

Worksheets
from
The Anxiety and Worry Workbook, Second Edition:
The Cognitive Behavioral Solution
by David A. Clark and Aaron T. Beck
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My Mild Anxiety Experiences

Instructions: Think back to three or four experiences of mild anxiety (from 0 to 50 on the anxiety gauge). In the first column, note the situation that triggered your anxiety, and in the second column, describe how the anxiety felt (physical sensations, emotions, thoughts). In the third column, briefly describe how you reacted to the anxiety and how feeling a little anxious or worried might have been beneficial. Did the anxiety/worry help you deal with a difficult problem? The first row provides an example that illustrates how to complete the worksheet.

Situation (trigger)	How the mild anxiety felt	How the anxiety helped
<p><i>Example:</i></p> <p><i>I have an older car, and while driving to work I hear a knocking sound in the engine.</i></p>	<p><i>I felt a knot in my stomach; tense; I had difficulty sleeping; I kept thinking about an expensive car repair and how would I pay for it.</i></p>	<p><i>I did a review of my finances before I heard back from the dealer and came up with a limit on what I'd spend in repairing my old car. I made an appointment with the dealer. I thought of ways to deal with my transportation needs other than owning a car.</i></p>

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My Severe Anxiety Experiences

Instructions: Think back to three or four experiences of intense and persistent anxiety that felt intolerable at the time (anxiety gauge 80–100). In the first column, note the situation that triggered your anxiety. It could be a situation, a physical sensation, or an unwanted thought. Describe how the anxiety felt in the second column (physical sensations, emotions, thoughts), and in the third column briefly describe how you reacted to the anxiety and any consequences or problems caused by the anxiety. The first row provides an example that illustrates how to complete the worksheet.

Situation (trigger)	How the severe anxiety felt	How you reacted/its consequences
<p><i>Example:</i></p> <p><i>I feel nauseous, tired, and generally unwell</i></p>	<p><i>I feel weak, unsteady, lightheaded; my breathing becomes more rapid and shallow; my heart rate increases. I can't explain why I feel so bad; I wonder if I should call the doctor; I think about the people I know who've had cancer and wonder if I could have stomach cancer.</i></p>	<p><i>I called my mother to seek reassurance that I'm not seriously ill. I stayed home from work and didn't leave the house because I didn't feel well. The anxiety was so severe; I couldn't stand it any longer, so I took my medication. I lay down and tried to rest to see if I could calm down.</i></p>

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My Anxiety-Reduction Goals

Instructions: Daily living involves several primary concerns that are listed below. Review your entries in Worksheet 1.2 and consider how anxiety is having a negative effect in each life concern. Next, imagine specific ways you'd be more successful or effective in each life domain if your anxiety was mild (tolerable) rather than severe (intolerable). In the right-hand column, list specific ways in which you would function better within that domain if you were less anxious. These will become your anxiety-reduction goals; that is, what you'd like to achieve by improving your tolerability and management of anxiety. An example is provided for each life concern.

Life domains	Specific anxiety-reduction goals or targets
<p><i>Work</i> (How would mild, tolerable anxiety make me more successful at work?)</p>	<p><i>Example:</i> I'd express my opinion more often in the weekly department meetings.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><i>Family/partner</i> (How would I be a better parent, spouse, sibling, or son/daughter if my anxiety was milder, more tolerable?)</p>	<p><i>Example:</i> I'd take trips with my family and attend family gatherings rather than use my anxiety as an excuse to stay home alone.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><i>Friendships</i> (How would milder anxiety affect my social life?)</p>	<p><i>Example:</i> I'd go out more with friends rather than make up excuses for turning them down.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

(continued)

Life domains	Specific anxiety-reduction goals or targets
<p><i>Health/physical fitness</i> (How could more tolerable anxiety improve my health?)</p>	<p><i>Example:</i> I'd take a reasonable wait-and-see approach when I have an unexpected ache or pain rather than immediately googling the symptoms or making a doctor's appointment.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><i>Leisure/recreation</i> (How could milder anxiety lead to more fun in my life?)</p>	<p><i>Example:</i> I'd engage in more hobbies, sports, arts, or other enjoyable activities rather than wait until I felt like it.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><i>Community/citizenship</i> (How might tolerable anxiety increase my level of community engagement?)</p>	<p><i>Example:</i> I'd read more about important political/social issues and seek ways to become more politically engaged in my community.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
<p><i>Spirituality</i> (How would better anxiety tolerance enhance my spiritual awareness?)</p>	<p><i>Example:</i> Be more present minded and grateful; that is, more aware of the blessings in my life.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>

My Beliefs about Practice Assignments

Instructions: Please read each statement and circle the number that best corresponds with how much you agree or disagree with each belief about self-help exercises.

Belief statement	Strongly disagree	Disagree	Agree	Strongly agree
1. Doing these assignments will make my anxiety worse.	1	2	3	4
2. There is no point in trying; nothing can help me.	1	2	3	4
3. I should not have to practice skills to overcome my anxiety.	1	2	3	4
4. I am too anxious to do homework tasks right now.	1	2	3	4
5. My anxiety has been pretty good; I don't want to risk making things worse by doing self-help exercises.	1	2	3	4
6. I don't believe these exercises are an effective approach for reducing anxiety.	1	2	3	4
7. I am a procrastinator; I've always had trouble motivating myself to do extra work.	1	2	3	4
8. I'm not getting any better, so why bother doing these exercises?	1	2	3	4
9. I'm too tired or stressed to do self-help exercises.	1	2	3	4
10. These tasks are trivial; I don't see how this will help me beat anxiety.	1	2	3	4
11. I'm too busy and don't have time for daily mental self-help exercises.	1	2	3	4
12. Anxiety is a medical condition; I shouldn't have to go to all this effort to get rid of it.	1	2	3	4

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Belief statement	Strongly disagree	Disagree	Agree	Strongly agree
13. Other people overcome anxiety without putting this much work into it.	1	2	3	4
14. There is a deep-seated root to my anxiety that needs to be discovered; I don't see how these exercises can be effective.	1	2	3	4
15. What if I don't do these exercises correctly and they make my anxiety worse?	1	2	3	4
16. I hate writing things down; I've never been a person to keep records.	1	2	3	4
17. I lack the motivation and discipline to do this kind of therapy.	1	2	3	4
18. This is too hard; there must be an easier way to overcome anxiety.	1	2	3	4
19. Doing even a little homework is better than doing nothing at all.	1	2	3	4
20. Even if I don't do the self-help exercises, going to therapy sessions or reading about anxiety should be somewhat helpful.	1	2	3	4
21. I've always hated doing homework, even as a child.	1	2	3	4
22. I don't like following rigid programs; I prefer to do things my own way.	1	2	3	4
23. I can overcome my anxiety without practice.	1	2	3	4
24. I've made progress on my anxiety in the past without doing self-help exercises; therefore I shouldn't need to do them now.	1	2	3	4
25. These exercises are too demanding; I just don't see how they are going to help me overcome anxiety.	1	2	3	4

Seven Characteristics of Effective Assignments

Instructions: Read through the questions below and check either *Yes* or *No* to answer each one. A brief explanation is provided for each characteristic of an effective practice exercise. There is sufficient space in the yes/no columns for multiple checkmarks so you can use this exercise repeatedly as you progress through the workbook.

Question	Explanation	Yes	No
<p>1. <i>Clear rationale</i></p> <p>Do you understand why you are doing the practice exercise?</p>	The exercise must address an important aspect of severe anxiety and must contribute to your goal of anxiety reduction.		
<p>2. <i>Cost-benefit</i></p> <p>Do you know what you'll gain from doing the exercise?</p>	You should be clear about the costs and benefits associated with investing your time in doing the exercise.		
<p>3. <i>Precise instructions</i></p> <p>Do you know how to do the exercise?</p>	The exercise should be clearly specified so you know exactly what to do, when, and for how long.		
<p>4. <i>Graduated steps</i></p> <p>Are you doing the exercise by following specific steps?</p>	Practice assignments need to be done systemically, where you start with something at a lower anxiety level and work up to situations or tasks that involve more severe anxiety.		
<p>5. <i>Record keeping</i></p> <p>Are you keeping a record of your practice sessions?</p>	A brief written description of your behavior, thinking, and anxiety level is essential each time you engage in a practice exercise.		
<p>6. <i>Repeated practice</i></p> <p>Are you practicing the exercise again and again over several days?</p>	Do each exercise frequently, possibly even daily, before proceeding to the next chapter assignment. When CBT fails, it's often because of insufficient time doing a practice exercise.		
<p>7. <i>Problem-solve disappointments</i></p> <p>If there's a problem with an exercise, what can you do to make the exercise work for you?</p>	If you're disappointed with the outcome of a practice exercise, take time to evaluate what went wrong. Consider how you could improve on the exercise the next time you do it.		

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Anxiety Trigger Checklist

Instructions: Place an X in the column that represents the amount of anxiety you associate with each situation. In the blank spaces, write any additional triggers to your anxious feelings that are not listed in the relevant category.

Possible anxiety triggers	No anxiety	A little anxiety	A lot of anxiety
<i>Work/school performance</i>			
Being late for meeting, class, or appointment			
Losing my job; failing or quitting school			
Thinking I'm falling behind; not keeping up at work or school			
Not succeeding; failing to meet expectations, goals, or targets			
Possible negative work evaluation or poor marks			
Having unfinished work			
Making mistakes			
Not doing my best			
Other: _____			
Other: _____			
<i>Social relationships</i>			
Going to social event (such as a party) with a lot of unfamiliar people			
Making a telephone call to a stranger			
Walking into a theater, church, group setting late			
Being assertive			
Expressing my opinion, especially in a group			
Having friends over for dinner			
Working out in the gym			
Concern that others think I'm stupid, boring, or no fun			
Feeling of not knowing what to say			
Thought of not fitting in with these people			

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Possible anxiety triggers	No anxiety	A little anxiety	A lot of anxiety
<i>Social relationships (continued)</i>			
Thought that I've made a bad impression or a fool of myself			
Concern that I've been rude or impolite			
Thought that I'm not accepted			
Giving a presentation			
Thought of looking nervous, uncomfortable			
Other: _____			
Other: _____			
<i>Finances</i>			
Difficulty paying bills			
Reminded of being in debt			
Concern I'll not have enough money			
Overspending			
Not saving enough/investments underperforming			
Not meeting my budget			
Not having enough money; not making ends meet			
Need a better income			
Other: _____			
Other: _____			
<i>Intimate/family relationships</i>			
Argument with partner/child/parent			
Accident, injury to partner/child/parent			
Thought that I'm unattractive to intimate partner			
Thought that I'm not loved by intimate partner			
Thought that my intimate partner isn't committed to me			
Thought that my intimate partner is not faithful			

(continued)

Possible anxiety triggers	No anxiety	A little anxiety	A lot of anxiety
<i>Intimate/family relationships (continued)</i>			
Currently having no intimate partner			
Beginning of a romantic relationship			
Experiencing a lack of intimacy			
Other: _____			
Other: _____			
Health			
Concerns about a chronic medical condition			
Chronic pain			
Waiting for the results of a medical test			
Sudden chest pains			
Being in public and getting an infectious illness			
Concern about being overweight or in poor health			
Going to the doctor or hospital			
Feeling nausea or upset stomach			
Headache			
Unexpected aches and pains			
Feeling dizzy, unsteady, or weak			
Feeling tired, lack of energy			
Poor sleep			
Concern of a possible heart attack, stroke, or aneurysm			
Concern about forgetting, confusion, or poor concentration			
Thoughts of death and dying			
Other: _____			
Other: _____			

Mild Anxiety Checklist

Instructions: There are two parts to this worksheet.

Step 1. In the space provided, briefly describe two experiences of normal, mild anxiety. On these occasions you felt slightly nervous, tense, or anxious, and you were thinking that something unfortunate could happen to you or a loved one. The anxiety may have occurred in a situation that would cause most people some anxiety.

1. Mild anxiety experience: _____

2. Mild anxiety experience: _____

Step 2. Below you'll find a checklist of features common to all levels of anxiety. Place a checkmark beside the symptoms you had during the mild anxiety experiences recorded in Step 1.

Physical features

- Increased heart rate, palpitations
- Shortness of breath, rapid breathing
- Chest pain or pressure
- Choking sensation
- Dizziness, lightheadedness
- Sweating, hot flashes, chills
- Nausea, upset stomach, diarrhea
- Trembling, shaking
- Tingling or numbness in arms, legs
- Weakness, unsteadiness, faintness
- Tense muscles, rigidity
- Dry mouth

Behavioral features

- Avoidance of threat cues or situations
- Escape, flight
- Pursuit of safety, reassurance
- Restlessness, agitation, pacing
- Hyperventilation
- Freezing, motionlessness
- Difficulty speaking

Cognitive (thinking) features

- Fear of losing control, being unable to cope
- Fear of physical injury or death
- Fear of going crazy
- Fear of negative evaluation by others
- Frightening thoughts, images, or memories
- Perceptions of unreality or detachment
- Poor concentration, confusion, distractibility
- Narrowing of attention, hypervigilance for threat
- Poor memory
- Difficulty in reasoning, loss of objectivity

Subjective features

- Feeling nervous, tense, wound up
- Feeling frightened, fearful, terrified
- Being edgy, jumpy, jittery
- Being impatient, frustrated

My Mild Anxiety Log

Instructions: When completing this worksheet, think broadly about your mild anxiety triggers. Any external situation, thought, image, memory, or physical sensation could trigger mild anxious feelings. It is likely that only a few physical arousal symptoms will be present with mild anxiety. The cognition and behavior columns are the most important. For the cognition column, consider how you're thinking the situation is not that bad, that you'll be able to cope with it, and everything will work out in the end. For the behavior column, briefly describe how you turned the anxiety-provoking situation into a challenge, maintained a problem-solving focus, and didn't let anxiety derail your efforts.

Date and time	Anxiety situation/trigger	Physical sensations	Cognition (What were you thinking when mildly anxious?)	Coping (How did you respond to your mild anxiety?)
1.				
2.				

When My Anxiety Was Helpful

Instructions: Select three or four life domains that are important to you. Think of an experience that caused you some nervousness, anxiety, worry, or stress, but your emotional state actually helped you deal successfully with the situation. After describing the situation in the first column, indicate in the second column how some anxiety or worry helped you perform better than if you had no anxiety.

Challenging/difficult situation, problem, or concern	How mild anxiety or worry helped me deal with the situation, problem, or concern
Work:	
Family/intimate relationships:	
Friendships/social sphere:	
Health/physical fitness:	
Leisure/recreation:	
Community/citizenship:	
Spirituality/religious faith:	

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My Adaptive Anxiety Profile

Instructions: Review your entries in Worksheet 3.4 and select two or three life experiences that were difficult but you managed the anxiety and worry so well that you were able to overcome the difficult circumstance. Next answer the four questions associated with each situation. Briefly explain what you thought and how you behaved in each situation that enabled you to keep your anxiety and worry low.

A. Challenging, difficult situation: _____

1. What I told myself that made me think the situation was not that serious: _____

2. What I told myself about my ability to deal with the situation: _____

3. What I told myself about my ability to tolerate or handle the anxiety caused by the situation:

4. How I responded to this situation that reduced the anxiety: _____

(continued)

B. Challenging, difficult situation: _____

1. What I told myself that made me think the situation was not that serious: _____

2. What I told myself about my ability to deal with the situation: _____

3. What I told myself about my ability to tolerate or handle the anxiety caused by the situation:

4. How I responded to this situation that reduced the anxiety: _____

(continued)

C. Challenging, difficult situation: _____

1. What I told myself that made me think the situation was not that serious: _____

2. What I told myself about my ability to deal with the situation: _____

3. What I told myself about my ability to tolerate or handle the anxiety caused by the situation:

4. How I responded to this situation that reduced the anxiety: _____

My Anxiety Trigger Evaluation Form

Instructions: Three types of anxiety triggers are indicated in the first column of this worksheet. For each type, list the most common triggers associated with your experience of anxiety. In the next column rate the probability or likelihood (0–100%) that you'd feel at least some anxiety if exposed to each trigger you listed. In the third column rate from 0 (no anxiety) to 10 (extreme, panic-like anxiety) the average severity of your anxiety or worry when provoked by the trigger.

Anxiety triggers	Likelihood provoked (0–100%)	Severity of anxiety/ fear/worry (0–10)
<i>External situations</i>		
1.		
2.		
3.		
4.		
5.		
<i>Unwanted thoughts, images, or memories</i>		
1.		
2.		
3.		
<i>Physical aches, pains, and other bodily sensations</i>		
1.		
2.		
3.		

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My Anxious Thinking Form

Instructions: In the first column, write down triggers that caused an anxiety severity rating of between 5 and 10 on the previous worksheet. In the second column, make note of any threatening, troubling, or uncomfortable thoughts, images, or memories that came to mind when you encountered the trigger.

Anxiety triggers	What's threatening, troubling, or uncomfortable?
<i>External situations</i>	
1.	
2.	
3.	
4.	
5.	
<i>Unwanted thoughts, images, or memories</i>	
1.	
2.	
3.	
<i>Physical aches, pains, and other bodily sensations</i>	
1.	
2.	
3.	

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Ineffective Coping Checklist

Instructions: Using the 4-point rating scale, circle the number that best approximates how often you think you use each coping response when feeling highly anxious.

Coping responses	Never	Occasionally	Often	Always
Leave situation when first feel anxious	0	1	2	3
Avoid anxious triggers	0	1	2	3
Seek reassurance that I'll be okay	0	1	2	3
Become quiet, withdraw into myself	0	1	2	3
Take antianxiety medication	0	1	2	3
Call/ask for help	0	1	2	3
Try to calm down by focusing on my breath, relaxing, meditating	0	1	2	3
Distract myself with activities, music, and so forth	0	1	2	3
Lie down and try to rest	0	1	2	3
Steady myself by holding on to objects	0	1	2	3
Drink alcohol, use cannabis, CBD, or other substance	0	1	2	3
Procrastinate	0	1	2	3
Be overly cautious; slow down	0	1	2	3
Overprepare when anticipating an anxious situation	0	1	2	3
Overthink, analyze my feelings	0	1	2	3
Try to reason with myself	0	1	2	3
Worry	0	1	2	3
Speak or act more quickly to get through an anxiety experience	0	1	2	3
Seek medical/professional help	0	1	2	3
Seek a family member or friend who makes me feel safe, less anxious	0	1	2	3
Get angry, even aggressive; go on the attack	0	1	2	3
Get emotional, tearful to vent my feelings	0	1	2	3
Check and recheck something to reassure myself it'll be okay	0	1	2	3
Engage in a pleasurable activity (like social media, eating, watching a movie or TV)	0	1	2	3
Pray or other religious activity	0	1	2	3
Sleep	0	1	2	3

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Core Characteristics of My Problematic Anxiety

Instructions: Recall your recent experiences of feeling severely anxious. Write a short answer to each question below to elaborate on your experience.

1. Do you experience more severe feelings of anxiety in common situations than most people? If yes, give some examples: _____

2. When you feel anxious, does it last longer than most people you know? If yes, what is the average length of your severe anxiety episodes? _____
3. Does anxiety prevent you from engaging in certain common activities? If yes, state what you can't do because of anxiety: _____

4. Does your anxiety often hit you suddenly, like a panic attack? If yes, how often would you have a surge of anxiety in a typical week? _____
5. Do you find that more things now make you anxious than when you first started having problems with anxiety? Circle: *Yes* or *No*
6. When you feel highly anxious, do you automatically think about the worst possible outcome? If yes, what's a typical catastrophe (worst outcome) that pops into your mind when anxious? _____

7. When feeling anxious, do you often try to get out of the situation as quickly as possible or avoid it altogether? If yes, describe a common situation, object, or person you try to avoid because it makes you feel anxious: _____

8. Circle the statement that best describes how you feel most of the time.
 - a. I feel calm, relaxed, and comfortable within myself.
 - b. I feel tense, on edge, and uncomfortable within myself.

My Symptom Self-Monitoring Form

Instructions: Complete this form by starting with the far left column and making your way across to the far right column. Use the questions in each column as prompts to help you write about your anxiety experience. Keep your entries brief, focusing on the main features of your anxiety.

<p style="text-align: center;">Triggers</p> <p style="text-align: center;">(Where were you? Who was present? What happened just before the anxiety started?)</p>	<p style="text-align: center;">Physical symptoms</p> <p style="text-align: center;">(What physical sensations did you experience?)</p>	<p style="text-align: center;">Anxious thoughts</p> <p style="text-align: center;">(What went through your mind during the episode? Were you thinking about being anxious? Were you worrying about something? Were you concerned something bad could happen to you or loved ones?)</p>	<p style="text-align: center;">Behavioral symptoms</p> <p style="text-align: center;">(How did you deal with the anxiety? What did you do to stop feeling anxious? What coping strategies did you use to feel safe and more comfortable?)</p>
1.			
2.			
3.			

My Anxiety Symptom Profile

Instructions:

- **Turn to your completed Worksheet 4.1** and, in the form below, list the external situations, unwanted thoughts, and physical sensations that make you feel anxious.
- **Turn to your completed Worksheet 4.2** where you recorded the anxious thoughts, catastrophic thinking, and worry that enter your mind when you are feeling anxious. List examples of anxious thinking in the second section of the profile form, below.
- **Review Worksheet 4.3** and in the third section below list the various ways that you tend to respond when you feel highly anxious. In addition to the ineffective strategies you circled on Worksheet 4.3, list any responses you noted in Worksheet 4.5.

Anxiety Triggers
(situations, thoughts, sensations, expectations)

1. _____

2. _____

3. _____

4. _____

5. _____



(continued)

Anxious Thinking (Cognitive Symptoms)
(apprehensive thoughts, worries, worst possible outcome)

1. _____

2. _____

3. _____

4. _____

5. _____



Coping Responses (Behavioral Symptoms)
(situations, thoughts, sensations, expectations)

1. _____

2. _____

3. _____

4. _____

5. _____

My Symptom Tolerance Scale

Instructions: Circle the scale value that best describes how much each symptom bothers you on the 0-3 scale.

Anxiety symptoms	Not at all	Slightly bothered	Moderately bothered	Greatly bothered
Feeling discomfort, tightness, or pain in chest	0	1	2	3
Sudden increase in heart rate, heart palpitations	0	1	2	3
Trembling body, shaking hands	0	1	2	3
Feeling of suffocation, shortness of breath, or feeling like you're not getting enough air, out of breath	0	1	2	3
Feeling of unreality, déjà vu, or feeling detached from your body	0	1	2	3
Feeling dizzy, lightheaded	0	1	2	3
Upset, queasy stomach, nausea, or cramps	0	1	2	3
Feeling faint, weak, or unsteady	0	1	2	3
Tense muscles, feeling stiff or achy	0	1	2	3
Blurred vision, feeling like you're in a fog	0	1	2	3
Feeling hot, chills, or sweaty	0	1	2	3
Feeling restless, keyed up, agitated, or pacing	0	1	2	3
Blushing, feeling flushed, or hot flashes	0	1	2	3
Having unexpected pain, soreness, muscle spasms, or other symptom of a medical condition	0	1	2	3

Discovering the Importance of Context

Instructions: In the space below, write down some situations that trigger unwanted physical symptoms that make you anxious because you're thinking *I shouldn't be feeling this way right now*. These are high anxiety sensitivity situations. Next to each situation, think of a different situation in which you'd not feel anxious about the symptom because it would be appropriate in that situation (for example, *I expect to have the physical sensation in this situation*). These are low anxiety sensitivity situations.

Situations with high anxiety sensitivity potential	Situations with low anxiety sensitivity potential
1. You're sitting in a chair, and you suddenly stand up and feel dizzy, lightheaded; like you're going to faint.	1. You've been ice skating at a public rink going around and around in circles. After 20 minutes without a break you feel dizzy, lightheaded, like you're going to faint.
2. You're sitting in a board meeting. Suddenly you feel hot flashes, your face turns red, and you begin to sweat.	2. You're in a crowded room with poor ventilation, and you begin to feel hot and start sweating.
3.	3.
4.	4.
5.	5.

Symptom–Consequence Match-Up

Instructions: Circle all the symptoms you experience when anxious. Then draw an arrow from each symptom to one or two consequences you believe are associated with that symptom. Draw a **heavy arrow** if you are very concerned that the negative consequence might arise and a **light arrow** if you're only mildly concerned the consequence could arise. Note that any symptom can have more than one feared consequence, and any consequence could be associated with more than one symptom.

Anxiety symptoms	Perceived consequences
Feeling discomfort, tightness, or pain in chest	Anxiety will build and continue most of the day
Sudden increase in heart rate, heart palpitations	Increased risk of a panic attack
Trembling body, shaking hands	Won't be able to work or be productive due to anxiety
Feeling of suffocation, shortness of breath, or feeling like you're not getting enough air	Symptom of a serious medical condition like heart attack, brain aneurysm, severe asthma attack, or the like
Feeling of unreality, déjà vu, or feeling detached from your body	Increased risk of feeling shame or embarrassment
Feeling dizzy, lightheaded	Cause disapproval, rejection, or criticism by others
Upset, queasy, or butterflies in stomach, nausea, or cramps	Experience uncontrollable worry or loss of mental control
Feeling faint, weak, tired, or unsteady	Trigger an anger outburst or intense irritability toward others
Tense muscles, feeling stiff or achy	Signals danger of imminent harm to self, family, or other valued people in my life
Blurred vision, feeling like you're in a fog	Increase in physical symptoms of discomfort like muscle/stomach pain, tension headache, nausea
Feeling hot, chills, or sweaty	Disruption of order, routine, or predictability in daily living
Feeling restless, keyed up, agitated, or pacing	Heightened fear and thoughts of death or dying
Blushing, feeling flushed, or hot flashes	Increase in chronic pain condition
Having unexpected pain, soreness, muscle spasms, or other symptom of a medical condition	Disrupted sleep leading to increased fatigue throughout the day
Feeling confused, distracted, can't concentrate	Feeling overwhelmed and highly stressed
Feeling frustrated, annoyed, or impatient	

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My Anxiety Sensitivity Beliefs

Instructions: Below are 10 belief statements that represent perceived negative consequences of physical sensations relevant to anxiety. Circle how much each statement indicates what you believe about that physical sensation.

Statements	Very little	A little	Some	Much	Very much
1. I am afraid of my heart beating quickly because I tend to think something could be terribly wrong.	0	1	2	3	4
2. When my stomach feels queasy or upset, I start to worry that I might become sick.	0	1	2	3	4
3. When I feel unexpected chest tightness or pains, my initial fearful thought is whether this could be a sign or symptom of a heart attack.	0	1	2	3	4
4. When I feel like I am not breathing properly, I tend to think this is serious and could lead to suffocation.	0	1	2	3	4
5. When my throat feels tight, I seriously wonder if I could choke to death.	0	1	2	3	4
6. It is important to keep myself calm and relaxed as much as possible.	0	1	2	3	4
7. I try to control my anxiety so I don't look nervous to other people.	0	1	2	3	4
8. I don't like feeling physically aroused or excited.	0	1	2	3	4
9. I am concerned that physical arousal or stress could get out of hand and cause a panic attack.	0	1	2	3	4
10. I am quite preoccupied with how I am feeling physically and whether I am starting to feel anxious.	0	1	2	3	4

Note. These statements indicate whether or not a person has a tendency toward high anxiety sensitivity. An accurate assessment of anxiety sensitivity must be done by a qualified mental health professional using a standardized anxiety sensitivity measure.²¹

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Nonthreatening Symptom Diary

Instructions: Pay attention to times when you had a physical sensation in a nonanxious situation. Follow these steps when completing the worksheet.

- **Step 1.** State the specific symptom(s) you experienced in the first column.
- **Step 2.** Then briefly describe the situation that triggered the symptom.
- **Step 3.** Next indicate how you interpreted or explained why the symptom occurred. What caused the symptom to occur in that situation? What effect or consequence did you think the symptom might have on you?
- **Step 4.** In the final column note the outcome of the whole experience. Did the symptom just disappear on its own? Did you do something to deal with the symptom? What effect did it have on your emotional state or on your actions?

Symptom(s) I experienced	Situation that triggered the symptom(s)	Your interpretation (understanding) of the symptom(s)	Outcome
<i>Martina's examples: Stomach felt queasy, a little nauseated</i>	<i>Had just eaten some Mexican take-out at my desk because I was busy at work.</i>	<i>This is all due to the food; fast food always bothers my stomach; I don't know why I keep eating this stuff.</i>	<i>Took an antacid and eventually my stomach settled down.</i>
<i>Felt very jittery, restless, couldn't focus</i>	<i>Again, at work; terribly busy; lots of interruptions and demands</i>	<i>I was feeling stressed and overwhelmed by the work; I drank more coffee than usual to stay alert; I was probably reacting to too much caffeine in my body plus all the stress.</i>	<i>I took a short break and went outside to clear my head; I decided to ignore my emails and focus on the most pressing task. It took an hour or so, but eventually I settled down.</i>

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Focused Attention Symptom Diary

Instructions: Over the next week, write down times when you practiced *detached focus* on the symptom(s) that you fear most. In the first column, note the situation and the feared or threatening symptoms you experienced. Then describe how you practiced detached focus toward the symptom. In the last column, state what eventually happened to the symptom after spending time engaged in focused attention.

Occurrence of feared, threatening, or bothersome symptom(s)	Quality of detached observation of the symptom(s)	Symptom outcome
<p><i>Martina's example:</i></p> <p><i>Sitting at home and thinking about the dinner party invitation. I feel butterflies in my stomach, a churning sensation as if I could be sick to my stomach.</i></p>	<p><i>I was able to focus all my attention on the sensations in my stomach. I imagined that it was like a pot of stew boiling on the stove. I kept my attention focused on it, observing the ebb and flow of the sensations.</i></p>	<p><i>Eventually the sensations subsided. I got bored with thinking about my stomach and found myself mindlessly phone surfing. Any anxiety about anticipating the dinner party faded as well.</i></p>
1.		
2.		
3.		
4.		
5.		

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Weekly Exercise Log

Instructions: Keep track of your daily exercise using the weekly exercise log. Briefly state the exercise activity in the second column and its duration in the third column. Rate how much physical effort you put into the exercise from 0 = no effort, quite relaxed, to 10 = completely exhausted by the exercise. Use the last column to write comments on the physical symptoms/sensations you experienced while exercising.

Day	Exercise activity	Duration (minutes)	Degree of effort (0-10)	Physical symptoms/sensations experienced during exercise
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

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My Symptom Provocation Record

Instructions: There are three parts to this worksheet. State the physical symptoms of anxiety that bother you most (see Worksheet 5.1) and then explain what frightens you about these symptoms. Next record the daily frequency of your symptom provocation sessions and rate your overall tolerance of the symptoms during these sessions. In the last question, summarize what you learned about tolerating anxiety symptoms from the provocation sessions.

1. In this space, write the anxiety symptom(s) that bother, frighten you most: _____

2. Briefly explain what bothers or frightens you about this symptom(s): _____

Days	Number of times you practiced symptom provocation	Rated ability to tolerate the symptom(s) on 0-10 scale*
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

*10-point rating scale where 0 = poor symptom tolerability, gave up doing the provocation exercise quickly; 5 = moderate symptom tolerability, completed the provocation exercise but felt quite anxious doing it; 10 = excellent symptom tolerability, completed the provocation exercise with minimal anxiety.

3. What did you learn about your ability to tolerate the physical symptoms of anxiety? _____

My Daily Anxiety Record

Instructions: Use this worksheet to record at least one time each day when you experienced more anxiety than you think was appropriate. When recording the anxiety experience in the first column, consider where you were, what you were doing, and whether something disturbing or unfortunate happened to you. Write down in the third column what you were thinking about, that is, what concerned you most about the anxious situation.

Days	Briefly describe periods of moderate to severe anxiety during the day	What were you feeling anxious about? (What were your concerns at the time)
Sunday (Jamal's entries)	1. <i>After procrastinating several hours, I finally went online to work on the LSAT study materials but had a wave of intense anxiousness.</i> 2. _____ 3. _____	<i>There's way too much material; I'll never retain all this information.</i>
Monday	1. <i>My father seemed embarrassed that a coworker had asked him what I was doing. I could feel my face get flushed, and I wanted to run.</i> 2. _____ 3. _____	<i>I'm so ashamed that I'm still living at home and dependent on my parents. I need to leave home and be more independent.</i>
Tuesday	1. <i>Saw Facebook posting of friend in law school and felt panicky.</i> 2. _____ 3. _____	<i>Everyone is getting ahead of me; I'm falling so far behind; I'll never make up for all the time I'm losing.</i>
Wednesday	1. _____ 2. _____ 3. _____	
Thursday	1. _____ 2. _____ 3. _____	
Friday	1. _____ 2. _____ 3. _____	
Saturday	1. _____ 2. _____ 3. _____	

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My Threat Estimations

Instructions: Review the anxious thoughts and concerns you recorded on previous worksheets. What negative outcome(s) were you thinking could happen? These outcomes are your predictions of threat. Write down these predictions in the first column of the worksheet. (Take a look at Jamal's anxious predictions as examples.) In the second column, provide an estimate of the likelihood the threat will happen in real life, from 0% (couldn't possibly happen) to 100% (certain it will happen). In the third column, rate the severity of the predicted threat from 1 = mildly aversive experience to 10 = an absolute catastrophe, the worst that could happen to me. Complete the probability and severity estimates as if you were feeling severe anxiety when doing the exercise.

My anxious predictions	Probability estimate (0–100%)	Severity estimate (1–10)
<i>Jamal's predictions</i>		
<i>I'm going to do poorly on my second attempt at taking the LSAT exam.</i>	<i>85%</i>	<i>8/10</i>
<i>I'll never get into law school and will end up in a menial job the rest of my life.</i>	<i>50%</i>	<i>10/10</i>
1.		
2.		
3.		

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My Helplessness Thinking Record

Instructions: In the first column, briefly describe the situation that triggered your anxiety. What caused you to feel anxious? Next write down the thoughts you had about being weak or helpless. In the final column, briefly describe what you think would be an effective response to this situation. How would a confident, self-assured person deal with this situation? How would you like to cope with this anxious situation?

Anxiety concern (triggers)	Thinking you are helpless	Desired way to cope
1.		
2.		
3.		
4.		
5.		

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My Anxious Mind Map

Instructions: Follow these steps to create a map of your anxious mind.

- **Step 1.** Begin by writing down a primary concern evident in many of these experiences.
- **Step 2.** Next, write down the various triggers of this anxiety in the second item.
- **Step 3.** Item 3 asks you to briefly describe the threat associated with the anxious concern. Make sure your comment includes what you think is the likelihood and severity of the possible threat when you're feeling anxious (see Worksheet 6.2).
- **Step 4.** Use item 4 to describe how you feel helpless, vulnerable, and unable to cope should the dreaded threat occur in real life. You could also include whether you feel helpless to deal with the severe anxiety associated with these experiences (see Worksheet 6.3).
- **Step 5.** List all the cognitive errors present in your anxious thinking (see Table 6.2).
- **Step 6.** In the final item, reflect on the possible safety information that may be present, but that you find it difficult to think about when experiencing your anxiety problem.

1. Briefly describe your primary anxious concern: _____

2. List situations, physical sensations, thoughts, memories that trigger the anxious concern: _____

3. Describe how you overestimate the likelihood and severity of the threat: _____

4. Describe how you think you're helpless to deal with this threat: _____

5. List errors present in your anxious thinking: _____

6. Describe the safety information you are ignoring or minimizing: _____

My Evidence-Gathering Form

Instructions: There are 4 steps to completing this worksheet.

- **Step 1.** On the first line, write down your primary anxious thought. You'll find this in Questions 3 and 4 of your Anxious Mind Map.
- **Step 2.** Over the next week, write down the evidence or reasons why you should be concerned (or afraid) of whatever it is that's making you feel severe anxiety at that moment. Ask yourself, "What is the evidence that the threat is very likely to occur? What's the evidence for the worst possible outcome happening? What's the evidence (reasons) that I can't cope with the negative outcome?" After you have generated all the evidence for the threat, circle the one you find most convincing.
- **Step 3.** Once your anxiety has subsided, take a few minutes to write down evidence (reasons) why you shouldn't be afraid of the anxious concern. Ask yourself, "What's the evidence that the threat is not as likely as I think? What's the evidence that the outcome will be only mildly unpleasant? Is there any evidence I can cope better than I think? Is there evidence of safety that I'm overlooking?" Try to generate as much evidence as possible against the anxious thought. Circle the evidence or reasons you find most convincing.
- **Step 4.** Once you've listed evidence for and against your core anxious thought, **rate the likelihood and severity of the outcome based on the realistic evidence you collected.** Remember, these ratings are based on the evidence you gathered and not on how you feel.

Write down the anxious thought about threat or danger you are testing: _____

Evidence for anxious thought	Evidence against anxious thought
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Based only on the gathered evidence (and not on how you feel), rate how likely it is that the threat will occur, from 0% (won't happen) to 100% (certain): _____%

Based only on the gathered evidence (and not on how you feel), rate the severity of the most likely outcome, from 0% (not at all severe) to 100% (most severe I can imagine): _____%

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My Cost-Benefit Form

Instructions: There are several steps to completing this worksheet.

- **Step 1.** Begin by writing down a specific anxious thought or belief. You can use the anxious thought(s) you worked on in the previous exercise.
- **Step 2.** Next think hard about the direct and indirect advantages or benefits and disadvantages or costs of the anxious thought when you're not feeling anxious. Make sure you come up with specific pros and cons. Avoid general or vague reasons, which will not be helpful when you're anxious.
- **Step 3.** Include both short-term and long-term consequences of assuming that the anxious thought is an accurate prediction of what could happen.
- **Step 4.** Circle the costs and benefits that are most important to you.
- **Step 5.** Try to review this form immediately after experiencing an episode of problematic anxiety, spending several days on this exercise to correct, add, and delete various benefits/costs to your thinking. There may be some reasons that you overlooked when you completed the form when not feeling anxious.

Briefly state the anxious thought or belief: _____

Immediate and long-term benefits	Immediate and long-term costs
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Note. Circle the advantages and disadvantages that are most important to you.

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My Alternative Perspective Form

Instructions: Record an anxious, threatening thought that automatically enters your mind during periods of severe anxiety. Next write down an alternative way of thinking that is more realistic and less catastrophic. After making note of your competing ways of thinking, use the double-column table to list reasons for believing or doubting the alternative.

Anxious Thinking

Write down a threatening thought, prediction, or interpretation that is associated with your anxiety problem. This anxious thought is a more extreme, even catastrophic, worst-case prediction that makes you feel highly anxious when you think about it. _____

Alternative Thinking

Briefly describe an alternative prediction related to the outcome stated above. It will be a way of thinking about possible outcomes that is less extreme, more realistic, and more manageable if it occurred. The alternative will still be undesirable, but it'll cause less anxiety. _____

Evidence/reasons for believing the alternative	Evidence/reasons for doubting the alternative
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

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My Acts of Courage

Instructions: List several past or current situations in which you displayed some degree of strength and courage. In the second column, indicate what you did or how you coped with that situation in a way that indicates you displayed some perseverance, strength, and determination. An example is provided in the first row.

Distressing, difficult, or uncertain situations	How you showed strength and courage (How did you cope with this situation that indicates you had strength, determination, and courage to overcome fear or anxiety?)
<p><i>Ruth's example:</i> 10 years ago I was diagnosed with stage 1 breast cancer and had treatment</p>	<p><i>I cried a lot at first but then started reading material on treatment options and prognosis. I came to accept my cancer rather than wish it away. I worked on developing a positive but realistic attitude and accept that my future was more uncertain. I needed to make the most of every day rather than take them for granted.</i></p>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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My Self-Protective Response

Instructions: List several situations that trigger your problematic anxiety in the first column. In the second column, write down how you respond in each situation to manage the perceived threat and reduce your anxious feelings.

Anxiety triggers	Anxiety reductions responses
<p><i>Gerard's example:</i> Grocery shopping with Susan and the store is crowded; immediately feel anxious</p>	<p><i>I grip the shopping cart and try not to look at people; I tell myself to stay calm and take slow, deep breaths; I try to focus on the grocery list and think about what we're putting in the cart; finally the anxiety is too much to bear, so I leave and wait for Susan in the truck.</i></p>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

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Beliefs about Anxiety Scale

Instructions: Use the 5-point scale at the top of the table to check off your level of agreement with each statement. Base your answers on what you've come to believe about your anxiety, not on what you think you should believe.

Belief statements	Completely disagree	Disagree somewhat	Agree somewhat	Strongly agree	Completely agree
1. I find it very hard to tolerate the feeling of anxiety.					
2. It is important to control anxiety as much as possible.					
3. I try to keep my anxiety episodes as brief as possible.					
4. I frequently avoid situations to prevent anxiety.					
5. I am concerned about the long-term health effects of persistent anxiety.					
6. My anxiety episodes are more distressing than anything else I've experienced.					
7. It is important that I develop better control over anxious thoughts and feelings.					
8. It is important that I not appear anxious or nervous in front of others.					
9. The physical symptoms of anxiety scare me.					

(continued)

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Belief statements	Completely disagree	Disagree somewhat	Agree somewhat	Strongly agree	Completely agree
10. I'm concerned the physical symptoms of anxiety could be related to a serious medical problem.					
11. If I don't get better control over my anxiety and worry, I could have a complete mental breakdown.					
12. I am more vulnerable when I am feeling uncertain.					
13. I can't function very well when I am having doubts and uncertainty.					
14. For me the feeling of doubt and uncertainty is upsetting and anxiety provoking.					
15. I try to deal with my uncertainties as quickly as possible.					
16. It is important to avoid the unfamiliar and unexpected because they make me more anxious.					
17. It is important to anticipate the future as much as possible and be prepared for unforeseen circumstances.					

My Safety-Seeking Response Form

Instructions: Use the 3-point rating scale to indicate how often you use any of the safety-seeking responses when you experience problematic anxiety. Base the ratings on whether you typically use a response when feeling highly anxious.

Safety-seeking responses	Never used	Sometimes used	Often used
<i>Behavioral responses</i>			
Leave (escape) when first symptoms of anxiety are noticed	0	1	2
Carry antianxiety medication	0	1	2
Carry cell phone to call for help when anxious	0	1	2
Be accompanied by friend or family member in situations in which you feel anxious	0	1	2
Have water or other liquids readily available	0	1	2
Listen to music when anxious	0	1	2
Engage in relaxation or controlled breathing when anxious	0	1	2
Lie down, rest when anxious	0	1	2
Whistle, sing to yourself when anxious	0	1	2
Tense or hold on to objects when anxious	0	1	2
Distract yourself by looking away from whatever evokes fear	0	1	2
Seek reassurance from others	0	1	2
<i>Cognitive responses</i>			
Think about something more positive or calming	0	1	2
Try to imagine yourself in a safe or peaceful situation	0	1	2
Try to reassure yourself that everything will be all right	0	1	2
Try to convince yourself you're not really feeling anxious	0	1	2
Try to focus on the task at hand, such as work or driving, to avoid attending to the anxiety	0	1	2
Pray; seek divine protection	0	1	2
Criticize yourself for feeling anxious	0	1	2

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Discovering My Avoidance Profile

Instructions: Place a checkmark beside the external triggers you often avoid. The list is selective, so there are additional spaces marked “other” where you can list external triggers that are unique to your anxiety problem. In the second column, check the unwanted thoughts, images, and memories you try not to think because they are anxiety-provoking. Do the same in the final column, which lists specific body sensations, experiences, or symptoms that may be frightening to you.

External triggers avoided	Thoughts, images, or memories avoided	Physical symptoms, sensations avoided
<input type="checkbox"/> Driving unfamiliar routes	<input type="checkbox"/> Thoughts or images of embarrassing yourself in front of others	<input type="checkbox"/> Heart palpitations
<input type="checkbox"/> Being home alone	<input type="checkbox"/> Thoughts of causing harm, injury, or death	<input type="checkbox"/> Shortness of breath
<input type="checkbox"/> Enclosed places (elevators, tunnels)	<input type="checkbox"/> Thoughts of bad or catastrophic events happening to friends or loved ones	<input type="checkbox"/> Feeling lightheaded or dizzy
<input type="checkbox"/> Doctor, dentist visits	<input type="checkbox"/> Disgusting images such as mutilated bodies	<input type="checkbox"/> Sweating
<input type="checkbox"/> Crowds	<input type="checkbox"/> Thoughts or images of a past personal trauma	<input type="checkbox"/> Queasy stomach or nausea
<input type="checkbox"/> Giving a speech	<input type="checkbox"/> Disgusting sexual thoughts	<input type="checkbox"/> Blurred vision
<input type="checkbox"/> Initiating a conversation with unfamiliar people	<input type="checkbox"/> Thoughts about disease and contamination	<input type="checkbox"/> Feeling flushed
<input type="checkbox"/> Answering the phone	<input type="checkbox"/> Thoughts of God's punishment or the end of the world	<input type="checkbox"/> Being red in the face
<input type="checkbox"/> Participating in a meeting	<input type="checkbox"/> Gender/sexual orientation thoughts	<input type="checkbox"/> Feeling sick
<input type="checkbox"/> Walking in front of a group of people	<input type="checkbox"/> Thoughts about dying	<input type="checkbox"/> Vomiting
<input type="checkbox"/> Stores, malls	<input type="checkbox"/> Wondering if you're liked by others	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Air travel	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Open spaces	<input type="checkbox"/> Other: _____	<input type="checkbox"/> Other: _____
<input type="checkbox"/> Restaurants	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> Bridges		
<input type="checkbox"/> Other: _____		
<input type="checkbox"/> Other: _____		
<input type="checkbox"/> Other: _____		

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Behavior Change List

Instructions: In the first section, list the most common situations, thoughts, or physical symptoms that you avoid because of anxiety, as noted on Worksheet 7.5. Next, write down safety-seeking responses rated as 2 (often used) on Worksheet 7.4. Finally, list several ineffective coping strategies that you circled as 2 (“Often”) or 3 (“Always”) on Worksheet 4.3.

A. Escape/avoidance pattern to change

1. _____

2. _____

3. _____

4. _____

5. _____

B. Safety-seeking behavior to change

1. _____

2. _____

3. _____

4. _____

5. _____

(continued)

C. Ineffective coping behavior to change

1. _____

2. _____

3. _____

4. _____

5. _____

Negative Beliefs about Exposure

Instructions: Below are 12 common reasons people are hesitant to engage in an exposure program. Indicate whether each statement applies to you by checking “Yes” or “No.”

Reasons	Yes	No
1. The anxiety will be too intense, and I won't be able to stand it.		
2. The anxiety will keep escalating and remain elevated for hours or even days on end.		
3. I've been feeling less anxious lately; exposure will only upset this relative calm.		
4. I have already exposed myself to fear situations, and it doesn't work; I still feel anxious.		
5. I need to reduce my anxiety to a manageable level before I start doing exposure.		
6. I need to learn better anxiety management strategies before I begin exposure.		
7. I've been anxious for so long that I don't see how exposure will help me.		
8. I just don't see how making myself more anxious will eventually cause me to feel less anxious.		
9. My anxiety is triggered by internal things like certain thoughts, images, memories, or worries. I don't see how exposure can help me.		
10. Exposure may be effective for others, but my anxiety is unique; I can't see how it could possibly help me.		
11. I am just too anxious now to engage in exposure. I'll wait until the medication “kicks in” before doing exposure.		
12. I don't have the courage, the “willpower” to do exposure.		

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My Exposure Hierarchy

Instructions: Start by listing a variety of situations or other triggers of severe anxiety in the second column. Make sure you include enough detail about what you must do in each situation to generate anxiety. Begin with situations or experiences that are least difficult and progress to the most difficult situations. In the first column, rate how difficult it would be to engage in that experience and not escape or avoid it on an 11-point scale. In the third column, write down the core anxious thought associated with each situation if this is known to you.

	Expected level of difficulty* (0-10)	Anxiety trigger (Briefly describe the anxiety-provoking/avoided situation, object, sensation, or intrusive thought/image)	Anxious thinking (What's so threatening, upsetting about this situation that makes you anxious or want to avoid it?)
Least			
Most			

*Difficulty scale; 0 = no difficulty; 5 = moderate difficulty, considerable anxiety and would probably escape/avoid; 10 = extreme difficulty, severe anxiety and would definitely avoid.

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My Recovery-Oriented Exposure Plan

Instructions: In section A, list several goals you'd like to achieve by reducing your anxiety and worry. List some coping strategies for tolerating anxiety in section B that might help with anxiety management during exposure. In section C, list the main safety-seeking and ineffective coping responses that should be curbed during exposure sessions.

A. Anxiety recovery goals

Based on Worksheet 1.3, list what you want to do but can't do because of anxiety.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Healthy responses to tolerated anxiety

Based on Worksheet 3.5, list helpful ways of thinking and acting that improve tolerance of anxiety.

1. _____
2. _____
3. _____
4. _____
5. _____

C. Safety-seeking behavior and ineffective coping to discourage

Based on Worksheets 4.3, 7.4, and 7.6, list responses to avoid because of their negative effects on anxiety.

1. _____
2. _____
3. _____
4. _____
5. _____

My Behavioral Experiment

Instructions: Start by writing out an anxious thought or belief you intend to test with your exposure task. Next, describe how you'll conduct the exposure exercise. Use the double-column table to record what happened when you did the exposure. In the left column, list any experience during exposure that confirmed or validated the anxious thought/belief. In the right column, record any experiences during exposure that contradicted or refuted the anxious thought/belief. Based on your exposure experience, write an alternative way of thinking that is more balanced, realistic, and helpful than the anxious thought/belief.

1. Anxious thought/belief related to exposure task: _____

2. Description of exposure task: _____

Evidence for anxious thought/belief (What happened during the exposure that confirmed your anxious thought/belief?)	Evidence against anxious thought/belief (What happened during the exposure that disconfirmed your anxious thought/belief?)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

3. What's an alternative way of thinking that is more consistent with your exposure experience? _____

My Expectancy Exposure Form

Instructions: Begin by describing a specific exposure task taken from your exposure hierarchy. Next, write out a prediction of what you expect will happen when you start to engage in the exposure task. The third question asks you to record what actually happened during exposure. Use the last question to write down what you learned from the exposure experience.

1. Description of exposure task: _____

2. What are you worried will happen if you do the exposure task? What's the bad outcome or worst experience you expect could happen while doing the exposure? _____

3. Briefly describe what happened during your exposure task. How did you feel, what did you do, and how did others treat you? _____

4. What did you learn from doing the exposure? Was it as bad as you expected (see item 2)? Was the experience less difficult than you expected? If so, how? Were you able to tolerate the anxiety better than you expected? _____

Assessing Common Worry Concerns

Instructions: Beside each concern write *helpful* if that's a concern that you think about in a helpful or productive way. You often think about this concern, but it doesn't cause you much anxiety. Write *harmful* beside those concerns that you think about in an unhelpful way. This type of worry is uncontrollable and is associated with considerable anxiety. If you rarely think about a particular concern, leave it blank.

- | | |
|--|---|
| <p>_____ Intimate (love) relationship</p> | <p>_____ Your physical health (illness, disease, injury, fitness, weight)</p> |
| <p>_____ Physical appearance</p> | <p>_____ Pet's health</p> |
| <p>_____ Family relationships (children, parents, siblings)</p> | <p>_____ Your mental health (unwanted emotions, behavior)</p> |
| <p>_____ Aging (getting older)</p> | <p>_____ Spiritual/religious (matters of faith, morality, and conscience)</p> |
| <p>_____ Work/school (performance, job security, finding a job, career issues)</p> | <p>_____ Health and safety of family, friends</p> |
| <p>_____ Your future</p> | <p>_____ Minor responsibilities (being punctual, house repairs/cleaning, making appointments)</p> |
| <p>_____ Finances</p> | |
| <p>_____ Travel (driving, flying, trains, vacations)</p> | |

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Harmful/Helpful Worry Quiz

Instructions: Read each worry scenario and decide whether the person's worry is helpful or harmful. Explain why you think the worry is harmful or helpful in the space provided.

Jin's Worry

Jin has been working for several years at a retail outlet in the mall. He heard a rumor that the head office might be closing his store. This was a month ago, and since then he can't stop thinking about it. He keeps thinking about losing his job and being unemployed for months. He imagines long hours of futile attempts to find work, but given a soft economy, retail jobs are scarce. He thinks about how awful it feels to be unemployed. He keeps asking people at work whether there's any news from the head office, but there is none. He's more conscious of the drop in customers and can feel his anxiety build on slow days. Jin can think of little else than his impending unemployment and how bad his life is about to get.

Is Jin's worry helpful or harmful? Why? _____

Katya's Worry

Katya just started work at a retail outlet in the mall. One day a coworker told her a rumor that the head office might be closing the store. At first Katya felt anxious about the possibility of having to look for work again. She'd been unemployed before and it was certainly a difficult time in her life. The current economy was not good and retail jobs were scarce. But then she started to think about the strategies she had used in the past to find work. She was able to remember that she'd always found a job, although sometimes it took much longer than she liked. She decided that instead of waiting for the store to close, she'd start job searching now. Who knew? Maybe she'd find an even better job, or she'd find something that would hold her over until something better came along. Or maybe it was time to go back to school. Katya spent a lot of time thinking about her future and whether this was a good time to make a significant career move.

Is Katya's worry helpful or harmful? Why? _____

My Worry across Life Domains

Instructions: Write down what you currently worry about in each domain. If you have more than one worry in a domain, list them all. If you don't have any worries in a particular domain, leave it blank. After each worry, write in parentheses whether the worry is "helpful" or "harmful." Base this distinction on the criteria in Table 8.1. Make multiple copies of the worksheet if you need more space.

Worry	Label helpful or harmful
1. Health (self):	
2. Health (family, friends):	
3. Safety concerns (self, children, family):	
4. Work or school:	
5. Finances:	
6. Intimate relationships:	
7. Other relationships (family, friendships, work colleagues, etc.):	
8. Minor matters (making appointments, completing daily chores, etc.):	
9. Community, world affairs (global warming, terrorist attacks, etc.):	
10. Spiritual matters:	

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My Cognitive Characteristics of Harmful Worry

Instructions: Record three harmful worry examples from the previous worksheet. Then, in the table that follows, write a brief statement in the second column describing how the cognitive process in the first column expresses itself in one or more of these harmful worry examples. If a process is not relevant, leave it blank.

1. Harmful worry example: _____
2. Harmful worry example: _____
3. Harmful worry example: _____

Note: Makayla's harmful worries were her husband's health, her son's job search, and not getting housework done in a timely fashion.

Cognitive process	Your experience of the cognitive process
Catastrophizing	<ol style="list-style-type: none"> 1. _____ _____ 2. _____ _____ 3. _____ _____ <p style="margin-top: 10px;"><i>Makayla's example: When I worry about Richard's health, I think of him having a massive heart attack, dying, and my life as a widow.</i></p>
Heightened anxiety	<ol style="list-style-type: none"> 1. _____ _____ 2. _____ _____ 3. _____ _____ <p style="margin-top: 10px;"><i>Makayla's example: When thinking about my son looking for work, I can feel the tension rise in my body, my stomach churns, and I feel edgy. He's had such a difficult time finding work.</i></p>

(continued)

Cognitive process	Your experience of the cognitive process
Intolerance of uncertainty	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: I keep trying to reassure myself Richard will be okay. I hate the uncertainty of life; not knowing when his health might give out; that he's really living on "borrowed time."</i></p>
Safety seeking	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: I keep telling myself it's okay to have a messy house; it's no big deal. So I leave it and watch a movie, go shopping, get out of the house, visit with friends, but I can't stop thinking about the mess at home.</i></p>
Failed problem solving	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: I keep thinking about what advice to give my son about job searching, but nothing I can think of is satisfactory, and so I keep worrying he'll never find a good job.</i></p>

(continued)

Cognitive process	Your experience of the cognitive process
<p>Striving for perfection</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: I can't stop worrying about the house unless it's perfectly clean and there is absolutely no mess. But this lasts only a moment because I have a messy husband and son living in the same house. Before I know it, the house is a mess and I'm worrying about getting it back to good order.</i></p>
<p>Heightened control effort</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: I keep telling myself to stop worrying. I try to push the worry from my mind by distracting myself or telling myself it'll be alright. But the more I do this, the more I worry.</i></p>
<p>Unhealthy worry beliefs</p>	<p>1. _____ _____</p> <p>2. _____ _____</p> <p>3. _____ _____</p> <p><i>Makayla's example: If I worry about Richard's health, I'll be motivated to keep at him to stick to his diet and exercise. But the worry is making me so anxious, it can't be good for me. If I don't stop worrying, I could end up having a "nervous breakdown."</i></p>

Worry Beliefs Checklist

Instructions: Place a checkmark under “Agree” or “Don’t agree” to indicate whether you tend to agree with each belief statement or not. If you can’t decide, force yourself to make a choice by considering whether you *mostly* agree or *mostly* disagree with the statement.

Belief statements	Agree	Don't agree
1. My problem is that I have poor mental control.		
2. You should keep trying until you find the very best solution.		
3. I have bad luck. If something bad happens to me in the future, it will probably be the worst possibility.		
4. I cannot tolerate making mistakes.		
5. It's important to minimize uncertainty as much as possible.		
6. I'll feel less anxious if I can be more certain of the future.		
7. It's important to get relief when feeling threatened or anxious.		
8. Perfection's not possible, but we should strive for it anyway.		
9. You should keep trying until it feels right.		
10. Bad things are more likely to happen to me than good things.		
11. If you can't come close to the perfect solution, you shouldn't do it.		
12. Anything less than your very best is unacceptable.		
13. If you try hard enough, you can stop worrying.		
14. One should strive to feel safe as much as possible.		
15. I can't stand not knowing how important things in my life will turn out.		
16. Always be prepared for the worst.		
17. If you have a bad feeling about a decision or course of action, don't do it.		
18. You shouldn't do anything that makes you feel uncomfortable.		
19. If you can't control your worry, it's a sign that you're losing control.		
20. It's important to think through all possibilities, especially the most extreme or catastrophic ones.		

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Worry Wart Checklist

Instructions: Below are 10 statements about worry. Check *Yes* if the statement characterizes how you tend to worry or *No* if the statement does not apply.

Statement	Yes	No
1. When I worry, I get stuck on the most negative possibility (<i>what-ifs</i>) of the situation.		
2. When I worry, I tend to think about how upset I will feel if this situation actually happened.		
3. When I worry, I keep trying to figure out what I can do to prevent the worst-case scenario.		
4. When I worry, I keep trying to convince myself the worst-case scenario won't happen, but I can never feel assured or convinced that everything will be all right.		
5. When I worry, I come up with various responses or solutions to the problem, but I end up rejecting them all because they don't seem adequate enough to deal with the situation.		
6. When I worry, it is "not knowing" about the future that bothers me most.		
7. During worry episodes I feel so helpless and ill-prepared to deal with life's difficulties.		
8. Despite my best efforts, I end up feeling frustrated and discouraged with my inability to stop worrying.		
9. When I worry, I keep trying to work out what is the most likely outcome of this situation, but I am always left feeling uncertain.		
10. I often think about how miserable my life will be if I don't get a handle on this worry.		

Worry Diary

Instructions: Record the date when each worry episode happened in the first column. Use the second column to record what triggered the episode. It could be a situation, a circumstance, a reminder, something said to you, an intrusive thought, or some combination of triggers. In the third column, briefly describe what you were thinking about while worrying. Finally, rate how anxious you felt while worrying on a 0–10 scale, where 0 = no anxiety, 5 = moderately anxious, and 10 = extremely anxious. The first row provides an example of a young woman, Cara, who suffered frequent bouts of anxiety and worry about her job performance.

Date	Trigger (What started you worrying?)	Worry thoughts (What are you thinking? What negative possibilities or threats are you focused on? List your <i>what-if</i> questions.)	Anxiety (0–10)
<i>March 24</i>	<i>Cara's example: At work, I submitted a large project in the morning. That afternoon I got a call from my manager that he wanted to see me in two hours. He sounded annoyed. I had an intrusive thought that my report must be awful.</i>	<i>I spent the next two hours thinking what could be wrong with my report. What if he thinks it needs to be rewritten? I don't have time to redo it. What if he thinks it's badly researched or disagrees with my conclusions? What if it's so bad he assigns it to someone else and I get a negative comment in my work evaluation? I know he doesn't like me, so this could be an excuse to get rid of me. I can't afford to lose this job.</i>	<i>Feel very anxious 8/10</i>

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Worry Profile

Instructions: Refer to earlier worksheets to remind yourself of responses that will help you complete this worksheet. (A) Fill in the blanks with your most frequent and distressing harmful worries. (B) List the most common external and internal triggers for each worry. (C) State the worst-case scenarios you think about for each worry. (D) Provide three to four beliefs, both positive and negative, you have about worry. (E) List three to four ways you try to cope with worry by controlling it.

A. Worry thoughts

1. Harmful worry: _____
2. Harmful worry: _____
3. Harmful worry: _____

B. Worry triggers

1. Triggers for first worry: _____
2. Triggers for second worry: _____
3. Triggers for third worry: _____

C. Catastrophic possibilities (worst-case outcome)

1. Catastrophic thinking associated with first worry: _____

2. Catastrophic thinking associated with second worry: _____

3. Catastrophic thinking associated with third worry: _____

D. Worry beliefs (both positive and negative)

E. Worry control

Type of Worry Checklist

Instructions: Start by listing three harmful worries. Next, place a checkmark next to the statements that best characterize your experience of these harmful worries.

1. Harmful worry: _____

2. Harmful worry: _____

3. Harmful worry: _____

Reality-based worry

- Mainly focused on present-day difficulty.
- Primary concern is about coping with the present-day problem, difficulty.
- Worry involves search for solutions.
- The worrier has some influence and control over the problem's outcome.
- The worry concern is more plausible and realistic because it's centered on a real-life problem.

Imaginative worry

- Mainly focused on what could possibly happen in the distant future.
 - Primary concern is reducing anxiety or distress caused by worrying about the future.
 - Worry less about finding solutions because worry is focused on a possibility.
 - The worrier has little influence over an outcome because the worry is focused on a future possibility.
 - The worry concern may be implausible, even bizarre, because it originates in the imagination of the worrier.
-

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Control Pie Chart

Instructions: For section A, select one of your reality-based harmful worries and write it in the space provided. Next, list in section B all the factors that could influence the outcome of the worry problem and provide an estimate of the percentage of influence it may have over the outcome of your worry problem. After recording a “percentage of influence” for all other factors, write down the remaining percentage for “What I can control now.” The percentages must add up to 100. Use the pie chart to draw the percentage control of each factor.

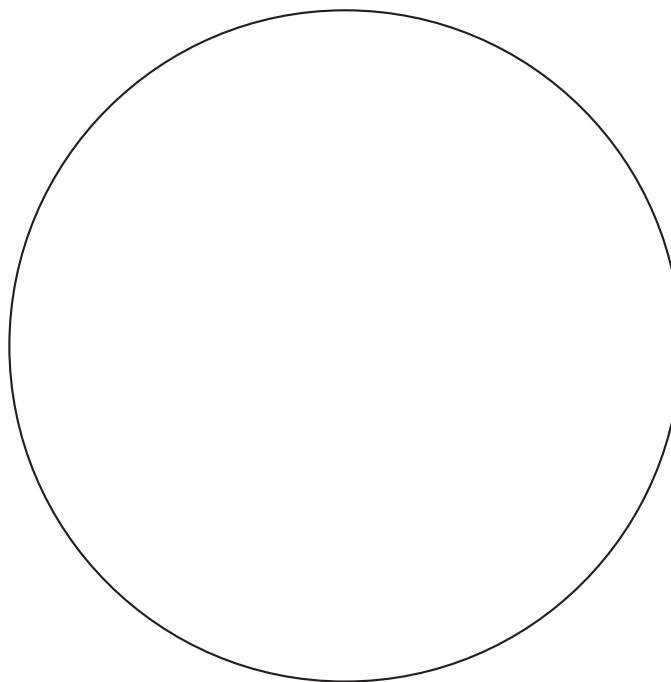
A. My reality-based worry problem (concern): _____

B. List all the factors that have some influence/control over how this problem ends. Estimate their percentage of contribution to the outcome of the problem.

Factor of contribution	Percentage	Factor of contribution	Percentage
1.	%	6.	%
2.	%	7.	%
3.	%	8.	%
4.	%	9.	%
5.	%	10. What I can control now:	%

Total = 100%

C. Pie chart



Worry Exposure Form

Instructions: After each intentional worry session, briefly describe what you worried about and how anxious you felt during the exposure session. Under anxiety level, rate from 0, for none, to 10, for extreme.

Date	Imaginal content during exposure session (Note: Did you think about the catastrophic possibility? Did you imagine your worst fear? List other possibilities you thought about.)	Anxiety level (0–10)
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

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My Daily Uncertainty Record

Instructions: Be aware of times when you were uncertain about the outcome of actions or decisions you took throughout the day. Record these in the first column. In the second column, explain how you managed to tolerate not knowing how the experience would turn out. Use the third column to record what eventually happened.

Uncertainty experience	How I managed to tolerate the feeling of not knowing	What happened
<p><i>Makayla's example:</i> Decided to try a new upscale hairstylist.</p>	<p><i>Told myself I can fix the hair myself if I don't like it, or I could go to another hair salon and have them fix it. If the hair's too short, it'll always grow out. I'm tired of the old look, so need to take a chance on a new style.</i></p>	<p><i>The new style wasn't so bad. The cut was good, and I simply styled it myself next time I washed my hair.</i></p>
<p><i>Makayla's example:</i> Got halfway to work and had doubts about locking the front door. I'd gone too far to turn back and check.</p>	<p><i>Told myself that I've never not locked the door when leaving home, so it's likely locked. I can't be late for work this morning because we have an important client meeting. If someone wants to break in, they can go through the backyard window.</i></p>	<p><i>Got home that evening and the front door was locked.</i></p>
1.		
2.		
3.		
4.		
5.		
6.		

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My Tolerance Fitness Form

Instructions: List several worry problems in which you are concerned about the potential outcome. Next, think about the potential outcome in the first column. In the second column, think about the outcome that you desire for that worry concern and how you try to convince yourself that the desired outcome is most likely. In the third column, propose an opposite response to what you wrote in the second column. This would involve some concrete steps you could take that involve accepting or living with uncertainty. In the final column, record the actual outcome of the worry concern.

Worry-related uncertainty	Desired safety-seeking response to reduce uncertainty	Opposite response that accepts uncertainty	Outcome of worry concern
<p><i>Luis's example:</i> Keep questioning how I'll do on the chemistry final; there's a good chance I'll fail.</p>	<p><i>I want to seek reassurance from my parents that I'll do fine; also want to test my knowledge against my classmates to see if I can answer questions they can't answer.</i></p>	<p><i>I'll stick with my study plan and not seek reassurance. Also I'll refrain from quizzing other students. I'll keep reminding myself I can only do my best. Exams are always uncertain.</i></p>	<p><i>The organic chemistry final was brutal. I ended up with a B- and I was hoping for a B+. I didn't fail, and my grade in the course is respectable.</i></p>
<p><i>Katrina's example:</i> Keep questioning whether our house will sell; what if we have to keep lowering the price.</p>	<p><i>I want to keep calling the realtor and asking whether there's been any interest in the house; what people liked or didn't like about it.</i></p>	<p><i>Don't call the realtor or check the real estate listings. Live each day as if I have no intention of selling the house.</i></p>	<p><i>It took much longer to sell than expected, but eventually it sold. We had to settle for 5% less than we wanted.</i></p>
1.			
2.			
3.			
4.			
5.			

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My Panic Avoidance and Safety-Seeking Record

Instructions: In the left column, list anything you avoid because it might trigger a panic attack. In the right column, record coping strategies you use to reduce a fear of panic or associated anxiety and to reestablish a feeling of ease or calm.

Avoided situations (triggers) (List situations, thoughts, physical sensations that you avoid because you fear a panic attack.)	Safety-seeking strategies (List strategies used to minimize your fear of panic, to keep yourself calm and comfortable.)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

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Panic Self-Diagnostic Checklist

Instructions: The following 15 statements represent ways in which panic attacks can be problematic. Indicate whether or not each statement describes your experience of panic.

Statements	Yes	No
1. I have full-blown panic attacks several times a week.		
2. My panic attacks typically involve several internal sensations listed on page 250.		
3. I have become frightened of having panic attacks.		
4. I tend to avoid a number of common, everyday situations for fear of panic.		
5. Whenever I feel a little anxious, I worry it will escalate into a panic attack.		
6. I find myself preoccupied with monitoring my body for unexpected physical sensations and symptoms.		
7. I am increasingly relying on other people to accompany me so I'll feel less anxious.		
8. Whenever I have an unexplained body sensation or physical symptom, my initial reaction is to assume the worst possible outcome.		
9. I find it very difficult to think more rationally when I'm feeling panicky.		
10. I try hard to keep myself calm so I don't become too stressed out and anxious.		
11. I have become much less tolerant with feeling anxious.		
12. I seem less capable of correcting my initial catastrophic misinterpretation of unexplained physical sensations.		
13. I feel like I've become too emotional and concerned about losing control.		
14. Fear of panic is significantly interfering in my work, school, leisure, and quality of life.		
15. My family and friends are losing patience with my struggle with panic and my avoidance of everyday situations.		

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My Weekly Panic Log

Instructions: Use this form to record all full-blown and limited-symptom panic attacks that occurred over the past week. These are defined as a sudden onset of acute anxiety involving at least one disturbing physical or mental symptom. In the third column, "Rate fear of panic," 0 = none and 10 = extreme. Make multiple copies of the log so you can maintain a continuous record of panic attacks over several weeks.

Date	Panic triggers (Situations, thoughts, sensations)	Rate fear of panic (0-10)	Physical/mental symptoms	Catastrophic misinterpretation (Anxious, fearful interpretation of physical symptoms)	Safety-seeking responses (Avoidance, other strategies to feel calm, less fearful)

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Panic Profile

Instructions: Complete each of the sections below by referring to your panic log (Worksheet 9.3).

Main Anxiety Triggers Related to Panic
(situations, thoughts, sensations, expectations)

1. _____

2. _____

3. _____

4. _____



Physical Sensations



Misinterpretation of Physical Sensations

First anxious thoughts: _____

Catastrophic outcome, what you dread: _____



Avoidance and Safety Seeking

How you try to reduce fear of panic or risk of panic attacks: _____

Antipanic Symptom Interpretation Record

Instructions: Use this form to generate alternative, more benign explanations for why you're experiencing the physical or mental sensations that make you feel panicky. Rate how much you believe each explanation is a credible, truthful reason you experienced the unexpected, distressing physical or mental sensation: 0 = absolutely no belief in the explanation, 10 = absolutely certain that this is the cause of the physical sensations.

Unexpected physical symptom	List possible alternative explanations for the unexpected physical symptom	Rate belief in alternative explanation (0–10)
<p><i>Lucia's example:</i> Chest feels tight, increased heart rate, feel flushed, lightheaded</p>	<p><i>My symptoms are due to feeling rushed, impatient because the store is crowded and I just want to get out of here. I'm probably moving quickly, almost running to get done.</i></p> <p><i>I didn't get much sleep last night, so I feel tired and cranky; everyone annoys me. When I feel this way I tend to have more symptoms of stress and anxiety.</i></p> <p><i>I definitely feel stressed and anxious, so this could be causing the physical symptoms; most often I remain anxious without having a full-blown panic attack</i></p>	<p><i>7/10 belief that symptoms are due to excessive activity</i></p> <p><i>3/10 that symptoms are due to lack of sleep</i></p> <p><i>9/10 that symptoms are due to stress and anxiety</i></p>

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Social Anxiety Checklist

Instructions: Read each question and determine whether the item is *mostly relevant* to your current functioning in social situations. If you answered “Yes” to more than five or six questions, then social anxiety is probably a significant problem for you.

Questions	Yes	No
1. Do you almost always feel quite anxious in a variety of social situations that you encounter on a daily basis?		
2. Do you often feel apprehensive or worried about upcoming social events?		
3. Do you avoid or make excuses to get out of social obligations?		
4. When you can't avoid a social encounter, do you try to leave as soon as possible?		
5. Do you tend to assume you are making a poor impression on people or that they are judging you in a negative manner (thinking you are stupid, incompetent, disturbed, and so forth)?		
6. Are you intensely afraid of saying something embarrassing or humiliating when talking to others?		
7. Do you try hard not to appear anxious in social situations?		
8. When you are around other people, do you try to say as little as possible to avoid drawing attention to yourself?		
9. In social situations, are you quite preoccupied with your performance, tending to “overanalyze” how you are coming across to other people?		
10. Do you rely on various coping strategies to reduce your anxiety around others, such as avoiding eye contact, rehearsing what you say before speaking, and taking deep breaths?		
11. Has social anxiety held you back in your occupation, family relations, leisure activities, or friendships?		
12. After a social interaction, do you often go over and over in your mind what you said or how you came across to other people?		
13. Do you seem to have a particularly good memory for difficult or embarrassing past social encounters?		
14. Do you often feel like you don't know what to say to other people?		
15. Do you believe you are particularly incompetent or inept around other people?		
16. Is embarrassing yourself in front of others just about the worst thing you can imagine?		
17. Do you have problems being assertive or stating your opinion?		
18. Would people who know you best say you are a shy or anxious person?		
19. Do you often feel like everyone is looking at you in social situations?		
20. Do you think you are more anxious in social situations than most people?		
21. Have you been socially anxious or inhibited most of your life?		
22. Have you tried to overcome social anxiety but had only limited success in beating it?		

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My Social Change Goals

Instructions: In the left-hand column, list a few social situations that are important to you but cause moderate to severe social anxiety. Use the right-hand column to explain how you'd like to feel, act, and think in each situation that would be consistent with the aspirations you endorsed in the previous exercise. The first row presents an illustrative example taken from Antonio's story.

Social situation	Social performance goal
<p><i>Antonio's example:</i> Meeting with my manager to review my work</p>	<p><i>In this situation I want to be competent, knowledgeable, confident, and calm. These are the social values most important in this situation. This means I need to focus on the work I've produced and not on how I feel. I'll need to actively listen to my manager's questions and comments. If I don't have an answer, I'll write down the question and get back to him later with an answer. I need to remember that I know more about this document than anyone.</i></p>

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My Social Anxiety Log

Instructions: Use the following form to record your daily experience of situations that cause you some level of social anxiety. Record the social encounter in the left column. Use the next three columns to write about what you were thinking before the social encounter, your thoughts while engaged in the social interaction, and then how you evaluated yourself and the social experience after the event.

Social anxiety trigger (situation, thoughts, memories)	Anxious thoughts during anticipation phase	Anxious thoughts during encounter phase	Anxious thoughts during postevent processing

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Anticipatory Social Anxiety Form

Instructions: Record anxiety-arousing social situations that you anticipate will happen in the coming days or weeks. Rate how anxious you feel just thinking about the future event on a 11-point scale, where 0 = no anxiety, and 10 = intense, panic-level anxiety. Use the third column to describe how you are thinking about this impending event. Write down anything you remember from past events that might contribute to your current anticipatory anxiety.

Social situation anticipated	Anxiety level (0-10)	Anticipated threat	Recalled past memories

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Postevent Analysis Form

Instructions: Below are listed 11 statements that pertain to various aspects of postevent thinking. Check *Yes* if the statement describes how you tend to think about a past social experience during the postevent period and *No* if the statement is not applicable.

Postevent processing statements	Yes	No
A. Reevaluating the social encounter		
1. I become more convinced that people negatively judged me.		
2. I think about how I behaved or what I said that made a negative impression on others.		
3. I become convinced I embarrassed or humiliated myself.		
4. The more I dwell on the social event, the more I'm convinced it was a terrible experience; that the outcome was truly awful.		
5. I keep thinking about how I failed in this social interaction.		
6. The more I think about the experience, the more convinced I become that the anxiety was intolerable; that I couldn't face a similar experience again.		
B. Past memories of difficult social events		
7. I think about embarrassing past social experiences.		
8. I think about how people responded to my anxiety in past social experiences.		
9. I think about how these embarrassing experiences continue to affect me.		
10. I have a vivid image of these difficult social events when I recall them.		
C. Ruminative themes		
11. When I think back to a difficult social encounter, I analyze over and over:		
a. how anxious I felt		
b. whether I was inappropriate, rude, or insulting		
c. whether others noticed I was anxious		
d. whether I appeared incompetent, boring, or socially awkward		
e. that I was ignored by others and felt their disapproval		
f. any critical remarks made by others		

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My Social Anxiety Profile

Instructions: Complete the following sections based on the entries you made in previous worksheets, especially the Social Anxiety Log. Select 10 social situations that elicit moderate to severe anxiety for section A. You may have recorded some of these situations in the Exposure Hierarchy (Worksheet 7.8). Choose situations that are more frequent and that play an important role in your daily living. Also arrange the situations from least to most anxiety-provoking. The Anticipatory Social Anxiety Form (Worksheet 10.4) will provide information on your **most typical** anxious thinking during the anticipatory phase (section B). For the behavioral side, consider what you tend to do to feel less anxious when anticipating an upcoming social event that you know will cause significant anxiety.

Section C asks that you list the **most typical** anxious thoughts and beliefs activated during a social encounter. What are you thinking about when engaged in a social experience that elevates your anxiety considerably? You'll find lots of information from the Safety and Avoidance Protocol exercise (pages 295–296) that will help you list your safety-seeking, avoidance, and coping responses. For section D the **most typical** negative thoughts and memories that occur during postevent processing can be obtained from the Post-event Analysis Form (Worksheet 10.5).

A. Social situations associated with moderate to severe anxiety

- | | |
|---|--|
| <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> | <p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p> |
|---|--|

B. Anticipatory anxiety phase

- | Anxious thoughts | Safety-seeking/avoidance/coping responses |
|------------------------------|---|
| <p>1. _____</p> <p>_____</p> | <p>1. _____</p> <p>_____</p> |
| <p>2. _____</p> <p>_____</p> | <p>2. _____</p> <p>_____</p> |
| <p>3. _____</p> <p>_____</p> | <p>3. _____</p> <p>_____</p> |
| <p>4. _____</p> <p>_____</p> | <p>4. _____</p> <p>_____</p> |
| <p>5. _____</p> <p>_____</p> | <p>5. _____</p> <p>_____</p> |

(continued)

C. Social encounter phase

Negative evaluative thoughts/beliefs

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Safety-seeking/avoidance/coping responses

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

D. Postevent processing phase

Negative recall of social events

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

- 6. _____

- 7. _____

- 8. _____

- 9. _____

- 10. _____

Social Expectations Form

Instructions: In response to section A, briefly describe a social event you're expected to attend in the next two to four weeks. Next, write about a catastrophic outcome you imagine in section B and the best possible outcome you imagine in section C. For section D, record the most realistic outcome associated with this event. Finally, list reasons the catastrophic outcome is not likely to happen and the realistic outcome is more likely.

A. Social event: What's the approaching social event you've been worried about? _____

B. Worst expectation: What's the worst that could happen to you? What do you consider a catastrophe, the most embarrassing thing that could happen? Please describe: _____

C. Best expectation: What's the most desirable, ideal outcome you can imagine? This might be the best impression you could make on others. Please describe: _____

D. Realistic expectation: What's most likely to happen at this social event? Will it be somewhere between worst and best? Please describe: _____

Reasons or evidence why the worst outcome is unlikely to happen	Reasons or evidence that the realistic outcome is likely to happen
1.	1.
2.	2.
3.	3.
4.	4.

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My Social Exposure Plan

Instructions: Select a social situation that causes moderate anxiety and that you avoid if possible. In section A, briefly describe how you can behave so you function at an acceptable level in the situation even though still feeling anxious. Identify key social-evaluative cognitions that drive up your anxiety in section B and alternative, healthier ways of thinking that can reduce anxiety in section C. In section D, list unhealthy responses that inadvertently increase anxiety, and in section E, list coping strategies that potentially lower your anxiety in the selected social situation.

State the anxiety-provoking social situation: _____

A. Action plan (my role, function in the situation): _____

B. Negative social-evaluative thoughts/beliefs to correct: _____

C. Healthy, realistic thoughts to adopt: _____

D. Unhelpful safety and control behaviors to eliminate: _____

E. Healthy coping strategies to implement: _____

Prosocial Cognitive Skills Form

Instructions: The first column lists five cognitive skills that can improve social performance. The second column shows examples based on Antonio's experience. Use columns 3–6 to indicate how you worked on each cognitive skill in several anxiety-provoking social situations that were the target of your exposure exercises.

Prosocial cognitive skills	Antonio's example (a family gathering)	Social exposure 1	Social exposure 2	Social exposure 3	Social exposure 4
1. Maintained an external focus	<i>I was able to listen to conversations and not think only of how I felt.</i>				
2. Observed signs of interest, acceptance in others	<i>I noticed that relatives asked me questions and did respond when I said something.</i>				

(continued)

Prosocial cognitive skills	Antonio's example (a family gathering)	Social exposure 1	Social exposure 2	Social exposure 3	Social exposure 4
3. Countered thinking errors	<i>I caught myself mind reading and jumping to conclusions when I really don't know what people think of me.</i>				
4. Corrected catastrophizing	<i>I countered the thought "they think I'm a total loser" with "they know me and what I accomplished; probably they consider me shy."</i>				
5. Acknowledged my anxiety	<i>It's okay to be nervous with relatives I don't know well. I notice some of them look nervous talking to me. Just be myself.</i>				

My Behavioral Retraining Guide

Instructions: Record feedback you receive from your role-play partners in the first column. Use the second column to write out a concise, step-by-step description of how you want to act in specific social situations. List inhibitory and safety-seeking behaviors to eliminate in the third column.

Role-play feedback	Prosocial skills to practice	Inhibitory, safety-seeking behaviors to eliminate

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Postevent Negative Evaluation Form

Instructions: Begin by recording a recent negative social event in section A. In the first column, list all the evidence that makes you think some people formed a harsh negative opinion of you. In the second column, list the evidence that some people had no clear opinion of you or seemed indifferent. And in the third column, write down evidence of positive comments, interest, or even praise directed toward you. After completing this analysis, write down what you think is the most likely judgment or opinion that other people had of you in the social situation.

A. Recalled negative social experience: _____

<i>Memory evaluation</i>		
Evidence of negative judgment of others	Evidence of indifference/ neutrality of others	Evidence of positive view/ comments by others

What I conclude about the opinion of others: _____

B. Recalled negative social experience: _____

<i>Memory evaluation</i>		
Evidence of negative judgment of others	Evidence of indifference/ neutrality of others	Evidence of positive view/ comments by others

What I conclude about the opinion of others: _____

Cost of Embarrassment Form

Instructions: Briefly describe an experience of significant and memorable embarrassment in the space provided. Next use the columns to list all the short- and long-term consequences you've experienced because of the embarrassing experience. Use the left column to write about the immediate effects of the embarrassment and the right column to record long-term, more permanent changes caused by the embarrassing experience. After completing this analysis, use the space provided to compose a more realistic perspective on the personal, long-term significance of the embarrassing experience.

State the "catastrophic embarrassment" you ruminate about during the postevent period: _____

Immediate costs/consequences	Long-term costs/consequences
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

After considering the consequences, what's the most likely effect of your embarrassing experience on self and others? _____

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A Realistic Reevaluation of My Past Social Performance

Instructions: First briefly describe the specific social encounter that you've been thinking about for the past several days or weeks and then state how you think you embarrassed yourself in that situation. Use the third item to record a different, more realistic, and balanced perspective on your performance in that situation. Finally, list three or four things you've learned from this experience that you can apply to future experiences of distressing postevent recall.

1. Past social experience recalled during postevent thinking: _____

2. The "catastrophic" embarrassment/social failure: _____

3. Alternative, more realistic understanding of your social performance: _____

4. What you learned from this social experience:

a. _____

b. _____

c. _____
