
Workbook 5

Changing extreme and unhelpful thinking

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Overcoming Depression
A Five Areas Approach

Section 1 Introduction

This is the second of two workbooks that looks at the area of altered thinking. In this workbook you will:

- briefly review how your **thought investigation** practice went;
- learn how to challenge extreme and unhelpful thoughts;
- develop balanced conclusions and create plans to put them into practice.

Review since the last workbook

In the first workbook in this area *Noticing extreme and unhelpful thinking*, you were asked to try and do several tasks in preparation for this current workbook. **Have you been able to do each of these tasks?** They were to:

- Use the thought investigation worksheet to carry out a thought investigation on **four** occasions when your mood unhelpfully altered. Yes No
 - **Stop and think** which unhelpful thinking style(s) you noticed during these times and to **reflect** on the helpfulness and accuracy of the thoughts. Yes No
 - To begin to ask yourself, *are the thoughts actually true?* How could I see things more helpfully and accurately – in a less extreme way? Yes No
- Q. Have you been able to do each of these tasks? Yes No

If yes: Well done. Thinking and working on your problems during the week is an important part of overcoming depression and anxiety. It is the day-to-day practice of applying what you are learning that will help you to feel better.

If no: This may have been for a number of reasons. Sometimes negative thoughts may act to block carrying out an activity. This workbook will help you begin to learn new skills in how to challenge negative thoughts that can undermine your motivation. Try to use this as an opportunity to change how you think about what you do.

Identifying extreme and unhelpful thoughts: revision

You have already practised identifying extreme and unhelpful thoughts in workbook 4, *Noticing extreme and unhelpful thinking*. In this you learned to:

- 1 Watch out for times when your mood unhelpfully alters (for example times when you feel more depressed, upset, worried, panicky or angry) and then try to notice what is going through your mind at that time.
- 2 Use the thought investigation worksheet to record the thoughts that led up to the mood change.

Useful questions to help you identify the immediate thoughts that lead to unhelpfully altered mood can include:

What did I think about:

- myself;
- the current events/situation;
- how others see me;
- what might happen in the future?

- Were there any painful memories from the past?
- Did I notice any images or pictures in my mind?

Thoughts that are **extreme and unhelpful** are the target for change in these workbooks. These are the sort of thoughts that were identified in **columns 4 and 5 of the thought investigation worksheet**.

Task from workbook 4

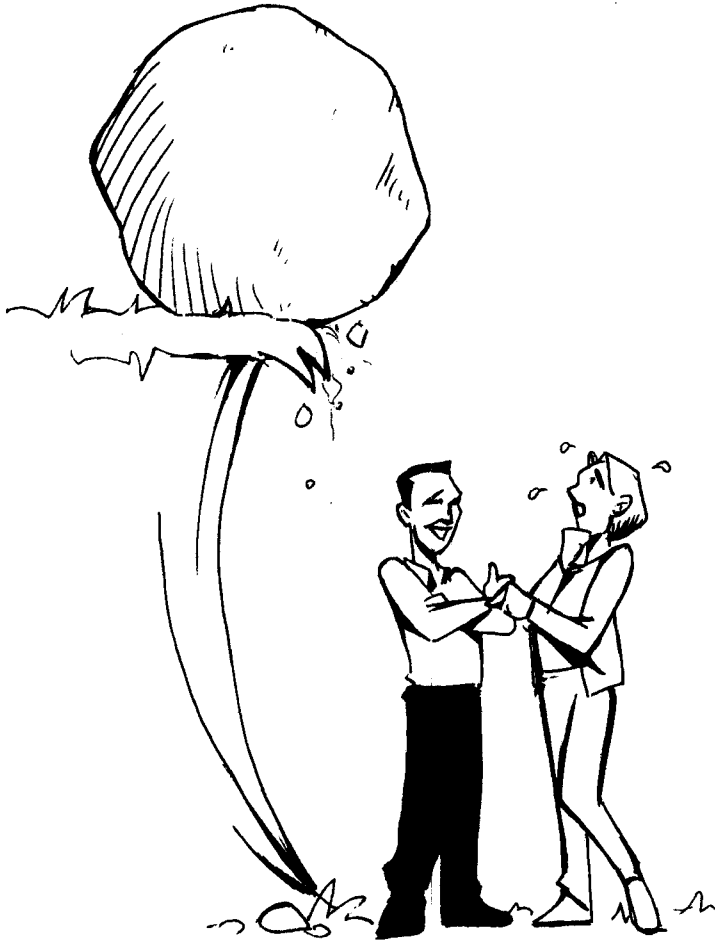
In order to recognise unhelpful and extreme thoughts, in workbook 4 you were asked to identify four times when your mood unhelpfully altered and to complete a thought investigation on each using the **thought investigation worksheet**. In the next section of the workbook, you will learn how to begin to challenge thoughts that are extreme and unhelpful.

Changing extreme and unhelpful thinking

Sometimes people try to cope with depression by **trying not to think about it**. Is this an effective strategy? In order to see how effective it is, try this practical experiment. You will now be asked to try as hard as you can not to think about a common object. Please try very hard for the next 30 seconds **not** to think about a white polar bear.

After you have done this, think about what happened. Was it easy not to think about the white polar bear, or did it take a lot of effort? You may have noticed that trying hard not to think about it actually made it worse and brought thoughts or images of a white polar bear on even more. Alternatively, you may have spent a lot of mental effort trying hard to think about something else such as a black polar bear or something completely different instead.

Conclusion:



Trying not to think about something can sometimes cause the thought to become even more intrusive and troubling. For many people, trying hard to ignore their worries and not think about them is therefore ineffective and may actually worsen the problem. Instead, there is a need to learn new ways of challenging and tackling unhelpful and extreme thoughts.

In depression and anxiety, it is often the case that the person is not completely fair or accurate in the way they judge themselves and interpret what happens to them. It is rare for someone who is depressed or anxious to question the *accuracy* of his or her thoughts. This is important because many negative thoughts are both extreme and inaccurate as well as unhelpful.

You have already learned about **unhelpful thinking styles**, and started to **stop, think and reflect** when you notice these extreme and unhelpful thoughts. The next few pages will introduce you to a step-by-step approach to questioning and challenging these thoughts.

Section 2 Challenging unhelpful thinking styles

The following skills aim to help you to begin to question the stream of extreme and unhelpful thoughts that ‘pop’ into the mind through the day when someone is depressed or anxious. In depression and anxiety, these unhelpful thinking styles come into mind more often than usual and are more likely to be believed.

Examples of extreme and unhelpful thoughts include:

- ‘I’m bad.’
- ‘I messed that up.’
- ‘I’ll never get better.’
- ‘It’s been a terrible week.’
- ‘Just typical – things always go wrong.’

At the moment it is likely that when you notice thoughts like these you often tend to accept that they are true. You may notice that it is easier to believe such thoughts at times of highly negative emotion such as when you feel very low, anxious or upset.

One effective way to improve how you feel is to practise skills of how to challenge these thoughts. As you become better at this, you will find you are able to challenge the thoughts at more difficult times.

The approach uses a four-point plan to bring about change:

- 1 **Identify** and rate your belief in the extreme and unhelpful thought(s).
- 2 **Question** the helpfulness and accuracy of the thought(s).
- 3 Come to a balanced **conclusion** about the thought(s).
- 4 **Apply** the balanced conclusion to what you do.

This thought challenge approach of *identify*, *question*, *conclude* and *apply* can help you begin to change the problem of unhelpful and extreme thinking.

You have already practised how to identify and rate extreme thoughts using the **thought investigation worksheet**. This will have helped you to begin to identify one or more thoughts that are present when your mood unhelpfully alters. This process is described in workbook 4 ‘*Noticing extreme and unhelpful thinking*’.

Revision: Identify an unhelpful thought

Example: Paul’s painting

Paul has very high standards and is currently feeling depressed and anxious and has decided to paint his bedroom as a way of increasing his activity levels. He has just completed painting the walls when he realises that a drop of paint has fallen onto the carpet. He immediately feels down and angry with himself.



Look at Paul's thought investigation worksheet, where Paul has analysed his reaction to what happened.

Paul's thought investigation worksheet

1 Situation/relationship or practical problem when your mood altered.	2 Altered emotional and physical feelings	3 What immediate thoughts are present at the time?	4 What unhelpful thinking style(s) occur?	5 Impact of the immediate thought(s)
<p>Think in detail: Where am I, what am I doing? Consider:</p> <ul style="list-style-type: none"> ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present. Who am I with? ● The events: What has been said/What events happened? 	<p>Am I</p> <ul style="list-style-type: none"> ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? <p>a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling.</p> <p>b) How powerful is this feeling (0–100%)?</p> <p>c) Note down any strong physical sensations you notice.</p>	<p>What is going through my mind? How do I see:</p> <ul style="list-style-type: none"> ● Myself/How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? <p>a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought.</p> <p>b) Rate how strongly you believe the most powerful thought at the time (0–100%).</p>	<p>1 Bias against myself.</p> <p>2 Putting a negative slant on things (negative mental filter).</p> <p>3 Having a gloomy view of the future/jumping to the worst conclusion.</p> <p>4 Negative view about how others see me (mind-reading).</p> <p>5 Bearing all responsibility.</p> <p>6 Making extreme statements/rules, e.g. using <i>must, should, ought, always</i>, and <i>never</i> statements.</p> <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>a) What did I do differently? Consider any:</p> <ul style="list-style-type: none"> ● Reduced or avoided activity. ● Unhelpful behaviours. <p>b) What was the impact on:</p> <ul style="list-style-type: none"> ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? <p>If there is an unhelpful impact, you have identified an unhelpful thought.</p>
<p>Situation: <i>10 a.m. in the room by myself, painting. A drop of paint has fallen on the carpet</i></p>	<p>a) My feelings: <i>Down and angry with myself.</i></p> <p>b) Powerfulness: 0–100% = 90%</p> <p>c) Physical sensations: <i>Pressure in the pit of my stomach, and a feeling of heaviness in my body.</i></p>	<p>My immediate thought(s): a) State the thought(s) clearly. <i>I always mess things up. The carpet is ruined.</i></p> <p>If you have noticed more than one thought, underline the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time:</p> <p>0% X 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s): 1, 2, 6 <i>for most of the next week</i></p>	<p>a) What did I do differently? <i>I went to bed and avoided doing tasks where things can go wrong</i></p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input checked="" type="checkbox"/></p>

For this example, Paul believed the thought 'I always mess things up' 75 per cent of the time. This is the most powerful thought that he noticed going through his mind at the time his mood unhelpfully altered. The fact that believing the thought shows one of the unhelpful thinking styles and is unhelpful for Paul is an important thing for Paul to have noticed. If it is unhelpful, then why focus his time and energy on thinking it? Can Paul change from this unhelpful focus to a more helpful focus to his thinking?

You will now see how Paul goes through the process of coming to a more balanced and helpful way of seeing things.

Questioning unhelpful thoughts

i Is the thought actually true?

Q. What is the evidence for and against the extreme and unhelpful thought?

Evidence supporting the extreme and unhelpful thought:

First, Paul is asked to think about **why** he believes the immediate thought.

Paul's answer:

*Well, when I did the painting, a drip **did** fall onto the carpet. It was only a small drip, but it was there. If you looked, you could see it. I guess that maybe that isn't really enough to say that I messed **everything** up.*

Q. Can you show that the thought is correct from what you know to be true?

Yes No

Evidence against the extreme and unhelpful thought:

Q. Is there anything to make you think the thought is incorrect?

Yes No

Paul's answer:

I had been painting for hours and was tired. I had put down dustsheets and they caught most of the drips. The rest of the painting went well. I even saw the drip so that I could clean it up and avoid trampling it all over the house. I can't be expected to get everything right. It's silly to say 'I always mess things up' – it was just one drip.

Q. Are there any other ways of explaining the situation that are more accurate? Yes No

Paul's answer:

I actually did a good job. I prepared for it well, and the end job looks good. I should give myself credit for the positive job I did rather than focusing on one small thing that went wrong.

ii Q. If I wasn't feeling like this, would I believe the thought?

Yes No

Paul's answer:

It must be the depression. Normally I would have just tried to clean up the drip or move some furniture to cover it up. I would have said 'so what' and got on with things. The depression must be affecting how I feel.

iii Do I apply one set of standards to myself and another to others?

Q. Are the standards that you set yourself higher than those you expect others to achieve?

Yes ✓ No

Paul's answer:

Definitely. I've always been like that.

Q. Would you tell a friend who believed the same thought that they were wrong?

Yes ✓ No

Paul's answer:

I'd tell them, 'What are you saying – you're just being silly. The rest of the painting went well and the room looks great. Stop criticising yourself like that. You're just focusing on the drop of paint rather than the whole picture. You managed to use turps to remove most of the mark and it hasn't spoiled the floor. You don't always mess everything up.' I'd also say, 'Look at all the other things you have done this week. Give yourself due credit'.

iv Change your perspective: What would other people say?

Q. Have you heard different opinions from others about the thought you hold? Yes ✓ No

Paul's answer:

Other people have said it looks good. My friend Alison liked it and I trust her to say what she really thinks. Maybe I am wrong to say 'I always mess things up'. Alison doesn't think that.

Come to a balanced conclusion

Use the answers to the previous questions to come up with a balanced and helpful conclusion. A *balanced conclusion* is based on **all** the information you have available to you at the time.

Paul's conclusion:

'The painting didn't go completely right, but I've managed to clean up the small spot of paint that I dropped. There is a mark there, but its hardly noticeable. The rest of the room looks good and I'm a good painter. I have also got some other things right this week. I need to be less harsh on myself.'

Re-rate your belief in the *extreme and unhelpful thought* and the *new balanced conclusion*.

Summary: In Paul's example:

Immediate thought: *'I always mess things up'*

a) Paul's belief in the extreme and unhelpful thought **at the time he had it**.

0 per cent _____ × _____ 100 per cent
Don't believe at all Believe fully

b) Paul's belief in the extreme and unhelpful thought **now**:

0 per cent _____ × _____ 100 per cent
Don't believe at all Believe fully

After challenging the belief, the thought is now believed only **25 per cent**.

Balanced conclusion: *'The painting didn't go completely right, but I've managed to clean up the small spot of paint that I dropped. There is a mark there, but its hardly noticeable. The rest of the room looks good and I'm a good painter. I have also got some other things right this week. I need to be less harsh on myself.'*

Paul's belief in the balanced conclusion:

0 per cent _____ × _____ 100 per cent
Don't believe at all Believe fully

Summary

- Paul now believes the **immediate thought only 25 per cent** (compared to 75 per cent before).
- Paul believes the new **balanced conclusion 90 per cent**.

Paul has successfully challenged his original extreme and unhelpful thought. This process can be repeated for any other extreme and unhelpful thoughts.

An important thing for Paul to do, is to begin to make changes in his life so that he can act to reinforce the balanced conclusion, and to undermine the original extreme thought that '*I always mess things up*'.

Putting the balanced conclusion into practice

One helpful approach to find out whether the new balanced conclusion is true and helpful is to **set up a test** to see if it is true in practice. What test(s) could Paul set up? For example, Paul could ask other friends what they really think about the painting and how the room looks in order to obtain someone else's opinion on the matter.

One powerful action you can do to test the helpfulness and accuracy of the balanced conclusion is to **act on the balanced conclusion**, believing it to be true, and see what happens. This may mean choosing to do the reverse of what the immediate thought may be telling you.

Example: You are asked to a party. Your initial reaction is to say no as a result of an immediate thought '*I won't enjoy it*'. Try to act against this thought (by going to the party) in order to test out whether it is true. You may well find that the party goes better than you predicted and that you do enjoy it at least a little.

Important point: By far the best evidence for or against a thought is found through looking at the consequences of what happens when you choose to act or not act on it. **Reinforce** your balanced conclusions by acting on them. **Undermine** your extreme and unhelpful thoughts by acting against them.

Paul's plan for putting the balanced conclusion into practice

- 1 *I am going to choose to have a **more helpful focus for my thinking**: I'm going to set aside some time to think back on those things where I have a sense of achievement. I am going to choose to look at the whole room that I've painted, and not unhelpfully focus on the small spot of paint that is hardly noticeable.*
- 2 *I am going to choose to keep doing the painting and I am going to do this at a sensible pace. I will do the skirting boards tomorrow. That will help me to **undermine** that old thought that I always mess things up because it will mean me **acting against** my tendency to go to bed and stop doing things. Sure, some things won't go completely right, but lots of things will go well, and it will be a lot more helpful for me to focus on these. Anyway, who does get everything right?*
- 3 *I'm going to ask my other friends what they think of the room and see if they mention the spot of paint on the carpet. Now I come to think of it, I bet they don't (and in fact when he asks two other friends, they don't mention it at all. They do however say how impressed they are with the room).*

Q. Have you created a **plan** to put the balanced conclusion into practice?

Yes ✓

No

The impact of balanced thoughts

The purpose of showing you this example is to try to illustrate the process of challenging unhelpful and extreme thoughts. By asking the series of questions, Paul was able to begin to produce an alternative conclusion that is:

- 1 helpful;
- 2 more balanced and true.

You will now have the opportunity to practise these skills for yourself on one of your own unhelpful and extreme thoughts.

Section 3 Practice: challenging your own unhelpful thoughts

Identifying an unhelpful thought

a. Identify an extreme and unhelpful thought

It is best at first to choose a thought that is an extreme and unhelpful reaction to something that has happened or that has been said.

- Choose just one thought to question at a time.
- Clearly identify and write down what the thought is.
- For the time being avoid thoughts such as 'I am ...', 'People are ...', 'the World is ...' because these sorts of thoughts are often very difficult to challenge at first.

Use your **Thought Investigation Worksheet** or recent experiences to identify a thought that is extreme and unhelpful. This is the sort of thought identified in Columns 4 and 5 of the Thought Investigation Worksheet described in workbook 4.

✍ Write any extreme and unhelpful immediate thoughts you noticed here:

Assessing my belief in the most powerful extreme and unhelpful immediate thought

Choose the thought that seemed to have the greatest emotional impact on you:

✍ Write it here:

Rate how much did you believe the most powerful thought at that time.

Make a cross on the line below to record how much you believed the thought.

Not at all _____ Completely believed
0 per cent 50 per cent 100 per cent

The following are a series of questions that you should consider in order to challenge and test out whether this extreme and unhelpful thought is true. As you answer these questions, please try to **stop, think and reflect** as this is an important part of the process of change.


Questioning unhelpful thoughts

Is the thought actually true?

i Q. What is the evidence for and against the extreme and unhelpful thought?

Evidence supporting the extreme and unhelpful thought:

First, think about **why** you believe the thought.

 Write this down here:

My reasons:

Can you show that the thought is correct from what you know to be true?

Yes

No

Evidence against the extreme and unhelpful thought:

Q. Is there anything to make you think the thought is incorrect?

Yes

No

 **My comments:**

Q. Are there any other ways of explaining the situation that are more accurate?

Yes

No

 **My comments:**

ii Q. If I wasn't feeling like this, would I believe the thought? Yes No

 **My comments:**

iii Do I apply one set of standards to myself and another to others?

Q. Are the standards that you set yourself higher than those you expect others to achieve?

Yes No

 **My comments:**

Q. Would you tell a friend who believed the same thought that they were wrong? Yes No

 **My comments:**

iv Change your perspective: What would other people say?

Q. Have you heard *different opinions* from others about the thought you hold? Yes No

 **My comments:**

Come to a balanced conclusion

Use the answers to the previous questions to come up with a balanced conclusion. A *balanced conclusion* is based on **all** the information you have available to you at the time.

My balanced conclusion

 Please write your new balanced conclusion into the space below:

Summary

Re-rate your belief in the *original extreme and unhelpful thought* and the *new balanced conclusion*

My immediate extreme and unhelpful thought:

 Write here:

a. My belief in the extreme and unhelpful thought **at the time I had it:**

(Make a cross on the line below to record how much you believed the thought)

0% _____ **100%**
Don't believe at all Believe fully

b. My belief in the extreme and unhelpful thought **now:**

0% _____ **100%**
Don't believe at all Believe fully

My balanced conclusion:

 Write in your balanced conclusion here:

My belief in my new balanced conclusion:

(Make a cross on the line below to record how much you believe the thought)

0% _____ **100%**
Don't believe at all Believe fully

The series of questions that you have answered have helped you to **stop, think and reflect** on your immediate thought in a structured way. Look at the rating of the amount you believe the immediate extreme and unhelpful thought **before and after** this questioning process. If the amount you believe the original extreme thought has dropped, this is a sign that you have been able (at least in part) to challenge the thought. If this proved difficult, don't give up. It takes time to learn skills of effectively questioning and challenging extreme and unhelpful thoughts. It may be difficult at first to break the habit of extreme and unhelpful thinking particularly if you have been depressed or anxious for some time. Keep trying though, and you will find that it becomes easier.

One important way of reducing the strength of your unhelpful and extreme thoughts is to **act against them and put your balanced conclusion into practice.**

Putting your balanced conclusion into practice

One helpful approach to find out whether your new balanced conclusion is true and helpful is to **set up a test** to see if it is true in practice. By far the best evidence for or against a thought is found through looking at the consequences of what happens when you choose to act or not act on it.

Reinforce your balanced conclusions by acting on them. **Undermine** your extreme and unhelpful thoughts by acting against them. Try to create a **plan** to do this.

Please write into the workbook your own plan to **undermine** the immediate extreme and unhelpful thought, or to **reinforce** the new balanced conclusion.

My plan for putting my balanced conclusion into practice

To undermine the immediate thought:

To reinforce my new balanced conclusion:

Have you created a **plan** to put your balanced conclusion into practice?

Yes

No

If yes, put this into practice and discuss what you learn with your health care practitioner. If you have not been able to think up a plan, discuss this with your health care practitioner who will help you think how you may be able to reinforce your balanced conclusion and put it into practice.

The questions you have worked through can be applied to any extreme and unhelpful thoughts that result in an unhelpfully altered mood. By examining, questioning and challenging these thoughts, you will begin to change the way you see yourself, your current situation and the future.

KEY POINTS

- Begin to pay attention to and to challenge any extreme and unhelpful thoughts.
- Your extreme and unhelpful thoughts will slowly change as you begin to challenge them in a regular way. By continuing to do this, you will develop more balanced, moderate and helpful thinking.

In order to help you practise the skills of questioning and challenging unhelpful thoughts, a **thought challenge worksheet** has been developed. Together with the thought investigation worksheet you used in workbook 4, the two sides of the Worksheet allow you to identify and then challenge unhelpful and extreme thoughts.

- Side 1 is the *thought investigation worksheet* you used in the previous workbook to help you to identify extreme and unhelpful thoughts.
- Side 2 is the *thought challenge worksheet*. This consists of questions to help you complete the thought challenge process that you have practiced in the current workbook.

You will find copies of the worksheet at the end of the workbook. You can tear these out or photocopy them if you wish. Try to carry them around with you in order to help you to identify and challenge any unhelpful and extreme thoughts. With practice, you will find that it becomes easier to do this and you will be able to develop more balanced, moderate and helpful thinking.

Section 4 Workbook summary

In this workbook you have:

- briefly reviewed how your **thought investigation** practice went;
- learned and practised how to challenge extreme and unhelpful thoughts;
- developed balanced conclusions and created plans to put them into practice.

Putting into practice what you have learned

You have already begun to identify important changes in what you think and do. To build on this please can you:

Use the two sides of the **thought worksheet** to help you go through the process of **identifying, questioning and challenging** extreme and unhelpful thoughts on **four** occasions when your mood alters during the next week.

If you have difficulties with this, don't worry. Just do what you can and discuss any problems with your health care practitioner.

Once you have completed four worksheets over the next week, it is advisable to continue practising this approach using the worksheets over a number of weeks. With practice you will find that you become skilled at using this approach, and can begin to identify and challenge extreme thoughts without the help of the worksheet. You will find copies of the **thought worksheet** at the back of the workbook.

Practice 1 Thought investigation worksheet (side 1): identifying extreme and unhelpful thinking

1 Situation/relationship or practical problem when your mood altered.	2 Altered emotional and physical feelings	3 What immediate thoughts are present at the time?	4 What unhelpful thinking style(s) occur?	5 Impact of the immediate thought(s)
<p>Think in detail: Where am I, what am I doing? Consider:</p> <ul style="list-style-type: none"> ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present? Who am I with? ● The events: What has been said/What events happened? 	<p>Am I</p> <ul style="list-style-type: none"> ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? <p>a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling.</p> <p>b) How powerful is this feeling (0–100%)?</p> <p>c) Note down any strong physical sensations you notice.</p>	<p>What is going through my mind? How do I see:</p> <ul style="list-style-type: none"> ● Myself, How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? <p>a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought.</p> <p>b) Rate how strongly you believe the most powerful thought at the time (0–100%).</p>	<ol style="list-style-type: none"> 1 Bias against myself. 2 Putting a negative slant on things (negative mental filter). 3 Having a gloomy view of the future/ jumping to the worst conclusion. 4 Negative view about how others see me (mind-reading). 5 Bearing all responsibility. 6 Making extreme statements/rules, e.g. using <i>must</i>, <i>should</i>, <i>ought</i>, <i>always</i>, and <i>never</i> statements. <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>a) What did I do differently? Consider any:</p> <ul style="list-style-type: none"> ● Reduced or avoided activity. ● Unhelpful behaviours. <p>b) What was the impact on:</p> <ul style="list-style-type: none"> ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? <p>If there is an unhelpful impact, you have identified an unhelpful thought.</p>
<p>Situation:</p> <p>a) My feelings:</p> <p>b) Powerfulness: 0–100% =</p> <p>c) Physical sensations:</p>	<p>My immediate thought(s):</p> <p>a) State the thought(s) clearly.</p> <p>If you have noticed more than one thought, <u>underline</u> the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time: 0% _____ 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>a) What did I do differently?</p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/></p>	

Thought challenge worksheet (side 2): choose one thought to challenge at a time

<p>6 Reasons supporting the immediate thought</p> <p>List all the reasons why I believed the immediate thought at the time.</p>	<p>7 Evidence against the immediate thought</p> <p><input type="checkbox"/> Is there anything to make me think the thought is incorrect?</p> <p><input type="checkbox"/> Are there any other ways of explaining the situation that are more accurate?</p> <p><input type="checkbox"/> If I wasn't feeling like this, what would I say?</p> <p><input type="checkbox"/> Would I tell a friend who believed the same thought that they were wrong? What would other people say?</p> <p><input type="checkbox"/> Have I heard <i>different opinions</i> from others about the thought?</p>	<p>8 Come to a balanced conclusion</p> <p>Use the answers from columns 6 and 7 to try to come up with a balanced and helpful conclusion.</p> <p>Look for a <i>balanced conclusion</i> that you can believe. This should be based on all the information you have available to you and bear in mind the reasons for and against believing the immediate thought.</p>	<p>9 My plan for putting the balanced conclusion into practice</p> <ul style="list-style-type: none"> ● How can I change what I do to reinforce my balanced conclusion? ● How can I undermine my immediate negative thought by acting against it?
<p>My evidence supporting the immediate thought: (write in)</p>	<p>My evidence against the immediate thought: (write in)</p>	<p>My balanced conclusion: (write in)</p> <p>a) Rating of my belief in the balanced conclusion: 0% _____ 100%</p> <p>b) Re-rate my belief in the immediate thought: 0% _____ 100%</p>	<p>My plan to put the balanced conclusion into practice: (write in)</p>

Practice 2 Thought investigation worksheet (side 1): identifying extreme and unhelpful thinking

1 Situation/relationship or practical problem when your mood altered.	2 Altered emotional and physical feelings	3 What immediate thoughts are present at the time?	4 What unhelpful thinking style(s) occur?	5 Impact of the immediate thought(s)
<p>Think in detail: Where am I, what am I doing? Consider:</p> <ul style="list-style-type: none"> ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present? Who am I with? ● The events: What has been said/What events happened? 	<p>Am I</p> <ul style="list-style-type: none"> ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? <p>a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling.</p> <p>b) How powerful is this feeling (0–100%)?</p> <p>c) Note down any strong physical sensations you notice.</p>	<p>What is going through my mind? How do I see:</p> <ul style="list-style-type: none"> ● Myself, How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? <p>a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought.</p> <p>b) Rate how strongly you believe the most powerful thought at the time (0–100%).</p>	<ol style="list-style-type: none"> 1 Bias against myself. 2 Putting a negative slant on things (negative mental filter). 3 Having a gloomy view of the future/jumping to the worst conclusion. 4 Negative view about how others see me (mind-reading). 5 Bearing all responsibility. 6 Making extreme statements/rules, e.g. using <i>must</i>, <i>should</i>, <i>ought</i>, <i>always</i>, and <i>never</i> statements. <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>a) What did I do differently? Consider any:</p> <ul style="list-style-type: none"> ● Reduced or avoided activity. ● Unhelpful behaviours. <p>b) What was the impact on:</p> <ul style="list-style-type: none"> ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? <p>If there is an unhelpful impact, you have identified an unhelpful thought.</p>
<p>Situation:</p>	<p>a) My feelings:</p> <p>b) Powerfulness: 0–100% =</p> <p>c) Physical sensations:</p>	<p>My immediate thought(s):</p> <p>a) State the thought(s) clearly.</p> <p>If you have noticed more than one thought, <u>underline</u> the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time</p> <p>0% 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>a) What did I do differently?</p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/></p>







Thought challenge worksheet (side 2): choose one thought to challenge at a time

<p>6 Reasons supporting the immediate thought</p> <p>List all the reasons why I believed the immediate thought at the time.</p>	<p>7 Evidence against the immediate thought</p> <p><input type="checkbox"/> Is there anything to make me think the thought is incorrect?</p> <p><input type="checkbox"/> Are there any other ways of explaining the situation that are more accurate?</p> <p><input type="checkbox"/> If I wasn't feeling like this, what would I say?</p> <p><input type="checkbox"/> Would I tell a friend who believed the same thought that they were wrong?</p> <p>What would other people say?</p> <p><input type="checkbox"/> Have I heard <i>different opinions</i> from others about the thought?</p>	<p>8 Come to a balanced conclusion</p> <p>Use the answers from columns 6 and 7 to try to come up with a balanced and helpful conclusion.</p> <p>Look for a balanced conclusion that you can believe. This should be based on all the information you have available to you and bear in mind the reasons for and against believing the immediate thought.</p>	<p>9 My plan for putting the balanced conclusion into practice</p> <ul style="list-style-type: none"> ● How can I change what I do to reinforce my balanced conclusion? ● How can I undermine my immediate negative thought by acting against it?
<p>My evidence supporting the immediate thought: (write in)</p>	<p>My evidence against the immediate thought: (write in)</p>	<p>My balanced conclusion: (write in)</p> <p>a) Rating of my belief in the balanced conclusion: 0% _____ 100%</p> <p>b) Re-rate my belief in the immediate thought: 0% _____ 100%</p>	<p>My plan to put the balanced conclusion into practice: (write in)</p>

Practice 3 Thought investigation worksheet (side 1): identifying extreme and unhelpful thinking

<p>1 Situation/relationship or practical problem when your mood altered.</p> <p>Think in detail: Where am I, what am I doing? Consider: <ul style="list-style-type: none"> ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present? Who am I with? ● The events: What has been said/What events happened? </p>	<p>Am I</p> <ul style="list-style-type: none"> ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? <p>a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling.</p> <p>b) How powerful is this feeling (0–100%)?</p> <p>c) Note down any strong physical sensations you notice.</p>	<p>What is going through my mind? How do I see:</p> <ul style="list-style-type: none"> ● Myself, How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? <p>a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought.</p> <p>b) Rate how strongly you believe the most powerful thought at the time (0–100%).</p>	<p>3 What immediate thoughts are present at the time?</p> <p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>4 What unhelpful thinking style(s) occur?</p> <ol style="list-style-type: none"> 1 Bias against myself. 2 Putting a negative slant on things (negative mental filter). 3 Having a gloomy view of the future/ jumping to the worst conclusion. 4 Negative view about how others see me (mind-reading). 5 Bearing all responsibility. 6 Making extreme statements/rules, e.g. using <i>must</i>, <i>should</i>, <i>ought</i>, <i>always</i>, and <i>never</i> statements. <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>5 Impact of the immediate thought(s)</p> <p>a) What did I do differently? Consider any: <ul style="list-style-type: none"> ● Reduced or avoided activity. ● Unhelpful behaviours. b) What was the impact on: <ul style="list-style-type: none"> ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? If there is an unhelpful impact, you have identified an unhelpful thought. </p>
<p>Situation:</p>	<p>a) My feelings:</p> <p>b) Powerfulness: 0–100% =</p> <p>c) Physical sensations:</p>	<p>My immediate thought(s): a) State the thought(s) clearly.</p> <p>If you have noticed more than one thought, <u>underline</u> the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time: 0% _____ 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>a) What did I do differently?</p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/></p>	

Thought challenge worksheet (side 2): choose one thought to challenge at a time

<p>6 Reasons supporting the immediate thought</p> <p>List all the reasons why I believed the immediate thought at the time.</p>	<p>7 Evidence against the immediate thought</p> <p><input type="checkbox"/> Is there anything to make me think the thought is incorrect?</p> <p><input type="checkbox"/> Are there any other ways of explaining the situation that are more accurate?</p> <p><input type="checkbox"/> If I wasn't feeling like this, what would I say?</p> <p><input type="checkbox"/> Would I tell a friend who believed the same thought that they were wrong? What would other people say?</p> <p><input type="checkbox"/> Have I heard <i>different</i> opinions from others about the thought?</p>	<p>8 Come to a balanced conclusion</p> <p>Use the answers from columns 6 and 7 to try to come up with a balanced and helpful conclusion.</p> <p>Look for a <i>balanced conclusion</i> that you can believe. This should be based on all the information you have available to you and bear in mind the reasons for and against believing the immediate thought.</p>	<p>9 My plan for putting the balanced conclusion into practice</p> <ul style="list-style-type: none"> ● How can I change what I do to reinforce my balanced conclusion? ● How can I undermine my immediate negative thought by acting against it?
<p>My evidence supporting the immediate thought: (write in) </p>	<p>My evidence against the immediate thought: (write in) </p>	<p>My balanced conclusion: (write in) </p> <p>a) Rating of my belief in the balanced conclusion: 0%  100%</p> <p>b) Re-rate my belief in the immediate thought: 0%  100%</p>	<p>My plan to put the balanced conclusion into practice: (write in) </p>

Practice 4 Thought investigation worksheet (side 1): identifying extreme and unhelpful thinking

1 Situation/relationship or practical problem when your mood altered.	2 Altered emotional and physical feelings	3 What immediate thoughts are present at the time?	4 What unhelpful thinking style(s) occur?	5 Impact of the immediate thought(s)
<p>Think in detail: Where am I, what am I doing? Consider:</p> <ul style="list-style-type: none"> ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present? Who am I with? ● The events: What has been said/What events happened? 	<p>Am I</p> <ul style="list-style-type: none"> ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? <p>a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling.</p> <p>b) How powerful is this feeling (0–100%)?</p> <p>c) Note down any strong physical sensations you notice.</p>	<p>What is going through my mind? How do I see:</p> <ul style="list-style-type: none"> ● Myself, How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? <p>a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought.</p> <p>b) Rate how strongly you believe the most powerful thought at the time (0–100%).</p>	<ol style="list-style-type: none"> 1 Bias against myself. 2 Putting a negative slant on things (negative mental filter). 3 Having a gloomy view of the future/jumping to the worst conclusion. 4 Negative view about how others see me (mind-reading). 5 Bearing all responsibility. 6 Making extreme statements/rules, e.g. using <i>must</i>, <i>should</i>, <i>ought</i>, <i>always</i>, and <i>never</i> statements. <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>a) What did I do differently? Consider any:</p> <ul style="list-style-type: none"> ● Reduced or avoided activity. ● Unhelpful behaviours. <p>b) What was the impact on:</p> <ul style="list-style-type: none"> ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? <p>If there is an unhelpful impact, you have identified an unhelpful thought.</p>
<p>Situation:</p>	<p>a) My feelings:</p> <p>b) Powerfulness: 0–100% =</p> <p>c) Physical sensations:</p>	<p>My immediate thought(s):</p> <p>a) State the thought(s) clearly.</p> <p>If you have noticed more than one thought, <u>underline</u> the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time:</p> <p>0% _____ 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>a) What did I do differently?</p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/></p>

Thought challenge worksheet (side 2): choose one thought to challenge at a time

<p>6 Reasons supporting the immediate thought</p> <p>List all the reasons why I believed the immediate thought at the time.</p>	<p>7 Evidence against the immediate thought</p> <p><input type="checkbox"/> Is there anything to make me think the thought is incorrect?</p> <p><input type="checkbox"/> Are there any other ways of explaining the situation that are more accurate?</p> <p><input type="checkbox"/> If I wasn't feeling like this, what would I say?</p> <p><input type="checkbox"/> Would I tell a friend who believed the same thought that they were wrong?</p> <p>What would other people say?</p> <p><input type="checkbox"/> Have I heard <i>different opinions</i> from others about the thought?</p>	<p>8 Come to a balanced conclusion</p> <p>Use the answers from columns 6 and 7 to try to come up with a balanced and helpful conclusion.</p> <p>Look for a balanced conclusion that you can believe. This should be based on all the information you have available to you and bear in mind the reasons for and against believing the immediate thought.</p>	<p>9 My plan for putting the balanced conclusion into practice</p> <ul style="list-style-type: none"> ● How can I change what I do to reinforce my balanced conclusion? ● How can I undermine my immediate negative thought by acting against it?
<p>My evidence supporting the immediate thought: (write in)</p>	<p>My evidence against the immediate thought: (write in)</p>	<p>My balanced conclusion: (write in)</p> <p>a) Rating of my belief in the balanced conclusion: 0% _____ 100%</p> <p>b) Re-rate my belief in the immediate thought: 0% _____ 100%</p>	<p>My plan to put the balanced conclusion into practice: (write in)</p>

Thought investigation worksheet (side 1): identifying extreme and unhelpful thinking

<p>1 Situation/relationship or practical problem when your mood altered.</p> <p>Think in detail: Where am I, what am I doing? Consider: ● The time: What time of day is it? ● The place: Where am I? ● The people: Who is present? Who am I with? ● The events: What has been said/What events happened?</p>	<p>2 Altered emotional and physical feelings</p> <p>Am I ● Low or sad? Guilty? ● Worried, tense, anxious or panicky? ● Angry or irritable? ● Ashamed? a) State the feelings clearly. Try to be as precise as possible. If more than one feeling occurs, <u>underline</u> the most powerful feeling. b) How powerful is this feeling (0-100%)? c) Note down any strong physical sensations you notice.</p>	<p>3 What immediate thoughts are present at the time?</p> <p>What is going through my mind? How do I see: ● Myself, How others see me? ● The current events/situation. ● What might happen in the future? ● My own body, behaviour or performance? ● Any memories or images? a) State the thought(s) clearly. Try to be as precise as possible. If more than one thought occurs, <u>underline</u> the most powerful thought. b) Rate how strongly you believe the most powerful thought at the time (0-100%).</p>	<p>4 What unhelpful thinking style(s) occur?</p> <ol style="list-style-type: none"> Bias against myself. Putting a negative slant on things (negative mental filter). Having a gloomy view of the future/ jumping to the worst conclusion. Negative view about how others see me (mind-reading). Bearing all responsibility. Making extreme statements/ rules, e.g. using <i>must, should, ought, always, and never</i> statements. <p>If any of the styles are present, you have identified an extreme thought.</p>	<p>5 Impact of the immediate thought(s)</p> <p>a) What did I do differently? Consider any: ● Reduced or avoided activity. ● Unhelpful behaviours. b) What was the impact on: ● Myself? ● My view of others? ● How I felt? ● What I said? ● What I did? ● Overall, was the impact helpful or unhelpful? If there is an unhelpful impact, you have identified an unhelpful thought.</p>
<p>Situation:</p> <p>a) My feelings:</p> <p>b) Powerfulness: 0-100% =</p> <p>c) Physical sensations:</p>	<p>My immediate thought(s): a) State the thought(s) clearly.</p> <p>If you have noticed more than one thought, <u>underline</u> the most powerful thought.</p> <p>b) Rate your belief in the most powerful thought at the time: 0% _____ 100%</p>	<p>Which thinking styles are present? (please state numbers or types)</p> <p>No(s):</p>	<p>a) What did I do differently?</p> <p>b) Overall, is it helpful or unhelpful for me to believe the thought? Helpful <input type="checkbox"/> Unhelpful <input type="checkbox"/></p>	

Thought challenge worksheet (side 2): choose one thought to challenge at a time

<p>6 Reasons supporting the immediate thought</p> <p>List all the reasons why I believed the immediate thought at the time.</p>	<p>7 Evidence against the immediate thought</p> <p><input type="checkbox"/> Is there anything to make me think the thought is incorrect?</p> <p><input type="checkbox"/> Are there any other ways of explaining the situation that are more accurate?</p> <p><input type="checkbox"/> If I wasn't feeling like this, what would I say?</p> <p><input type="checkbox"/> Would I tell a friend who believed the same thought that they were wrong? What would other people say?</p> <p><input type="checkbox"/> Have I heard <i>different opinions</i> from others about the thought?</p>	<p>8 Come to a balanced conclusion</p> <p>Use the answers from columns 6 and 7 to try to come up with a balanced and helpful conclusion.</p> <p>Look for a <i>balanced conclusion</i> that you can believe. This should be based on all the information you have available to you and bear in mind the reasons for and against believing the immediate thought.</p>	<p>9 My plan for putting the balanced conclusion into practice</p> <ul style="list-style-type: none"> ● How can I change what I do to reinforce my balanced conclusion? ● How can I undermine my immediate negative thought by acting against it?
<p>My evidence supporting the immediate thought: (write in)</p>	<p>My evidence against the immediate thought: (write in)</p>	<p>My balanced conclusion: (write in)</p> <p>a) Rating of my belief in the balanced conclusion: 0% _____ 100%</p> <p>b) Re-rate my belief in the immediate thought: 0% _____ 100%</p>	<p>My plan to put the balanced conclusion into practice: (write in)</p>