

WORKSHEETS

How to Use These Worksheets

You can use these worksheets either by printing them out and completing by hand, or filling them out onscreen and then printing. If filling out onscreen, we recommend first saving the PDF file to your computer and then opening it in Adobe Acrobat or the free Adobe Reader program. You can use the Tab key to progress through the fields, and the font size in the text boxes will automatically decrease to allow you more room as you type. Please note: if you plan to save the filled-out worksheets, some older versions of Adobe Reader may not allow this. Please test your version to see whether you are able to save a completed or partially completed worksheet.

Some of the worksheets call on you to circle or mark some of the text you've written. If you're completing the forms onscreen, you can do this by putting [brackets] or *asterisks* around the marked text.

A few of the worksheets do not have interactive fields for completion onscreen ([Worksheets 13.2](#), [14.2](#), [15.2](#), and [15.7](#)). We suggest that you print these worksheets and complete them by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete these worksheets onscreen.

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EXERCISE: Understanding Your Own Problems

Just as Ben, Marissa, Linda, and Vic used the five-part model to understand their problems, you can begin to understand your own problems by noticing what you are experiencing in these five areas of your life: environment/life changes/situations, physical reactions, moods, behaviors, and thoughts. On Worksheet 2.1, describe any recent changes or long-term problems in each of these areas. If you have difficulty filling out Worksheet 2.1, ask yourself the questions in the Helpful Hints on page 15.

WORKSHEET 2.1. Understanding My Problems

Environment/life changes/situations:

Physical reactions:

Moods:

Behaviors:

Thoughts:

EXERCISE: The Thought Connections

Worksheet 3.1 provides practice in recognizing the connections between thoughts and mood, behavior, and physical reactions.

WORKSHEET 3.1. The Thought Connections

Sarah, a 34-year-old woman, sat in the back row of the auditorium during a school meeting for parents. She had concerns and questions regarding how her 8-year-old son was being taught, as well as questions about classroom security. As Sarah was about to raise her hand to voice her concerns and questions, she thought, "What if other people think my questions are stupid? Maybe I shouldn't ask these questions in front of the whole group. Someone may disagree with me and this could lead to a public argument. I could be humiliated."

THOUGHT–MOOD CONNECTION

Based on Sarah's thoughts, which of the following moods is she likely to experience? (Mark all that apply.)

- 1. Anxiety/nervousness
- 2. Sadness
- 3. Happiness
- 4. Anger
- 5. Enthusiasm

THOUGHT–BEHAVIOR CONNECTION

Based on Sarah's thoughts, how do you predict she will behave?

- 1. She will speak loudly and voice her concerns.
- 2. She will remain silent.
- 3. She will openly disagree with what other people say.

THOUGHT–PHYSICAL REACTIONS CONNECTION

Based on Sarah's thoughts, which of the following physical changes might she notice? (Mark all that apply.)

- 1. Rapid heart rate
- 2. Sweaty palms
- 3. Breathing changes
- 4. Dizziness

EXERCISE: Identifying Moods

One step in learning to feel better is to learn to identify different parts of your experiences – situations, behaviors, moods, physical reactions, and thoughts. Worksheet 4.1 is designed to help you learn to separate your moods from the situations you are in. In order to complete this worksheet, focus on specific situations in which you had a strong mood.

WORKSHEET 4.1. Identifying Moods

Describe a recent situation in which you had a strong mood. Next, identify what moods you had during or immediately after being in that situation. Do this for five different situations.

1. Situation: _____

Moods: _____

2. Situation: _____

Moods: _____

3. Situation: _____

Moods: _____

4. Situation: _____

Moods: _____

5. Situation: _____

Moods: _____

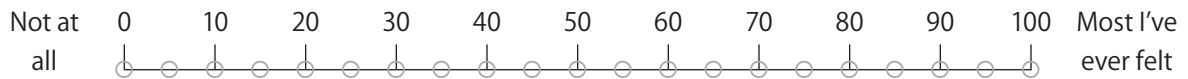
EXERCISE: Rating Moods

On Worksheet 4.2, practice rating the intensity of your moods. On the blank lines, copy the situations and moods you identified on [Worksheet 4.1](#). For each situation, rate one of the moods you identified on the scales provided. Mark the mood you rated.

WORKSHEET 4.2. Identifying and Rating Moods

1. Situation: _____

Moods: _____



2. Situation: _____

Moods: _____



3. Situation: _____

Moods: _____



4. Situation: _____

Moods: _____



5. Situation: _____

Moods: _____



EXERCISE: Setting Goals

Write on Worksheet 5.1 two or more changes in your moods or life you hope will result from learning the skills in this book. Each goal you write should be something that you can observe or measure (such as a mood or behavior change).

WORKSHEET 5.1. Setting Goals

1.

2.

3.

4.

EXERCISE: Advantages and Disadvantages

Write the advantages and disadvantages of reaching or not reaching the goals you identified on [Worksheet 5.1](#) in the boxes on Worksheet 5.2.

WORKSHEET 5.2. Advantages and Disadvantages of Reaching and Not Reaching My Goals

Goal 1: _____

| | Reaching This Goal | Not Reaching This Goal |
|---------------|--------------------|------------------------|
| Advantages | | |
| Disadvantages | | |

Goal 2: _____

| | Reaching This Goal | Not Reaching This Goal |
|---------------|--------------------|------------------------|
| Advantages | | |
| Disadvantages | | |

EXERCISE: Advantages and Disadvantages

Write the advantages and disadvantages of reaching or not reaching the goals you identified on [Worksheet 5.1](#) in the boxes on Worksheet 5.2.

WORKSHEET 5.2. Advantages and Disadvantages of Reaching and Not Reaching My Goals

Goal 1: _____

| | Reaching This Goal | Not Reaching This Goal |
|---------------|--------------------|------------------------|
| Advantages | | |
| Disadvantages | | |

Goal 2: _____

| | Reaching This Goal | Not Reaching This Goal |
|---------------|--------------------|------------------------|
| Advantages | | |
| Disadvantages | | |

EXERCISE: What Will Help

On the lines in Worksheet 5.3, write some of your qualities, strengths, experiences, and values that give you hope you can reach your goals. Consider past successes and obstacles you have overcome; any positive qualities you have, such as a sense of humor or other skills that help you through difficult times; spiritual beliefs; a willingness to learn new skills; people who support you; physical health and stamina; or even a single-minded motivation to reach your goals. Write here anything you can think of that will help you reach the goals you have written in [Worksheets 5.1](#) and [5.2](#).

WORKSHEET 5.3. What Will Help Me Reach My Goals?

EXERCISE: Signs of Improvement

In addition to rating your mood, it is helpful to actively look for and notice signs of improvement. What do you expect might be different as you begin to improve? Indicate on Worksheet 5.4 what you might notice as you begin to make changes and improve.

WORKSHEET 5.4. Signs of Improvement

Check any of the following that would be early signs of improvement:

- Sleep better.
- Talk with people more.
- Feel more relaxed.
- Smile more often.
- Get my work done.
- Wake up and get out of bed at a regular time.
- Do activities I currently avoid.
- Handle disagreements better.
- Lose my temper less often.
- Other people tell me I seem better.
- Feel more confident.
- Stand up for myself.
- See hope for the future.
- Enjoy each day more.
- Feel appreciation and gratitude.
- See improvement in relationships.

In addition to what you checked above, write two or three other signs that you could look for to know you are beginning to improve and getting closer to reaching your goals:

EXERCISE: Distinguishing Situations, Moods, and Thoughts

Worksheet 6.1 is an exercise to help you identify and pull apart the different aspects of your experience. Choose on the line at the right whether the item in the left column is a thought, mood, or situation. The first three items have been completed as examples.

WORKSHEET 6.1. Distinguishing Situations, Moods, and Thoughts

| | Situation, mood, or thought? |
|--|------------------------------|
| 1. Nervous. | <i>Mood</i> |
| 2. At home. | <i>Situation</i> |
| 3. I'm not going to be able to do this. | <i>Thought</i> |
| 4. Sad. | |
| 5. Talking to a friend on the phone. | |
| 6. Irritated. | |
| 7. Driving in my car. | |
| 8. I'm always going to feel this way. | |
| 9. At work. | |
| 10. I'm going crazy. | |
| 11. Angry. | |
| 12. I'm no good. | |
| 13. 4:00 P.M. | |
| 14. Something terrible is going to happen. | |
| 15. Nothing ever goes right. | |
| 16. Discouraged. | |
| 17. I'll never get over this. | |
| 18. Sitting in a restaurant. | |
| 19. I'm out of control. | |
| 20. I'm a failure. | |
| 21. Talking to my mom. | |
| 22. She's being inconsiderate. | |
| 23. Depressed. | |
| 24. I'm a loser. | |

(continued on next page)

WORKSHEET 6.1 (continued from previous page)

| | Situation, mood, or thought? |
|--|-------------------------------------|
| 25. Guilty. | |
| 26. At my son's house. | |
| 27. I'm having a heart attack. | |
| 28. I've been taken advantage of. | |
| 29. Lying in bed trying to go to sleep. | |
| 30. This isn't going to work out. | |
| 31. Shame. | |
| 32. I'm going to lose everything I've got. | |
| 33. Panic. | |

EXERCISE: Connecting Thoughts and Moods

Worksheet 7.1 helps you make the connection between thoughts and specific moods as described on the previous pages. Of the five moods described (depression, anxiety, anger, guilt, shame), choose which mood you think is most likely to go with each thought. The first two have been completed as examples.

WORKSHEET 7.1. Connecting Thoughts and Moods

| | Depression? Anxiety? Anger? Guilt? Shame? |
|---|---|
| 1. I'm stupid and I'll never understand this. | <i>Depression</i> |
| 2. I'm going to lose my job because I'm so late. | <i>Anxiety</i> |
| 3. She is being so unfair. | |
| 4. I shouldn't have been so hurtful. | |
| 5. If people knew this about me, they wouldn't like me. | |
| 6. When I give my speech, people will laugh at me. | |
| 7. It's wrong for me to think about this. | |
| 8. He's cheating and insulting me. | |
| 9. There's no use in trying any more. | |
| 10. If something goes wrong, I can't cope. | |

EXERCISE: Separating Situations, Moods, and Thoughts

Think of a time today or yesterday when you had a particularly strong mood, such as depression, anger, anxiety, guilt, or shame. If there is a particular mood you are working on as you use this book, choose a situation in which you felt that mood. Write about this experience on Worksheet 7.2, describing the situation, your moods, and your thoughts in as much detail as you can remember. This exercise is designed to help you define, separate, and understand the different parts of your experience – an important step in learning to manage your moods.

WORKSHEET 7.2. Separating Situations, Moods, and Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) |
|--|--|--|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%).</p> | <p>Answer the first two general questions, and then some or all of the questions specific to one of the moods you identified.</p> <p>What was going through my mind just before I started to feel this way? (General) What images or memories do I have in this situation? (General) What does this mean about me? My life? My future? (Depression) What am I afraid might happen? (Anxiety) What is the worst that could happen? (Anxiety) What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame) What does this mean about the other person(s) or people in general? (Anger) Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> |

EXERCISE: Identifying Automatic Thoughts

Remember, if you list more than one mood in column 2, circle or mark the mood you want to put under the microscope. Use the questions at the bottom of column 3 to help you identify the thoughts connected to the mood you circled or marked. Remember, you do not need to answer every question in column 3. Ask yourself the first two general questions, and then some or all of the questions specific to the moods you circled or marked in column 2.

WORKSHEET 7.3. Identifying Automatic Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) |
|--|--|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>What was going through my mind just before I started to feel this way? (General) What images or memories do I have in this situation? (General) What does this mean about me? My life? My future? (Depression) What am I afraid might happen? (Anxiety) What is the worst that could happen? (Anxiety) What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame) What does this mean about the other person(s) or people in general? (Anger) Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> |

EXERCISE: Identifying Hot Thoughts

Now you are ready to identify your own hot thoughts. For each of the automatic thoughts you listed on [Worksheet 7.3](#) on page 60, rate how much (0–100%) this thought alone led you to feel the emotion you marked. Write the rating next to each thought. These ratings will help you decide which one(s) are the hot thought(s). The hottest thought is the one with the highest rating. Do these thoughts help you understand why you had this particular mood? On [Worksheet 7.3](#), circle or mark the hot thought(s) for the mood you circled or marked in column 2. If none of the thoughts listed are hot, ask yourself the questions in the Helpful Hints on page 54 again, to try to identify additional automatic thoughts.

The skills taught in this chapter are so important that the chapter ends with a special Thought Record. [Worksheet 7.4](#) is similar to [Worksheet 7.3](#), with the addition of a fourth column in which you can rate the hotness of each automatic thought you identify. Notice the helpful hints and questions at the bottom of column 3, which remind you what information to include in the “Automatic Thoughts” column.

Use [Worksheet 7.4](#) until you can successfully identify your automatic thoughts and find the hot thoughts connected to your moods. Before you move on to the next chapter, practice this skill until you are comfortable with it. We recommend that you complete [Worksheet 7.4](#) at least once a day for one week. (We have included four copies of this worksheet here for your convenience.) It is important to be able to identify your hot thoughts and understand the links between your thoughts and moods before you go on to the next steps. Once you can figure out your hot thoughts, then you are ready to read Chapter 8, which teaches you how to evaluate these thoughts and make changes that can lead to more adaptive ways of thinking.

The more Thought Records you do, the faster you will feel better. Doing a Thought Record is not a test. It is an exercise in identifying your thoughts and the thought patterns that are connected to your moods. With continued practice, you will become more skilled in completing Thought Records. As your skill increases, you are likely to feel better and more in control of your life. Once you are skilled at filling out [Worksheet 7.4](#), you are ready to begin Chapter 8.

WORKSHEET 7.4. Identifying Hot Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | Rate Hotness of Each Thought |
|--|--|--|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer some or all of the following questions:</p> <p>What was going through my mind just before I started to feel this way? (General)</p> <p>What images or memories do I have in this situation? (General)</p> <p>What does this mean about me? My life? My future? (Depression)</p> <p>What am I afraid might happen? (Anxiety)</p> <p>What is the worst that could happen? (Anxiety)</p> <p>What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame)</p> <p>What does this mean about the other person(s) or people in general? (Anger)</p> <p>Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> | <p>For each thought in column 3, rate (0–100%) how strong your mood would be based on that thought alone.</p> |

WORKSHEET 7.4. Identifying Hot Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | Rate Hotness of Each Thought |
|--|--|--|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer some or all of the following questions:</p> <p>What was going through my mind just before I started to feel this way? (General)</p> <p>What images or memories do I have in this situation? (General)</p> <p>What does this mean about me? My life? My future? (Depression)</p> <p>What am I afraid might happen? (Anxiety)</p> <p>What is the worst that could happen? (Anxiety)</p> <p>What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame)</p> <p>What does this mean about the other person(s) or people in general? (Anger)</p> <p>Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> | <p>For each thought in column 3, rate (0–100%) how strong your mood would be based on that thought alone.</p> |

WORKSHEET 7.4. Identifying Hot Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | Rate Hotness of Each Thought |
|--|--|--|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer some or all of the following questions:</p> <p>What was going through my mind just before I started to feel this way? (General)</p> <p>What images or memories do I have in this situation? (General)</p> <p>What does this mean about me? My life? My future? (Depression)</p> <p>What am I afraid might happen? (Anxiety)</p> <p>What is the worst that could happen? (Anxiety)</p> <p>What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame)</p> <p>What does this mean about the other person(s) or people in general? (Anger)</p> <p>Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> | <p>For each thought in column 3, rate (0–100%) how strong your mood would be based on that thought alone.</p> |

WORKSHEET 7.4. Identifying Hot Thoughts

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | Rate Hotness of Each Thought |
|--|--|--|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer some or all of the following questions:</p> <p>What was going through my mind just before I started to feel this way? (General)</p> <p>What images or memories do I have in this situation? (General)</p> <p>What does this mean about me? My life? My future? (Depression)</p> <p>What am I afraid might happen? (Anxiety)</p> <p>What is the worst that could happen? (Anxiety)</p> <p>What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame)</p> <p>What does this mean about the other person(s) or people in general? (Anger)</p> <p>Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did this? (Guilt, Shame)</p> | <p>For each thought in column 3, rate (0–100%) how strong your mood would be based on that thought alone.</p> |

EXERCISE: Facts versus Interpretations

Worksheet 8.1 helps you practice telling the difference between facts and interpretations. "Facts" are generally things that everyone would agree on in a situation – things like "It was Thursday night," or "The expression on Judy's face changed." "Interpretations" are things people looking at the same situation might disagree about. For each of the statements listed in the left column of Worksheet 8.1, choose in the right column whether you think this is a fact or an interpretation about what went on between Vic and Judy. The first two have been completed as examples. You may want to refer to the description of Judy and Vic's fight at the beginning of this chapter on page 69 before you decide if a statement is a fact or an interpretation.

WORKSHEET 8.1. Facts versus Interpretations

| | |
|--|-----------------------|
| 1. She's always giving me negative looks. | <i>Interpretation</i> |
| 2. The expression on Judy's face changed. | <i>Fact</i> |
| 3. I'm feeling angry [Vic]. | |
| 4. Judy doesn't care if I'm sober or not. | |
| 5. She cares more about the kids than she does about me. | |
| 6. Judy yelled at me as I was leaving the house. | |
| 7. Judy stayed with me through all those years of drinking. | |
| 8. She doesn't support me in AA. | |
| 9. I can't stand being so angry. | |
| 10. You can't expect me to care when you act like this [Judy]. | |

EXERCISE: Identifying Evidence That Supports and Doesn't Support Hot Thoughts

Just as Linda asked herself the questions from the Helpful Hints on page 75 to help her gather evidence that did not support her hot thought, you can use the same questions to look for evidence that doesn't support the hot thoughts you identified on your copies of [Worksheet 7.4](#) (pp. 64–67). Look back at these copies of [Worksheet 7.4](#) now. Choose two or three of these thoughts to continue working with on [Worksheet 8.2](#) on the following pages. Alternatively, if you do not want to continue working with the thoughts you identified on your copies of [Worksheet 7.4](#), identify two or three situations in which you recently had strong moods, and complete copies of [Worksheet 8.2](#) for them.

On each copy of [Worksheet 8.2](#), circle or mark the hot thought that you will test. In columns 4 and 5, write out information that supports and doesn't support the hot thought you marked.

Try to list in column 4 only factual evidence that supports your hot thought, not your interpretations of the facts. For example, "Peter stared at me" is an example of factual evidence. The statement, "Peter stared at me and thought I was crazy," would not be factual unless Peter had actually said aloud, "I think you are crazy." If Peter had been staring silently, your assumption that you knew what he was thinking is a guess and may or may not be accurate.

Once you have completed column 4, ask yourself the questions in the Helpful Hints on page 75 to look for evidence that does not support your hot thought. Write down in column 5 each piece of evidence you uncover. Completing these two "Evidence" columns of the Thought Record allows you to evaluate your hot thought from different angles, and may provide information that will help you develop an alternative way of seeing things.

WORKSHEET 8.2. Where's the Evidence?

THOUGHT RECORD

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts | 7. Rate Moods Now |
|--|--|--|---|--|----------------------------------|-------------------|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer the first two general questions, and then some or all of the questions specific to the mood you marked in column 2:</p> <p>What was going through my mind just before I started to feel this way? (General) What images or memories do I have in this situation? (General) What does this mean about me? My life? My future? (Depression) What am I afraid might happen? (Anxiety) What is the worst that could happen? (Anxiety) What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame) What does this mean about the other person(s) or people in general? (Anger) Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did it? (Guilt, Shame)</p> | <p>Circle hot thought in previous column for which you are looking for evidence. Write factual evidence to support this conclusion. (Try to write facts, not interpretations, as you practiced in Worksheet 8.1 on p. 72.)</p> | <p>Ask yourself the questions in the Helpful Hints (p. 75) to help discover evidence that does not support your hot thought.</p> | | |

WORKSHEET 8.2. Where's the Evidence?

THOUGHT RECORD

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts | 7. Rate Moods Now |
|--|--|--|---|--|----------------------------------|-------------------|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer the first two general questions, and then some or all of the questions specific to the mood you marked in column 2:</p> <p>What was going through my mind just before I started to feel this way? (General) What images or memories do I have in this situation? (General) What does this mean about me? My life? My future? (Depression) What am I afraid might happen? (Anxiety) What is the worst that could happen? (Anxiety) What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame) What does this mean about the other person(s) or people in general? (Anger) Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did it? (Guilt, Shame)</p> | <p>Circle hot thought in previous column for which you are looking for evidence. Write factual evidence to support this conclusion. (Try to write facts, not interpretations, as you practiced in Worksheet 8.1 on p. 72.)</p> | <p>Ask yourself the questions in the Helpful Hints (p. 75) to help discover evidence that does not support your hot thought.</p> | | |

WORKSHEET 8.2. Where's the Evidence?

THOUGHT RECORD

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts | 7. Rate Moods Now |
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| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer the first two general questions, and then some or all of the questions specific to the mood you marked in column 2:</p> <p>What was going through my mind just before I started to feel this way? (General) What images or memories do I have in this situation? (General) What does this mean about me? My life? My future? (Depression) What am I afraid might happen? (Anxiety) What is the worst that could happen? (Anxiety) What does this mean about how the other person(s) feel(s)/think(s) about me? (Anger, Shame) What does this mean about the other person(s) or people in general? (Anger) Did I break rules, hurt others, or not do something I should have done? What do I think about myself that I did this or believe I did it? (Guilt, Shame)</p> | <p>Circle hot thought in previous column for which you are looking for evidence. Write factual evidence to support this conclusion. (Try to write facts, not interpretations, as you practiced in Worksheet 8.1 on p. 72.)</p> | <p>Ask yourself the questions in the Helpful Hints (p. 75) to help discover evidence that does not support your hot thought.</p> | | |

EXERCISE: Helping Linda Arrive at an Alternative or Balanced Thought

In columns 4 and 5, Linda wrote down evidence that supported and did not support her hot thought "I'm having a heart attack." Based on this evidence, write in column 6 of [Worksheet 9.1](#) a believable alternative or balanced thought that would reduce Linda's fear. If you have difficulty completing this exercise, refer to the Helpful Hints on page 100 for suggestions.

WORKSHEET 9.1. Completing Linda's Thought Record

THOUGHT RECORD

| 1. Situation Who? What? When? Where? | 2. Moods a. What did you feel? b. Rate each mood (0–100%). c. Circle or mark the mood you want to examine. | 3. Automatic Thoughts (Images) a. What was going through your mind just before you started to feel this way? Any other thoughts? Images? b. Circle or mark the hot thought. | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts a. Write an alternative or balanced thought. b. Rate how much you believe each thought (0–100%). | 7. Rate Moods Now Rerate column 2 moods and any new moods (0–100%). |
|---|--|---|--|--|--|---|
| <p>Sunday evening, in the airplane, on the runway, waiting for the plane to take off.</p> | <p>Fear 98%</p> | <p>I'm feeling sick.</p> <p>My heart is starting to beat harder and faster.</p> <p>I'm starting to sweat.</p> <p>I'm having a heart attack.</p> <p>I'll never be able to get off this plane and to a hospital in time.</p> <p>I'm going to die.</p> | <p>My heart is racing.</p> <p>I'm sweating.</p> <p>These could be two signs of a heart attack.</p> | <p>Anxiety can cause a rapid heartbeat.</p> <p>My doctor told me that the heart is a muscle, using a muscle makes it stronger, and a rapid heartbeat is not necessarily dangerous.</p> <p>A rapid heartbeat doesn't mean that I am having a heart attack.</p> <p>I have had this happen to me before in airports, on airplanes, and when thinking about flying.</p> <p>In the past, my heartbeat has returned to normal when I read a magazine, practiced slow breathing, did Thought Records, or thought in less catastrophic ways.</p> | | |

EXERCISE: Constructing Your Own Alternative or Balanced Thoughts

On [Worksheet 9.2](#), construct alternative or balanced thoughts for the thoughts you have examined on [Worksheet 8.2](#) in Chapter 8 on pages 88–93. Your alternative or balanced thought(s) will be based on the evidence you gathered in columns 4 and 5 on [Worksheet 8.2](#).

Rerate your mood(s) after you have written and rated the alternative or balanced thought. Write the mood(s) and rating(s) in column 7. Is there a relationship between the believability of your alternative or balanced thought and the change in your emotional response?

WORKSHEET 9.2. Thought Record

THOUGHT RECORD

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts | 7. Rate Moods Now |
|--|--|--|--|--|---|---|
| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer one or both of the questions below, and then some or all of the questions (on p. 54) specific to the mood you circled or marked: What was going through my mind just before I started to feel this way? What images or memories do I have in this situation?</p> | <p>Circle hot thought in previous column for which you are looking for evidence. Write factual evidence to support this conclusion. (Try to write facts, not interpretations, as you practiced in Worksheet 8.1 on p. 72.)</p> | <p>Ask yourself the questions in the Helpful Hints (p. 75) to help discover evidence that does not support your hot thought.</p> | <p>Ask yourself the questions in the Helpful Hints in Chapter 9 (p. 100) to generate alternative or balanced thoughts. Write an alternative or balanced thought. Rate how much you believe each alternative or balanced thought (0–100%).</p> | <p>Copy the moods from column 2. Rerate the intensity of each mood (0–100%), as well as any new moods.</p> |

WORKSHEET 9.2. Thought Record

THOUGHT RECORD

| 1. Situation | 2. Moods | 3. Automatic Thoughts (Images) | 4. Evidence That Supports the Hot Thought | 5. Evidence That Does Not Support the Hot Thought | 6. Alternative/Balanced Thoughts | 7. Rate Moods Now |
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| <p>Who were you with? What were you doing? When was it? Where were you?</p> | <p>Describe each mood in one word. Rate intensity of mood (0–100%). Circle or mark the mood you want to examine.</p> | <p>Answer one or both of the questions below, and then some or all of the questions (on p. 54) specific to the mood you circled or marked: What was going through my mind just before I started to feel this way? What images or memories do I have in this situation?</p> | <p>Circle hot thought in previous column for which you are looking for evidence. Write factual evidence to support this conclusion. (Try to write facts, not interpretations, as you practiced in Worksheet 8.1 on p. 72.)</p> | <p>Ask yourself the questions in the Helpful Hints (p. 75) to help discover evidence that does not support your hot thought.</p> | <p>Ask yourself the questions in the Helpful Hints in Chapter 9 (p. 100) to generate alternative or balanced thoughts. Write an alternative or balanced thought. Rate how much you believe each alternative or balanced thought (0–100%).</p> | <p>Copy the moods from column 2. Rerate the intensity of each mood (0–100%), as well as any new moods.</p> |

WORKSHEET 9.2. Thought Record

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EXERCISE: Strengthening New Thoughts

Use Worksheet 10.1 as a guide for testing and strengthening a new alternative thought.

WORKSHEET 10.1. Strengthening New Thoughts

Looking over the Thought Records or other exercises you have completed so far, choose one balanced or alternative thought that you believed less than 50%. Write the thought and your belief rating of it here:

Thought: _____ Rate % belief: _____

Over the next week, look for evidence each day that supports this new thought. Write down whatever evidence you find. If possible, make sure you do things that will provide evidence one way or the other:

At the end of the week, rerate your belief in the new thought: _____%

Did looking for and recording evidence strengthen your belief in your new alternative or balanced thought?

___ Yes ___ No Why or why not?

EXERCISE: Making an Action Plan

Identify a problem in your life that you would like to change, and write your goal on the top line on Worksheet 10.2. Complete the Action Plan, making it as specific as possible. Set a time to begin, identify problems that could interfere with completing your plan, develop strategies for coping with the problems if they should arise, and keep written track of the progress you make. Complete additional Action Plans for other problem areas of your life that you would like to change.

WORKSHEET 10.2. Action Plan

Goal: _____

| Actions to take | Time to begin | Possible problems | Strategies to overcome problems | Progress |
|-----------------|---------------|-------------------|---------------------------------|----------|
| | | | | |
| | | | | |

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Goal: _____

| Actions to take | Time to begin | Possible problems | Strategies to overcome problems | Progress |
|-----------------|---------------|-------------------|---------------------------------|----------|
| | | | | |
| | | | | |

EXERCISE: Acceptance

Use [Worksheet 10.3](#) to help you work toward acceptance of situations like the ones discussed earlier.

WORKSHEET 10.3. Acceptance

Identify one external situation (e.g., family, work, health, relationship) in which you think developing greater acceptance might be helpful. Consider situations that can't be easily changed or solved. Alternatively, write down some internal experiences (thoughts or moods) that recur often and negatively affect your mood.

Situation:

Thoughts:

Moods:

Try out one or more of the following paths to acceptance. It is not necessary to try each path for each situation, thought, or mood. Over time, as you practice acceptance, you might want to try each of these approaches at least once to see if they are helpful.

1. Observe your thoughts and moods (about the situation you have written down above) without judging, criticizing, or trying to change them. Just watch them as they occur. Be curious rather than critical. Try to make these observations for a few minutes each day for a week. This is much more difficult than it may appear. It is OK to notice if you become frustrated, distracted, bored, or judgmental. When you notice these things, just gently turn your attention back to the original thoughts and moods that you are observing.
2. Think about the bigger picture. What are the benefits of accepting this rather than being distressed? Are you focusing on only the negative parts of this experience and not recognizing other dimensions? Are there aspects to the situation that counterbalance the negative parts? If you can accept the parts that distress you, will you be able to enjoy or appreciate the rest of your experience more easily?
3. Sometimes paying too much attention to our distress prevents us from reaching our goals or living according to values that are important to us.
 - a. In this situation, is there some value or goal that is more important and meaningful to you than your distress? If so, write that value or goal here: _____
 - b. Think about how important that value or goal is for you.
 - c. How can you use *Mind Over Mood* skills to help you manage your distressing situation, thought, or mood, so you can approach or reach your values or goals? _____
 - d. Can you move in the direction of your values and goals while accepting the distress that you are experiencing?

Whether you followed the first, second, or third path to acceptance, write down what you have learned from this exercise: _____

EXERCISE: Identifying Underlying Assumptions

Worksheet 11.1 can help you identify some of your assumptions.

WORKSHEET 11.1. Identifying Underlying Assumptions

For items 1 and 2, identify behaviors that you keep doing even when it would be better for you not to do it (e.g., staying up late watching television, drinking too much alcohol, overeating, criticizing someone, dating the wrong types of people, cleaning the house all the time). Write each behavior in the “If . . .” part of the sentence, and then complete the “then . . .” part of the sentence. Do the same for the “If I don’t . . .” part.

1. If I _____,
then _____.
If I don’t _____,
then _____.
2. If I _____,
then _____.
If I don’t _____,
then _____.

For items 3 and 4, identify things you typically avoid, and see what underlying assumptions can help explain your avoidance:

3. If I avoid _____,
then _____.
If I don’t avoid _____,
then _____.
4. If I avoid _____,
then _____.
If I don’t avoid _____,
then _____.

For items 5 and 6, identify some specific times when you have especially strong emotions (e.g., someone criticizes you, you make a mistake, people are late, you get interrupted, someone tries to take advantage of you,

(continued on next page)

WORKSHEET 11.1 *(continued from previous page)*

a telemarketer calls you). What underlying assumptions might explain your reaction? Write the situation that triggers your emotion in the "If . . ." section, and then complete the other sections.

5. If _____,
then it means _____.
If this does not happen,
then it means _____.

6. If _____,
then it means _____.
If this does not happen,
then it means _____.

EXERCISE: Experiments to Test Your Underlying Assumptions

Earlier in this chapter, you identified a series of underlying assumptions that guide your behavior (see [Worksheet 11.1](#)). Choose one of those assumptions that you think it would be helpful to test. Think of what kind of experiment you would be willing to try to test your assumption:

1. Does “then . . .” always follow “If . . .”?
2. Observe others and see if your “If . . . then . . .” rule applies to them.
3. Do the opposite and see what happens.

Or maybe you will think of a different type of experiment to test your assumption. For example, instead of observing other people, you might decide to interview some close friends and find out if they follow the same “If . . . then . . .” rule as you do.

The important thing about experiments is that you either make observations or do something to test whether or not your underlying assumption’s predictions come true in a variety of situations. In order to make a fair test, it’s usually best to do at least three behavioral experiments before drawing a conclusion. So it is helpful to think of small experiments that are easy to do on a daily basis.

On [Worksheet 11.2](#), write the underlying assumption that you are testing at the top of three copies of the worksheet. In the first column of each page, describe one of the experiments you plan to do. You might do the same experiment three times or describe three different experiments on the three worksheets. In the next column of each worksheet, write your predictions of what will happen, based on your underlying assumption. Then identify any possible problems that might interfere with your doing the experiment, as well as your plan for what you can do to overcome these problems.

Once you have completed these first four columns, do the experiments and write down in as much detail as possible what actually happens, so you can compare these outcomes to your predictions. Answer the following questions in the “Outcomes . . .” column:

- What happened (compared to your predictions)?
- Do the outcomes match what you predicted?
- Did anything unexpected happen?
- If things didn’t turn out as you wanted, how well did you handle it?

After doing each experiment, write what you learned in the final column.

WORKSHEET 11.2. Experiments to Test an Underlying Assumption

| ASSUMPTION TESTED | | | | | |
|--|-------------|-------------------|---------------------------------------|--|---|
| Experiment | Predictions | Possible problems | Strategies to overcome these problems | Outcome of experiment | What have I learned from this experiment about this assumption? |
| | | | | <p>What happened (compared to your predictions)?</p> <p>Do the outcomes match what you predicted?</p> <p>Did anything unexpected happen?</p> <p>If things didn't turn out as you wanted, how well did you handle it?</p> | |
| <p>ALTERNATIVE ASSUMPTION THAT FITS WITH THE OUTCOME(S) OF MY EXPERIMENT(S)</p> | | | | | |

WORKSHEET 11.2. Experiments to Test an Underlying Assumption

| ASSUMPTION TESTED | | | | | |
|--|-------------|-------------------|---------------------------------------|--|---|
| Experiment | Predictions | Possible problems | Strategies to overcome these problems | Outcome of experiment | What have I learned from this experiment about this assumption? |
| | | | | <p>What happened (compared to your predictions)?</p> <p>Do the outcomes match what you predicted?</p> <p>Did anything unexpected happen?</p> <p>If things didn't turn out as you wanted, how well did you handle it?</p> | |
| <p>ALTERNATIVE ASSUMPTION THAT FITS WITH THE OUTCOME(S) OF MY EXPERIMENT(S)</p> | | | | | |

WORKSHEET 11.2. Experiments to Test an Underlying Assumption

| ASSUMPTION TESTED | | | | | |
|--|-------------|-------------------|---------------------------------------|--|---|
| Experiment | Predictions | Possible problems | Strategies to overcome these problems | Outcome of experiment | What have I learned from this experiment about this assumption? |
| | | | | <p>What happened (compared to your predictions)?</p> <p>Do the outcomes match what you predicted?</p> <p>Did anything unexpected happen?</p> <p>If things didn't turn out as you wanted, how well did you handle it?</p> | |
| <p>ALTERNATIVE ASSUMPTION THAT FITS WITH THE OUTCOME(S) OF MY EXPERIMENT(S)</p> | | | | | |

EXERCISE: Identifying Core Beliefs

Think of a recent situation in which you had a strong mood. Imagine this situation vividly, as if you are reliving it now. As you imagine this situation, with these strong moods activated, how do you see yourself, others, and the world?

WORKSHEET 12.1. Identifying Core Beliefs

1. I am

2. Others are

3. The world is

EXERCISE: Identifying Core Beliefs about Yourself

Think of another recent situation in which you had a strong mood. Complete Worksheet 12.2 for that situation. End the exercise when you arrive at an all-or-nothing, absolute statement about yourself. You may have to continue to ask yourself the question "If this is true, what does this say or mean about me?" more times than printed on the worksheet, or you may arrive at a core belief after asking the question only one or two times.

WORKSHEET 12.2. Downward Arrow Technique: Identifying Core Beliefs about Self

Situation (connected to a strong mood)

What does this say or mean about me?



If this is true, what does this say or mean about me?



If this is true, what does this say or mean about me?



If this is true, what does this say or mean about me?

EXERCISE: Identifying Core Beliefs about Other People

Complete Worksheet 12.3, using either the same situation used in [Worksheet 12.2](#) or another recent situation in which you had a strong mood that was related to one or more other people. End the exercise when you arrive at an all-or-nothing, absolute statement about other people. You may have to continue to ask yourself the question "If this is true, what does this say or mean about other people?" more times than printed on the worksheet, or you may arrive at a core belief after asking the question only one or two times.

**WORKSHEET 12.3. Downward Arrow Technique:
Identifying Core Beliefs about Other People**

Situation (connected to a strong mood)

What does this say or mean about other people?



If this is true, what does this say or mean about other people?



If this is true, what does this say or mean about other people?



If this is true, what does this say or mean about other people?

EXERCISE: Identifying Core Beliefs about the World (or My Life)

Complete Worksheet 12.4, using either the same situation used in [Worksheets 12.2](#) or [12.3](#), or another recent situation in which you had a strong mood. End the exercise when you arrive at an all-or-nothing, absolute statement about the world. You may have to continue to ask yourself the question "If this is true, what does this say or mean about the world?" more times than printed on the worksheet, or you may arrive at a core belief after asking the question only one or two times. If this question about the world doesn't make sense to you, you can ask, "If this is true, what does this say or mean about my life?"

**WORKSHEET 12.4. Downward Arrow Technique:
Identifying Core Beliefs about the World (or My Life)**

Situation (connected to a strong mood)

What does this say or mean about the world (or my life)?



If this is true, what does this say or mean about the world (or my life)?



If this is true, what does this say or mean about the world (or my life)?



If this is true, what does this say or mean about the world (or my life)?

EXERCISE: Identifying a New Core Belief

Use Worksheet 12.5 to identify a new core belief.

WORKSHEET 12.5. Identifying a New Core Belief

Examine the negative core beliefs you identified on [Worksheets 12.1](#) through [12.4](#). Do you recognize one of these beliefs as one that is frequently active in your life? Write it on the negative core belief line below.

Now identify a new core belief. What word or words best capture how you would like to think about this?

Negative Core Belief

New Core Belief

EXERCISE: Recording Evidence That Supports Your New Core Belief

At the top of [Worksheet 12.6](#), write down your new core belief from [Worksheet 12.5](#).

Over the next few weeks, notice and write down small events and experiences that support your new core belief. Over the next few months, continue to look for and write down experiences that support your new belief.

Keep in mind that the evidence you are looking for may be quite small. For example, evidence Marissa recorded for her lovability included people smiling and appearing happy to see her, people asking her to spend time with them or agreeing to her invitations to spend time together, and compliments given to her.

WORKSHEET 12.6. Core Belief Record: Recording Evidence That Supports a New Core Belief

New Core Belief: _____

Evidence or experiences that support my new belief:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

EXERCISE: Rating Confidence in New Core Beliefs over Time

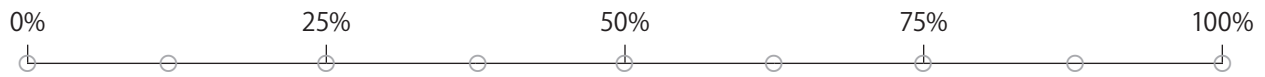
On the first line of Worksheet 12.7, write the new core belief you identified and have been strengthening on Worksheet 12.6. Then enter the date and rate the new core belief by placing a mark on the scale below the number that best matches how much you think this new belief fits with your current experiences. If you don't believe the new core belief at all, put your mark below 0 on the scale. If you have total confidence in your new core belief, put your mark below 100 on the scale. To measure your progress in strengthening your new core belief, rerate the new core belief every few weeks.

WORKSHEET 12.7. Rating Confidence in My New Core Belief

New core belief: _____

Ratings of confidence in my belief

Date: _____



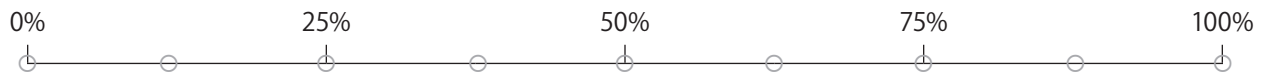
Date: _____



Date: _____



Date: _____



Date: _____



Date: _____



Date: _____



EXERCISE: Rating Behaviors on a Scale instead of in All-or-Nothing Terms

On Worksheet 12.8, identify some of your own behaviors related to your new core belief. For example, if you are trying to develop a new core belief that you are lovable, you might rate your social behavior or things you do that you think would make you lovable. If you are trying to develop a new core belief that "I am a worthwhile person," you could focus on behaviors that you think demonstrate your worth. Choose behaviors that you tend to evaluate in all-or-nothing terms. For each scale, describe the situation and write what behavior you are rating. Notice how it feels to rate your behavior on a scale instead of evaluating yourself in all-or-nothing terms. After you have rated several behaviors on these scales, summarize what you have learned at the bottom of Worksheet 12.8. For example, Vic wrote, "I am acceptable even when I have partial successes, because these are steps in the right direction. My efforts to improve myself are a sign of acceptability, even though I am less than perfect."

WORKSHEET 12.8. Rating Behaviors on a Scale

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Situation: _____ Behavior I am rating: _____
0% 25% 50% 75% 100%
○ ○ ○ ○ ○

Summary:

EXERCISE: Behavioral Experiments to Strengthen New Core Beliefs

At this point, you may be ready to do some behavioral experiments to strengthen some of your new core beliefs. Use [Worksheet 12.9](#) to do the following:

1. Write out two or three new behaviors that are linked to your new core belief. You are likely to feel a bit nervous or hesitant about doing these behaviors. That's a sign that you are probably on the right track.
2. Make predictions about what will happen, based on your old and new core beliefs.
3. If possible, try these behaviors out with strangers first (e.g., shop clerks, people in town you don't know). This can be helpful, because strangers don't expect you to act in any particular way.
4. Once you have done the experiments a number of times with strangers, try out these new behaviors with people you know. If appropriate, you can tell your family and friends what new behaviors you are trying and why this is important for you.
5. Write down the outcome of your experiments and what you learn from them, especially as they relate to your new core beliefs and your predictions (see item 2 above). Do your new behaviors and the outcomes support your new core beliefs even partially?

WORKSHEET 12.9. Behavioral Experiments to Strengthen New Core Beliefs

Write down the core belief(s) you want to strengthen: _____

List two or three new behaviors that fit with your new core belief. These might be behaviors you would do if you had confidence in your new core belief. They might be behaviors that you feel reluctant to do and yet they would strengthen your new core belief if you did them:

Make predictions about what will happen, based on your old and new core beliefs.

My old core belief prediction:

My new core belief prediction:

Results of my experiments with strangers (write down what you did, who you did it with, and what happened):

Results of my experiments with people I know (write down what you did, who you did it with, and what happened):

What I learned (do the results support my new core beliefs even partially?):

Future experiments I want to do:

EXERCISE: Beginning a Gratitude Journal

For the next six weeks, take five minutes once a week to focus your attention on things you are grateful for. These may be small things like noticing the strength in your arms or the warmth of the sun, or bigger things like experiencing the love of a child or even the election of a good leader. Write these down on [Worksheets 12.10, 12.11, and 12.12](#). Since you are only doing this exercise once a week, it may be helpful to make a note on your calendar or in an electronic diary to remind you to do it. If you run out of space on the worksheets provided in this book, continue in a paper journal or in an electronic file.

As examples, here are some of the items Louisa wrote in her gratitude journal:

I live in a safe neighborhood. I appreciate that my neighbors know me and wave when they see me. I enjoy watching the children play and hearing their laughter. [World]

I enjoyed walking with my dog. She is always excited when I get out her leash to walk her. It helps me after a hard day to know that she will be happy to see me. She cuddles with me on the couch, and I enjoy petting her. [Others]

I took time to help my elderly neighbor. He was trimming some plants and couldn't reach the highest ones. I value helping others, and it made me feel good to do something kind without expecting anything in return. I actually enjoyed doing it. I also felt happy that his mood seemed to lift because I was there, and that we had a nice chat while we worked together. [Myself]

Use the categories in [Worksheets 12.10–12.12](#) to help you. These ask you to think about gratitude in three areas linked to the core beliefs you have been working on in this chapter: the world and your life, other people, and yourself. Notice things you are grateful for, review what you've already written, and add new items to these gratitude worksheets each week.

As in Louisa's example above, it is more helpful to write about a few things in depth than to try to make a long list of things you are grateful for. So try writing about a few things in detail each week, even if it is just one item per worksheet. Some weeks you might write about several items on one or two worksheets instead of on all three worksheets. This is also OK.

Remember to use these three worksheets for at least six weeks ([Worksheets 12.10, 12.11, and 12.12](#)). Then, after filling them out for six weeks, answer the questions in [Worksheet 12.13](#).

WORKSHEET 12.10. Gratitude about the World and My Life

Things in the world and my life that I am grateful for and appreciate:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

WORKSHEET 12.11. Gratitude about Others

Things about others (family, friends, coworkers, pets, etc.) that I am grateful for and appreciate:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

WORKSHEET 12.12. Gratitude about Myself

Things about myself (qualities, strengths, values, good deeds, etc.) that I am grateful for and appreciate:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

WORKSHEET 12.13. **Learning from My Gratitude Journal**

1. Did keeping this journal change my outlook about my life, other people, or myself in any way? If so, how?
2. How has it affected my mood, if at all?
3. Were there benefits to reviewing what I had already written, even if I didn't add much that week?
4. Did it become easier over time to notice things to be grateful for?
5. How did keeping this journal affect my awareness of gratitude throughout the week?
6. Did the effects seem to last longer as I continued this practice?
7. Did keeping this gratitude journal inform my work on strengthening my new core beliefs? If so, how?
8. Would it be helpful for me to continue practicing gratitude? If so, how and why?

EXERCISE: Expressing Gratitude to Others

Therefore, as you continue to keep your weekly gratitude journal, look over what you have written and consider which of these things you could express to other people. There are two different kinds of gratitude you might express to others. First, you can comment (even to strangers) about things you appreciate in the world and your life ([Worksheet 12.10](#)). For example, "I feel so lucky we are having nice weather today when other people are experiencing those bad storms." Second, you can look over your Gratitude about Others worksheet ([Worksheet 12.11](#)) and choose someone in your life you have written about there. Then either talk directly to this person or write the person a letter/email to express gratitude. Take some time to think through the ways this person has positively affected your life. You can write about what you appreciate in letter form, even though you may or may not choose to send the person what you have written.

If you do decide to tell someone about how you appreciate her or him, there are many ways to do this: face to face, over the telephone, or in an appreciation letter. You could even visit the person to read a letter or to talk about how you feel.

Write down which people you expressed gratitude to and what happened as a result. Here are some of Louisa's examples:

I thanked the shop clerk for being so helpful in finding me the shampoo I was looking for.

What happened?

She seemed really pleased that I appreciated her help. I felt good for cheering her up with such a small thing.

I mentioned during lunch break that I appreciated our nice weather.

What happened?

This got everyone talking about fun things they planned to do outdoors this weekend. It was a more positive conversation than we usually have at lunch-time.

I wrote a letter to the woman who was my piano teacher years ago. I told her how much I still enjoy playing the piano, and I thanked her for her patience and kindness to me.

What happened?

I felt a lot of positive emotion as I was writing the letter. I haven't heard back from her, but I imagine it brightened her day to get this unexpected letter.

[Worksheet 12.14](#) provides a place for you to write down any expressions of gratitude you make and what happens. Be sure to notice any effects these have on your mood, other people, and/or your relationships. Sometimes the effects may be quick and in the moment; at other times, the effects may be more lasting.

WORKSHEET 12.14. Expressing Gratitude

1. Who I expressed my gratitude to: _____

What I said or wrote:

What happened?

2. Who I expressed my gratitude to: _____

What I said or wrote:

What happened?

3. Who I expressed my gratitude to: _____

What I said or wrote:

What happened?

4. Who I expressed my gratitude to: _____

What I said or wrote:

What happened?

5. Who I expressed my gratitude to: _____

What I said or wrote:

What happened?

EXERCISE: Doing Acts of Kindness

For the next several weeks, plan to do regular acts of kindness. These can be small things that you do for family, friends, coworkers, neighbors, strangers, or animals. Write down what you do on Worksheet 12.15. After several weeks, you can write at the bottom of the worksheet what you notice about the effects of these acts on your mood and relationships. Also, notice if your positive core beliefs about yourself, other people, or the world are activated when you do these kind acts.

WORKSHEET 12.15. Acts of Kindness

My acts of kindness:

- | | |
|-----------|-----------|
| 1. _____ | 12. _____ |
| 2. _____ | 13. _____ |
| 3. _____ | 14. _____ |
| 4. _____ | 15. _____ |
| 5. _____ | 16. _____ |
| 6. _____ | 17. _____ |
| 7. _____ | 18. _____ |
| 8. _____ | 19. _____ |
| 9. _____ | 20. _____ |
| 10. _____ | 21. _____ |
| 11. _____ | 22. _____ |

How did these kind acts affect my moods (both negative and positive)?

How did these kind acts affect my relationships?

Which of my positive core beliefs were active (self, other people, world)?

EXERCISE: Measuring Symptoms of Depression

To track the symptoms of depression you are experiencing, rate each item listed on the *Mind Over Mood* Depression Inventory ([Worksheet 13.1](#)). Fill out this inventory periodically as you use this book, to assess how your depression is changing and which *Mind Over Mood* skills are most worthwhile.

Score the inventory by adding up the numbers you circled or marked for all the items. For example, if you circled or marked 3 for each item, your score would be 57 (3×19 items). Compare your scores once or twice each week, to see if any of your symptoms are decreasing (and, if so, which symptoms are decreasing and which are not).

Record your progress on *Mind Over Mood* Depression Inventory scores on [Worksheet 13.2](#). Mark each column at the bottom with the date you completed the Depression Inventory. Then put an \times in the column across from your score. It is best to fill out the inventory at fairly regular intervals, such as weekly or twice a month, rather than just filling it out when you feel particularly down. That way, the graph of your scores will be a more representative snapshot of your mood over time. (If you are filling out these worksheets onscreen, please note that the graph in [Worksheet 13.2](#) cannot be completed interactively. We recommend that you print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the worksheet onscreen.)

You may find that your scores fluctuate from week to week, or that they do not improve each and every time you fill out the inventory. Some weeks your score may be higher (more depressed) than the week before. This is not unusual, nor is it a bad sign; in fact, it reflects a pattern of recovery experienced by some people. A general pattern of decreasing scores over time is a sign that the changes you are making are contributing to your improvement.

Two different decreasing patterns are shown in the Epilogue of this book (Figures E.1 and E.2, pp. 293 and 294) for Ben and Marissa. If your scores keep going up or don't change at all over a six-week period, even though you are doing the exercises in this book, this can be a signal that you might need to try a different approach or get help from a health care professional.

WORKSHEET 13.1. *Mind Over Mood* Depression Inventory

Circle or mark one number for each item that best describes how much you have experienced each symptom over the last week.

| | Not at all | Sometimes | Frequently | Most of the time |
|--|------------|-----------|------------|------------------|
| 1. Sad or depressed mood | 0 | 1 | 2 | 3 |
| 2. Feelings of guilt | 0 | 1 | 2 | 3 |
| 3. Irritable mood | 0 | 1 | 2 | 3 |
| 4. Less interest or pleasure in usual activities | 0 | 1 | 2 | 3 |
| 5. Withdrawing from or avoiding people | 0 | 1 | 2 | 3 |
| 6. Finding it harder than usual to do things | 0 | 1 | 2 | 3 |
| 7. Seeing myself as worthless | 0 | 1 | 2 | 3 |
| 8. Trouble concentrating | 0 | 1 | 2 | 3 |
| 9. Difficulty making decisions | 0 | 1 | 2 | 3 |
| 10. Suicidal thoughts | 0 | 1 | 2 | 3 |
| 11. Recurrent thoughts of death | 0 | 1 | 2 | 3 |
| 12. Spending time thinking about a suicide plan | 0 | 1 | 2 | 3 |
| 13. Low self-esteem | 0 | 1 | 2 | 3 |
| 14. Seeing the future as hopeless | 0 | 1 | 2 | 3 |
| 15. Self-critical thoughts | 0 | 1 | 2 | 3 |
| 16. Tiredness or loss of energy | 0 | 1 | 2 | 3 |
| 17. Significant weight loss or decrease in appetite (do not include weight loss from a diet plan) | 0 | 1 | 2 | 3 |
| 18. Change in sleep pattern – difficulty sleeping or sleeping more or less than usual | 0 | 1 | 2 | 3 |
| 19. Decreased sexual desire | 0 | 1 | 2 | 3 |
| Score (sum of item scores) | | | | |

WORKSHEET 13.2. *Mind Over Mood* Depression Inventory Scores

| Score | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|---|---|---|
| | • | • | • | • | • | • | • | • | • | • | • | • |
| 55 | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| 50 | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| 45 | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • |
| 40 | • | • | • | • | • | • | • | • | • | • | • | • |
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WORKSHEET 13.2. *Mind Over Mood* Depression Inventory Scores

| Score | | | | | | | | | | | | |
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WORKSHEET 13.2. *Mind Over Mood* Depression Inventory Scores

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WORKSHEET 13.2. *Mind Over Mood* Depression Inventory Scores

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EXERCISE: Identifying Cognitive Aspects of Depression

Worksheet 13.3 lists some negative thoughts that people frequently have when they are depressed. To see if you've had these types of negative thoughts, and to help you distinguish among them, mark each thought you have had and indicate whether each thought is negative toward yourself, your future, or your experiences.

WORKSHEET 13.3. Identifying Cognitive Aspects of Depression

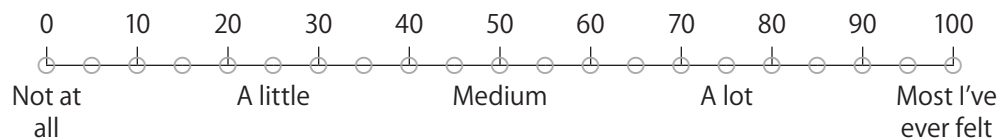
| Mark each thought you have had: | Is the thought negative toward myself, my future, or my experiences? |
|---|--|
| <input type="checkbox"/> 1. I'm no good. | _____ |
| <input type="checkbox"/> 2. I'm a failure. | _____ |
| <input type="checkbox"/> 3. Nobody likes me. | _____ |
| <input type="checkbox"/> 4. Things will never get better. | _____ |
| <input type="checkbox"/> 5. I'm a loser. | _____ |
| <input type="checkbox"/> 6. I'm worthless. | _____ |
| <input type="checkbox"/> 7. No one can help me. | _____ |
| <input type="checkbox"/> 8. I've let people down. | _____ |
| <input type="checkbox"/> 9. Others are better than I am. | _____ |
| <input type="checkbox"/> 10. (S)he hates me. | _____ |
| <input type="checkbox"/> 11. I'm always making mistakes. | _____ |
| <input type="checkbox"/> 12. My life is a disaster. | _____ |
| <input type="checkbox"/> 13. (S)he dislikes me. | _____ |
| <input type="checkbox"/> 14. This is hopeless. | _____ |
| <input type="checkbox"/> 15. Others are disappointed in me. | _____ |
| <input type="checkbox"/> 16. I can't change. | _____ |

EXERCISE: Using the Activity Record

First, choose a mood (depression or low mood, if that is why you are reading this chapter) that you want to improve, and write this mood here:

Mood:

During this week, you will be rating this mood on a 0–100 scale:



Fill in your Activity Record ([Worksheet 13.4](#) on pp. 206–207) for one week. For each hour, write in the activity you were doing, and rate your mood on the 0–100 scale. You may forget to do it for some hours, but the more hours you fill in for the week, the more you will have a chance to learn about the mood you are rating. Therefore, if you forget to do it one day, don't give up – just continue the ratings when you remember.

To help you remember to fill out the Activity Record, carry a copy with you or make a digital reminder to take notes on your activities and moods as you go through the day. It is not necessary to fill it out every hour. Most people can remember their activities and moods for several hours, so you may be able to fill it out several times a day rather than hourly. For example, at lunchtime, you can write in all your morning activities and mood ratings. At dinnertime, you can do the afternoon hours. At bedtime, you can fill in the evening hours.

WORKSHEET 13.4. Activity Record

Write in each box: (1) Activity. (2) Mood ratings (0–100). (Mood I am rating: _____)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------------|--------|---------|-----------|----------|--------|----------|--------|
| 6–7 A.M. | | | | | | | |
| 7–8 A.M. | | | | | | | |
| 8–9 A.M. | | | | | | | |
| 9–10 A.M. | | | | | | | |
| 10–11 A.M. | | | | | | | |
| 11 A.M.– 12 noon | | | | | | | |
| 12 noon– 1 P.M. | | | | | | | |
| 1–2 P.M. | | | | | | | |
| 2–3 P.M. | | | | | | | |

(continued on next page)

WORKSHEET 13.4 (continued from previous page)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| 3–4 P.M. | | | | | | | |
| 4–5 P.M. | | | | | | | |
| 5–6 P.M. | | | | | | | |
| 6–7 P.M. | | | | | | | |
| 7–8 P.M. | | | | | | | |
| 8–9 P.M. | | | | | | | |
| 9–10 P.M. | | | | | | | |
| 10–11 P.M. | | | | | | | |
| 11 P.M.– 12 midnight | | | | | | | |
| 12 midnight– 1 A.M. | | | | | | | |

EXERCISE: **Learning from My Activity Record**

Now that you have charted your moods and activities for one week, analyze your Activity Record to look for patterns. Worksheet 13.5 lists some questions that will help you learn from your Activity Record.

WORKSHEET 13.5. Learning from My Activity Record

1. Did my mood change during the week? If so, how? What patterns do I notice?
2. Did my activities affect my mood? If so, how?
3. What was I doing when I felt better? Are these activities in my best long-term interest? What other activities could I do that might also make me feel better?
4. What was I doing when I felt worse? Are these activities in my best interest? If so, is there a way I could do them that would help me feel better while I was doing them?
5. Were there certain times of the day (e.g., mornings) or week (e.g., weekends) when I felt worse?
6. Can I think of anything I could do to feel better during these times?
7. Were there certain times of the day or week when I felt better? Can I learn anything helpful from this?
8. Looking at my answers to these questions, what activities can I plan in the coming week to increase the chances that I will feel better this week? Over the next few weeks?

EXERCISE: Activity Scheduling

Before filling out [Worksheet 13.6](#) on the next page, write down at least several activities you want to plan for each day. You might find it helpful to review [Worksheet 13.5](#), on page 208, especially your answers to questions 3, 6, and 8. It is helpful to think of several activities in each of the following categories and spread them out throughout the week.

Pleasurable activities:

Activities that accomplish something:

What I can do to begin to approach things I have been avoiding:

Activities that fit with my values:

Some activities could fit in a variety of categories. For example, walking or exercising may be pleasurable for one person, may be an accomplishment for someone else, and may fit with a value of doing healthy activities for yet another person. If you have been avoiding exercise for some time, it may even be overcoming avoidance. Put activities in whatever category makes sense to you. The important thing is to do activities in each of the four areas throughout the week.

WORKSHEET 13.6. Activity Schedule

Referring to the “[Activity Scheduling](#)” exercise (p. 213), use this worksheet to schedule some activities. Write down the times and days of the week you plan to do these activities. If something more enjoyable or more important comes along, you can do that activity instead during that time period. If you do something different during any time period, put a line through or bracket what you had planned and write down what you actually did. For each time period in which you planned an activity, write down: (1) Activity. (2) Mood ratings (0–100).

(Mood I am rating: _____)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------------|--------|---------|-----------|----------|--------|----------|--------|
| 6–7 A.M. | | | | | | | |
| 7–8 A.M. | | | | | | | |
| 8–9 A.M. | | | | | | | |
| 9–10 A.M. | | | | | | | |
| 10–11 A.M. | | | | | | | |
| 11 A.M.– 12 noon | | | | | | | |
| 12 noon– 1 P.M. | | | | | | | |
| 1–2 P.M. | | | | | | | |

(continued on next page)

WORKSHEET 13.6 (continued from previous page)

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------------------------|---------------|----------------|------------------|-----------------|---------------|-----------------|---------------|
| 2–3 P.M. | | | | | | | |
| 3–4 P.M. | | | | | | | |
| 4–5 P.M. | | | | | | | |
| 5–6 P.M. | | | | | | | |
| 6–7 P.M. | | | | | | | |
| 7–8 P.M. | | | | | | | |
| 8–9 P.M. | | | | | | | |
| 9–10 P.M. | | | | | | | |
| 10–11 P.M. | | | | | | | |
| 11 P.M.– 12 midnight | | | | | | | |
| 12 midnight– 1 A.M. | | | | | | | |

EXERCISE: Identifying and Measuring Symptoms of Anxiety

To specify what symptoms you experience when you are anxious, rate the symptoms listed in the *Mind Over Mood* Anxiety Inventory ([Worksheet 14.1](#)). Fill out the inventory once a week while you are learning methods to manage your anxiety, so you can determine which *Mind Over Mood* skills are most effective and to track your progress.

Score the *Mind Over Mood* Anxiety Inventory by adding up the numbers you circled or marked for all the items. For example, if you marked 3 for each item, your score would be 72 (3×24 items).

To track your progress, record your *Mind Over Mood* Anxiety Inventory scores on [Worksheet 14.2](#). Mark each column at the bottom with the date you completed the *Mind Over Mood* Anxiety Inventory. Then put an \times in the column across from your score. (If you are filling out these worksheets onscreen, please note that [Worksheet 14.2](#) cannot be completed interactively. We recommend that you print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the worksheet onscreen.)

WORKSHEET 14.1. *Mind Over Mood* Anxiety Inventory

Circle or mark one number for each item that best describes how much you have experienced each symptom over the past week.

| | Not at all | Sometimes | Frequently | Most of the time |
|--|------------|-----------|------------|------------------|
| 1. Feeling nervous | 0 | 1 | 2 | 3 |
| 2. Worrying | 0 | 1 | 2 | 3 |
| 3. Trembling, twitching, feeling shaky | 0 | 1 | 2 | 3 |
| 4. Muscle tension, muscle aches, muscle soreness | 0 | 1 | 2 | 3 |
| 5. Restlessness | 0 | 1 | 2 | 3 |
| 6. Tiring easily | 0 | 1 | 2 | 3 |
| 7. Shortness of breath | 0 | 1 | 2 | 3 |
| 8. Rapid heartbeat | 0 | 1 | 2 | 3 |
| 9. Sweating not due to the heat | 0 | 1 | 2 | 3 |
| 10. Dry mouth | 0 | 1 | 2 | 3 |
| 11. Dizziness or light-headedness | 0 | 1 | 2 | 3 |
| 12. Nausea, diarrhea, or stomach problems | 0 | 1 | 2 | 3 |
| 13. Increase in urge to urinate | 0 | 1 | 2 | 3 |
| 14. Flushes (hot flashes) or chills | 0 | 1 | 2 | 3 |
| 15. Trouble swallowing or "lump in throat" | 0 | 1 | 2 | 3 |
| 16. Feeling keyed up or on edge | 0 | 1 | 2 | 3 |
| 17. Being quick to startle | 0 | 1 | 2 | 3 |
| 18. Difficulty concentrating | 0 | 1 | 2 | 3 |
| 19. Trouble falling or staying asleep | 0 | 1 | 2 | 3 |
| 20. Irritability | 0 | 1 | 2 | 3 |
| 21. Avoiding places where I might be anxious | 0 | 1 | 2 | 3 |
| 22. Thoughts of danger | 0 | 1 | 2 | 3 |
| 23. Seeing myself as unable to cope | 0 | 1 | 2 | 3 |
| 24. Thoughts that something terrible will happen | 0 | 1 | 2 | 3 |
| Score (sum of item scores) | | | | |

WORKSHEET 14.2. *Mind Over Mood* Anxiety Inventory Scores

| Score | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|
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| 65 | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | |
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WORKSHEET 14.2. *Mind Over Mood* Anxiety Inventory Scores

| Score | | | | | | | | | | | | |
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| 60 | | | | | | | | | | | | |
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WORKSHEET 14.2. *Mind Over Mood* Anxiety Inventory Scores

| Score | | | | | | | | | | | | |
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| 20 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| Date | | | | | | | | | | | | |

WORKSHEET 14.2. *Mind Over Mood* Anxiety Inventory Scores

| Score | | | | | | | | | | | | |
|-------|--|--|--|--|--|--|--|--|--|--|--|--|
| 70 | | | | | | | | | | | | |
| 65 | | | | | | | | | | | | |
| 60 | | | | | | | | | | | | |
| 55 | | | | | | | | | | | | |
| 50 | | | | | | | | | | | | |
| 45 | | | | | | | | | | | | |
| 40 | | | | | | | | | | | | |
| 35 | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| 20 | | | | | | | | | | | | |
| 15 | | | | | | | | | | | | |
| 10 | | | | | | | | | | | | |
| 5 | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | |
| Date | | | | | | | | | | | | |

EXERCISE: What I Avoid Because of Anxiety

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

EXERCISE: Safety Behaviors I Use to Prevent Anxiety

1. Situation: _____

Safety behavior(s): _____

2. Situation: _____

Safety behavior(s): _____

3. Situation: _____

Safety behavior(s): _____

EXERCISE: Identifying Thoughts Associated with Anxiety

To highlight the thoughts that are associated with anxiety or fear in your own life, complete Worksheet 14.3. Think about a recent time when you were anxious, fearful, or nervous. Describe the situation, your mood(s), and any physical symptoms you experienced (e.g., rapid heart rate, dizziness, sweating, tight stomach). Recall the thoughts you had (in words and in images). If you had an image, describe it. If your thoughts began with "What if . . . ?," write down the answer to that question (e.g., the thought or image that made you most anxious).

WORKSHEET 14.3. Identifying Thoughts Associated with Anxiety

| 1. Situation Who? What? When? Where? | 2. Moods a. What did you feel? b. Rate each mood (0–100%). | 3. Automatic Thoughts (Images) What was going through your mind just before you started to feel this way? Any other thoughts? Images? |
|---|---|---|
| | | |
| | List physical reactions you experienced: | |

WORKSHEET 14.5. My Fear Ladder



EXERCISE: Practicing and Rating Relaxation Methods

So far you have learned how mindfulness and acceptance, breathing, progressive muscle relaxation, and imagery can help you manage your anxiety and stay longer in situations that make you anxious.

- Try each of these relaxation methods once or twice to see which ones work best for you.
- Use [Worksheet 14.6](#) on the next page to rate your level of anxiety or tension on a 0–100 scale before and after each practice session.
- Once you identify the one or two methods that work best for you, start using them regularly.
- If you practice them every day, you are more likely to be able to use them effectively when you need them.

WORKSHEET 14.6. Ratings for My Relaxation Methods

Under "Relaxation Method Used," choose "Mindfulness and acceptance," "Breathing," "Progressive muscle relaxation," or "Imagery." For each of your practice sessions, rate your anxiety or tension level on a 0–100 scale, where 0 is none at all and 100 is the most ever, both before and after the exercise. Do a number of practice sessions with each of the methods you want to try. At the bottom of the worksheet, make some comments about what you learn. See if your relaxation skills improve with practice, and also compare the different relaxation methods to learn which ones work best for you.

| Relaxation Method Used | Anxiety/Tension Rating at Start (0–100) | Anxiety/Tension Rating at End (0–100) |
|------------------------|---|---------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

What I learned (Did my relaxation improve with practice? Which methods work best for me?):

EXERCISE: Measuring and Tracking My Moods

Worksheet 15.1 can be used to track a variety of moods including anger, guilt, shame, and positive moods such as happiness.

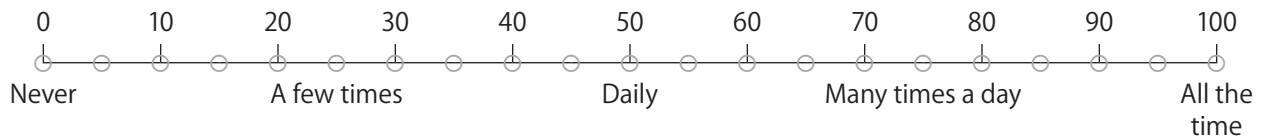
WORKSHEET 15.1. Measuring and Tracking My Moods

Use this worksheet to measure and track the frequency, strength, and duration of any mood you want to improve. This worksheet can also be used to measure and track positive emotions, including happiness.

Mood I am rating: _____

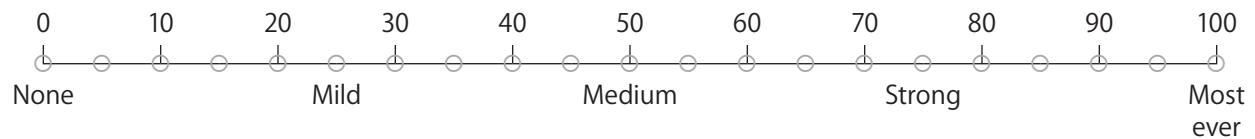
FREQUENCY

Circle or mark the number below that most accurately describes how often you experienced this mood this week:



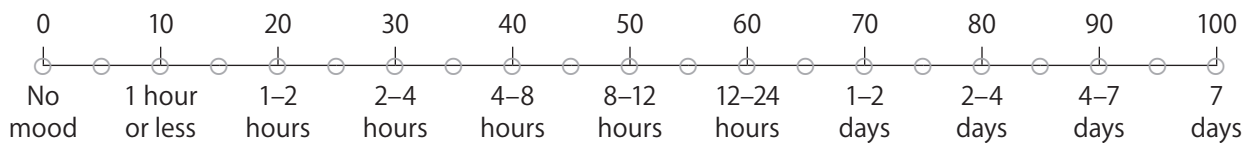
STRENGTH

Circle or mark below how strongly you felt this mood this week. Rate the time when your mood was the strongest, even if most of the time you did not experience it this strongly. A score of 0 would mean that you did not feel the mood this week. A score of 100 would show that it was the strongest you have ever felt this mood in your life. Strongly felt moods will score higher than 70. If you felt the mood at a medium level of strength, give it a rating between 30 and 70. Rate a mild mood between 1 and 30.



DURATION

Circle or mark the number below that matches how long your mood lasted. Again, make this rating for the time during the week when you felt this mood most strongly (think about the rating you gave this mood on the Strength scale above). If you did not experience the mood this week, mark 0.

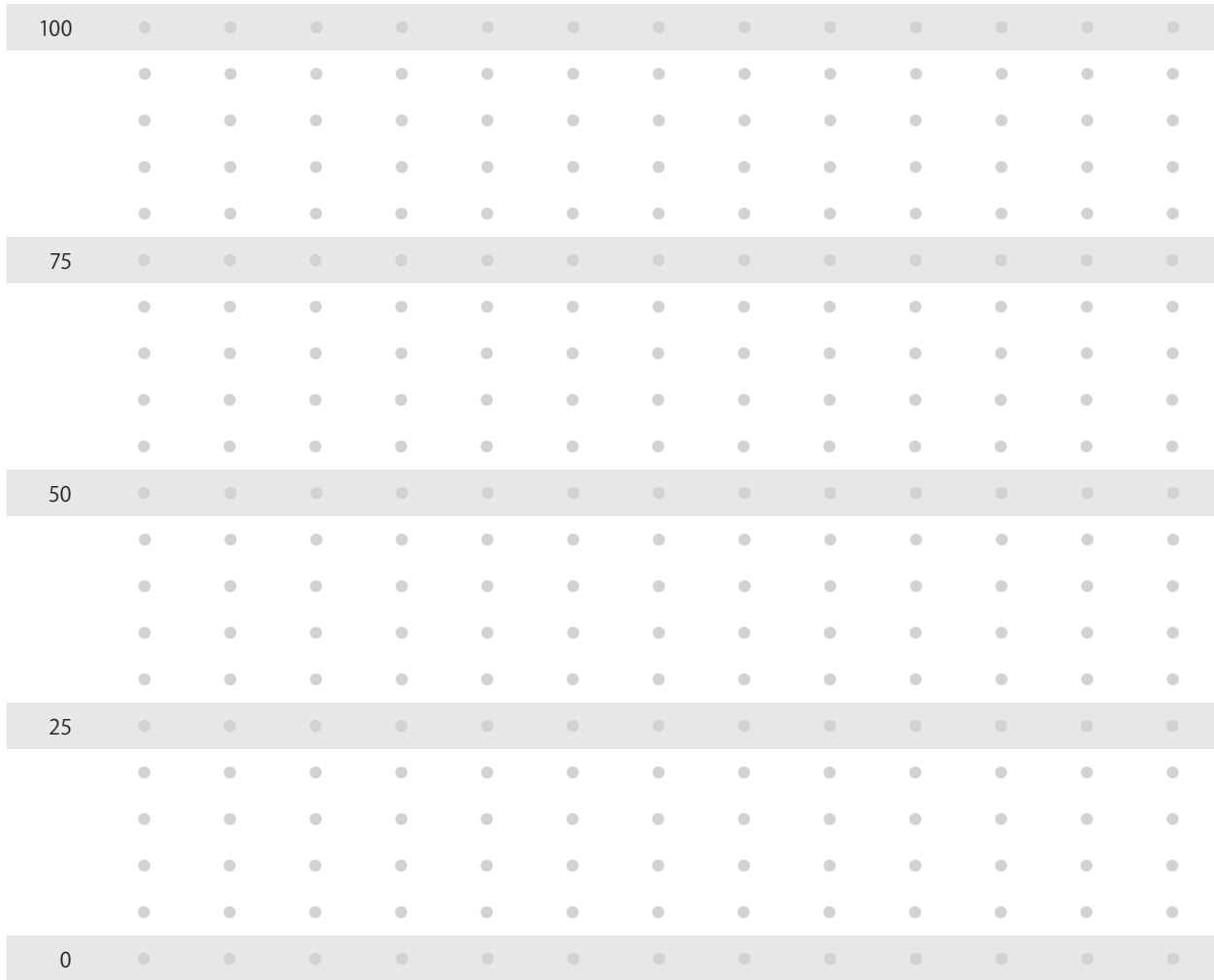


EXERCISE: Mood Scores

Use Worksheet 15.2 to record your scores on the frequency, strength, and duration of the mood(s) you are rating on [Worksheet 15.1](#). You can label them F (frequency), S (strength), and D (duration) on Worksheet 15.2, or you can use different colors for each. By tracking all three types of mood ratings on the same chart, you will be able to see your progress as you learn *Mind Over Mood* skills. Use a different copy of Worksheet 15.2 for each mood you are rating. For example, you might be rating both shame and happiness, and you want to track each on a different Worksheet 15.2. (If you are filling out these worksheets onscreen, please note that Worksheet 15.2 cannot be completed interactively. We recommend that you print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the worksheet onscreen.)

WORKSHEET 15.2. Mood Scores Chart

Mood I am rating:



| | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

EXERCISE: Mood Scores

Use Worksheet 15.2 to record your scores on the frequency, strength, and duration of the mood(s) you are rating on [Worksheet 15.1](#). You can label them F (frequency), S (strength), and D (duration) on Worksheet 15.2, or you can use different colors for each. By tracking all three types of mood ratings on the same chart, you will be able to see your progress as you learn *Mind Over Mood* skills. Use a different copy of Worksheet 15.2 for each mood you are rating. For example, you might be rating both shame and happiness, and you want to track each on a different Worksheet 15.2. (If you are filling out these worksheets onscreen, please note that Worksheet 15.2 cannot be completed interactively. We recommend that you print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the worksheet onscreen.)

WORKSHEET 15.2. Mood Scores Chart

Mood I am rating:

| | | | | | | | | | | | | | |
|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 100 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 75 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 50 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 25 | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| | • | • | • | • | • | • | • | • | • | • | • | • | • |
| 0 | • | • | • | • | • | • | • | • | • | • | • | • | • |

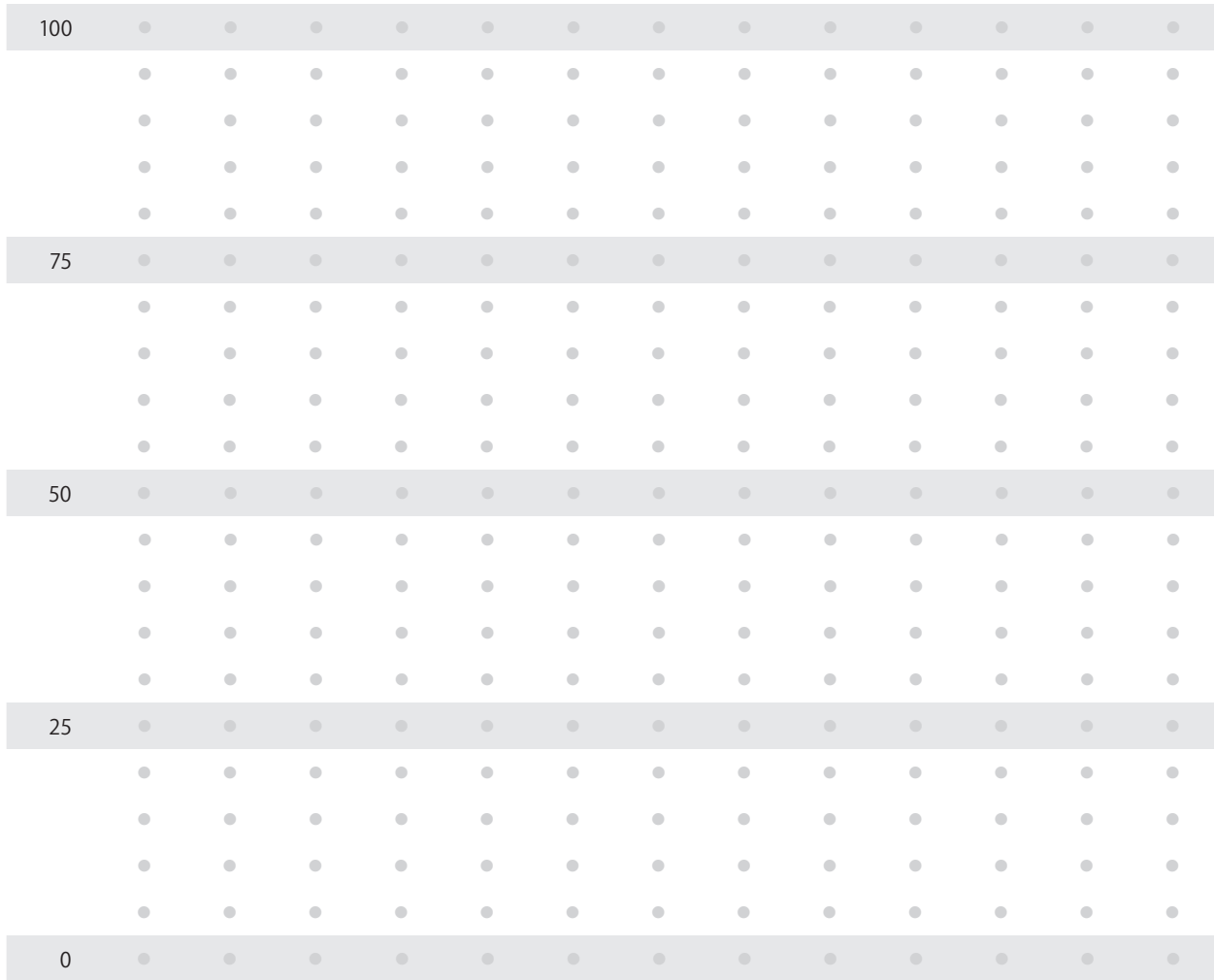
| Date | | | | | | | | | | | | | |
|------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | | | | | |

EXERCISE: Mood Scores

Use Worksheet 15.2 to record your scores on the frequency, strength, and duration of the mood(s) you are rating on [Worksheet 15.1](#). You can label them F (frequency), S (strength), and D (duration) on Worksheet 15.2, or you can use different colors for each. By tracking all three types of mood ratings on the same chart, you will be able to see your progress as you learn *Mind Over Mood* skills. Use a different copy of Worksheet 15.2 for each mood you are rating. For example, you might be rating both shame and happiness, and you want to track each on a different Worksheet 15.2. (If you are filling out these worksheets onscreen, please note that Worksheet 15.2 cannot be completed interactively. We recommend that you print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the worksheet onscreen.)

WORKSHEET 15.2. Mood Scores Chart

Mood I am rating:



| | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Date | | | | | | | | | | | | | | |
|-------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

EXERCISE: Understanding Anger

To understand what happens when you are angry, remember a recent time when you felt angry or irritated. Describe the situation in column 1 of the partial Thought Record in [Worksheet 15.3](#). Write one word to describe your mood in this situation (e.g., anger or irritation). On a 0–100 scale, with 100 being enraged or the angriest you have ever felt, 50 being a medium level of anger, and 10 being mildly irritated, rate your mood.

At the point when you were most angry, what was going through your mind? Write these thoughts (words, images, memories) in column 3. If you are uncertain what thoughts, images, or memories you had in this situation, Chapter 7 teaches you how to identify these.

If anger is a mood you want to understand better, repeat this exercise for two other recent situations in which you have been angry: Describe the situations; rate the intensity of your mood; and then write down your thoughts, including any images or memories you had. Once you have filled out [Worksheet 15.3](#) for several situations, proceed to the next two sections of this chapter, which will give you a better understanding of anger and outline approaches to help you manage and/or express your anger in constructive rather than destructive ways.

WORKSHEET 15.3. Understanding Anger, Guilt, and Shame

| 1. Situation Who? What? When? Where? | 2. Moods a. What did you feel? b. Rate each mood (0–100%). | 3. Automatic Thoughts (Images) a. What was going through your mind just before you started to feel this way? Any other thoughts? Images? Memories? b. Circle or mark the hot thought. |
|---|---|--|
| | | |
| | | |
| | | |

EXERCISE: Writing a Forgiveness Letter

Use [Worksheet 15.4](#) as a guide to help you write your forgiveness letter. It is not easy to forgive those who have mistreated us, but it can be instrumental in healing deep wounds and letting go of anger. If you are not ready at this point to write a forgiveness letter, that is fine. Just skip over this exercise and section, and perhaps come back to these pages at another time – if you choose to do so.

WORKSHEET 15.4. Writing a Forgiveness Letter

1. This is what you did to me:
2. This is the impact it has had in my life:
3. This is how it continues to affect me:
4. This is how I imagine my life will be better if I'm able to forgive you:
5. (Forgiveness often begins with a compassionate understanding of persons who have hurt you. Write about any life experiences the other person or persons had that might have contributed to the ways they hurt or mistreated you.) This is how I can understand what you have done:
6. (Everyone hurts someone else sometimes. When you hurt someone else, how would you want that person to think about you?) This is how I would want to be viewed if I hurt someone:
7. (Forgiveness does not mean that you approve of, forget, or deny what was done and the pain you have experienced. Instead, forgiveness means finding a way to let go of your anger and understand the events from a different perspective.) This is how I can forgive what you have done:
8. These are the qualities I have that will allow me to move forward:

EXERCISE: Rating Anger Management Strategies

So far, you have learned how testing angry thoughts, preparing for events with imagery, recognizing early warning signs of anger, timeouts, assertion, and forgiveness can help you manage your anger. Try some of these anger management methods to see which ones work best for you. To figure this out, use Worksheet 15.5 to rate your level of anger on a 0–100 scale before and after using them. Once you identify the one or two methods that work best for you, start using them regularly. The more you practice, the more likely it is that you will be able to use these strategies effectively when you need them.

WORKSHEET 15.5. Ratings for My Anger Management Strategies

Under “Anger Management Method,” choose “Testing thoughts,” “Imagery preparation,” “Recognizing early warning signs,” “Timeout,” “Assertion,” or “Forgiveness.” For each of your practice sessions, rate your anger on a 0–100 scale, where 0 is none at all and 100 is the most ever, both before and after the exercise. Do a number of practice sessions with each of the methods you want to try. At the bottom of the worksheet, make some comments about what you learn. See if your anger management skills improve with practice, and also compare the different methods to learn which ones work best for you.

| Anger Management Method | Anger Rating at Start (0–100%) | Anger Rating at End (0–100%) |
|-------------------------|--------------------------------|------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
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| | | |

What I learned (Did my anger management improve with practice? Which methods work best for me?):

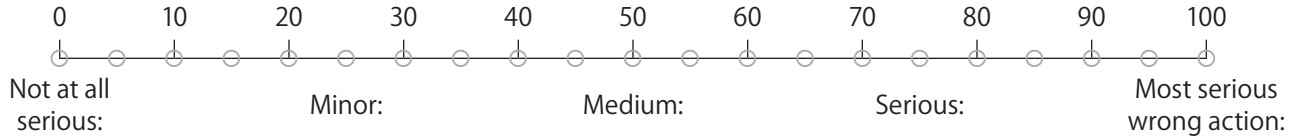
EXERCISE: **Rating the Seriousness of My Actions**

Using the questions in the Helpful Hints as a guide, rate how serious you think your actions are on the [Worksheet 15.6](#) scales. Since people have different values and beliefs about what is right and wrong, you should first make the endpoints personal to you. At the 100 mark on the scale at the top of the worksheet, write the most serious wrong action you could imagine a person doing. For example, this might be to torture and murder someone. While 0 would not be serious at all, 10 might be something like not returning a small amount of extra change you were overpaid in a store.

Label a few marks on the scale at the top of [Worksheet 15.6](#) so that you see the differences among minor, medium, and serious actions that you might feel guilt or shame about. Then think of the worst thing you have ever done in your life. Assuming that it is less serious than torture and murder, put that action on the scale where you think it belongs.

Once you have created your personal scale, use it to rate the seriousness of actions that prompt you to feel guilt or shame.

WORKSHEET 15.6. Rating the Seriousness of My Actions



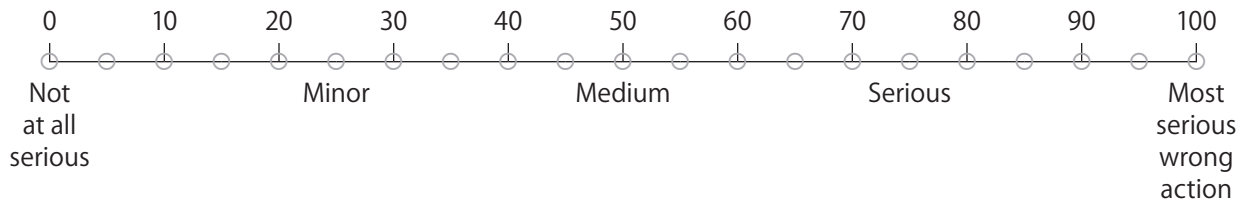
My personal examples:

Minor personal example: _____ Rating I give this: _____

Personal worst action: _____ Rating I give this: _____

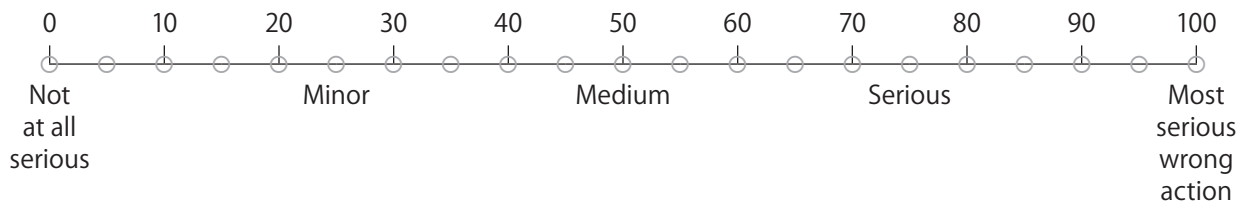
Action I am rating: _____

Rating I give this:



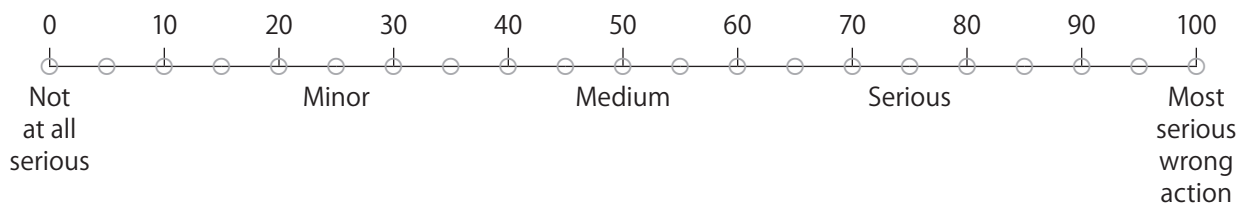
Action I am rating: _____

Rating I give this:



Action I am rating: _____

Rating I give this:



EXERCISE: Using a Responsibility Pie for Guilt or Shame

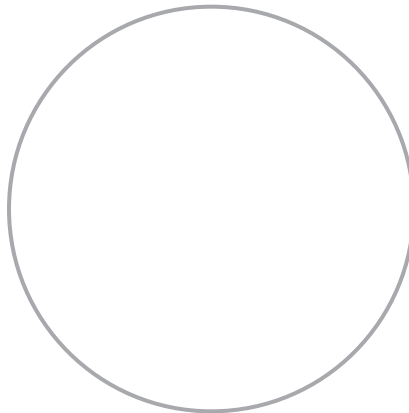
(1) Think of a negative event or situation in your life for which you feel guilt or shame. List this event or situation in item 1 of Worksheet 15.7. (2) In item 2 on Worksheet 15.7, list all the people and circumstances that could have contributed to the outcome. Place yourself at the bottom of the list, so you can rate your portion of the responsibility last. (3) Divide the pie in item 3 of the worksheet into slices, labeling these slices with the names of the people or circumstances on your list. Assign bigger pieces to people or circumstances that you think have greater responsibility. (4) When you are finished, use the questions in item 4 of the worksheet to consider how much responsibility is yours. (If you are filling out these worksheets onscreen, please note that the pie cannot be completed interactively. You can draw the pie on a piece of paper, or print this worksheet and complete it by hand. Alternatively, some PDF software has a freehand pencil tool that you can use to complete the pie onscreen.)

WORKSHEET 15.7. Using a Responsibility Pie for Guilt or Shame

1. Negative event or situation leading to guilt or shame: _____

2. People and circumstances that could have contributed to this outcome:

3.



4. Are you 100% responsible? How does this responsibility pie affect your feelings of guilt and shame? Is there some action you can take to make amends for the part you are responsible for?

EXERCISE: Making Reparations for Hurting Someone

Worksheet 15.8 can help you make your personal plan to make amends for hurting someone.

WORKSHEET 15.8. Making Reparations for Hurting Someone

This is who I hurt:

This is what I did that was hurtful:

This is why it was wrong (my values that I violated):

This is what I can do to make amends:

This is what I can say to the person I hurt:

I realize when I (describe the action or behavior here)

this hurt you. This was wrong because

I'm sorry I did this. I want to do

to let you know how truly sorry I am, and I hope that you can forgive me in time.

EXERCISE: Forgiving Myself

Some people have great difficulty forgiving themselves; they may have harsh and critical internal voices. If you are able to forgive others for their faults, but you have a hard time forgiving yourself, you can benefit from practicing self-forgiveness. This involves learning to view yourself with the same kindness or compassion with which you view others. [Worksheet 15.9](#) on the next page can guide you through this process.

WORKSHEET 15.9. **Forgiving Myself**

1. This is what I need to forgive myself for:
2. This is the impact that what I did has had on me and others in my life:
3. This is how it continues to affect me and others:
4. This is how I imagine my life will be better if I'm able to forgive myself:
5. Forgiveness often begins with understanding. What life experiences have I had that might have contributed to what I did?
6. How would I think about someone else who did this?
7. What positive aspects of myself and my life do I tend to ignore when I'm feeling guilt or shame?
8. Forgiveness does not mean that you condone, forget, or deny what was done and the pain you have experienced. Instead, forgiveness means finding a way to let go of your guilt and shame, and understand your actions from a different perspective. Write with a kind, compassionate voice about how I can forgive myself for what I have done:
9. These are the qualities that I have that will allow me to move forward:

EXERCISE: Reviewing and Rating *Mind Over Mood* Skills

This chapter guides you through steps you can take to continue to benefit from and build on the *Mind Over Mood* skills you have learned so far to prevent and manage relapse. As a springboard for this planning, fill out Worksheet 16.1. This worksheet lists the skills taught in *Mind Over Mood*. Use the 0–3 rating scale at the top of the worksheet to rate each skill on how often you have used it, how often it is helpful when you use it, how often you still use it, and how much you think you might use this skill in the future. Don't worry if you haven't mastered all these skills. You may have forgotten you practiced some of them. There may be some skills you skipped while reading this book. You may be using other skills so automatically now that you forgot you learned them. The Skills Checklist reminds you that there are many different tools available to help you manage your moods.

WORKSHEET 16.1. *Mind Over Mood* Skills Checklist

For each skill listed, there are four rating categories: Used = Did you use this skill?; Helpful = How often was it helpful?; Still use = Do you still use this skill?; Future use = Do you think you will use this skill in the future?

Rate each skill in all four categories using the following scale:

0 = Not at all 1 = Sometimes 2 = Frequently 3 = Most of the time

| See chapter | Core Skills | Used? | Helpful? | Still use? | Future use? |
|-------------|---|-------|----------|------------|-------------|
| 2 | Notice interactions among thoughts, moods, behaviors, physical reactions, and environment | | | | |
| 4 | Identify moods | | | | |
| 4 | Rate intensity of moods | | | | |
| 5 | Set goals | | | | |
| 5 | Consider advantages and disadvantages of change | | | | |
| 6–7 | Identify automatic thoughts and images | | | | |
| 6–7 | Complete the first three columns of a Thought Record | | | | |
| 7 | Identify hot thoughts | | | | |
| 8 | Find evidence that supports and does not support a hot thought | | | | |
| 9 | Generate alternative or balanced thoughts based on the evidence collected | | | | |

(continued on next page)

WORKSHEET 16.1 (continued from previous page)

| See chapter | Core Skills | Used? | Helpful? | Still use? | Future use? |
|--------------------|---|--------------|-----------------|-------------------|--------------------|
| 6–9 | Fill out a seven-column Thought Record | | | | |
| 10 | Gather more evidence to strengthen new thoughts | | | | |
| 10 | When evidence on a Thought Record supports a hot thought, complete an Action Plan to solve the problem | | | | |
| 10 | Use Action Plans to make a change in your life or reach a goal | | | | |
| 10 | Practice acceptance of life situations, thoughts, and moods | | | | |
| 11 | Identify “If . . . then . . . ” underlying assumptions | | | | |
| 11 | Test an underlying assumption with behavioral experiments | | | | |
| 11 | Develop alternative assumptions that fit your life experience | | | | |
| 12 | Identify core beliefs | | | | |
| 12 | Identify new core beliefs | | | | |
| 12 | Write down evidence to support and strengthen new core beliefs | | | | |
| 12 | Rate confidence in new core beliefs | | | | |
| 12 | Use scales to rate positive change | | | | |
| 12 | Strengthen new core beliefs with behavioral experiments | | | | |
| 12 | Practice gratitude by using a gratitude journal | | | | |
| 12 | Express gratitude to others | | | | |
| 12 | Act with kindness | | | | |
| See chapter | Depression Skills | Used? | Helpful? | Still use? | Future use? |
| 13 | Rate depression symptoms | | | | |
| 13 | Use an Activity Record to notice activities and mood connections | | | | |
| 13 | Use an Activity Schedule to schedule activities that are pleasurable, accomplish something, help you approach things you have been avoiding, and fit with your values | | | | |

(continued on next page)

WORKSHEET 16.1 (continued from previous page)

| See chapter | Depression Skills | Used? | Helpful? | Still use? | Future use? |
|--------------------|--|--------------|-----------------|-------------------|--------------------|
| 13 | Do activities even when you do not feel like it | | | | |
| 13 | Notice and enjoy small positive experiences | | | | |
| 6–13 | Test depressed thoughts and images | | | | |
| See chapter | Anxiety Skills | Used? | Helpful? | Still use? | Future use? |
| 14 | Rate anxiety symptoms | | | | |
| 14 | Recognize when you are avoiding something because of anxiety | | | | |
| 14 | Identify your safety behaviors | | | | |
| 14 | Make a Fear Ladder | | | | |
| 14 | Use a Fear Ladder to face your fears and overcome avoidance | | | | |
| 14 | Use mindfulness and acceptance to manage anxiety | | | | |
| 14 | Practice breathing to manage anxiety | | | | |
| 14 | Practice progressive muscle relaxation to manage anxiety | | | | |
| 14 | Use imagery to manage anxiety | | | | |
| 6–9, 11, 14 | Test anxious thoughts and images | | | | |
| See chapter | Anger Skills | Used? | Helpful? | Still use? | Future use? |
| 15 | Use imagery to anticipate and prepare for events | | | | |
| 15 | Recognize early warning signs of anger | | | | |
| 15 | Use timeouts | | | | |
| 15 | Use assertive communication | | | | |
| 15 | Practice forgiveness | | | | |
| 6–11, 15 | Test angry thoughts and images | | | | |

(continued on next page)

WORKSHEET 16.1 (continued from previous page)

| See chapter | Guilt and Shame Skills | Used? | Helpful? | Still use? | Future use? |
|--------------------|------------------------------------|--------------|-----------------|-------------------|--------------------|
| 15 | Assess seriousness of your actions | | | | |
| 15 | Use a responsibility pie | | | | |
| 15 | Make reparations | | | | |
| 15 | Break the silence | | | | |
| 15 | Practice self-forgiveness | | | | |

EXERCISE: Reducing Relapse Risk

Worksheet 16.2 helps you reduce your risk of relapse by:

1. Identifying your high-risk situations.
2. Identifying early warning signs that you are sinking deeper into depression, anxiety, anger, guilt, or shame.
3. Preparing a plan of action to help you face challenges and periods of distress.

WORKSHEET 16.2. My Plan to Reduce Relapse Risk

1. My high-risk situations:

2. My early warning signs:

Rate my moods on a regular basis (monthly, for example). My warning score is _____

3. My plan of action (review Worksheet 16.1 for ideas):