client speak with a trembling voice or be fidgety) while simultaneously initiating a conversation.

An important caveat to deepened extinction is that both cues should not be equally salient. Thus, we either conduct extinction to each cue separately prior to combining them (e.g., conduct exposure to hyperventilation for one week, exposure to spinning for one week, and then combine them) or conduct extinction with one cue prior to combining it with the novel cue. We use the phrase “**Combine It**” to convey the rationale behind deepened extinction.

It is important that each cue is an independent predictor of the US. For example, for a client with panic disorder, inducing a rapid heartbeat while away from home does not necessarily represent a case of deepened extinction if being away from home is not an independent predictor of the aversive outcome (e.g., heart attack) but merely a positive occasion setter. A

positive occasion setter does not predict the presence nor the absence of the US. Instead, it amplifies the CS-US relationship, so while in the presence of the positive occasion setter, the CS becomes a stronger predictor of the US. For example, having rapid heartbeat (CS) might predict a heart attack (US) from the client's perspective, whereas being away from home (positive occasion setter) does not. However, if the client is away from home and they experience rapid heartbeat, they may be more afraid of having a heart attack than if they experienced rapid heartbeat at home. Often times, occasion setters are contextual factors (e.g., location, time).

## **DEEPENED EXTINCTION IS INTRODUCED IN THE LATER PHASES OF EXPOSURE.**

Removal of Safety Signals. Safety signals are conditional stimuli that predict the non-occurrence of the US and therefore mitigate extinction learning. That is, inasmuch as a safety signal (e.g., anxiolytic medication) predicts the non-occurrence of the US (e.g., heart attack), there is less expectancy and consequently less extinction learning. Common safety behaviors in panic disorder and social phobia include medication, cell phones, a "safe" person, not making eye contact, etc. Safety behaviors can be very subtle but potent, such as hesitating during exposures. Clients are encouraged to go all the way, and lean in to the exposure task as fully as possible – as a way of eliminating a safety behavior stance. The phrase "**Throw It Out**" can be used to convey the need to reduce safety behaviors.

## **REMOVAL OF SAFETY SIGNALS SHOULD BE A COMPONENT OF EVERY EXPOSURE.**

Occasional Reinforced Extinction. Recent evidence suggests that extinction can be enhanced by occasionally presenting the US during extinction training. The benefits of occasional reinforced extinction may derive from either a) an increase in expectancy during subsequent extinction trials or) an increase in the salience of the CS. For example, social anxiety exposures may include the occasional presentation of social rejection or "shame attacks," and exposures for panic disorder may include panic attacks.

This is an optional enhancement strategy that can be employed during later phases of the treatment. We find the term "**Face Your Fear**" helpful for conveying the rationale behind occasional reinforced extinction.

## **OCCASIONAL REINFORCED EXTINCTION IS INCLUDED WHEN APPROPRIATE DURING THE LATTER PHASES OF EXPOSURE AND IS NOT A REQUIREMENT**

### **Extinction Rehearsal/Consolidation**

Following an exposure, it is important to discuss the non-occurrence of the feared event. "Extinction rehearsal" is the process of discussing, in detail, both the non-occurrence of the US following exposure and the non-contingent relationship between the CS and US. This is an interactive discussion that involves using open-ended questions – such as, "What did you

expect prior to the exposure,” “What actually happened.” “Was that different from what you expected,” and “What did you learn.” which encourages clients to repeatedly rehearse the CS-noUS relationship, and may facilitate long-term memory via memory consolidation or additional mechanisms. Indeed, mental rehearsal has been shown to enhance memory consolidation (Joos, 2011; Meeter & Murre, 2004).

While the non-occurrence of physical catastrophes (e.g., heart attack) may be readily apparent in panic disorder, the non-occurrence of social judgment or losing control may be harder to determine. We encourage clients to look for concrete behavioral indicators such as negative comments, negative facial expressions, tone of voice, other non-verbal cues, terminating social interactions, etc. Similarly, non-occurrence of losing control or going crazy may be harder to determine in panic disorder. Encourage clients to look for concrete behavioral indicators, such as ability to form a sentence or complete a goal-directed action. It is helpful to examine all of the evidence rather than individual pieces of evidence to determine whether negative judgment occurred, since due to selective attention, individuals with social anxiety disorder may attend to one element of a social interaction (e.g., the other person did not have good eye contact) and conclude that negative judgment occurred. Areas to examine the occurrence or non-occurrence of social rejection include eye contact, tone of voice, body positioning, hand gestures, facial expression, approach/withdraw movements, conversation dynamics (e.g., ending the conversation prematurely), and explicit spoken words of judgment. In addition, the ability to tolerate the uncertainty associated with social interaction may be a

component of the new learning that occurs. Similarly, individuals with panic disorder should examine all of the evidence since they may erroneously focus on one feature (e.g., poor memory or poor concentration) as a sign of going crazy and ignore other evidence.

### **EXTINCTION REHEARSAL/CONSOLIDATING EXTINCTION LEARNING SHOULD BE A COMPONENT OF EVERY EXPOSURE.**

#### **Generalization and Retrieval of Extinction**

Despite the use of the term “extinction,” a wealth of evidence suggests that the original conditional association is neither lost nor erased. Rather, extinction results in the formation of a new CS-noUS association that competes with the original excitatory CS-US association. Unfortunately, unlike the acquisition of fear (i.e., CS-US), extinction learning (i.e., CS-noUS) is highly contextually dependent, and individuals can demonstrate a return of fear when confronting the CS outside of the extinction context (i.e., context renewal). There are two behavioral strategies that may mitigate context renewal.

Variability. Conduct exposure to multiple stimuli in multiple different contexts. Stimulus variability may enhance the storage strength of new information and may help capture a “rule” that cuts across stimuli. In addition, there is some evidence that conducting exposures in multiple contexts may offset context renewal (Balooch, Neuman, & Boschen, 2012). We also encourage variation in the duration, emotional intensity, and predictability of the CS. We find the term “**Change It Up**” helpful in presenting the rationale behind stimulus and contextual variability.

**VARIABILITY SHOULD BE A COMPONENT OF EXPOSURE, ALTHOUGH NOT NECESSARILY EVERY EXPOSURE TASK.**

Note: The concept of variability may seem at odds with expectancy violation. For example, if a therapist assigns a less intense exposure (e.g., a speech with only one confederate) to induce variability in exposures (i.e. some trials are with one confederate and other trials are with many confederates), is she not undermining the principal goal of exposure from a learning theory standpoint: violation of expectancy?

It is important to note that expectancy violation represents an overarching principle that guides each exposure exercise, but the degree to which expectancy is enhanced in order to optimize its violation may vary from trial to trial. For example, during a speech with a single confederate, the therapist may encourage reducing safety behaviors (e.g., making eye contact, deliberately stumbling, etc.) in order to enhance expectancy. However, this exposure may elicit less expectancy of a negative outcome when compared to another (e.g., speech in front of a large audience). The choice of which exposure to do depends on whether you are incorporating another extinction enhancement strategy (e.g., variability), as well as the client's willingness. Thus, variability represents an extinction enhancement strategy *across* a series of exposures, while expectancy violation represents both an overarching framework *across* a series of exposures and a strategy *within* each exposure. For example, across a number of weeks of treatment, a client may engage in several different exposures, such as asking

questions of strangers, speaking up in work meetings, and disagreeing with friends. However, some of these exposures may elicit greater expectancy than others. The therapist may have chosen this series of exposures to “Change it Up.” However, within each exposure, the therapist will attempt to structure the exposure to enhance expectancy violation to the greatest extent possible. In addition, we suggest that variability in stimuli and in contexts is preferred over variability in intensity and expectancy so that extinction learning may generalize without the cost of reducing the potency of any given exposure. For example, in social anxiety disorder you may vary the contexts in which a client initiates a conversation rather than the duration of the conversation.

Retrieval Cue/Mental Reinstatement. Extinction learning is highly contextually dependent, and clients can experience a return of fear when they confront the CS in a context that differs from extinction training. Vividly recalling the extinction context prior to confronting the CS in a new context can retrieve the extinction memory and mitigate return of fear. However, inasmuch as retrieving extinction learning may reduce expectancy during a new extinction trial, we generally only encourage mental reinstatement as a relapse prevention strategy.

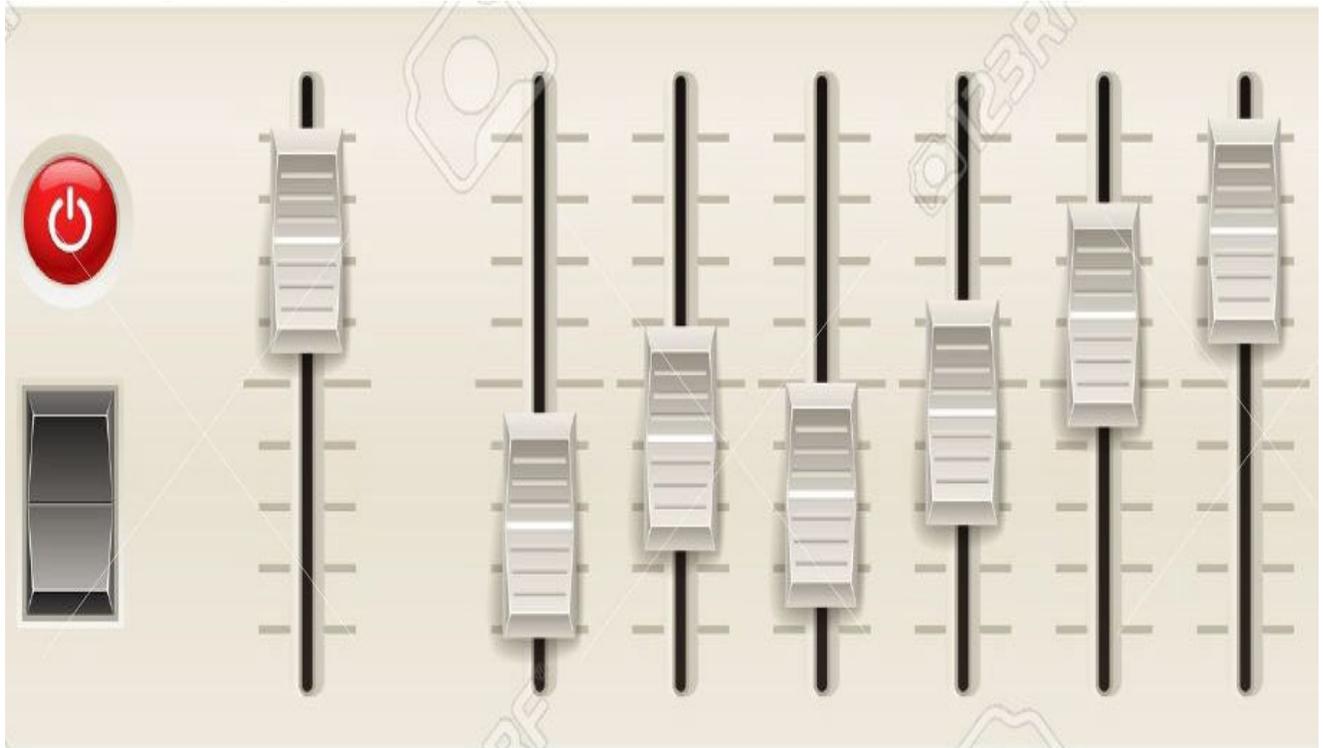
We use the term “**Bring it Back**” to convey the rationale behind mental reinstatement.

**MENTAL REINSTATEMENT IS PRACTICED DURING THE LAST WEEK OF EXPOSURE.**

It might be unrealistic to focus on every exposure optimization strategy in a given exposure. Thus, the therapist and client can decide which strategies to emphasize in a given exposure (this is also somewhat structured by session; see Part C below). A way for the therapist and

client to conceptualize these strategies is shown in Figure 1 below. This figure depicts an audio mixer. In an audio mixer, each dial is used to change the volume of different sounds or instruments (e.g., one dial controls the volume of the drums, another the volume of the vocals, and a third the volume of the guitar). Applying this to NAT exposures, the therapist and client can choose to change how much they are focusing on a given exposure optimization strategy (much like changing the volume for an instrument). For example, for a given exposure, the therapist and client might emphasize removing safety signals, so they might “turn the volume up” on that strategy; they might also emphasize increasing variability by going to a new location to conduct the exposure. However, they might not be incorporating deepened extinction, so the volume might be turned down on that strategy for that given exposure. On a different exposure, they might focus on deepened extinction, so the volume would be turned up on that strategy.

Figure 1. Exposure Optimization Mixer



Expectancy  
*“Test It Out”*

Mental Reinstatement  
*“Bring it Back”*

Deepened Extinction  
*“Combine It”*

Occasional Reinforced Extinction  
*“Face Your Fear”*

Variability  
*“Change It Up”*

Remove Safety Signals  
*“Throw It Out”*

Attention  
*“Stay with It”*



<b>Opimizing prediction error</b>	<b>Theoretical construct</b>
Test it out	Design exposures to test whether feared outcome (US) occurs (requires objective criteria), ensuring that each exposure includes CS that raises US expectaency while removing conditional inhibitors or negative occasion setters that block US expectancy, for duration predetermined as adequate test of expectancy.
Stay with it	Any change in associative strength (e.g. extinction learning) will be directed to the cue that is most salient.
Throw it out	Essential to prediction error is removal of safety signals or safety behaviors, which most commonly function as conditional inhibitors or negative occasion setters.
Combine it	Deepened extinction is hypothesized to facilitate prediction error learning given that absence of the US in the presence of multiple CSs provides more prediction error than only one CS.



Face it	<p><del>Occasional reinforced extinction</del>          purposefully includes occasional CS-US pairings during extinction: may augment prediction error, reduce context specificity.</p>
<b>Optimizing generalization and retrieval</b>	<b>Theoretical construct</b>
Consolidate	Mental rehearsal of CS-noUS association to consolidate inhibitory memory.
Change it up	<p>Multiple interoceptive, imaginal, and in vivo exposure contexts to offset context renewal.</p> <p>Exposure to multiple GSs or CS+ and GSs to increase likelihood that multiple elements of the original CS undergo extinction: exposures to GSs that share overlapping features are preferred.</p>
Bring it back	<p>Retrieval cues (of CS-noUS association) present during extinction training and subsequent novel contexts, and are positively valenced, can offset or reduct context renewal of fear.</p> <p>Mental reinstatement to retrieve extinction memory in new contexts, for last exposure session.</p>

**Session 8**

Title

**What is the focus of this module?**



Definition	Convey the following points: <ul style="list-style-type: none"><li>A. The focus of this part of treatment is to (1) examine the ways in which we think, (2) to examine the connection between our thoughts and our emotions, and (3) to cultivate some cognitive flexibility.</li><li>B. Refer back to the mood cycle to reinforce the role of thoughts on our mood.</li></ul>
Example	“Previously, we discussed how our thoughts, emotions and behaviors are all connected, and we spent the past several weeks on exposure. Now, we are going to focus on our thoughts.”
Troubleshooting	Why is it necessary to do this? <ul style="list-style-type: none"><li>→ As part of the mood cycle discussed in the previous module, we know that our thoughts influence our behavior and emotions. Therefore, if we want to change our emotions (e.g., reduce anxiety) or our behavior (e.g., develop more relationships, exercise), we need to alter the way we think.</li></ul> I've tried this before and it didn't work. <ul style="list-style-type: none"><li>→ Altering your thoughts can be difficult. The method that we use here is likely different than what you've tried before. The best way for us to see whether this method works is to test it out. Are you willing to try it out?</li></ul> What is cognitive flexibility? <ul style="list-style-type: none"><li>→ Cognitions are thoughts. Therefore, cognitive flexibility is the ability to be flexible with how we think about situations. The meaning of cognitive flexibility will become clearer as we continue through the module.</li></ul>

**Session 8**

Title

**Why is changing the way we think important?**

Definition

Convey the following points:

- A. The way we think about a situation is dependent on how we feel about a situation. Likewise, how we feel about a situation depends on how we interpret it. Different people can think about, view, or interpret the same situation differently, depending on how they feel.
- B. Give the example of waving at a friend walking down the street and the friend does not wave back. If the friend did not wave, it could be:
  - a. s/he was angry and ignoring you. This would lead to sadness, anger, and feelings of rejection.
  - b. s/he did not see you because s/he had a bad day and was too preoccupied. This would lead to feelings of empathy.
  - c. s/he did wave but you did not see him/her. This would lead to feeling relieved.
- C. Have the client walk you through other examples: phone ringing in the middle of the night & not being invited to a co-worker's party.
- D. How we think and feel also affects how we behave. Use the above example:
  - a. If you believed a friend was ignoring you and you were angry, you may be rude to the friend the next time you see him/her.
  - b. If you believed a friend had a bad day and you felt empathy towards him/her, you likely would reach out to the friend.
  - c. If you believed that you did not notice your friend waving back and you felt relieved, you likely would laugh it off with this friend.

Example

“Thoughts are a part of our mood. A negative thought will lead to negative mood. Let's start with an example. You hear a sound in the middle of the night. If you wake up and think it is the wind, how will you feel? You probably will feel relieved or calm. If you wake up and think it is a robber, how will you feel? Likely fearful. Finally, if you think it is a noisy neighbor, how will you feel? Annoyed or frustrated. In all three cases it was the same sound, and it was your thought that dictated your mood.”

“Let's go over another example. You pass a friend on the street and you wave at her. She does not wave back. If you had a thought that she was angry at you, how would you feel? What if you had the thought that she had a busy day and was too preoccupied to notice you, would that change your mood? Finally, what if you thought that she did wave back but you didn't notice, again how would that change your mood?”

“What are these two examples demonstrating? Our thoughts affect our mood. Why is it that the same event can happen to



two different people and each person can feel differently about it? The reason is because our thoughts often control how we feel. Let's go over some other examples."

"In addition to our thoughts affecting our mood, our thoughts also affect our behavior. In the second example, if you thought your friend was angry at you, how would you respond? How would you respond if you thought she was having a bad day or if you thought she did wave back but you hadn't noticed? Clearly our behavior is affected by our thoughts."

Troubleshooting

If I was awoken in the middle of the night by a noise or phone call or not invited to a party, I would be angry no matter what. The reason would not matter.

→ Both of those circumstances would certainly trigger annoyance and anger, and perhaps in these examples the reasons would not negate or reduce these feelings. Let us go over a different example that better illustrates how our interpretation or the way we think affects our emotions and behaviors. Pretend a friend did not show up for a lunch date without calling. How would you feel? Anger and annoyance. If you learned a few minutes after your agreed upon time that they were in a car accident and had to be rushed to the hospital shortly before your lunch date, how would you feel? Would that reduce your anger and annoyance? Do you see how the same event can trigger different emotions depending on the reason that you give?



**Session 8**

<b>Title</b>	<b>Cycle of negative thoughts</b>
<b>Definition</b>	Convey the following points: A. Negative mood can lead to negative thoughts. B. Negative thoughts also lead to negative mood. C. A cycle of distress leading to negative thoughts leading to more distress is formed.
<b>Example</b>	“Have you noticed that when you start thinking negatively you feel even worse afterwards? For example, if I were to ask you to remember and replay the most embarrassing moment you experienced since childhood, how would you start to feel? Worse? Distress leads to negative thinking, and negative thinking leads to more distress. It is a perpetual cycle that often is hard to break. In therapy we are going to work on breaking that cycle.”
<b>Troubleshooting</b>	I sometimes have negative thoughts that just come out of the blue. Is there something wrong with me? → There is nothing wrong with you. It is common and normal for negative thoughts to appear spontaneously in everyone.  I never have thoughts that are triggered by negative feelings. They only come out of the blue. → It may seem like negative thoughts only appear spontaneously but there is likely some triggering emotion, behavior, or distress that you are not aware of. We will practice making you more aware of these triggers.



**Session 8**

Title	<b>Am I the only one who thinks too negatively?</b>
Definition	Convey the following points: A. Everyone has moments of too much negative thinking. B. However some people have a tendency to: <ul style="list-style-type: none"> <li>a. Overestimate the likelihood of negative events occurring.</li> <li>b. Assume outcomes will be catastrophic or blow things out of proportion.</li> <li>c. Blame themselves for current or future bad events.</li> </ul>
Example	<p>“Everyone at some point engages in negative thinking. It is not something that we can get rid of or want to get rid of because it can be helpful for problem solving. However, some people experience negative thinking to the degree that it interferes with their functioning and causes distress. We are going to come up with strategies to reduce your negative thinking. Would you say that you are someone who engages in a lot of negative thinking?”</p> <p>“There are three ways we tend to engage in too much negative thinking. The first is overestimating the likelihood of negative events occurring. Does that sound familiar to you? Let’s go over a recent example.”</p> <p>“The second is catastrophizing or blowing things out of proportion. Let’s go over a recent example.”</p> <p>“Finally blaming ourselves for current or future bad events. Does that sound like it describes you? We will be going over each of these strategies in detail.”</p>
Troubleshooting	<p>I don’t think negatively. I just feel bad all the time.                  → A lot of people have that concern and comment that either they don’t have thoughts when they feel bad or that they don’t think negatively when they feel bad. It is very easy to feel that way because most of us don’t pay attention to our thoughts, and therefore they go unnoticed. At the same time, our feelings affect our thoughts, and our thoughts affect our feelings even if we are not aware of it. Do you remember the exercise we did early on about our friend passing us by without waving hello? In the same way, when we feel bad, likely we are thinking negatively. Part of this treatment is to become aware of negative thinking.</p> <p>I can’t change the way I think.                  → There is a lot of truth to what you say. You can’t stop yourself from having certain thoughts. However, with a lot of practice, you can flexibly reinterpret and rearrange your style of thinking.</p>



**Session 8**

Title	<b>How do you obtain more balanced thinking?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Here in treatment, we want to replace negative thinking with more balanced thinking.</li> <li>B. Balanced thinking is different from positive thinking. It is synonymous with more realistic thinking.</li> <li>C. What we do here is like learning a new language in that it requires practice, practice, practice!</li> </ul>
Example	<p>“Although we ultimately want to decrease negative thinking, we do not only want to think positively. Rather, our goal is to develop more balanced thinking. Balanced thinking is different from positive thinking. It is more like realistic thinking.”</p> <p>“In order to develop this balanced thinking, we are basically creating a new language in our minds. Have you ever tried to learn a new language? Spanish? French? A programming language? Or a musical language for playing an instrument? What do all of these languages require you to do to learn them? Practice. This language is no different. This skill is going to require you to practice a lot.”</p>
Troubleshooting	<p>Is balanced thinking the same as realistic thinking?</p> <p>→ These words are not synonymous, but we can think of realistic thinking as more balanced thinking. For example, external factors as well as our own actions may contribute to some negative events. Recognizing both would be more balanced thinking.</p>



**Session 8**

Title	<b>Downward Arrow</b>
Definition	<p>Convey the following points:</p> <p>A. Downward arrow helps you identify what you are most worried about.</p>
Example	<p>“First we are going to spend some time identifying what you are most worried about. The downward arrow technique helps you do that because you are “peeling down” the layers of thinking to pin down what you are most worried about.”</p> <p>“For example, if someone avoids going to parties because it is distressing for them, they may think that if they attend the party, they would be rejected. If they become rejected, they wouldn’t have any friends, and then they would be alone. They avoid parties because their core belief is that they would be alone without any friends forever.”</p> <p>“What is something you avoid because of unpleasant feelings? Let’s practice using a downward arrow.”</p> <p>“Let’s try another example. Suppose someone has the thought “I am not worrying, I just don’t find pleasure in anything.” Let’s do a downward arrow with the thought “nothing gives me pleasure.” What does this mean to you, and what would happen if that would happen?”</p> <p>“I will never be happy and experience joy anymore.</p> <p>And if this were to happen, what would that mean to you?  <b>My life will be meaningless.”</b></p>
Troubleshooting	<p>(Using above example) That’s not quite right. They all have jobs and families, and I don’t.</p> <p>→ Then let’s do another downward arrow with the thought “They all have jobs and families and I don’t.”</p> <p>What does this mean to you?</p> <p>I can’t land a job and support a family.</p> <p>→ What does this mean to you?</p> <p>I am a failure.</p>



**Session 8**

Title	<b>What does it mean to blow things out of proportion?</b>
Definition	Convey the following points: A. Some people tend to assume that the worst possible outcome will occur.
Example	“A lot of people have a tendency to assume outcomes will be really bad. We call this catastrophizing. Basically, it is viewing things as being horrible or beyond your ability to cope. We all catastrophize at times but some people engage in it more frequently than others. Does this sound like something you do?”  “An example of this would be assuming that being rejected by one person means that you are unlovable, or being fired from one job means that you are a loser. Can you think of some examples that apply to you?”
Troubleshooting	How do I know I am doing this? → We will go over ways to determine this later in this module.

## Session 8

Title  
Definition

**How do we control blowing things out of proportion?**

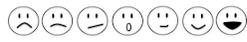
Convey the following points:

- A. Use TAD form to guide practice.
- B. Some people tend to assume that things are worse than they are, or that things are unbearable.
- C. These same people often assume that they are not able to cope or are not able to survive the bad event.
- D. By evaluating the situation realistically, we can usually think of ways to view the situation less catastrophically.
- E. First, it is important to identify the expected negative outcome. Doing so is the first step to realizing that the outcome is not as bad as anticipated and that it is not unbearable.
- F. Second, complete a downward arrow in session for the CS+ in the nexus. This will help you identify your negative thoughts at the bottom of the chain.
- G. Using the CS+ from the nexus, ask yourself the following questions:
  - a. What could happen to me in this situation?
  - b. What am I afraid of here?
  - c. What do I think this means about me?
  - d. What is the worst that could happen?
    - i. My friend did not invite me to the party → my friend must hate me → she will no longer be my friend → everyone will hate me → no one will be my friend → I will be alone → I will be alone for the rest of my life → *I am a worthless failure*
- H. Third, discuss how long the distress would last if the negative outcome occurred.
- I. Fourth, identify ways of coping with the situation (coping behaviors and coping thoughts) and role-play coping with the situation if possible.
- J. Note: De-catastrophizing is solely for situations where the patient views the negative event as unbearable or beyond his/her coping ability. This does not apply to truly catastrophic events (which should be handled with cognitive restructuring focused on overestimation). It is important to pick relevant examples.

**K. Homework: Assign one worksheet per day.**

Example

“First, we want to identify the thought, generate less catastrophic ways of viewing the situation, and possible ways of coping. Ways of coping can be statements or actual behaviors. For example, statements such as, ‘It will pass with time,’ ‘I will feel differently eventually,’ ‘I don’t have to be perfect in everything,’ ‘Nobody is liked by everyone,’ ‘Everyone has to deal with bad things from time to time,’ and ‘Everyone makes mistakes, can all be used to cope. There are also certain behaviors we might do to cope with this situation. Let’s start with an example from this past week and work through it together.”



Troubleshooting I can't think of more than one scenario.  
→ This skill also takes practice. Let's practice some examples right now.



### Session 9

Title	<b>What does it mean to overestimate the likelihood of a negative event?</b>
Definition	Convey the following point: A. Some people tend to assume that bad things are especially likely to happen.
Example	“Overestimating the likelihood of a negative event occurring is assuming that bad things happen more frequently than is really the case. When we use terms like ‘always’ or ‘never’ to describe the frequency of events occurring, we are overestimating. Examples include ‘good things <i>never</i> happen to me’ or ‘I <i>always</i> fail.’ Does that sound familiar?”
Troubleshooting	How do you know whether you are overestimating the likelihood of negative events? → We will go over ways to determine this later in this module and in another module.



## Session 9

Title	<b>How do we control the tendency to overestimate the likelihood of negative events happening?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Use TAD form to guide practice.</li> <li>B. We look at the odds of negative events actually occurring by remembering our past experiences or other people's experiences and by looking at the facts.             <ul style="list-style-type: none"> <li>a. Has this ever happened before?</li> <li>b. How often have I worried about it happening, and how often has it actually happened?</li> <li>c. What is the evidence that it will happen?</li> <li>d. What is the evidence that it will not happen?</li> <li>e. E.g., I won't be invited to the work holiday party.                 <ul style="list-style-type: none"> <li>i. Ask yourself: How many times has there ever been a work holiday party?</li> <li>ii. Ask yourself: How many times have you been invited in the past?</li> <li>iii. Notice whether those numbers match your estimate.</li> </ul> </li> </ul> </li> <li>C. We then generate more realistic ways of viewing the situation.</li> <li>D. It is important to remember that thoughts are guesses and not facts.</li> <li>E. <b>Homework: Assign one worksheet per day.</b></li> </ul>
Example	<p>“Let's work on estimating the likelihood of negative events. In order to do so, we must examine the realistic odds of negative events by referring back to our past experience, experiences of other people we know, or other evidence. Let's choose an example from this past week.”</p> <p>“You had the thought that you won't be invited to the work holiday party. First, how many times has there ever been a work holiday party? Of those five times, how many have you been invited to in the past? Ok, all of them. Does your thought match what has happened previously? Do you still think your thought is accurate?”</p> <p>“Thoughts are guesses. It is important to remember that they are not facts even though they may feel that way.”</p>
Troubleshooting	<p>This math is too complicated for me.</p> <p>→ You're right. This math is difficult. Let's simplify it by using an example. If every morning you wake up and the sun rises, what do you think is the likelihood it will rise tomorrow? We are pretty sure that it will rise tomorrow because our past experience tells us it always rises no matter how much our mood, behavior, or external factors change. What do you think is the likelihood that it will be sunny or rainy tomorrow? That's less likely, right? Our past experience tells us that some days will be sunny and some days will be rainy.</p>



Also, based on our prior experience or the information we learn from other people, the likelihood of a rainy day tomorrow will change depending on if we are in the desert or if we are in Seattle. Determining the likelihood of negative events in our lives is very similar to this. Sometimes we overestimate the likelihood of negative events because we forget about examining our past experience or other pieces of information."

**Session 10**

Title	<b>What does it mean to blame ourselves for current or future bad events?</b>
Definition	<p>Convey the following point:</p> <p>A. Some people tend to assume that anything bad that happens was due to their own actions rather than external events, others, or the environment.</p>
Example	<p>When we are feeling depressed, we often believe that we are more responsible for the things that go wrong in our lives than may actually be the case. While it's certainly good to take responsibility for our behavior, that doesn't always mean we are entirely to blame when things go wrong.</p> <p>Depression can amplify our focus on ourselves and blind us to the other factors affecting each situation, adding to our depression and making us even more likely to blame ourselves when something else goes wrong.</p> <p>Depression often upsets the natural balance between admitting fault and acknowledging the other factors that contributed to the unpleasant situation, tipping the scale towards self-blame.</p> <p>So, the first thing to do is to focus on what other factors are also to blame. This includes things like the behavior of others, chance, or aspects of the situation that no one had any control over. This will help balance the scale and allow us to respond to that unpleasantness in a healthier way.</p> <p>Then, if self-blame remains, we can explore our own circumstances – our thoughts or behaviors – and how they might have contributed to how the situation turned out. By focusing on understanding instead of self-blame, we can accept responsibility for our role in a way that is CONstructive rather than DEstructive. More importantly, by understanding how things happened, we can work to change problematic behaviors and improve our situation, rather than absorbing the unpleasantness or wallowing in guilt.</p> <p>From there, we will be better equipped to avoid things going wrong again in the future...or to cope when things do go wrong.</p> <p>“Do you notice yourself blaming yourself for most of the bad things that happen in your life? People who are prone to negative mood tend to do this a lot. For example, if you lost your job, would you consider this totally your fault? Is it possible that due to the economy the company had to lay off hundreds or workers?”</p>



“What would your initial thoughts be after losing your job? If your belief would be that they were all your fault, then you would be blaming yourself even though external factors may have contributed to them. This is called self-blame, and we are going to target it here in therapy.”

Troubleshooting How do I know I am doing this?

→ We will go over ways to determine this later in this module.

**Session 10**

Title	<b>How do we stop ourselves from self-blame?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Use TAD form to guide practice.</li> <li>B. It is important to find a balance between blaming ourselves and blaming the environment. Blaming ourselves too much leads to more negative mood.</li> <li>C. Recognize that it is not <i>you</i> as a person that caused the negative event but rather a series of your behaviors and external events that contributed to the negative event.</li> <li>D. Identify a scenario and the behaviors that the client engaged in.</li> <li>E. Identify which <i>behaviors</i> contributed at least in part to the negative event. Be concrete and specific.</li> <li>F. Identify which <i>external factors</i> contributed at least in part to the negative event. Be concrete and specific.</li> <li>G. Acknowledge that there are reasons why the client reacted or behaved the way that s/he did.</li> <li>H. Identify what could be done differently and what cannot be done differently in the future.</li> <li>I. <b>Homework: Assign one worksheet per day.</b></li> </ul>
Example	<p>“A lot of self-blame can lead to unhealthy negative emotions. However, acknowledging behaviors that may have contributed to the event is healthy; as usual, we are looking for a balance. It is important to find a balance between external factors, as well as your own behaviors, that may have contributed to an event.</p>
Troubleshooting	<p>“Let’s start with an example of a negative event in your life and think of all possible factors that contributed to it.”</p> <p>Everyone has told me my entire life that I am at fault.</p> <p>→ It may seem that we are to blame for everything, because either many people have told us this or it seems as though other people are thinking this about you. However, it is not possible for every negative event to be caused by you and only you. To be realistic, we must try to think of all the possible contributing factors for an event.</p>



**Session 11**

Title	<b>What is the focus of this module?</b>
Definition	Convey the following points: A. The focus of this last part of the treatment is to (1) examine the third part of mood, the way we feel (physical sensations), (2) to examine the connection of overbreathing and mood, and (3) to change the way you breathe.
Example	“In the past two modules we have focused on changing behaviors (overcoming avoidance) and thoughts (thinking more flexibly). Now, we are going to focus on the third aspect of emotions, the way we feel. Physical sensations can influence the way we feel, think, and behave.”
Troubleshooting	Why is it necessary to do this? → As we had discussed in our initial session, mood is made up of three parts: behavior (what you do), thoughts (your mind), and physical sensations (changes in your body). The physical part includes the changes that you experience in your body. Examples of these are tense muscles, fatigue, excessive or diminished sleep, or more subtle changes such as heart racing, shortness of breath, or lightheadedness. Just as your behavior and thoughts influence your mood, physical symptoms do too.



**Session 11**

Title	<b>Why do we have physical symptoms when we are anxious?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. The fight-flight response is an adaptive system to deal with threat or danger.</li> <li>B. Explain the symptoms associated with the fight-flight response.</li> <li>C. Explain that respiration is the only system that is under our full voluntary control. Influencing breathing will influence all other systems.</li> </ul>
Example	<p>“Everyone has experienced some degree of anxiety. Anxiety is a natural response to perceived danger or threat. Scientifically, immediate or short-term anxiety results in the fight-flight response. It is called this because all of its effects are aimed toward either fighting or fleeing from the danger. When our ancestors lived in caves, it was vital that when faced with some danger, an automatic response would take over and prepare them to take immediate physical action - to attack or run. Even in today’s hectic world this can be necessary. Just imagine if you were crossing the street when suddenly a car sped toward you blasting its horn. If you experienced absolutely no anxiety, you might just stand there and be run over. But with your fight-flight response intact, you will jump out of the way to safety. Thus, the purpose of fear and anxiety is to protect the organism, not to harm it.”</p> <p>“What symptoms do you experience when you become very anxious or panicky?”</p> <p>“The symptoms experienced during a fight-flight response have important functions. For example, a stronger and faster heartbeat pumps more blood throughout our body. It also redirects the blood towards the places where it is most needed (upper arms, torso, and thighs) and away from places where it is less needed (extremities – thus making it less likely to bleed out). Faster and deeper breathing is vital for the defense of the organism since that increased blood flow needs to be oxygenated in order to prepare your muscles for action. Sweating functions to protect the body from overheating. It also makes it harder for a predator to grab you. The odor of sweat signals danger. Other examples of physiological changes during the fight-flight response include blurred vision caused by the pupils widening to let in more light. In these situations our digestive system also takes a break, our mouth gets dry and in extreme fear the body may also try to get rid of excess weight by vomiting, bowel movements, or by urinating. The whole purpose of the physical rush of adrenaline that we feel in extreme danger is to mobilize our systems to escape the danger (flight) or to withstand it (fight).”</p>



## Session 11

Title	<b>Why do we target respiration to change uncomfortable physical sensations?</b>
Definition	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Respiration is the only autonomic system that is under our full voluntary control (unlike heart rate or sweating). Influencing respiration will influence all other autonomic systems.</li> <li>B. Hyperventilation can aggravate physical sensations, even when we are not acutely anxious or stressed.</li> <li>C. Demonstrate how changes in breathing have an immediate impact on our physiology and emotions.</li> </ul>
Example	<p>“While most of the body’s mechanisms are controlled automatically by chemical and physical mechanisms, breathing can be controlled voluntarily. For example, it is quite easy for us to hold our breath. Since all bodily systems involved in the fight-flight response are interconnected, changing respiration will lead to changes in other systems. Thus, if we for example breathe slower, eventually our heart will beat slower. Learning to influence our breathing is thus a very effective way to change or avoid uncomfortable physical symptoms. ”</p> <p>“Have you ever gotten the advice to “Take a deep breath” when you are anxious or nervous?”</p> <p>“Taking a deep breath or breathing slower is a very common suggestion. However taking a deep breath can actually make your symptoms worse. To understand why this is, we need to learn a little bit more about the physiology of our breathing.”</p> <p>“Efficient control of the body’s energy reactions depends on the maintenance of specific levels of oxygen and CO<sub>2</sub>. Interestingly, while most people think that oxygen must be the determining factor in breathing, the body actually uses carbon dioxide or CO<sub>2</sub> as its indicator of proper breathing. Unlike oxygen, CO<sub>2</sub> is highly sensitive to even the smallest changes in breathing. For example, when we breathe in too little air or hold our breath, CO<sub>2</sub> will rise. ”</p> <p>“Why don’t we hold our breath for a few seconds and see what physical symptoms arise.”</p> <p>“Most people feel a sudden urge to take a deep breath. The reason why we feel this way is because there are little sensors in our brain – called chemoreceptors – that will start firing when our CO<sub>2</sub> rises above a certain threshold. When they fire we will automatically take a deeper breath to avoid suffocation. For example, this effect takes place in people with sleep apnea. When they pause their breathing in their sleep, CO<sub>2</sub> will build up and once a certain threshold is passed, the brain will initiate a deep breath.”</p>



“Let’s see what happens when we do the opposite, taking several deep and fast breaths.”

“You may notice that the symptoms are quite similar, you may have started feeling short of breath or the urge to take a deeper breath. What is misleading about this sensation is that the reason why you feel short of breath is not because you have a lack of oxygen, in fact your oxygen has likely increased to more than what your body needs at that time, but because your CO<sub>2</sub> has dropped. Another more common term for a drop in CO<sub>2</sub> is hyperventilation. However hyperventilation is not just breathing faster [breaths per minute], but also breathing in more air (volume per minute), than the body needs at that time. Let’s look at this example together (show respiratory graph). For this graph we have time as the x-axis and volume as the y-axis. You can see that both people, shown by the blue and red lines, take four breaths in the 20 second time period. However, the red line shows a person breathing in a normal amount of air or volume of air. Whereas, the person represented by the blue line is breathing in very deeply. Hyperventilation can cause many uncomfortable symptoms. They include: dizziness, heart racing, numbing and tingling in the extremities, even a sense of unreality, however the most problematic one is breathlessness. Thus, it is not surprising that when feeling that way, one consciously or unconsciously starts taking deeper breaths. However, the problem is not too little air, but too much!”

Troubleshooting

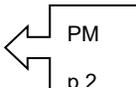
I’m not anxious. I’m just depressed – why do I need to worry about how I breathe?

→ Habitual overbreathing is often not obvious to an outside observer or yourself. In many cases, hyperventilation is often very subtle, but can lead to long-term distressing symptoms.

(1) Overbreathing over longer periods does require additional physical work, which can result in tiredness and exhaustion.

(2) People who overbreathe tend to breathe from their chest rather than their diaphragm. This means that their chest muscles may become tired and tense. Thus, they can experience chest tightness and even chest pains.

(3) Finally, when CO<sub>2</sub> levels are habitually low, the body loses its ability to cope with changes in CO<sub>2</sub> so that even a slight change in breathing (for example, a yawn) can be enough to suddenly trigger symptoms. This may account for the sudden nature of uncomfortable physical symptoms when we are anxious. Low CO<sub>2</sub> is also associated with worse outcomes in psychotherapy.





**Session**  
**11**

**Title** **Explain format of CART**

**Definition** Convey the following points:

- A. Explain format of CART.
- B. Explain CART between-session exercises.

**Example** “Capnometry-assisted respiratory training (CART) is a 4-week, FDA-approved treatment that was originally developed for treating panic disorder. Empirical studies have shown CART leads to long-lasting reductions in panic and anxiety symptoms, avoidance behaviors, and improvements in mood and quality of life in clients with elevated anxiety levels. The main focus of CART is to understand the impact of changes in CO<sub>2</sub> on physical symptoms and to normalize CO<sub>2</sub> and respiratory rate. You will achieve this goal by practicing twice daily using a biofeedback device.”

“The best way to understand how CART works is to practice one exercise together. Let’s get started! [use patient workbook to illustrate steps on how to set up the capnometer].”

“Each exercise has three parts,

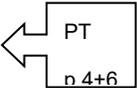
- 4. A Baseline Stage during which you sit quietly and relaxed with eyes closed. (2 minutes)
- 5. A Pacing Stage during which you monitor your CO<sub>2</sub> level and respiration rate (RR) while breathing with the tones. (10 minutes)
- 6. A Transition Stage during which you maintain your breathing pattern without the tones but with continued CO<sub>2</sub> and RR biofeedback. (5 minutes)

We will also ask you to monitor your symptoms and emotions before and after each exercise.”



**Session 11**

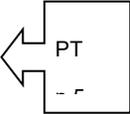
Title	<b>Explain &amp; Practice Baseline Phase</b>
Definition	Convey the following points: A. Purpose of Baseline Phase. B. Practice Baseline Phase.
Example	“During the baseline phase we want you to breathe as normally as possible. I know this can be difficult because the device is monitoring you, but try not to let it influence your respiration. This will show us what your natural breathing looks like. The goal is to see changes in your breathing, both when you are paying attention and when you are not.”
Troubleshooting	“OK – let’s practice how to operate the capnometer device and how to do the baseline phase” [follow steps in patient manual, p.3, and have patient fill out symptom ratings, p. 6] Is it OK to walk around during the baseline phase? → No. Breathing will change with physical activity, this includes speaking. Please remind the client to sit quietly during the entire exercise, not to speak, and to breathe through his/her nose only. My CO <sub>2</sub> is low, but I do not have symptoms or feel anxious → This is because your body has grown accustomed to the lower levels of CO <sub>2</sub> . You can compare it to drinking large amounts of caffeine. You are fine as long as you drink it, but can develop a lot of symptoms when you don’t. My CO <sub>2</sub> is in a normal range so why am I doing CART? → While most people have a normal resting CO <sub>2</sub> , CO <sub>2</sub> drops when they are anxious or stressed. In individuals prone to negative mood, the symptoms associated with a drop in CO <sub>2</sub> can trigger that vicious cycle of feelings, behaviors, and thoughts covered in this treatment. Understanding your body’s physiology can be a powerful “cognitive tool” in itself.





**Session 11**

Title	<b>Practice Paced Breathing [Pacing Phase]</b>
Definition	D. Explain rationale of pacing tones. E. Practice Pacing Phase.
Example	<p>“During the pacing phase you will hear tones. Inhale as the tone rises, exhale as the tone descends, and pause when the tones stop at the end of each inhalation and exhalation. The targeted rate during the first week of training is 13 breaths/min [point to RR value]. It will be 11 bpm during the second week, 9 bpm during the third, and 6 bpm during the last week of training. This will allow you to develop a sense of different rates of breathing. It will help you to detect faster and irregular breathing more quickly and change it.”</p>
Troubleshooting	<p>“OK – let’s practice the pacing phase now.”</p> <p>The length of the inhalations, pause, or exhalations feels too long.</p> <ul style="list-style-type: none"> <li>→ Just stop inhaling or exhaling midway and wait until the tone resumes. Do not squeeze the air out of your lungs; this will make you short of breath and you will want to take deeper breaths.</li> </ul> <p>The pacing tones are too fast.</p> <ul style="list-style-type: none"> <li>→ Try not to breathe slower than the targeted rate. The purpose of the different rates is to get familiar with different breathing speeds.</li> </ul> <p>The pacing tones are too slow.</p> <ul style="list-style-type: none"> <li>→ Try to do the exercise lying down (and with your eyes closed). Just focus on breathing with the tones until you can breathe in a paced way.” [discourage changing CO<sub>2</sub>, until client can get his/her rate under control]</li> </ul> <p>Do I need to look at the display throughout the exercise?</p> <ul style="list-style-type: none"> <li>→ No. While it makes sense to initially monitor the values to get a sense of how your breathing, it changes will directly influence RR and CO<sub>2</sub>, so you should try to only look at the display occasionally to get an independent sense of your breathing.</li> </ul>





## Session

11

Title	<b>Practice Increasing CO<sub>2</sub> [Pacing Phase]</b>
Definition	<p>A. Explain that CO<sub>2</sub> is a product of respiratory rate and tidal volume.</p> <p>B. Illustrate how one can only increase CO<sub>2</sub> by influencing both the rate of breathing and the depth (tidal volume).</p>
Example	<p>“Once you feel relatively comfortable breathing along with the tones, I want you to turn your attention to your CO<sub>2</sub> level [point to CO<sub>2</sub> value]. Normal CO<sub>2</sub> is not a fixed number; rather it is a range like body temperature. The normal range of CO<sub>2</sub> is 37-43 mmHg. Remember, both higher than normal CO<sub>2</sub> (above 45 mmHg) and lower than normal CO<sub>2</sub> (below 35 mmHg) can cause shortness of breath and other uncomfortable physical symptoms. Because CO<sub>2</sub> is a product of rate and depth of breathing, it will not be sufficient to just breathe slower, you will also need to learn to breathe in less air (or shallower). Remember that even though low CO<sub>2</sub> is caused by too much air, it will feel as if you don’t get enough air. So breathing more shallow will initially feel very unnatural and will likely increase sensations of shortness of breath.”</p>
Troubleshooting	<p>“So why is the common advice to take a “deep breath” to relax when anxious problematic?”</p> <p>I thought breathing is meant to be relaxing; this feels unrelaxing.</p> <p>→ Remember that CART is not a relaxation training, but a biological training aimed at normalizing gas exchange. While some clients report feeling progressively more relaxed during the actual breathing exercises, others do not. The latter is not a sign of failure, as long as the values improve.</p> <p>I feel dizzy and breathless when I try to breathe in less air.</p> <p>→ Increasing CO<sub>2</sub> even by one unit (1 mmHg) can be very challenging at first; particularly the further away your CO<sub>2</sub> is from the normal range. Your breathlessness is caused by an excess of air not a lack of it. You can assure yourself that you are getting enough air by looking at the CO<sub>2</sub> value [&gt;95%]. The goal of the training is to reset your CO<sub>2</sub> threshold. For some patients this can take weeks to achieve.</p> <p>How do I know if I am breathing in too much air?</p> <p>→ You are breathing in too much air if you are breathing at the targeted respiratory rate (say 13), but your CO<sub>2</sub> keeps going down or stays low. In this case, you are not breathing too fast, but too deep. The best way to reduce airflow is to breathe through your nose. If you hear the air coming in and out of your nose, you are breathing too deeply. Another way is to imagine the air as water. You want to take</p>

**TAD**

TREATMENT OF AFFECTIVE DIMENSIONS

**reduction in negative emotions for me**



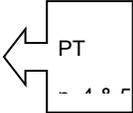
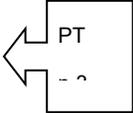
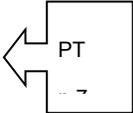
TREATMENT FOR NEGATIVE AFFECT

**Module:**  
**CART**  
pg. 23

little sips, not a big gulp. Some people imagine a calm sea. The water is sliding in and out of the beach.



<b>Session 11</b>	
<b>Title</b>	<b>Practice the Transition Phase</b>
<b>Definition</b>	<p>Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Explain rationale of transfer phase.</li> <li>B. Practice transfer phase.</li> <li>C. Convey how exercises are used.</li> </ul>
<b>Example</b>	<p>“The goal of the 5-minute Transition Phase is to help you learn to breathe at the pace and the volume that you were breathing during the Pacing Phase, but with less guidance, so that your body can learn how it feels to breathe without the tones. Your goal is to maintain the targeted RR without the pacing tones. You will have the feedback of CO<sub>2</sub> and RR, but try to only occasionally look at the screen. The MP3 player will tell you when the exercise is over. You will then rate your mood and symptoms again. [show second part of mood rating]”</p> <p>“OK – let’s practice the Transition Phase now”</p> <p>“Just like in the prior modules, the daily exercises are key to changing acute but also chronic symptoms caused by overbreathing. The device will record and store every exercise you do with a time and date of your practice. This will allow us to print them out and review each of them [show print-out]. The homework instruction sheet will outline how you do the CART home exercises [provide copy].”</p>
<b>Troubleshooting</b>	<p>Where and when should I do the exercises?</p> <ul style="list-style-type: none"> <li>→ Find a quiet place where you will not be disturbed. Later when you become better at controlling your breathing, you should try the exercises in places or times of the day where you are more tense or anxious.</li> </ul> <p>My CO<sub>2</sub> is not changing/is going down.</p> <ul style="list-style-type: none"> <li>→ We know from research that changing CO<sub>2</sub> is a very slow, gradual process. It is comparable with exercising after you have taken a long break: you will feel sore at first but it will get easier over time as your body adjusts. Also remember that understanding your body’s physiology is a major step forward in decreasing your fears about the seemingly unknown origin of ones’ symptoms. Knowing why you experience them and that you can influence them is a major cornerstone of this treatment.</li> </ul>





**Session  
 12-14**

Title  
 Definition

**Homework review**

Convey the following points:

- D. Explain baseline values in relation to exercise values.
- E. Explain relation between CO<sub>2</sub> and RR.
- F. Examine changes in values with symptom report.
- G. Discuss integration of CART techniques with exposure.

Example

“I printed out the exercises you did last week. Before looking over them in more detail, what was your experience?”

“OK, this is the first exercise you did last week. It was on xxx at Xpm/am [point to date/time] and it lasted Xmin. You see four lines which represent the 4 measures that were recorded. CO<sub>2</sub> (first line), RR (second line), oxygen (third line), and HR (fourth line). As you can see, the line for oxygen is quite stable around X%. What does this mean? [should be >93%]. Your heart rate fluctuated between X and X beats per minute.”

“Now let’s look at your CO<sub>2</sub> and RR in the first 2 minutes of the recording [draw horizontal line]. This is your baseline. What do you see? [see graph interpretation]

“Now let’s look at the Pacing Phase [draw horizontal line b/w min 2-12]. What do you see? [see graph interpretation]

“The last part of the exercise is the Transition Phase where you did not have the pacing tones [draw line b/w min 12-17]. What do you notice about your rate and CO<sub>2</sub>?” [see graph interpretation]

“OK – now let’s see how your baseline values related to how you felt before you started the exercise. What was your CO<sub>2</sub>/RR levels and what anxiety/symptoms did you experience?” [...] Did these symptoms/anxiety change after the exercise?”

“Applying your breathing skills during your ongoing exposure exercises is a powerful way to further understand and reduce negative emotions. Understanding your own physiology will help you avoid misappraisal. This in turn can help you tolerate distressing physical symptoms, if the goal of exposure is to violate your expectancies (e.g., I will suffocate if I feel short of breath).”

Troubleshooting

Isn’t reducing my physical sensations also a form of safety behavior?

→ Yes, it can be if you are trying to avoid having symptoms because you are convinced something catastrophic is going to happen when you have them. The goal of CART is much like interoceptive exposure in that it repeatedly elicits uncomfortable physical symptoms in order to normalize CO<sub>2</sub>.

Use doc  
 “Graph  
 Interpretation”



**Session  
 15**

<p>Title                  Definition</p>	<p><b>What is the focus of this module?</b>                  Convey the following points:</p> <ul style="list-style-type: none"> <li>A. Prepare client for continued self-directed treatment.</li> <li>B. Ask the client to reflect on the changes they have seen as a result of therapy.</li> <li>C. What areas does s/he feel require further attention?</li> <li>D. Simply because formal treatment is ending does not mean that the client cannot continue to develop skills.</li> <li>E. It may be helpful to relate therapy to driving a car, learning how to swim, etc. There is the initial learning stage and then greater improvements as one continues to practice.</li> <li>F. Discuss any upcoming “high risk” times that could trigger symptom exacerbation.</li> <li>G. Fill out “practice plan” with client.</li> </ul>
<p>Example</p>	<p>“Although our formal therapy sessions have ended, that doesn’t mean that you can’t continue to improve and develop these skills. Let’s take some time to discuss what was helpful during our work together, and what you feel might need a little more work.”</p>
<p>Troubleshooting</p>	<p>My client does not feel that he/she has improved                  → This should have been brought up in supervision. However, we can provide referrals for clients who would like further treatment. It is important to communicate to the client that s/he will continue to improve if s/he practices the skills s/he learned in therapy. If the client continues to feel this way after practicing these skills for 3-4 months and would like further treatment, we can provide these referrals.                  → A possible scenario is that the client improved but is unaware of the improvement. It is recommended that you discuss avoidance behaviors that the client engaged in at the start of therapy and the avoidance behaviors that the client currently engages in. Highlighting this discrepancy may facilitate client’s insight into their improvement.</p>



**Session  
 15**

Title  
 Definition

**What happens if my negative affect comes back?**

Convey the following points:

- I. Everyone feels sad, anxious or angry from time to time.
- J. If you notice a slight return in symptoms this may be a sign to practice what you learned in therapy.
- K. Discuss the difference between a lapse and a relapse.
  - a. A lapse is a temporary return of symptoms whereas a relapse is a return “to the beginning.” Often what determines whether a lapse turns into a relapse is how you respond.
- L. Discuss methods for maintaining gains.
  - a. Continue weekly practice of new behaviors.
  - b. Schedule weekly “check in” with self to monitor changes in affect and need for additional work. Reread therapy handouts.
  - c. Discuss use of “retrieval cues” or “mental reinstatement” to retrieve extinction learning.

Example

“Everyone feels anxious or sad from time to time, and it is likely that you will experience some symptoms moving forward. This does not mean that you are back to square one. We like to think of a temporary increase in negative affect as a lapse, not a relapse. When a lapse occurs, that might be a good indication to reread some of your therapy materials, check in with self-monitoring, conduct some exposures, or examine any negative thinking patterns.”