Appendix 3

Options for Change Guide and Homework Skills Monitoring Form for the Counsellor

Dear …………..………..

Thank you for completing the Assessment and Goal Planning Guide, in which you carried out a detailed assessment of the As, Bs and Cs of your prioritised problem, and the A, B and C goals for change.

Now that you have identified your beliefs (B) and the consequent way you feel and react (C) to the adverse event (A), and the goals for change, you can now move on to putting the change options into practice. This will help you develop new and better ways of dealing with your problem.

We describe first the Inference Change Option, which has two parts, Weigh the Evidence (Steps 1 to 5), and Test Your Inferences in a Behavioural Experiment (Steps 6 and 7). Next, we describe the Evaluations Change Option, and finally the Imagery Change Option. We provide worksheets where needed, together with guidance steps. You and your counsellor may not consider it necessary to complete all of the options and steps, or to undertake them in the order presented here.

Inference Change Option Steps

Weigh the Evidence

- Step 1. In this and the next steps you will be using the Inference Change Worksheet (p. 249). Fill in A, B^1 and B^1 Alternative, C Problem and C Goal. Use your answers from the Assessment and Goal Planning Worksheet. Box A3.1 (p. 245) tells you how to complete step 1. Also look at Boxes A3.5 and A3.6 to see how two clients, John and Brian, completed this and the next steps.
- Step 2. Try to think of all the evidence you can that would support your Probably *Biased* Inference (B^1) and write this evidence on the Inference Change Worksheet, in the column alongside the B^1 box. Boxes A3.2, A3.5 and A3.6 (pp. 246–8) show you how to complete this step.
- Step 3. Try to think of all the evidence you can that would support the *Unbiased* Inference (B^1 Alternative), and write this evidence on the Inference Change Worksheet, in the box next to the B^1 Alternative box. Boxes A3.3, A3.5 and A3.6 show you how to complete this step
- Step 4. Now look at the two lists of evidence you have just written and, with the counsellor's help, question the quality of both lots of evidence. Are both lots of evidence equally reliable? Would both lots of evidence stand up in a court of law? If there is any evidence that doesn't stand up to scrutiny, cross it out. What do you have left?
- Step 5. In step 4 you weighed up the two lots of evidence carefully and considered which of the two sets of inferences has the strongest support. Now re-rate your level of conviction in each inference and re-rate the intensity of your feelings in the C boxes. Has there been a change?

Testing the Evidence

- Step 6. If your conviction hasn't changed substantially as a result of weighing the evidence, you may choose to go on to test the evidence in a real-life behavioural experiment. With your counsellor's help, you design and carry out an experiment in which you will experience *dis*confirmation of your inference (B^1) and confirmation of the alternative. After carrying out the experiment write down the result on the Inference Change Worksheet. Box A3.4 shows where, and have another look at what John and Brian wrote on their worksheets (Boxes A3.5 and A3.6).
- Step 7. What did you learn from doing the experiment? Why don't you now again rate your level of conviction in each inference and re-rate the intensity of your feelings. Has there been a change this time?
- Step 8. If you think you have got closer to your inference change goal, and partly because of that your emotional/behavioural goal, record this on your Assessment and Goal Planning Worksheet.

Step 1

Box A3.1

AB¹C Assessment of the Specific Example			
A: Specific Adverse Event **This is what I remember actually happened or might happen**	B¹: Probably Biased Inferences about A **This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour**		C: Consequent Emotional/Behavioural Problem **This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened**
ABC Goals			
	B¹ Alternative: Unbiased Inference **This is an alternative unbiased inference**		C: Consequent Emotional/Behavioural Goal **This is how I would have liked to have felt and acted when this happened**

Step 2

Box A3.2

AB¹C Assessment of the Specific Example			
A: Specific Adverse Event This is what I remember actually happened or might happen	B¹ Probably Biased Inferences about A This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour	Evidence for B¹ **This is the list of evidence that convinces me that my inference (B¹) is true**	C: Consequent Emotional/Behavioural Problem This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened
ABC Goals			
	B¹ Alternative: Unbiased Inferences This is an alternative unbiased inference		C: Consequent Emotional/Behavioural Goal This is how I would have liked to have felt and acted when this happened

Steps 3–5

Box A3.3

AB^{1}C Assessment of the Specific Example			
A: Specific Adverse Event This is what I remember actually happened or might happen	B^1: Probably Biased Inference about A This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour	Evidence for B^1: This is the list of evidence that convinces me that my inference (B^1) is true	C: Consequent Emotional/ Behavioural Problem This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened
	ABC Goals		
	B^1 Alternative: Unbiased Inferences This is an alternative unbiased inference	**Evidence for Alternative:** **This is the list of evidence for the alternative and against my probably biased inference**	C: Consequent Emotional/ Behavioural Goal This is how I would have liked to have felt and acted when this happened

Steps 6–7

Box A3.4

AB^{1}C Assessment of the Specific Example			
A: Specific Adverse Event This is what I remember actually happened or might happen	B^1: Probably Biased Inferences about A This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour	Evidence for B^1: This is the list of evidence that convinces me that my inference (B^1) is true	C: Consequent Emotional/ Behavioural Problem This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened
	ABC Goals		
	B^1 Alternative: Unbiased Inferences This is an alternative unbiased inference	Evidence for Alternative: This is the list of evidence for the alternative and against my probably biased belief	**Behavioural Test of Inference and Result:** **This is the result of the behavioural experiment designed to show the alternative unbiased inference is true and the B^1 inference is false** / C: Consequent Emotional/ Behavioural Goal This is how I would have liked to have felt and acted when this happened

Case Example 1: John

Box A3.5

A: Specific Adverse Event	B[1]: Probably Biased Inferences	Evidence for B[1]		C: Consequent Emotional/ Behavioural Problem
Got dizzy and light headed when in supermarket yesterday	Feeling dizzy and light headed means I have heart disease and might die	I get dizzy and light headed sometimes Dizziness and light headedness is evidence for heart disease They have made a mistake in health check		Panicked and had to sit down
	ABC Goals			
	B[1] Alternative: Unbiased Inferences Feeling dizzy and light headed does not mean I have heart disease	Evidence for Alternative: Dizziness and light headedness are not evidence for heart disease but for over breathing, which is harmless A mistake is very unlikely because I have had it done several times	Behavioural Test of Inferences Result: Breathed rapidly for several minutes to show this is the cause of my dizziness and light headedness and not heart disease	C: Consequent Emotional/ Behavioural Problem Remain calm, just carry on

Case Example 2: Brian

Box A3.6

A: Specific Adverse Event	B[1]: Probably Biased Inferences	Evidence for B[1]:		C: Consequent Emotional/ Behavioural Problem
While feeling very anxious gave a presentation to a critical audience of tutors and fellow students and tried to hide my anxiety	1) I'm convinced they are all staring at me shaking like a leaf, going bright red in the face, heart racing fit to burst 2) I'm convinced that because of 1) they all think I am a complete idiot	1) If I feel anxious I just know it's a dead give-away, and everybody will be looking at that 2) I know that's how they think They keep asking me to speak up and talking among themselves I can feel their eyes boring into me		Feeling very anxious, not looking at the audience, reading word for word from my script
	Unbiased inferences 1) If my symptoms aren't that bad, people may not notice so much 2) If people notice they are probably sympathetic and interested	Evidence for Alternative: 1) I have no evidence that they notice. I never look at them 2) I cannot read their minds Their behaviour means I am speaking too quietly and they want to hear what I have to say	Behavioural Test of Inferences Result: 1) Looked at the audience and 2) didn't use 'safety behaviours' to hide anxiety Showed my biased inferences were untrue and the alternative inferences were true	C: Consequent Emotional/ Behavioural Goal Feel healthy concern, look at and engage audience, ad lib from memory

Inference Change Worksheet

AB¹C Assessment of the Specific Example			
A: Specific Adverse Event	B^1: Probably Biased Inferences about A	Evidence for B^1:	C: Consequent Emotional/ Behavioural Problem
	ABC Goals		
	B^1 Alternative: Unbiased Inferences	Evidence for Alternative:	Behavioural Test of Inferences Result:	C: Consequent Emotional/ Behavioural Goal

Evaluation Change Option Steps

Challenging Evaluative Beliefs

Although your very negative evaluations may cause you to be distressed, they probably seem valid to you, and you may think you don't have much choice but to go on believing them. In this task we show you how you can robustly challenge them and change them – a method we also call disputing – and make a fundamental difference to how you feel.

- Step 1. In this and the next steps you will be using the Evaluation Change Worksheet (p. 253). Fill in A, B^1 and B^1 Alternative, B^2 and B^2 Alternative, C Problem and C Goal. Again, you can copy across your answers from the Assessment and Goal Planning Worksheet. Box A3.7 also tells you how to complete step 1.
- Step 2. With the counsellor's help, challenge both your *demanding* and your *preferring* evaluations together.

  o First, ask yourself: which of these two beliefs is more *realistically* true? Place a tick against the one that you consider more true and a cross against the other one, plus any brief comments.
  o Second, ask yourself: which of these two beliefs is more *useful* or *helpful* to me? Again, place a tick against the one that is and a cross against the one that isn't.
  o Third, ask yourself: which of these two beliefs makes most *logical sense* to me? Again, place a tick next to the one that does and a cross next to the one that doesn't.
  o Box A3.8 tells you how to record your challenges for step 2 on the Evaluation Change Worksheet.

- Step 3. With the counsellor's help, challenge your *awfulising* and your *non-awfulising* evaluations together, using the same three challenging questions above. Place ticks and crosses against your choices on the Evaluation Change Worksheet, as shown in Box A3.8.
- Step 4. Again with the counsellor's help, challenge your *low discomfort tolerance* (LDT) and your *high discomfort tolerance* (HDT) evaluations together, using the three challenging questions. Place ticks and crosses as before against your choices, as shown in Box A3.8.
- Step 5. Finally, with the counsellor's help, dispute your 'self' or 'other' or 'life' *depreciation* and your 'self' or 'other' or 'life' *acceptance* evaluations, again using the three questions. As before, place a tick and a cross against your choice (as shown in Box A3.8).
- Step 6. Weigh up the effect of all your challenges on the validity of your extreme evaluations compared with the alternative flexible evaluations.

  o First, rate your overall conviction in each set of evaluations on a 0–10 scale, where 0 = totally unconvinced and 10 = totally convinced, and compare this with the rating you gave originally. Has there been a change?
  o Second, when you think you have achieved to some degree your evaluation change goal, and because of that your emotional/behavioural goal, record this on your Assessment and Goal Planning Worksheet as a percentage, where 100% is totally achieved, 50% half-way achieved, and so on.

Evaluation Change through Rational Emotive Imagery (REI)

By now you may be able to doubt your unhelpful evaluations in your head by disputing them, but you don't feel any different, so what good is it just to doubt them? This time we show you how, by switching to the alternative evaluations, you can change how you feel using a method called Rational Emotive Imagery (REI).

- Step 7. Bring to mind as vividly as you can the adverse event A and your unhealthy negative emotion C, which is the problem emotion, such as anxiety, and behaviour, e.g. avoidance. Your extreme evaluative beliefs B^2 should automatically come into your mind without even trying.
- Step 8. Change your negative emotion from unhealthy to healthy, e.g. anxiety to healthy concern. Try to do this not by changing the situation A in your mind, but by changing your extreme evaluative B^2 to the flexible alternatives. Tell your counsellor any difficulties you had in doing this, and your counsellor will coach you as to how to make this exercise realistic and effective.

- Step 9. Practise this exercise three times a day at home between counselling sessions and keep a record of how you get on with each part:

    - whether you can bring the situation (A) vividly to mind,
    - whether you can really feel the unhealthy emotion (C),
    - whether the extreme evaluative beliefs B^2 automatically come into your mind,
    - whether you manage to change the emotion, e.g. from anxiety to concern,
    - whether you changed it by changing from the extreme beliefs (B^2) to the flexible alternatives, e.g. from 'I would feel completely useless if I failed at this' to 'I would completely accept myself even if I failed'.

Box A3.7

AB2C Assessment of the Specific Example

A: Specific Adverse Event This is what I remember actually happened or might happen	B^1: Probably Biased Inferences about A This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour	B^2: Extreme Evaluations These were my rigid and extreme evaluations that directly resulted in my emotional disturbance: Demanding: Awfulising: LDT: Self/Other/Life Downing:	True? ✓✗	Useful? ✓✗	Logical? ✓✗	C: Consequent Emotional/ Behavioural Problem This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened
	ABC Goals					
	B^1 Alternative: Unbiased Inferences This is my/the counsellor's alternative unbiased inference	B^2 Flexible Alternative These are realistic evaluations that will result in my emotional goal: Preference: Non-awfulising: HDT: Self/Other/Life Acceptance:	True? ✓✗	Useful? ✓✗	Logical? ✓✗	C: Consequent Emotional/ Behavioural Goal This is how I would have liked to have felt and acted when this happened

Box A3.8

AB²C Assessment of the Specific Example						
A: Specific Adverse Event This is what I remember actually happened or might happen	B¹: Probably Biased Inferences about A This is one of my probably biased inferences about the adverse event which contributes to my disturbed feeling and behaviour	B²: Extreme Evaluations These were my rigid and extreme evaluations that directly resulted in my emotional disturbance: Demanding: Awfulising: LDT: Self/Other/Life Downing:	True? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	Useful? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	Logical? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	C: Consequent Emotional/ Behavioural Problem This is the disturbed way I felt and acted when the adverse event happened, or would feel and act if this happened
	ABC Goals					
	B¹ Alternative: Unbiased Inferences This is my alternative unbiased inference	B² Flexible Alternative These are realistic evaluations that will result in my emotional goal: Preference: Non-awfulising: HDT: Self/ Other/Life Acceptance:	True? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	Useful? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	Logical? ✓✗ ✓or ✗ ✓or ✗ ✓or ✗ ✓or ✗	C: Consequent Emotional/ Behavioural Goal This is how I would have liked to have felt and acted when this happened

Evaluation Change Worksheet

AB²C Assessment of the Specific Example						
A: Specific Adverse Event	B¹: Probably Biased Inferences about A	B²: Extreme Evaluations Demanding: Awfulising: LDT: Self/Other/Life Downing:	True? ✓✗	Useful? ✓✗	Logical? ✓✗	C: Consequent Emotional/ Behavioural Problem
	ABC Goals					
	B¹ Alternative: Unbiased Inferences	B² Flexible Alternative Evaluations Preference: Non-awfulising: HDT: Self/Other/Life Acceptance:	True? ✓✗	Useful? ✓✗	Logical? ✓✗	C: Consequent Emotional/ Behavioural Goal

Evaluation Change through Behavioural Exposure following REI

You have hopefully now made progress in changing your beliefs and your feelings using REI. Now we look at how to bring these changes into your ordinary life, using a method called behavioural exposure. You should only do this after you have rehearsed REI enough times that you can fairly easily and quickly switch from an unhealthy to a healthy negative emotion by switching from extreme to flexible beliefs.

- Step 10. Plan as a homework task to face the problem situation you brought for counselling help and which you used to practise REI.
- Step 11. Go through an REI rehearsal in your mind like you did in steps 7 to 9, of entering the adverse event A and being mindfully aware of your extreme beliefs B² as they pop into your head, and your unhealthy negative emotional reaction C. Then seek out and go into an actual situation of this type and do the same thing – be mindfully aware of your extreme beliefs and consequent feelings and action tendencies.
- Step 12. Just as you did in steps 7 to 9, change your feeling C from the unhealthy to the healthy, e.g. anxiety to concern. Remember to do this by changing your evaluative beliefs, from the extreme to the flexible B² alternative.
- Step 13. Even if you can't change the emotion very easily, keep rehearsing at least one of the flexible beliefs, e.g. 'I completely accept myself despite … feeling anxious, etc.', and also act according to this self-acceptance, so staying in the situation, standing tall, looking at people rather than hiding away.
- Step 14. When you think you have achieved to some degree your evaluation change goal and your consequent emotional/behavioural goal, record this on your Assessment and Goal Planning Worksheet as a percentage, where 100% is totally achieved, 50% half achieved, and so on.

Steps for Cognitive Change Option through Imagery Rescripting

Despite all the work you have done on changing the beliefs that cause you to be distressed in your problem situation, you still get so distressed when it comes to facing the situation that you still don't face it. This may be because the adverse event and toxic beliefs are actually locked up inside your memory of the event. There is a way of unlocking it and changing it called imagery rescripting, and through this method you may be able to achieve your goal of rescripting your memory of the adverse event in the preferred way you recorded on the Assessment and Goal Planning Worksheet. The following are the steps for carrying out one version of imagery rescripting:

- Step 1. With the counsellor's close guidance and support, try as best you can to go back and 're-live' the specific adverse event A in concrete detail, from beginning to end, and give an account as if you are actually there now.
- Step 2. When you come to the worst, most distressing bits, or 'hotspots', try to slow down and report what you are seeing and hearing (A), what you are feeling and doing (C), and *all* your automatic thoughts – the biased inferences B¹ and extreme evaluations B².

- Step 3. Once out of re-living, work on these hotspots with your counsellor just as you have now learned to do in CBC – identify and write down the ABCs, challenge and change the Bs, from biased to unbiased inferences B^1, and from extreme to flexible evaluations B^2, write down the new Bs, and write down new aspects of the adverse event A itself, in the light of any inaccuracies and new information that emerged in the re-living and was absent from the memory image.
- Step 4. Rehearse the new information and beliefs so that you are thoroughly familiar with them, then again go back into re-living and, with your counsellor's guidance, pause at the hotspots and introduce the new information and beliefs.
- Step 5. Make sure your narrative is taped or digitally recorded and then play the tape a number of times as homework, in order to consolidate the changes, each time rating the intensity of affect 0–10 on a subjective units of distress (SUDS) scale.
- Step 6. When you have completed steps 4 and 5 you should have a new 'rescripted' memory, which ideally will include the actual event A itself now modified by new information which makes it less negative and toxic, inferential and evaluative beliefs B now modified by being less biased and more realistic and flexible, and, as a consequence of these changes, a healthier negative emotional and more functional action tendency C. When you think you have achieved your goal of 'rescripting' your memory in this way, it is worth making a note on your Assessment and Goal Planning Worksheet, which you can use as a reminder if necessary. This will also enable you to compare your rescripted memory with the original problem and your goal.

Homework Skills Monitoring Form for the Counsellor

Listen to the recording of your therapy session and circle 'Yes', 'No' or 'N/A' (Not Appropriate) for each item. For every item circled 'No', write down in the space provided what you would have done differently given hindsight and what you would have needed to change in order to have circled the item 'Yes'.

1. Did I use a term for homework assignments that was acceptable to the client?
   Yes   No   N/A
   _____
   _____

2. Did I properly negotiate the homework assignment with the client (as opposed to telling him/her what to do or accepting uncritically his/her suggestion)?
   Yes   No   N/A
   _____
   _____

3. Was the homework assignment expressed clearly?
   Yes   No   N/A
   _____
   _____

4. Did I ensure that the client understood the homework assignment?
   Yes   No   N/A
   _____
   _____

5. Was the homework assignment relevant to my client's therapy goals?
   Yes   No   N/A
   _____
   _____

6. Did I help the client understand the relevance of the homework assignment to his/her therapy goals?
   Yes   No   N/A
   _____
   _____

7. Did the homework assignment follow logically from the work I did with the client in the session?
   Yes   No   N/A
   _____
   _____

8. Was the type of homework assignment I negotiated with the client relevant to the stage reached by the two of us on his/her target problem?
   Yes   No   N/A
   _____
   _____

9. Did I employ the 'challenging, but not overwhelming' principle in negotiating the homework assignment?
   Yes   No   N/A
   _____
   _____

10. Did I introduce and explain the 'no lose' concept of homework assignments?
    Yes   No   N/A
    _____
    _____

11. Did I ensure that the client had the necessary skills to carry out the homework assignment?
    Yes   No   N/A
    _____
    _____

12. Did I ensure that the client believed that he/she could do the homework assignment?

Yes   No   N/A

_____

_____

13. Did I allow sufficient time in the session to negotiate the homework assignment properly?

Yes   No   N/A

_____

_____

14. Did I elicit a firm commitment from the client that he/she would carry out the homework assignment?

Yes   No   N/A

_____

_____

15. Did I help the client to specify when, where and how often he/she would carry out the homework assignment?

Yes   No   N/A

_____

_____

16. Did I encourage my client to make a written note of the homework assignment and its relevant details?

Yes   No   N/A

_____

_____

17. Did the client and I both retain a copy of this written note?

Yes   No   N/A

_____

_____

18. Did I elicit from the client potential obstacles to homework completion?

Yes   No   N/A

_____

_____

19. Did I help the client to deal in advance with any potential obstacles that he/she disclosed?

Yes   No   N/A

_____

_____

20. Did I help the client to rehearse the homework assignment in the session?

Yes   No   N/A

_____

_____

21. Did I use the principle of rewards and penalties with the client?

Yes   No   N/A

_____

_____