

**STUDENT WORKBOOK**  
**ADOLESCENT COPING WITH DEPRESSION COURSE**

**Gregory Clarke, Ph.D.**  
**Peter Lewinsohn, PhD**  
**Hyman Hops, Ph.D.**

**With Consultation by**  
**Bonnie Grossen, Ph.D.**

**Kaiser Permanente**  
**Center for Health Research**  
**3800 N. Interstate Ave.**  
**Portland OR 97227**

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## **A Note to Participants**

As a participant in this course, you will be learning many new skills that will help you gain control over how you feel. The emphasis is on overcoming depression, but the course may also be offered as a “life skills” program that teaches adolescents how to improve many important aspects of their lives. The course covers a number of areas: pleasant events, relaxation, social skills, negative thoughts, communication, and problem solving. Several different teaching methods are used, including lectures by the group leader, discussions, role-playing exercises, demonstration activities, and homework assignments.

You may be wondering about this workbook and the homework assignments. We realize that the last thing a teenager wants is more homework! Most of the question and answer sections of this workbook are filled out during class, and the homework assignments usually don't take more than five or ten minutes a day to complete. It's important to do your homework, because it will help you apply the skills you learn in class in your everyday life.

Hundreds of teenagers just like you have gone through this program with great success. It's fun, and you'll be surprised at how effective the techniques you learn really are!

## **SESSION 1**

### **Depression and Social Learning**

# Page 1.1: MOOD DIARY

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Use the mood rating scale below. Enter your daily mood in the boxes above. Circle and connect the appropriate numbers to see how your mood is changing over time.

Very Sad	Normal Mood	Very Happy
1	2	3
4	5	6
7		

Sad Example: \_\_\_\_\_

Happy Example: \_\_\_\_\_

# Page 1.1: MOOD DIARY (continued)

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

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6	6	6	6	6	6	6
5	5	5	5	5	5	5
4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

7	7	7	7	7	7	7
6	6	6	6	6	6	6
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4	4	4	4	4	4	4
3	3	3	3	3	3	3
2	2	2	2	2	2	2
1	1	1	1	1	1	1
Mon	Tues	Wed	Thurs	Fri	Sat	Sun

Use the mood rating scale below. Enter your daily mood in the boxes above. Circle and connect the appropriate numbers to see how your mood is changing over time.

Very Sad	Normal Mood	Very Happy
1	2 - 3 - 4	5 - 6 - 7

Sad Example: \_\_\_\_\_

Happy Example: \_\_\_\_\_

### SESSION GOAL RECORD

Sess.	GOALS	Reached Goal?
1		
2		
3		
4		
5		
6		
7		
8		

### SESSION GOAL RECORD

Sess.	GOALS	Reached Goal?
9		
10		
11		
12		
13		
14		
15		
16		



### **GUIDELINES FOR THIS CLASS**

1. Avoid depressive talk.
2. Allow each person to have equal time.
3. Honor the confidentiality "rule" the personal things we talk about in class are not to be shared outside of this group.
4. Offer support.

***Remember -- we all have something to contribute, so let's try to help one another.***

1. Who or what controls your life? \_\_\_\_\_

2. What do you have to do to learn a new skill? For example, playing the piano is a skill. What do you have to do to learn to play the piano?  
\_\_\_\_\_

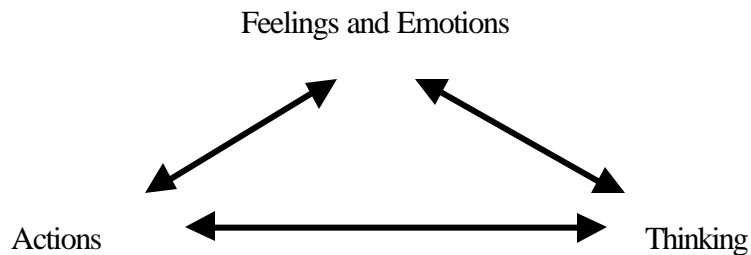
3. What are four things you can do to show people that you are a friendly person?  
a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

4. What did you do *well* in the Get-Acquainted Activity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is the “friendly skill” you need to work on when you talk with people?  
\_\_\_\_\_  
\_\_\_\_\_

**NOTE:** Part of your homework assignment is to have conversations with people you know and practice the friendly skill you listed above.

Your personality is a three-part system:



6. Which of the three parts of your personality are easiest to control?

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7. Put these thoughts in the correct category:

- a. I am useless.
- b. I got a pretty good grade on that test.
- c. I exercised today.
- d. I am stupid.
- e. I saw a beautiful sunset today.

Depressive Thinking

Positive Thinking

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8. Put these actions in the correct category:

- a. Having fun with friends.
- b. Staying in bed all day.
- c. Telling someone that you like something about them.
- d. Talking quietly with your family.
- e. Not saying anything in a group.

Depressive Actions

Positive Actions

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9. Put these feelings in the correct category:

- a. Tense
- b. Relaxed

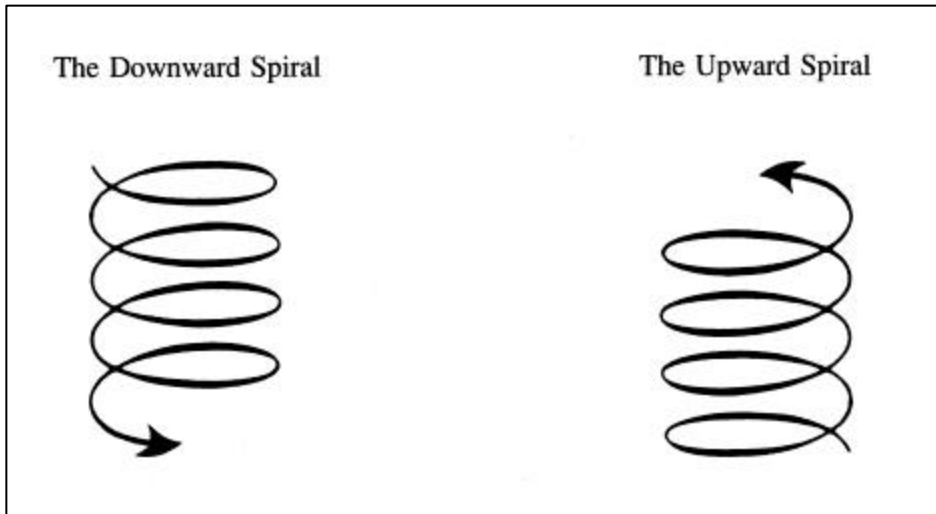
Depressive Feeling

Positive Feeling

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In this course, we will learn skills to control our thoughts, actions, and feelings.



10. What are some things that cause a downward spiral for you?

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11. What are some things that cause an upward spiral for you?

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In this course, we are going to learn skills to change the downward spiral to an upward one.

## HOMework ASSIGNMENT

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Look at the Session Goal Record on page 1.2 in your workbook. This is where you'll write your goals for the days between each session. Your goals will be part of your homework assignment. Your assignment for this session is to do the following.

1. Work on your session goal, which is to practice the friendly skill you listed on question #5 on page 1.4. Put a checkmark in the box on the right-hand side of the Session Goal Record if you meet your goal.
2. Keep track of how you feel by filling out your Mood Diary (page 1.1). Try to get into the habit of filling out your Mood Diary at about this time every day. You will be doing this throughout the course.
3. ***REMEMBER TO BRING YOUR WORKBOOK TO EVERY SESSION!***

### Success Activity

Let's work on your session goal right now. Talk with someone you met tonight and use your friendly skills. This way, you'll be practicing your first goal.

### Preview of the Next Session

Next session, we'll learn some ways to control our thoughts and actions.

# SESSION 1 QUIZ

## Depression and Social Learning

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Your personality is a three-part system. Name the three parts. (Hint: Remember the triangle?)

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

2. Name the four things we said a friendly person does.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

3. Can people control their feelings?

- a. Yes, with practice.
- b. Not at all.

4. Which way is your mood spiral likely to go if you do the following things? Circle "U" or "D" to indicate upward or downward.

	Upward	Downward
Having fun with friends.	U	D
Thinking you are stupid.	U	D
Believing no one loves you.	U	D
Telling someone something you like about them.	U	D

5. Is it possible for people to change or control their thoughts?

Yes	No
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## **SESSION 2**

### **Self-Observation and Change**

## STARTING A CONVERSATION

1. Put a checkmark next to the situations that would be appropriate times to start a conversation with the other person.

- The person is reading a newspaper.
- The person smiles at you.
- You are standing in a long line with the person.
- The person is sleeping.
- The person is upset and wants to be alone for a while.
- The person asks if you like going to movies.

2. Put a checkmark next to the questions that would be good for starting a conversation.

- What kind of animals do you like?
- What is the date today?
- What did you think of the movie \_\_\_\_\_ [name of a movie that you have seen lately]?
- Did you know your shirt is dirty?
- Did you see [a good TV show] last night?
- Would you ever consider joining the army?
- What did you think of (name of a teacher)'s class?
- What time is it?

3. Look around at the people in the room and write down some questions that would be appropriate for starting a conversation with them.

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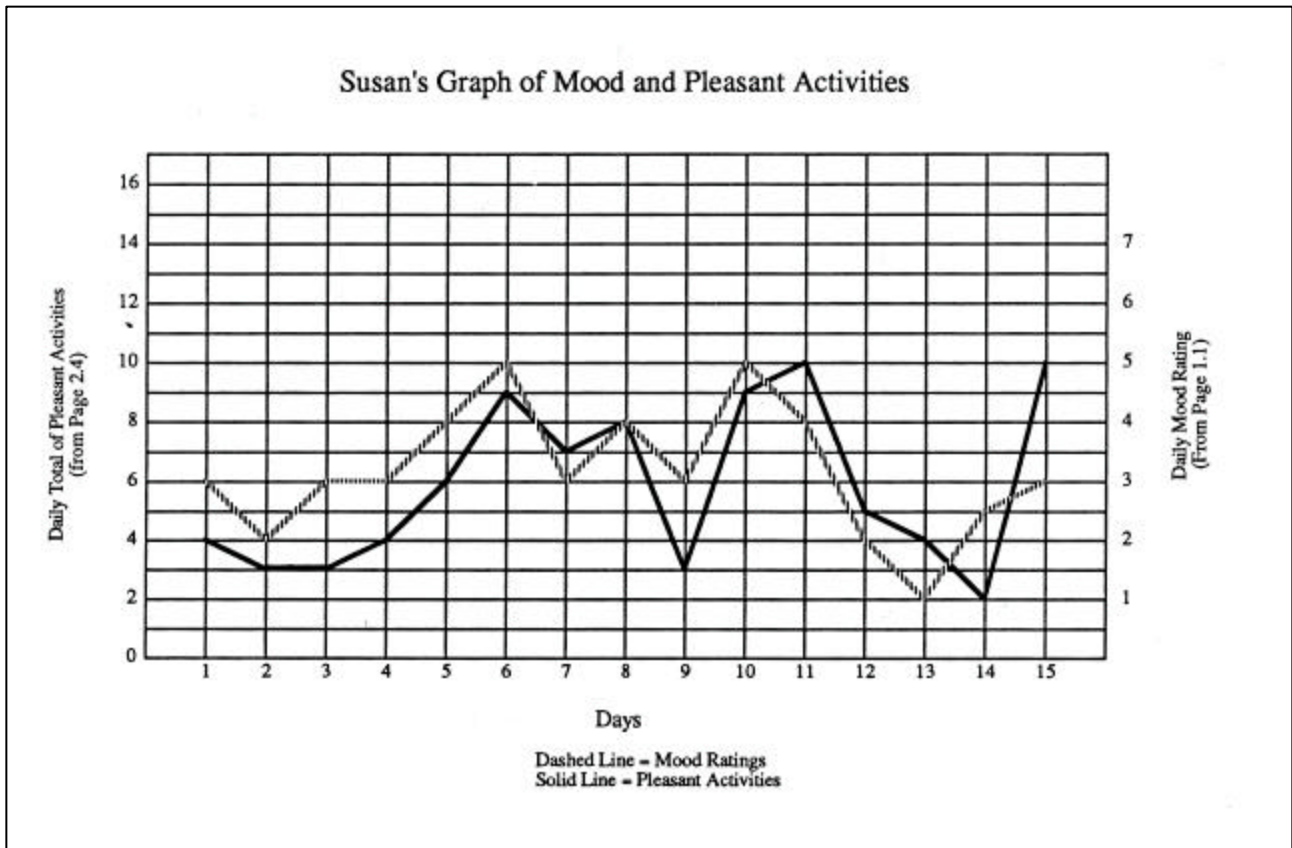
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Keep track of your class contributions \_\_\_\_\_

Questions answered by a baseline study of pleasant activities:

1. Do mood and pleasant activities relate?
2. What patterns are there?



## CONTROLLING YOUR ACTIONS: INCREASING PLEASANT ACTIVITIES

4. Write “**Soc**” next to the activities below that are pleasant **social** activities. Write “**Scs**” next to the activities that are **success** activities. Leave the line blank if the activity doesn't fit either category.

- \_\_\_ Meeting someone new of the same sex.
- \_\_\_ Planning and organizing something.
- \_\_\_ Working.
- \_\_\_ Having friends visit.
- \_\_\_ Saying something clearly.
- \_\_\_ Taking a shower.
- \_\_\_ Doing a job well.
- \_\_\_ Being with someone I love.
- \_\_\_ Having people show an interest in what I've said.
- \_\_\_ Being alone.
- \_\_\_ Kissing.
- \_\_\_ Learning to do something new.
- \_\_\_ Going to a movie.

5. Which category of activities would make you feel happiest if you could do more of it --pleasant social activities (Soc) or success activities (Scs)?

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## SELECTING PLEASANT ACTIVITIES

The activities you select should:

- a. Have a pleasure rating of 3 (or 2, if none were rated 3).
  - b. Be activities that *you* have complete control over.
  - c. Be something that you can do frequently.
  - d. Be inexpensive.
  - e. Be positive activities.
6. Now look at your print-out of pleasant activities. Look only at those activities which have a pleasure rating of 3 (or a rating of 2, if none were rated 3). Cross out the activities that *you* don't have complete control over.
  7. From the list of remaining activities, choose the ones that you can do frequently because they are easy to do and relatively inexpensive. Write these activities on your Baseline of Pleasant Activities (page 2.4).
  8. Pick the activities that will make you happiest, but make sure they are not activities that will get you into trouble. Choose activities that you know you can do without upsetting your parents, teachers, or friends.

## HOMework ASSIGNMENT

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1. Try to meet the second goal on your Session Goal Record (page 1.2), which is to start two conversations. The person can be someone you know, but try to do it at least once with someone who is normally shy or reluctant to talk with other people. If you reach your goal, mark the box on the Session Goal Record.
2. Take baseline data on your pleasant activities using the form on page 2.4.
3. Fill out your Mood Diary on page 1.1 every day as before.
4. Continue to practice your “friendly skill” (your goal from Session 1), but you don't have to count it this week.

### Success Activity

1. Fill out your Mood Diary for today.
2. Then, fill out the Baseline of Pleasant Activities form on page 2.4 for today. Look at the first activity on your list. Did you do that activity today? If you did, put a checkmark for Day 1 beside that activity. Now look at the next activity. Put a checkmark in the box if you did it today. Continue doing this all the way through your list.
3. Before you leave, start a conversation and practice your friendly skill. Now, you're already halfway to achieving your session goal! If you start just one more conversation, you will have met your goal for Session 2.

### Preview of the Next Session

1. Next session, we'll learn a relaxation technique.
2. Our baseline study of pleasant activities will continue for two weeks. During the next two sessions, we'll develop a plan for increasing pleasant activities in order to change our moods.

## SESSION 2 QUIZ

### Self-Observation and Change

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Name \_\_\_\_\_ Date \_\_\_\_\_

1. Put a checkmark next to the situations that would be appropriate times to start a conversation.  
 The person is eating as fast as he can.  
 The person is walking quickly and doesn't look right or left.  
 The person smiles at you when you sit down next to him or her.  
 The person offers you a piece of candy or gum.  
 The person looks bored.
  
2. Put a checkmark next to the questions that would be good for starting a conversation.  
 Did you hear about [something interesting that happened]?  
 What time is it?  
 What are you going to do when you graduate?
  
3. Some pairs of activities are listed below. For each pair, put a checkmark next to the activity that would be most effective in lifting depression.
  - a.  Listening to the radio.  
 Having friends come over to visit.
  - b.  Meeting someone new that you're attracted to.  
 Going horseback riding.
  - c.  Doing a good job at something.  
 Throwing a frisbee around.
  - d.  Getting an "A" on a test.  
 Watching your favorite TV show.
  
4. Name the two kinds of information that can be gained from a baseline study of pleasant activities.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## SCRIPTED PERSONALITIES FOR ROLE-PLAYING EXERCISE

### ***BOYS***

1. Stan is friendly and outgoing, but sometimes he comes on a little too strong. When he is talking to someone, he doesn't know when to stop and he talks on and on. Stan doesn't follow the "Equal Time" rule.
2. Bill is shy, and he finds it hard to introduce himself. He has a lot of good ideas, but most people don't know about them because he usually responds with short sentences like "Yeah, me too" or "No way!" Bill would like to speak up more often, but he doesn't feel comfortable doing it.
3. Jeff is the class clown. He jokes and teases with everyone, but sometimes Jeff's teasing gets him into trouble. He can go overboard trying to get attention.
4. Chris is rude to the people around him. He cuts people off in conversations, changes the subject when other people are talking, and generally has trouble listening to others.
5. Tom enjoys talking with the guys about sports and school, but he has trouble talking with girls, especially girls that he is attracted to. Although he is usually good at conversations, he gets nervous and doesn't say much when he is around girls.

### ***GIRLS***

1. Susan is painfully shy. She sits at the back of her classes hoping that the teacher won't call on her. Her best friend, Jean, has tried to get Susan to talk up in groups, and has even introduced her to some new people. But Susan still finds it hard to speak up, or look people in the eye.
2. Jean is a very good listener and she tends to be the person that all of her friends talk to when they feel down. Lately, however, Jean wants to tell someone about *her* problems, but she isn't comfortable interrupting her friends while they are describing their problems.
3. Michelle is afraid that people will make fun of her, so she makes fun of them first. She is sarcastic and insulting, and people avoid her. Michelle knows this is a problem, but isn't sure what to do about it.
4. Samantha finds it difficult to leave conversations. She doesn't want to hurt anyone's feelings, so she gets stuck in conversations that go on forever, with people like Stan (see above) who monopolize the conversation.
5. Lori has a bad temper and gets angry very easily. She is losing her friends and having fights with her family because she blows up at them too often. Lori has tried to stop getting angry, but she can't seem to control it.

## **SESSION 3**

### **Reducing Tension**



## MEETING NEW PEOPLE

Four things to do when meeting someone new:

1. Make eye contact.
2. Smile.
3. Say a greeting.
4. Use the person's name.

Menu of greetings:

“Nice to meet you.”

“Glad to meet you.”

“I'm pleased to know you.”

“I've heard so much about you.”

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My greeting:

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## RELAXATION

<b>BEFORE</b>
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	Very tense		Neither tense/relaxed				Very relaxed
Before relaxing I feel:	1	2	3	4	5	6	7

Finger temperature before relaxing: \_\_\_\_\_

<b>AFTER</b>
--------------

	Very tense		Neither tense/relaxed				Very relaxed
After relaxing I feel:	1	2	3	4	5	6	7

Finger temperature after relaxing: \_\_\_\_\_

- |   |       |        |       |
|---|-------|--------|-------|
| 1. Do your muscles feel tight, tense, or cramped during the day?                            | Often | Rarely | Never |
| 2. Do you wake up with muscle cramps during the night?                                      | Often | Rarely | Never |
| 3. Do you often feel tired, with no major physical reason for it?                           | Often | Rarely | Never |
| 4. Do you have frequent headaches (more than one or two a week), or very intense headaches? | Often | Rarely | Never |
| 5. Do you regularly take more than an hour to go to sleep?                                  | Often | Rarely | Never |
| 6. Do you wake up at night or very early in the morning more than once or twice a week?     | Often | Rarely | Never |
| 7. Do you have painful stomach aches more than once or twice a week?                        | Often | Rarely | Never |
| 8. How often do you feel jittery or shaky?  | Often | Rarely | Never |
| 9. Do you think that learning to relax could be helpful for you?                            | Yes   | No     |       |

### IDENTIFYING CRITICAL SITUATIONS

Put a checkmark next to the situations that make you feel particularly uncomfortable and tense.

- 1. Going to a party.
- 2. Taking a test.
- 3. Doing something I've never done before.
- 4. Going somewhere I've never been before.
- 5. Meeting new people.
- 6. Asking someone for a date.
- 7. Going to sleep at night.

*List some other situations that make you feel tense.*

- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_
- 11. \_\_\_\_\_

You should try using the Jacobsen Relaxation Technique before you do the activities you checked above.

## HOMWORK ASSIGNMENT

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1. Practice your session goal, which is to do the Jacobsen Relaxation Technique at least three times between now and the next session.
2. Continue to record pleasant activities using the form on page 2.4. Look for things that cause you to do more or fewer pleasant activities.
3. Fill out your Mood Diary every day (page 1.1).
4. Continue to practice your “friendly skills,” including starting conversations with people. If you have the opportunity to meet someone new, practice the introductions we learned today.

### Success Activity

1. We practiced the Jacobsen Relaxation Technique today, so you're already one third of the way to meeting your session goal. Now you only have to practice two more times. Try to exceed your goal and practice more than twice. It makes us feel good to go beyond our goals.
2. Check the pleasant activities you did today on your Pleasant Activities Baseline form on page 2.4.
3. Fill out your Mood Diary for today (page 1.1).
4. Practice introducing yourself to someone right now.

### Preview of the Next Session

Next session, we'll look closely at your baseline of pleasant activities, and make a plan for change. So try to keep good records of your baseline!

### SESSION 3 QUIZ Reducing Tension

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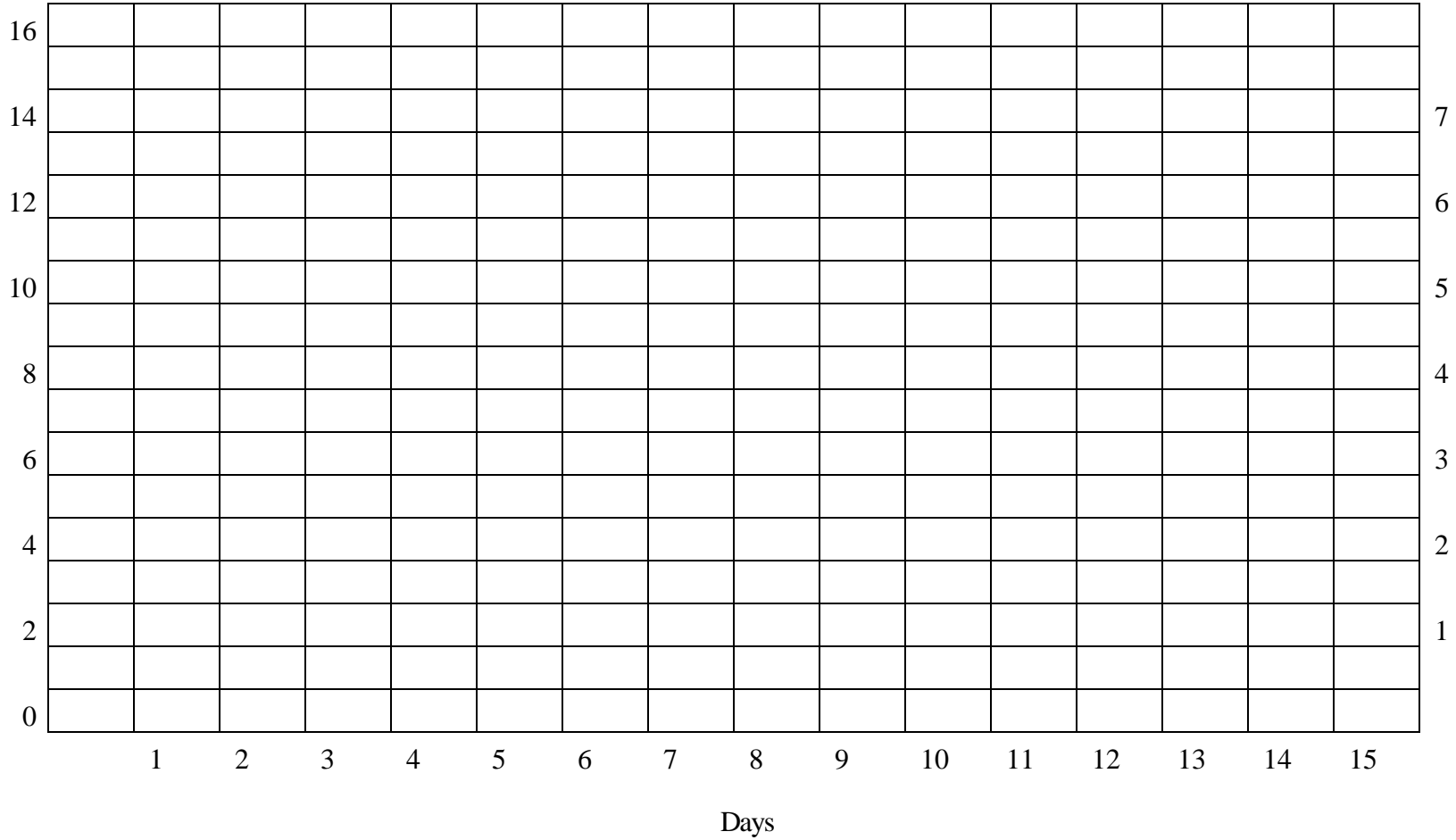
Name \_\_\_\_\_ Date \_\_\_\_\_

1. What are the four things we should remember to do when we meet new people?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
  
2. What can interfere with our ability to enjoy pleasant activities and social interactions?  
\_\_\_\_\_
  
3. Is tension a problem for you? Yes No  
How do you know? \_\_\_\_\_  
\_\_\_\_\_
  
4. Is it possible for people to control tension? Yes No  
How? \_\_\_\_\_  
\_\_\_\_\_
  
5. Describe a situation in which it would be helpful for you to do the Jacobsen Relaxation Technique ahead of time.  
\_\_\_\_\_
  
6. In Session 1, we discussed the idea that our personality is a three-part system. What are the three parts? (Hint: Remember the triangle?)  
\_\_\_\_\_  
\_\_\_\_\_

## **SESSION 4**

### **Learning How to Change**

**Page 4.1: GRAPH OF MOOD AND PLEASANT ACTIVITIES**



Daily Total of Pleasant Activities  
(from Page 2.4)

Red pen = Mood Ratings  
Black pen = Pleasant Activities

Daily Mood Rating  
(from Page 1.1)

**Part A**

Look at your graph of plotted points and answer the following questions about the relationship between mood and pleasant activities.

- 1. Are your mood and pleasant activities related? Yes    No
- 2. Does a lower mood level cause you to do fewer pleasant activities? Yes    No
- 3. Does doing fewer pleasant activities cause your mood level to go down? Yes    No
- 4. Calculate your average daily number of pleasant activities:

Total number of pleasant activities = \_\_\_\_  
(Add the totals at the bottom of page 2.4.)

Total number of days = \_\_\_\_

Average = \_\_\_\_ (Total number of pleasant activities divided by total number of days.)

**STOP**

**Part B**

- 5. Look at your chart of plotted points on page 4.1.

What mood level do you want to stay at or above? \_\_\_\_

Draw a straight colored line across your chart (<--->) at that level.



Name two characteristics of good goals:

\_\_\_\_\_

**EXAMPLE.** Mary collected data on her pleasant activities and mood for two weeks. She found that her mood and the number of pleasant activities she did were closely related.

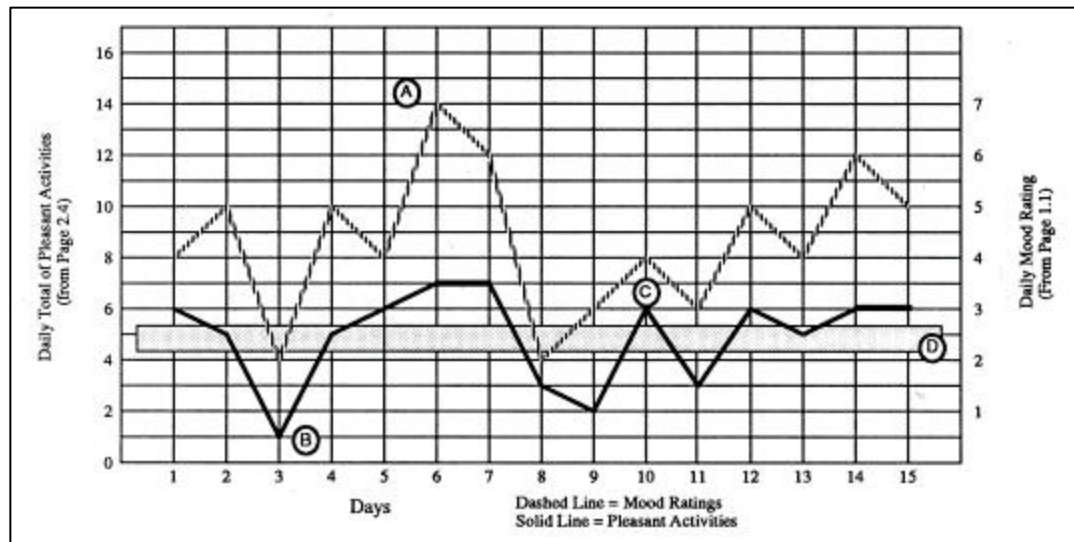
- One day when Mary did seven pleasant activities, her mood level was at 7, which was its highest point during the two-week period.
- On another day, Mary did one pleasant activity and her mood rating was 2. Her mood level was below 4 only three days out of the two-week period.
- On those days when Mary's mood rating fell below 4, she did three or fewer pleasant activities.
- Her average daily number of pleasant activities was five.

### Mary's Goals

What would be a good minimum *mood* goal? \_\_\_\_\_

What would be a good goal for *average* daily number of pleasant activities? \_\_\_\_\_

What would be a good goal for *minimum* level of pleasant activities? \_\_\_\_\_



**Now look at your own data.** What would be some good goals for you?

My goal for minimum level of pleasant activities is \_\_\_\_\_.

My goal for average daily number of pleasant activities is \_\_\_\_\_.

### WHAT PATTERNS ARE THERE?

1. Look at your chart of mood and pleasant activities on page 4.1. Do you notice that certain days of the week (for example, weekends) are associated with patterns/changes in your mood and activity levels? Yes No

Explain \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Think about the patterns in your pleasant activities on page 4.1 and look at your Mood Diary on page 1.1. What are some of the things that seem to be related to doing pleasant activities? Was anything special happening on the days when you did lots of pleasant activities, or on days when you did very few?

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



3. What could you do to change some of these patterns and create more opportunities to do the pleasant activities you listed?

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

4. Place a star by the idea or strategy above that would make the most difference.

## REWARD SELECTION WORKSHEET

**A. PEOPLE**

List two people with whom you would like to spend more time each week, but don't usually get a chance to.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**B. PLACES**

List two places where you would like to spend more time, but rarely get a chance to.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**C. THINGS**

List two things you don't own that you would really like to have. Make sure they are things you can afford (for example, a book, a record, clothes, etc.).

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

List your four favorite foods and drinks. You may also want to include items that you haven't tried very often.

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

**D. ACTIVITIES**

List two activities you would like to do more often.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**E. REWARDS**

Now select three rewards from your lists above that are the most powerful for you.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



## **HOMEWORK ASSIGNMENT**

---

1. Try to reach your goal for Session 4, which is to maintain your pleasant activities at a specific level. Follow the terms of your contract on page 4.6 by keeping track of whether you achieve your goals on a daily and weekly basis; give yourself the reward you have selected if you are successful.
2. Continue recording your pleasant activities on page 2.4.
3. Fill out your Mood Diary (page 1.1) every day.
4. You may want to practice the Jacobsen Relaxation Technique, especially before stressful situations.

### **Success Activity**

1. Check the pleasant activities that you did today on page 2.4.
2. If you checked enough activities to meet your daily goal, put a checkmark in the appropriate box at the bottom of page 4.6, and check the box on your Session Goal Record (page 1.2).

### **Preview of the Next Session**

Next session, we'll begin to learn about controlling our thinking. We'll also check to see if you were able to meet your contract goals.

## SESSION 4 QUIZ

### Learning How to Change

---

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Put the following steps for developing and implementing a plan for change in the correct sequence (1 = first step, 2 = second step, etc.).

- \_\_\_ Look closely at the baseline information.
- \_\_\_ Select a specific behavior or problem situation to observe.
- \_\_\_ Choose a reward and make a contract with yourself.
- \_\_\_ Reward yourself.
- \_\_\_ Set a realistic goal for improvement.
- \_\_\_ Observe yourself and take a baseline count.
- \_\_\_ Meet your goal.

2. Name two characteristics of good goals.

a. \_\_\_\_\_ b. \_\_\_\_\_

3. Mary never goes anywhere unless someone invites her. What would be a good goal for Mary that would help her increase her pleasant activities?

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

*Continued on the next page*

**EXTRA CREDIT**

4. Come up with a good goal for Carlos and write it below.

*The Situation.* Carlos found that his mood and the number of pleasant activities he did were closely related. One day, he did 15 pleasant activities, and the next day his mood rating was 7, its highest point for the two-week period. On another day, he did no pleasant activities at all, and his mood rating was only 2. His mood ratings fell below 5 only eleven times out of the fourteen days; during these periods, his pleasant activities level was often below 2. His average daily number of pleasant activities was 3.

Good goals for Carlos:

Average daily number of pleasant activities \_\_\_\_.

Minimum level of pleasant activities \_\_\_\_.

# SESSION 5

## Changing Your Thinking

### MAKING THE PLEASANT ACTIVITIES PLAN WORK

1. Which of the following might be helpful for you? Check all that apply.

- Schedule pleasant activities in advance.
- Don't let yourself back out or give excuses.
- Make a commitment to another person.
- Set aside blocks of time for things you have to do and for pleasant activities.
- Make a "to do" list.
- Anticipate problems and try to prevent them.

2. What will you do to help you meet your pleasant activities goals?

---

---

---

3. What is the first step in controlling your thoughts?

---

4. You should have at least \_\_\_ positive thoughts for every negative one.



**EXAMPLES OF COMMON NEGATIVE THOUGHTS****Check All that Apply**

- I'm confused.
- There is no love in the world.
- I am wasting my life.
- I'm scared.
- Nobody loves me.
- I'll end up living all alone.
- People don't consider friendship important anymore.
- I don't have any patience.
- What's the use?
- That was a dumb thing for me to do (or say).
- I'll probably have to be placed in a mental institution some day.
- Anybody who thinks I'm nice doesn't know the real me.
- Life has no meaning.
- I'm ugly.
- I can't express my feelings.
- I'll never find what I really want.
- I'm not capable of loving anyone.
- I am worthless.
- It's all my fault.
- Why do so many bad things happen to me?
- I can't think of anything that would be fun.
- I don't have what it takes to be successful.
- I'll never get over this depression.



## EXAMPLES OF POSITIVE THOUGHTS

### Check All that Apply

- Life is interesting.
- I really feel great.
- I'm having fun.
- I have great hopes for the future.
- I think I can do a good job at this.
- I have good self-control.
- I have enough time to accomplish the things I want to do in life.
- I like people.
- People like me.
- I have a good sense of humor.
- There are some things that I'm very good at.
- I'm pretty lucky.
- I deserve to have good things happen.
- I have some very good friends.
- I can learn new skills to gain control of my mood.
- I can find a solution to most of the problems that come up.
- Other people think that I'm fun to be with.
- I'm a good listener.
- I'm OK the way I am.
- Even if things don't always go my way, I'll live through it.
- I have some skills (sports, reading, art, etc.) that I'm good at.
- I'm doing all right.
- Even if it's a rainy day, I can keep myself busy.
- I often receive compliments for doing something well.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## THOUGHTS AND ACTIVATING EVENTS

5. Do you have more negative thoughts or positive thoughts?

Total number of positive thoughts = \_\_\_\_\_ (page 5.4)

Total number of negative thoughts = \_\_\_\_\_ (pages 5.2 and 5.3)

6. Circle the negative thought in the following cartoon.



Bloom County: © 1987, Washington Post Writers Group. All rights reserved. Reprinted by permission.

What is the Activating Event? \_\_\_\_\_

(The Activating Event is what happens *before* the negative thought.)

## IDENTIFYING ACTIVATING EVENTS

7. Circle the negative thought in the following cartoon.

**GARFIELD**

**Jim Davis**



Garfield: © 1986, United Feature Syndicate, Inc. All rights reserved. Reprinted by permission of UFS, Inc.

What is the Activating Event? \_\_\_\_\_

\_\_\_\_\_

### NEGATIVE THOUGHTS BASELINE

Starting Date \_\_\_\_\_

Day	NEGATIVE THOUGHT	ACTIVATING EVENT	(Optional) # of times I caught myself
1			
2			
3			
4			
5			
6			
7			

## HOMWORK ASSIGNMENT

---

1. Your main goal is to increase your pleasant activities so that you consistently meet your daily goal on page 4.6. Turn to page 1.2 and write this as your goal on the line for Session 5.
2. Keep recording your pleasant activities on page 2.4.
3. Take a baseline of negative thoughts, using page 5.7.
  - a. Write down your worst negative thought for the day and the event or situation that activated it. Try using the 3" x 5" card to take notes right after the thought occurs, then transfer the notes to page 5.7.
  - b. *OPTIONAL*. Count the number of times you catch yourself thinking negatively every day and record it on page 5.7.
4. Continue to fill out your Mood Diary on page 1.1.
5. Practice the Jacobsen Relaxation Technique, especially before stressful situations.

### **Success Activity**

1. Write down at least one of the worst negative thoughts you have had today. Describe the situation or event that make you think this way.
2. When you catch yourself thinking negatively this week, what will you do?  
(*Answer: Try to think of some positive thoughts instead.*)
3. Fill out your Mood Diary for today (page 1.1).

### **Preview of the Next Session**

Next session, we'll learn about the power of positive thinking.

# SESSION 5 QUIZ

## Changing Your Thinking

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What is the first step in controlling your thoughts?

\_\_\_\_\_

2. You should have at least \_\_\_\_ positive thoughts for every negative one.

3. Circle the negative thought in the following cartoon.

**CALVIN & HOBBS**

BOY, I'M IN A BAD MOOD TODAY? EVERYONE HAD BETTER STEER CLEAR OF ME!



I HATE *EVERYBODY!* AS FAR AS I'M CONCERNED, EVERYONE ON THE PLANET CAN JUST DROP DEAD. PEOPLE ARE SCUM.



**Bill Watterson**

WELL-I-I? DOESN'T ANYONE WANT TO CHEER ME UP???



Calvin & Hobbes: © 1988, Universal Press Syndicate, Inc. All rights reserved. Reprinted by permission.

4. What is the activating event for the negative thought in the cartoon above?

### EXTRA CREDIT

5. Come up with a plan to help Maria increase how often she talks with friends, which is an important pleasant activity for her.

*THE SITUATION.* Maria enjoys spending time visiting with her friends and she would like to do this more often. However, Maria feels that she can't go to a friend's house unless she is invited, and she doesn't invite friends to her house because she thinks her house is an ugly mess. What could Maria do to increase how often she visits with her friends?

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



## **SESSION 6**

### **The Power of Positive Thinking**





3. Which of the following are examples of personal statements? Check all that apply.

- a. "I love you."
- b. "I hate you."
- c. "You are a beautiful person."
- d. "You have big feet."
- e. "We communicate well together."
- f. "I feel nervous when you look at me that way."
- g. "You make people feel good just by smiling at them."
- h. "School is boring."
- i. "My parents won't let me do anything."

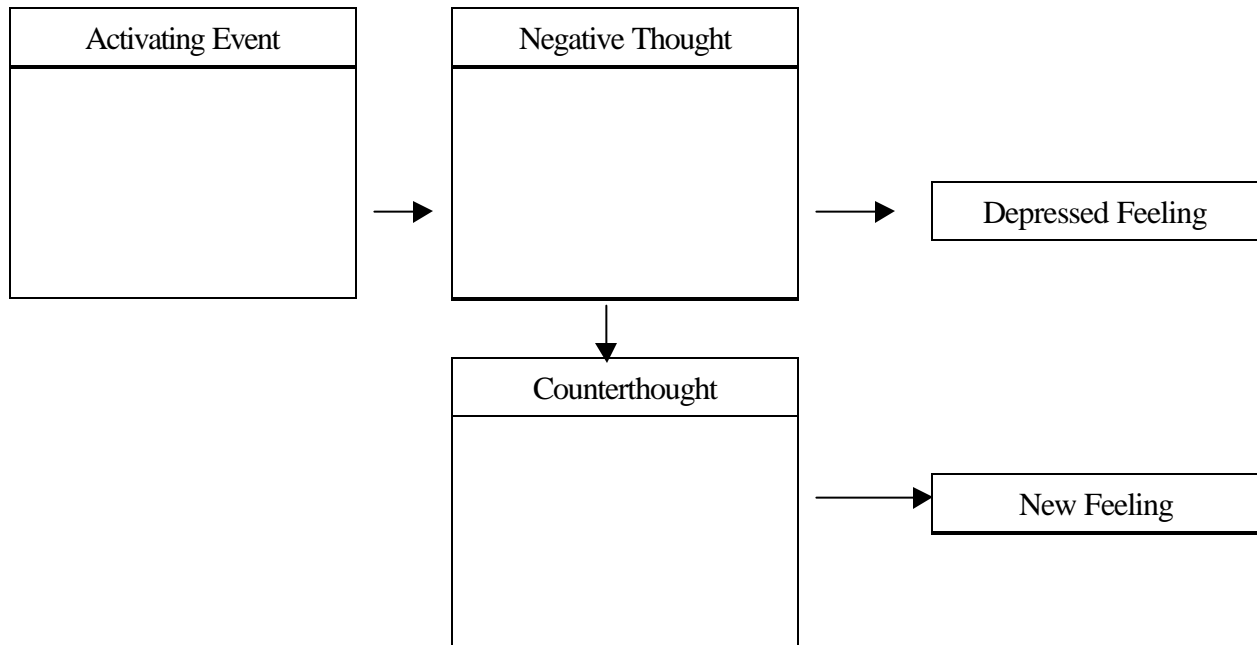
### COUNTER A NEGATIVE THOUGHT WITH A POSITIVE ONE

HERMAN Jim Unger



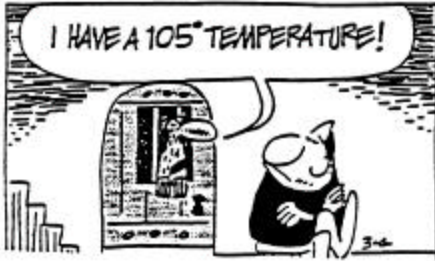
**"Good news and bad news. The good news is he won't be scratching your furniture anymore."**

Herman: © 1987, Universal Press Syndicate. All rights reserved. Reprinted by permission.



### COUNTER A NEGATIVE THOUGHT WITH A POSITIVE ONE

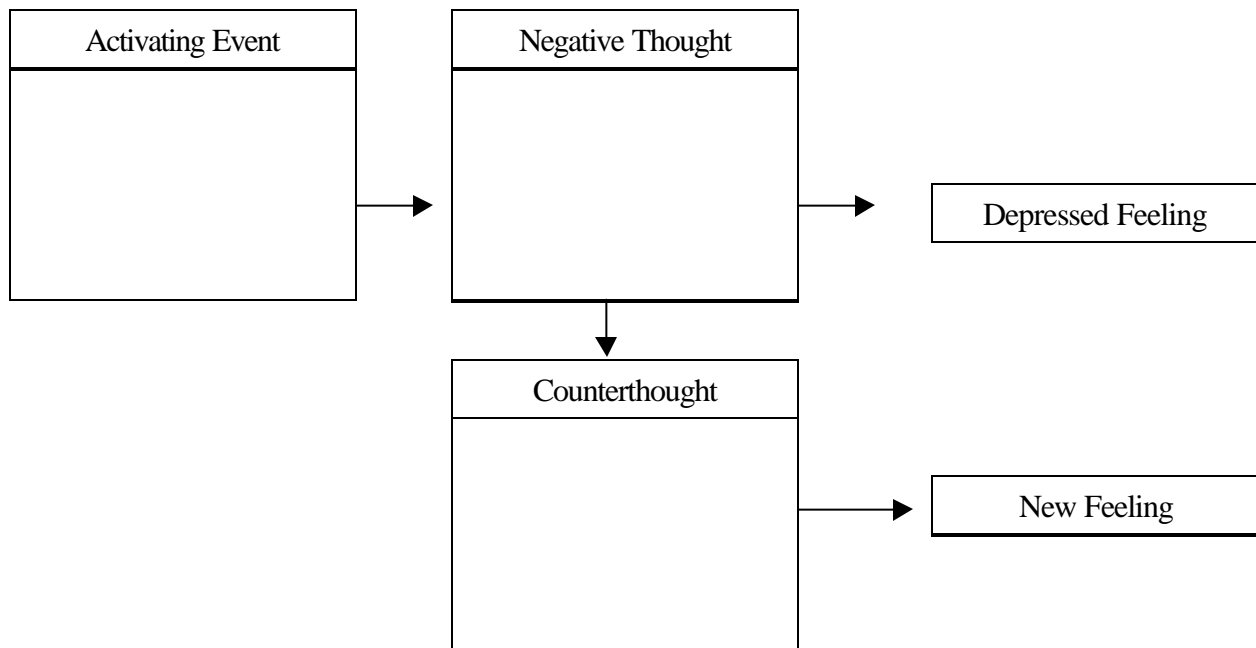
WIZARD OF ID



Johnny Hart



Wizard of Id: © 1988 King Features Syndicate. All rights reserved. Reprinted by permission of Johnny Hart and NAS, Inc.



Write a more rational thought for each of the irrational thoughts below.

1. "I need the love and approval of every important person in my life (especially my parents)."

---

2. "I have to be popular or smart (the smartest) all the time in everything I do in order to feel like I'm worth something."

---

3. "People (including me) who do even one thing that I disapprove of should feel guilty, and should be punished severely."

---

4. "My unhappiness is someone else's fault. I can't help feeling the way I do."

---

5. "It's *terrible* when things aren't the way I'd like them to be."

---

6. "When something seems dangerous or something could go wrong, I must constantly worry about it."

---

7. "I need to depend on someone or something stronger than I am."

---

8. "There must be a perfect solution to human problems (including mine). I can't settle for less than the perfect solution."

---

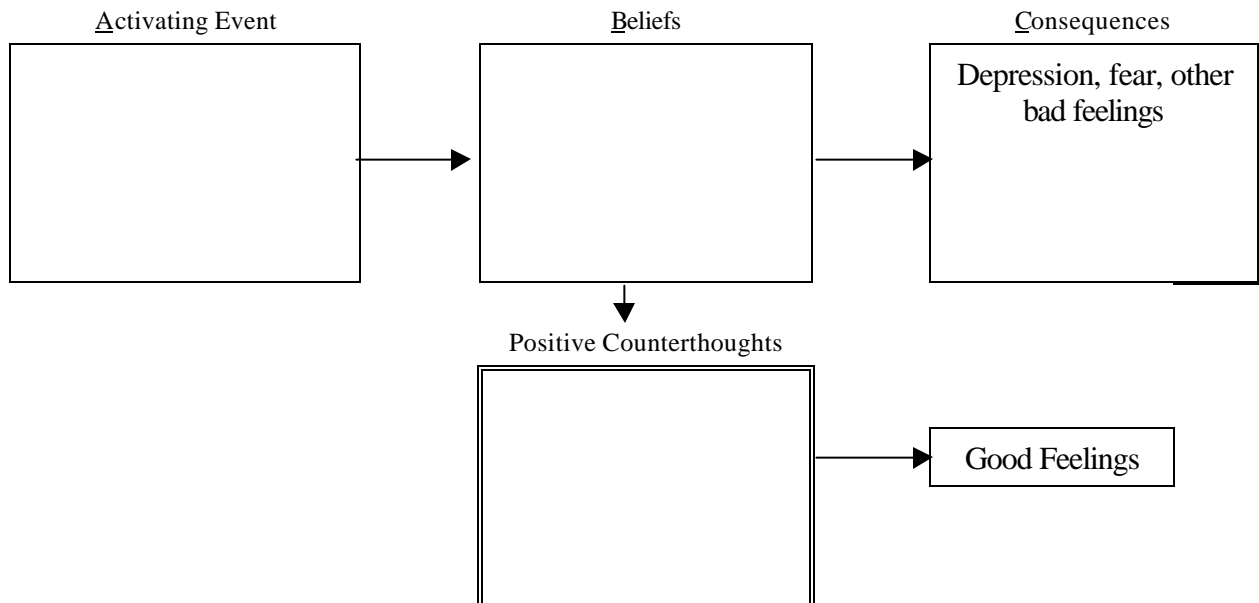
The Garfield cartoon below contains an example of common irrational beliefs involving **EXAGGERATIONS** (when one thing is wrong, everything is wrong). Write the irrational belief. For example, “My stomach is big, so I’m a totally disgusting person.”

**GARFIELD**

**Jim Davis**



Garfield: © 1986, United Feature Syndicate, Inc. All rights reserved. Reprinted by permission of UFS, Inc.

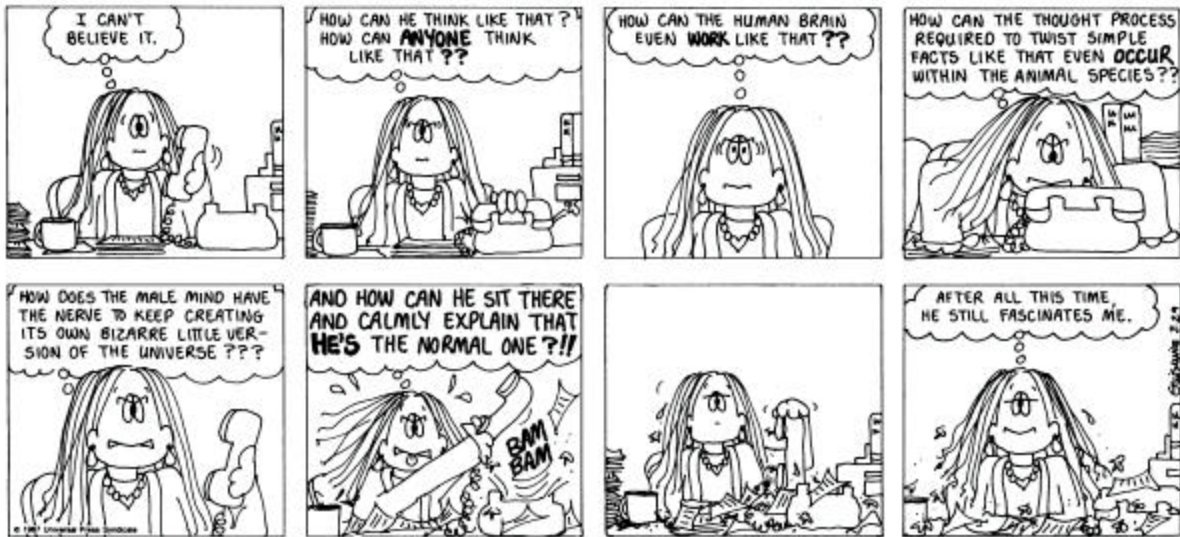




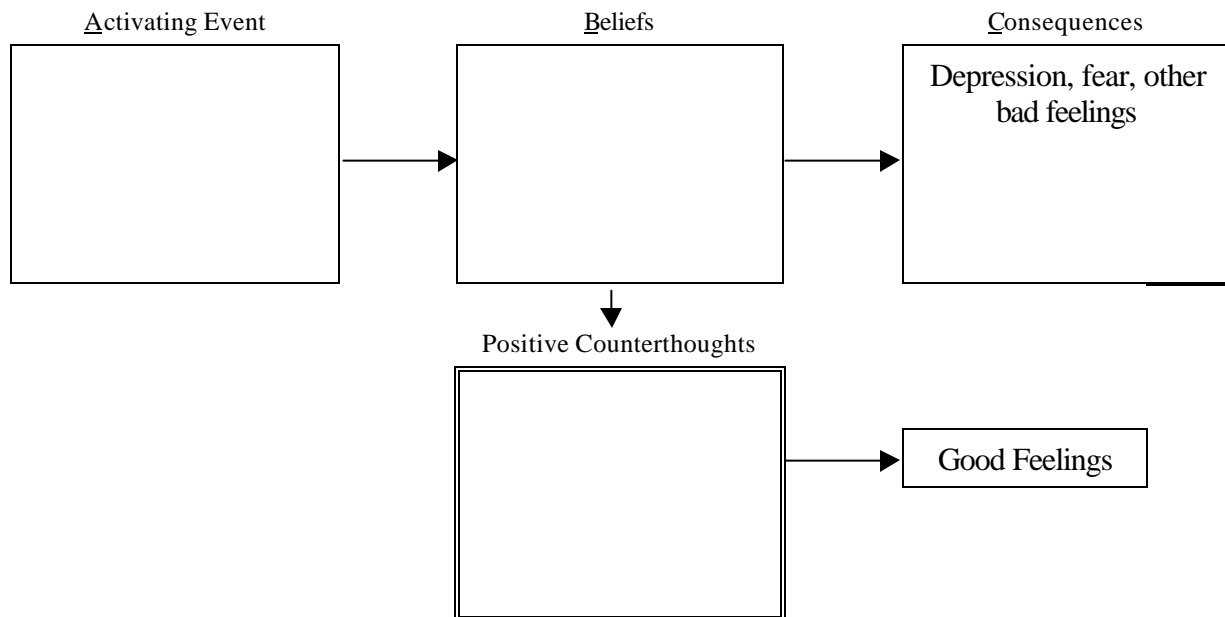
The Cathy cartoon below contains an example of irrational beliefs involving **EXPECTATIONS** (I expect someone else to do something - it's just awful if they don't). Write the specific irrational belief.

**CATHY**

**Cathy Guisewite**



Cathy: © 1987, Universal Press Syndicate, Inc. All rights reserved. Reprinted by permission.



My Most Troublesome Negative Personal Thoughts

Positive Counterthoughts

1

2

3

4

5

6

7

8

### NEGATIVE THOUGHTS CONTRACT

My goal for the next week is to change at least one of my negative thoughts to a positive counterthought every day. Every day that I do this I will reward myself with:

\_\_\_\_\_.  
(smaller reward)

If I reach my goal five days out of seven during a given week, I will reward myself with:

\_\_\_\_\_.  
(larger reward)

Signed \_\_\_\_\_ Date \_\_\_\_\_

To keep my contract, I must:

1. Catch myself thinking a negative thought.
2. Replace my negative thought with a positive counterthought.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Negative Thought							
Positive Counterthought							

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Negative Thought							
Positive Counterthought							

## HOMework ASSIGNMENT

---

1. Try to meet your main goal for this session, which is to catch yourself thinking negatively at least once each day and then change that thought to a positive one. Use the tracking form at the bottom of page 6.10 to record negative thoughts and positive counterthoughts. Give yourself the reward specified in your contract when you are successful in changing a negative thought to a positive one.
2. You also need to keep filling out the Negative Thoughts Baseline on page 5.7.
3. Continue to fill out your Mood Diary (page 1.1).
4. Work on meeting your goal for pleasant activities (page 4.6). You don't have to record the activities, but try to keep doing them.
5. Remember to practice the Jacobsen Relaxation Technique.

### Success Activity

1. If you have already changed a negative thought to a positive counterthought today, check the appropriate boxes on the tracking form on page 6.10.
2. Write down on page 5.7 the worst negative thought you have had today, and record the activating event for that thought.
3. Fill out your Mood Diary for today (page 1.1).

### Preview of the Next Session

Next session, we'll learn more about getting rid of our irrational thinking.

## SESSION 6 QUIZ

### The Power of Positive Thinking

---

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Which of the following are personal thoughts?

\_\_\_ "I don't have any money."

\_\_\_ "George is a freak."

\_\_\_ "Mary is fantastic."

\_\_\_ "I'm not too bad myself."

\_\_\_ "We need to talk."

2. Write a positive counterthought for each of the following thoughts:

"I can't run as fast as the other teenagers."

\_\_\_\_\_

"My clothes aren't as nice as everyone else's."

\_\_\_\_\_

3. Which of the following beliefs are irrational?

\_\_\_ "All of my problems are someone else's fault."

\_\_\_ "Sometimes I make mistakes, other times I do things right."

\_\_\_ "There are some things I'm pretty good at, other things I don't do so well."

\_\_\_ "If I don't dress like everyone else in school, no one will like me."

4. Positive counterthoughts make you feel \_\_\_\_\_ than the original negative thoughts.

a. worse

b. better

c. just the same

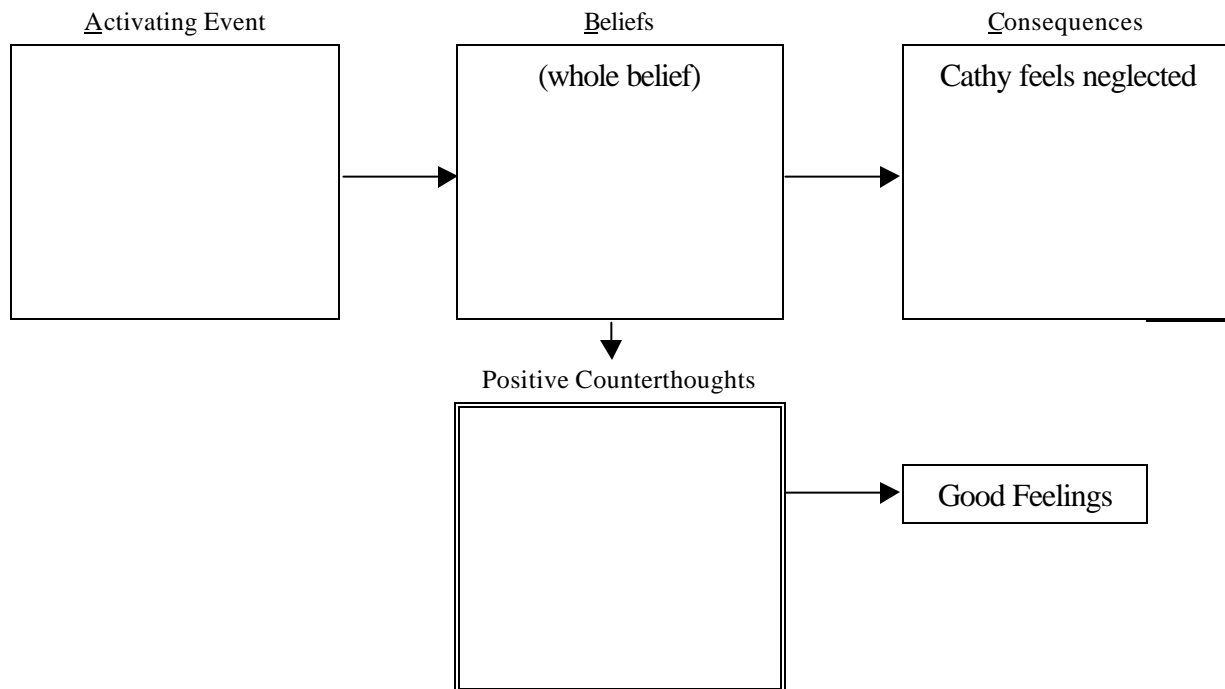
## SESSION 7

# **Disputing Irrational Thinking**

The Cathy cartoon below contains an example of a common irrational belief. Write the irrational belief (the whole thought). Then write a positive counterthought.



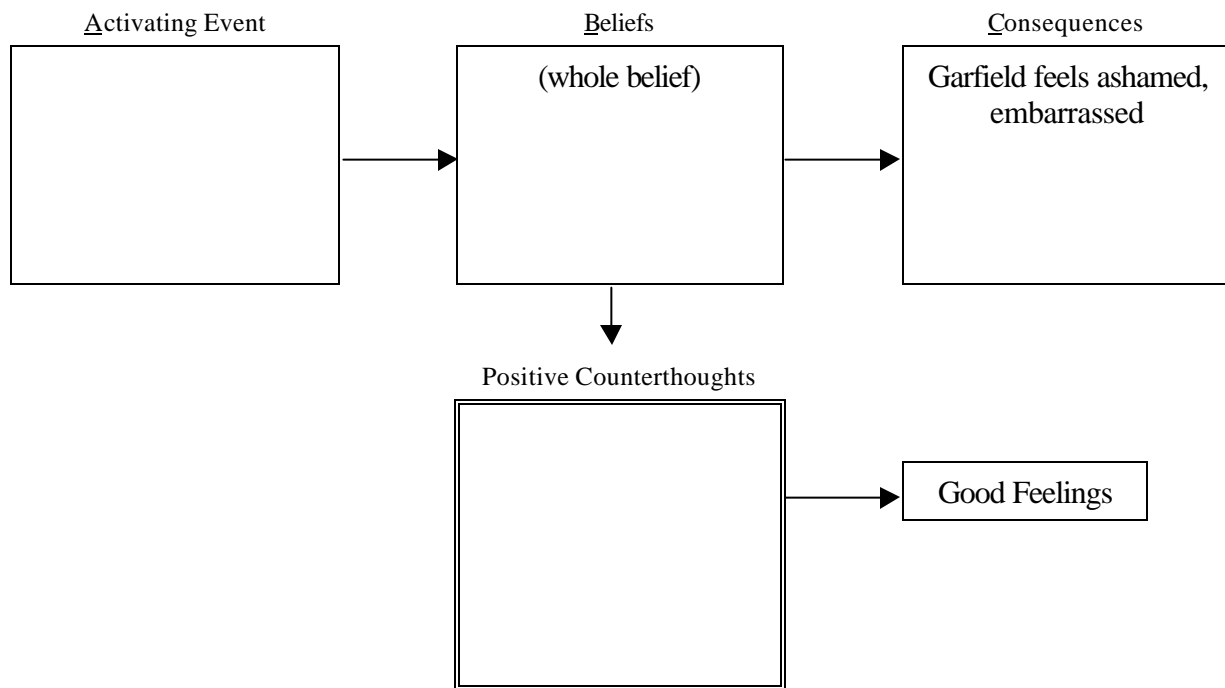
Cathy: © 1987, Universal Press Syndicate, Inc. All rights reserved. Reprinted by permission.



The Garfield cartoon below contains an example of an irrational belief involving *JUMPING TO CONCLUSIONS*. The conclusion here has to do with being popular and liked.

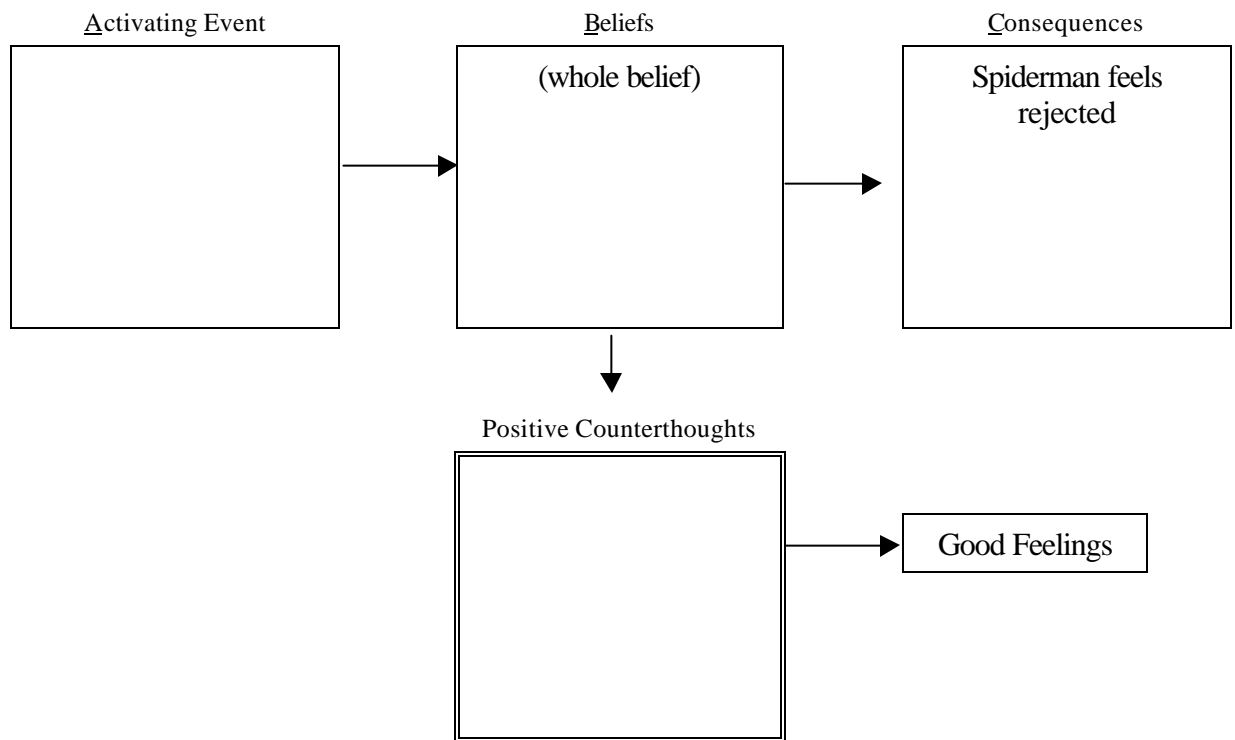
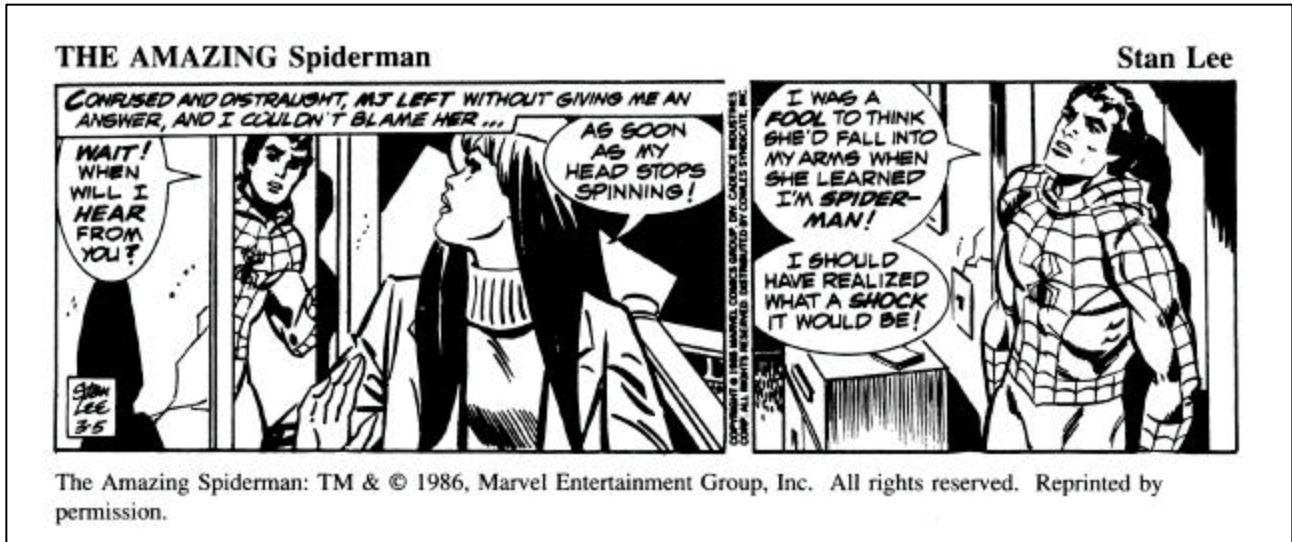


Garfield: © 1986, United Feature Syndicate, Inc. All rights reserved. Reprinted by permission of UFS, Inc.

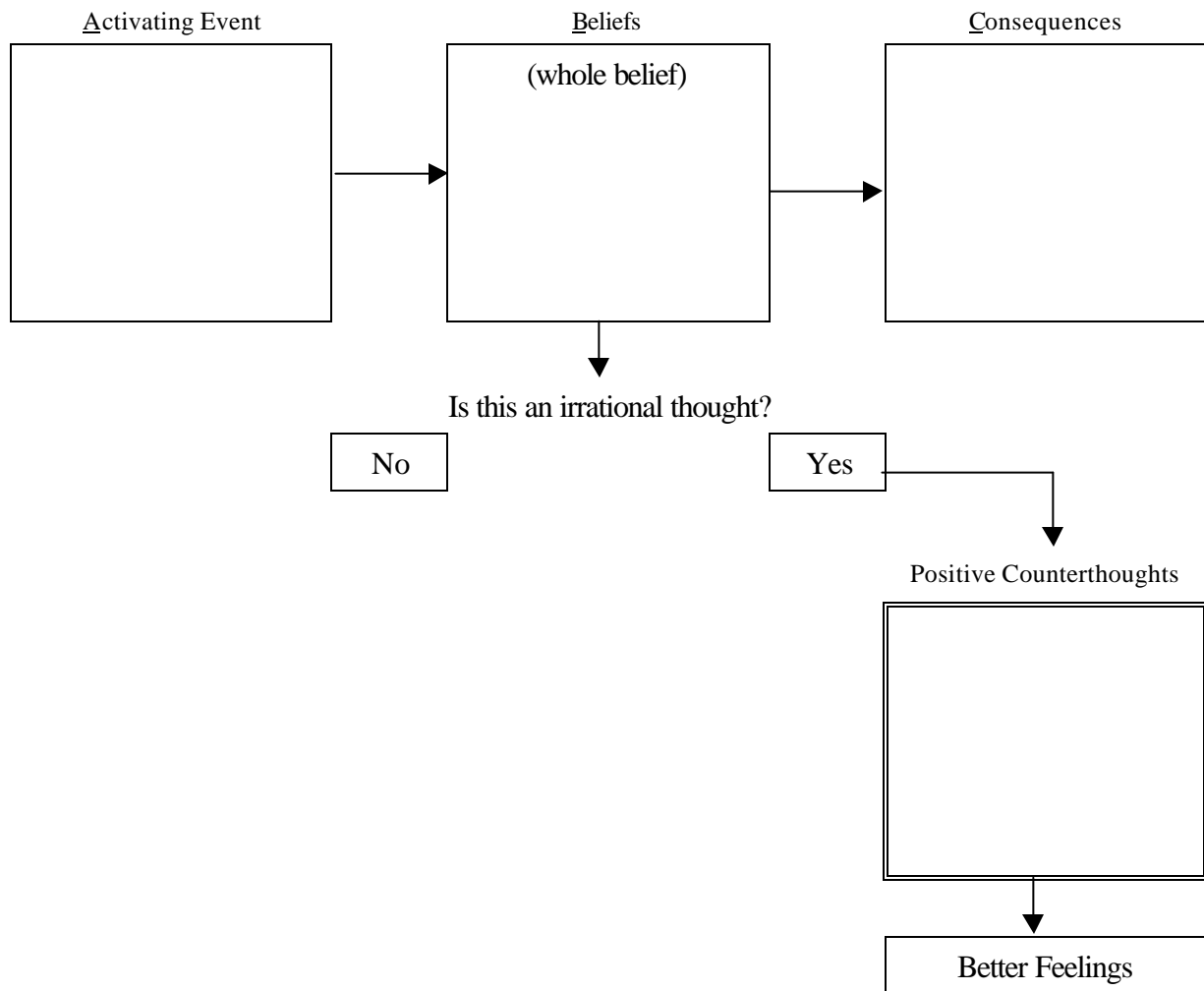




The Spiderman cartoon below contains another example of an irrational belief involving *JUMPING TO CONCLUSIONS*. See if you can define the irrational belief and replace it with a more rational positive counterthought.

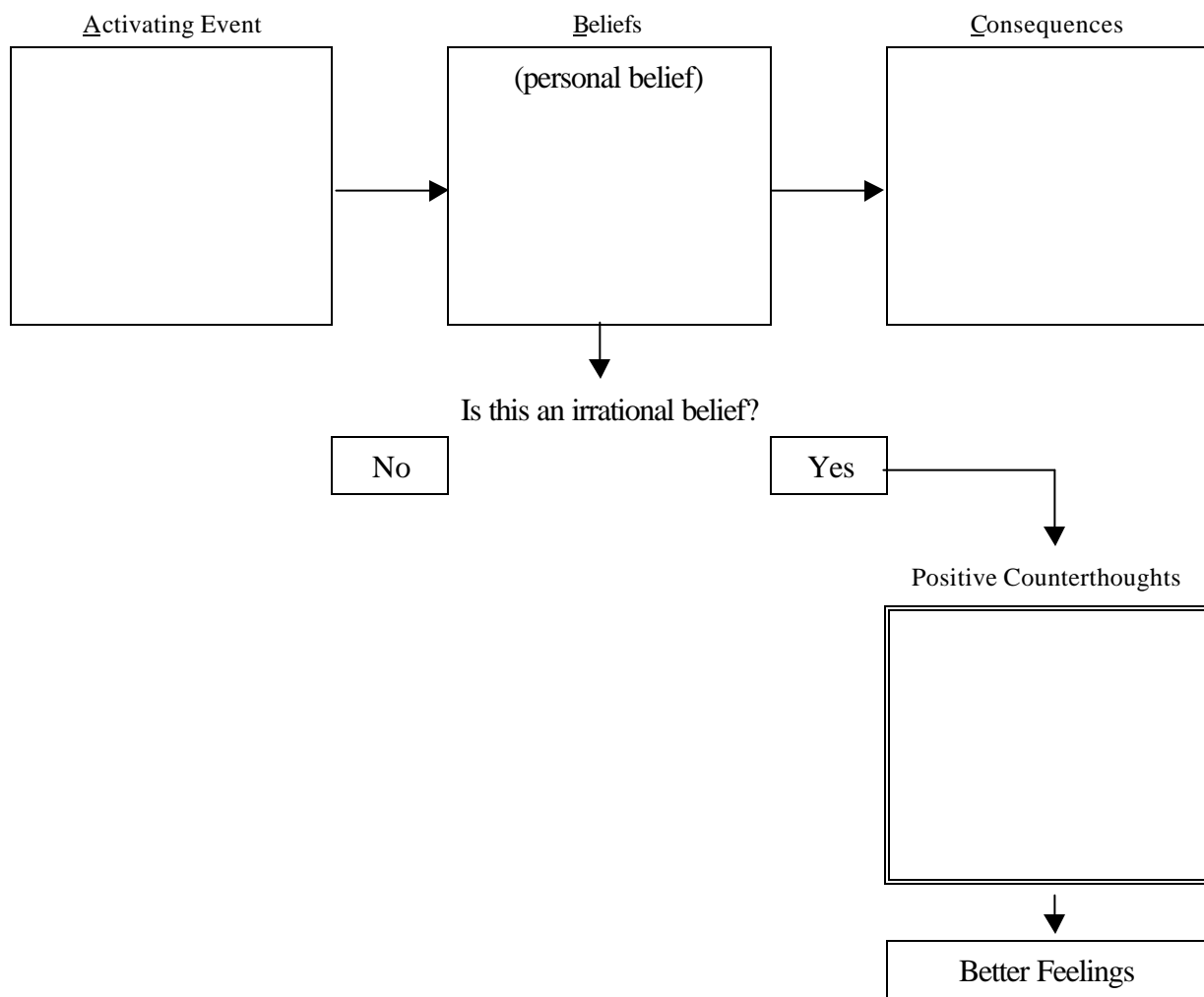


The Calvin & Hobbes cartoon below contains a **DISGUISED PERSONAL BELIEF**. See if you can identify it and replace it with a more rational positive counterthought.



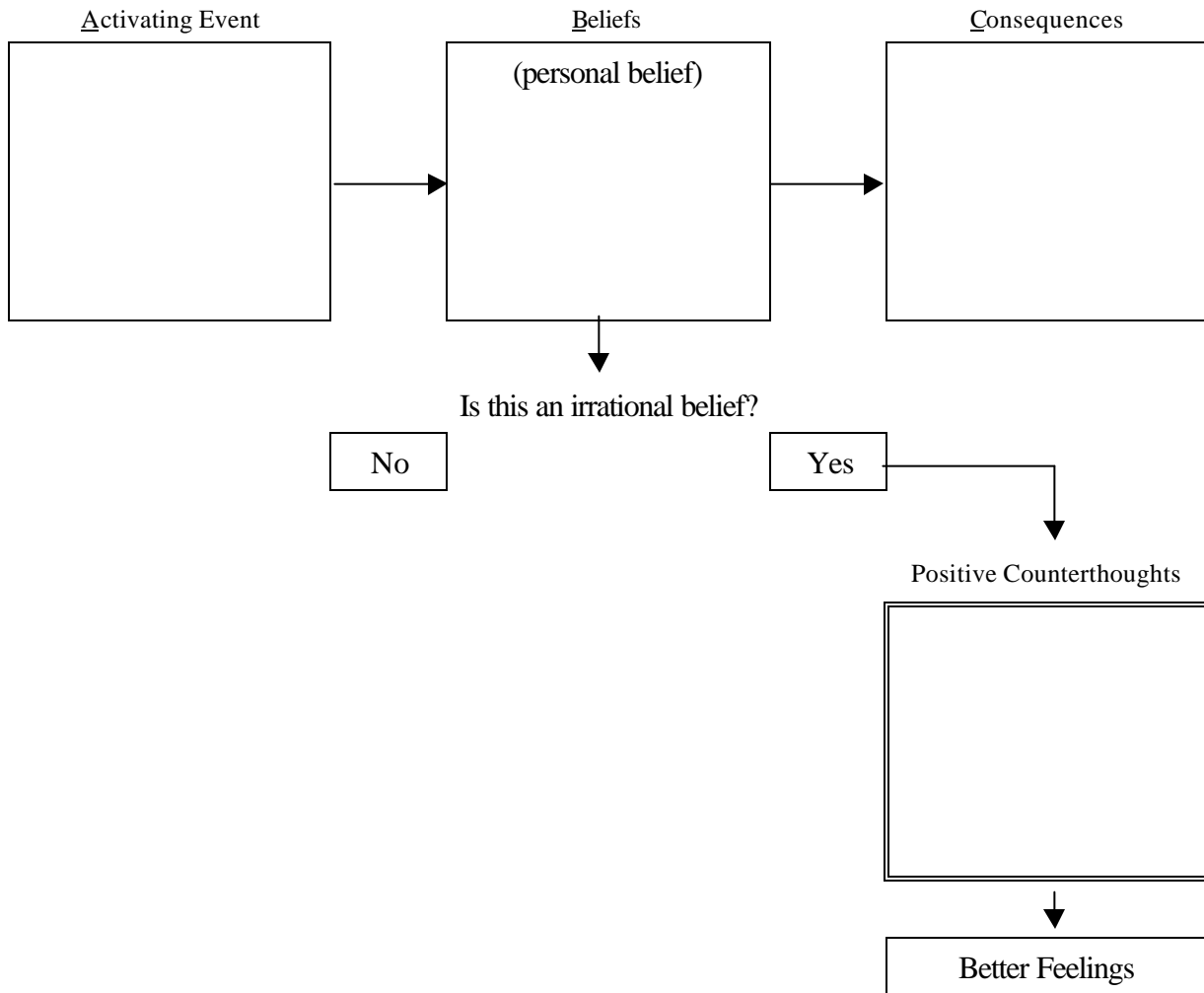
My own nonpersonal negative thought \_\_\_\_\_

---



My own nonpersonal negative thought \_\_\_\_\_

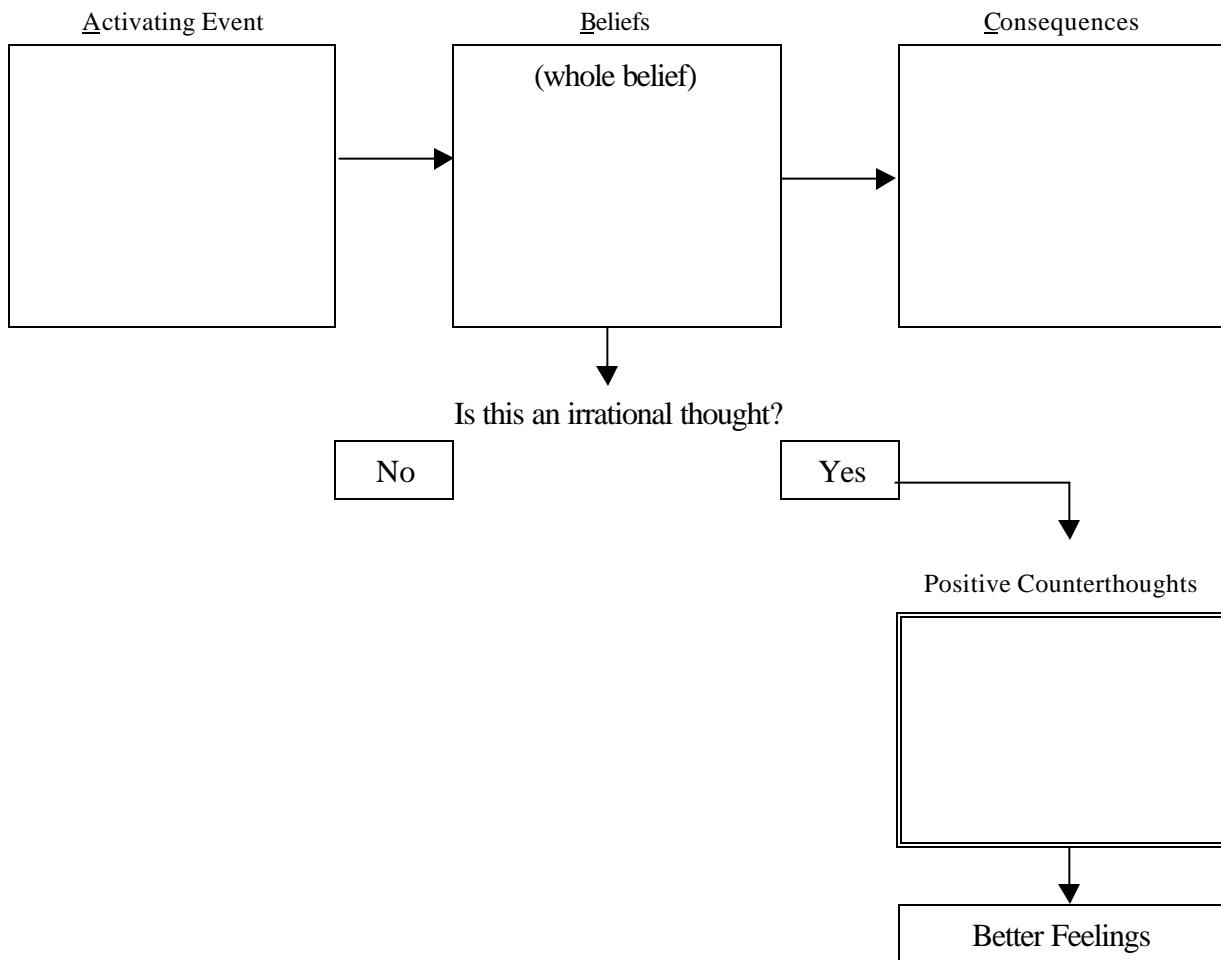
---



The Spiderman cartoon below contains an example of an irrational belief. Analyze Spiderman's thinking using the C-A-B method.



The Amazing Spiderman: TM & © 1986, Marvel Entertainment Group, Inc. All rights reserved. Reprinted by permission.



There are five ways we can deal with activating events:

1. Don't respond to them.
2. Change the way we respond to them.
3. Avoid them.
4. Change them.
5. Cope with them.

What course(s) of action would you suggest in the following situations?

*EXAMPLE 1.* You find that you have many put-down thoughts about yourself when you are around Joe, who is perfect; he's good looking, popular, and girls are always standing all around him.

Recommended course of action \_\_\_\_\_  
\_\_\_\_\_

*EXAMPLE 2.* You find that you often have put-down thoughts about yourself when you are alone. When you are busy, you don't seem to have many negative thoughts about yourself.

Recommended course of action \_\_\_\_\_  
\_\_\_\_\_

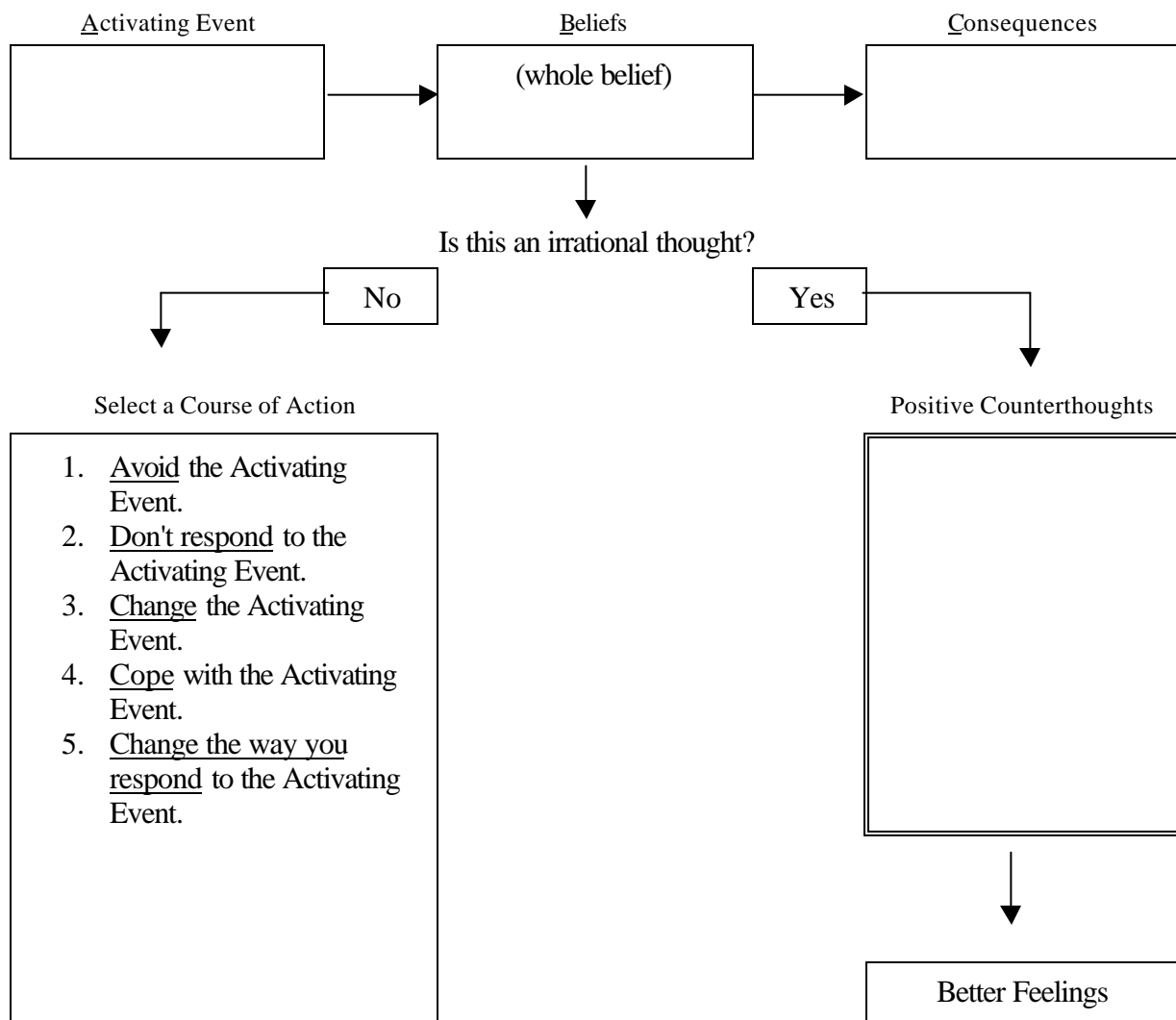
*EXAMPLE 3.* You feel anxious and upset every time you're around Christy. She always tells you that the clothes you're wearing are out of fashion, or makes suggestions for improving your appearance. She also thinks of herself as your best friend.

Recommended course of action \_\_\_\_\_  
\_\_\_\_\_

*EXAMPLE 4.* You're usually upset when your boyfriend or girlfriend spends time with (or gives attention to) other people.

Recommended course of action \_\_\_\_\_  
\_\_\_\_\_

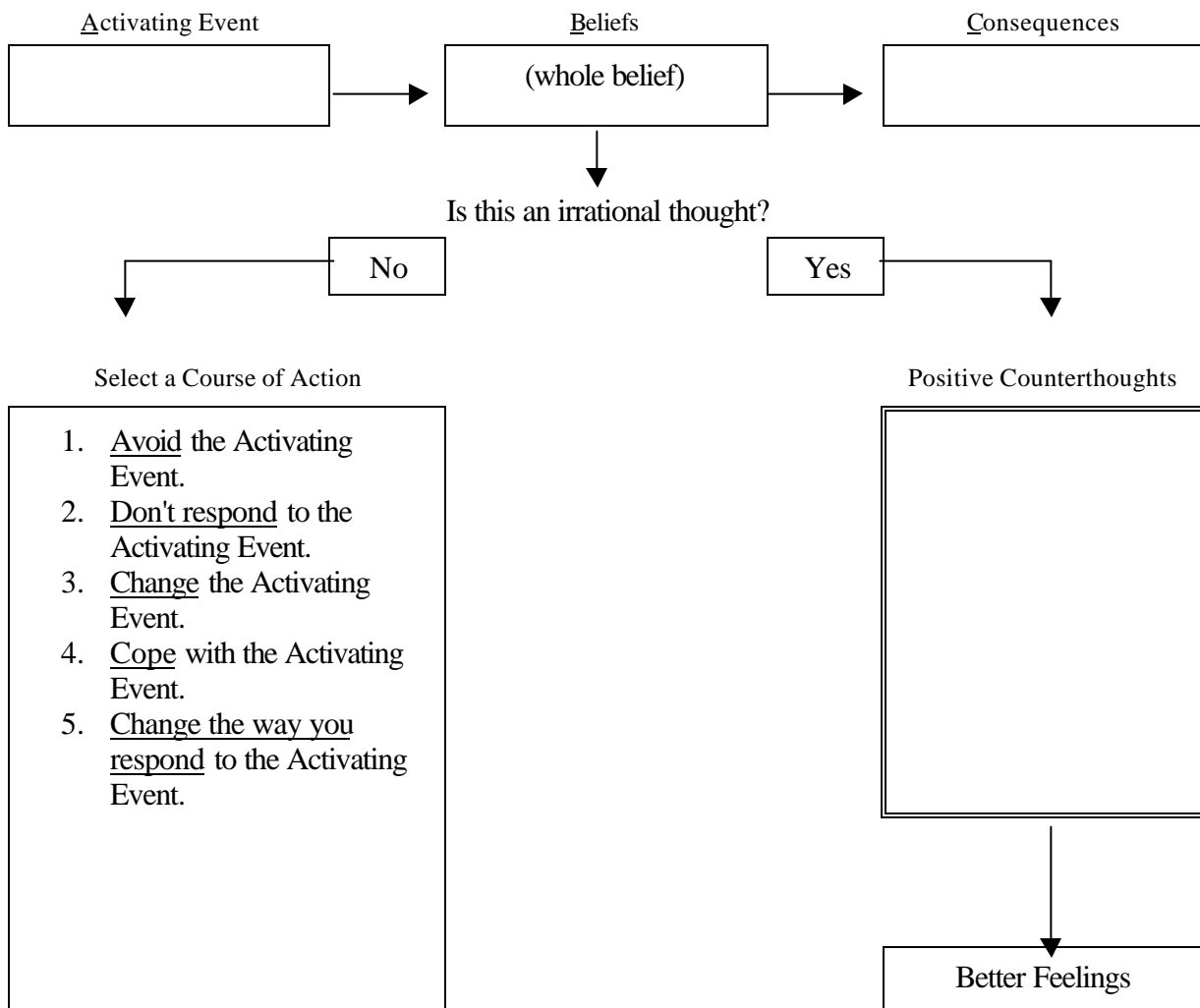
Fill out the thought diagram for Peppermint Patti in the Peanuts cartoon below.



Fill out the thought diagram for the black-haired girl in the Peanuts cartoon below.



Peanuts: © 1986, United Feature Syndicate, Inc. All rights reserved. Reprinted by permission of UFS, Inc.

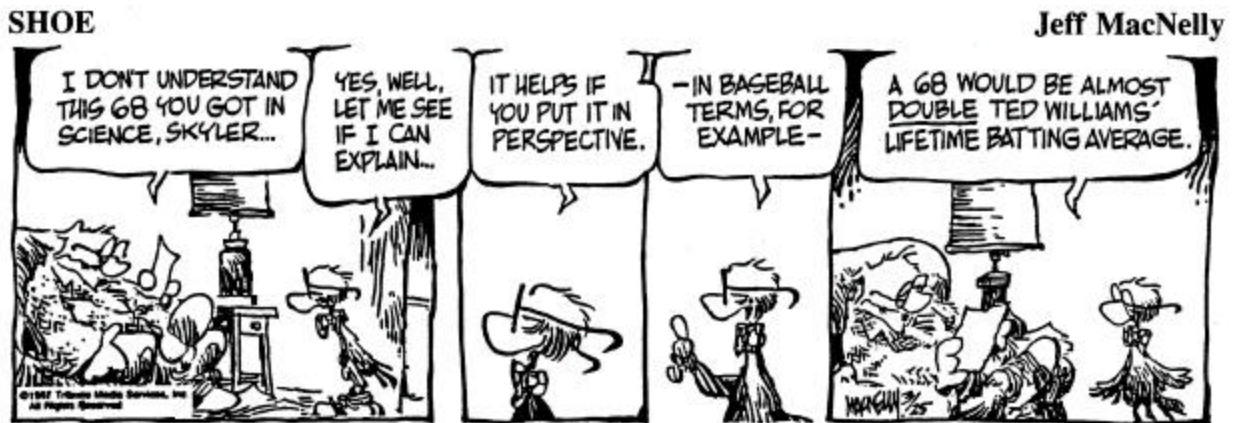




1. Name five ways to deal with activating events.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

2. What do you think of the way the characters in the Shoe cartoon below deal with the activating events?



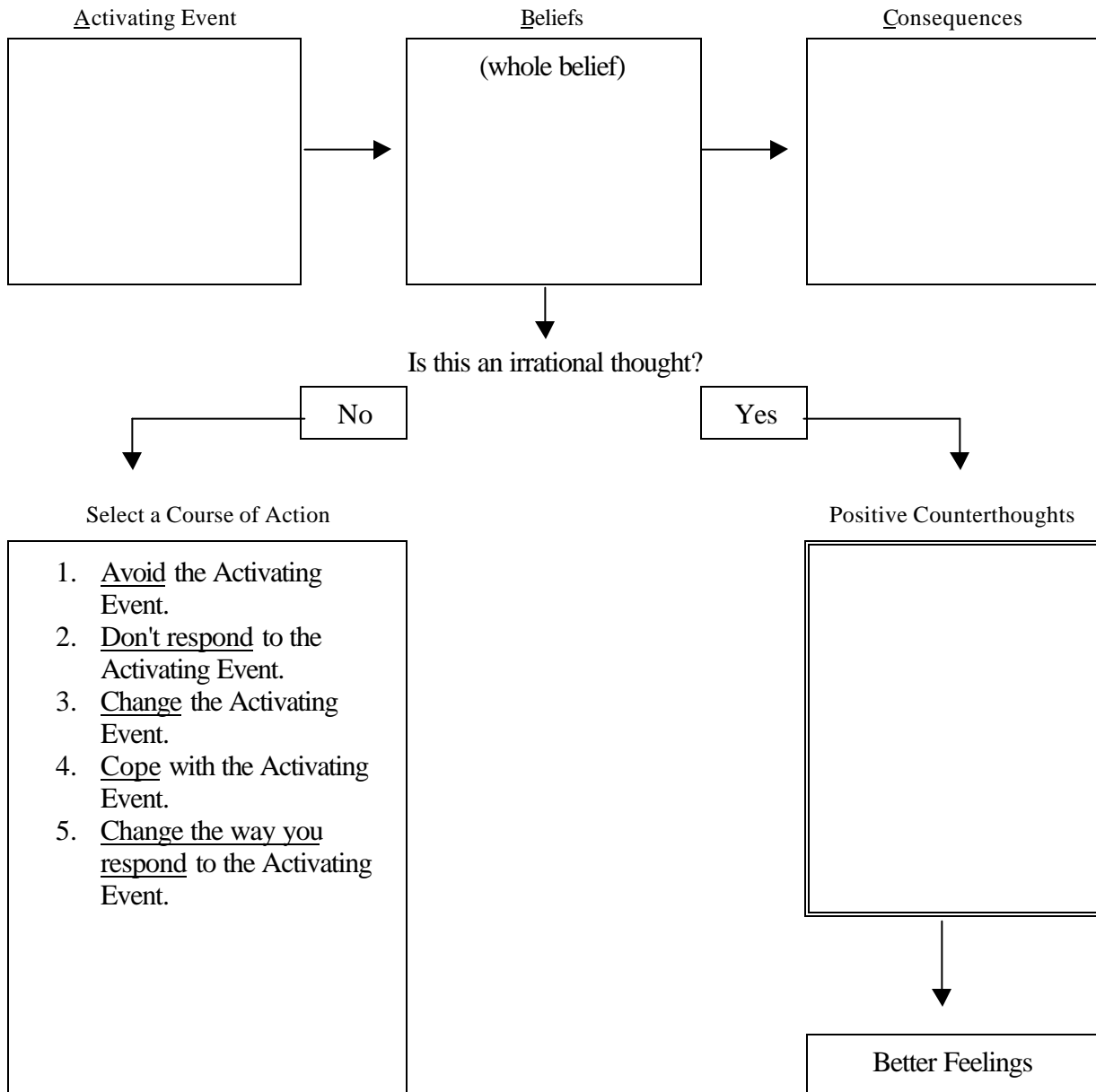
Shoe: © 1987, Tribune Media Services. All rights reserved. Reprinted by permission: Tribune Media Services.

Personal situation \_\_\_\_\_

---

Use the C-A-B method and fill out the thought diagram below to analyze your thinking about this situation.

### C-A-B Form



## **HOMEWORK ASSIGNMENT**

---

1. Try to meet your session goal, which is to analyze a personal situation by using the C-A-B method and filling out a thought diagram once each day (there are four copies of the thought diagram on pages 7.15 through 7.18). Write this on your Session Goal Record (page 1.2).
2. Keep recording negative thoughts and positive counterthoughts on page 6.10. Remember to give yourself the larger reward specified in your contract if you achieve your goal five days out of seven.
3. Continue to fill out your Mood Diary on page 1.1.
4. Work on meeting your goal for maintaining a satisfactory level of pleasant activities.
5. Remember to use the Jacobsen Relaxation Technique.

### **Success Activity**

Fill out your Mood Diary for today (page 1.1).

### **Preview the Next Session**

Next session, we'll learn another relaxation technique.

## SESSION 7 QUIZ

### Disputing Irrational Thinking

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Think of a personal thought that could be behind the nonpersonal thought below.

Nonpersonal thought: "You're a jerk."

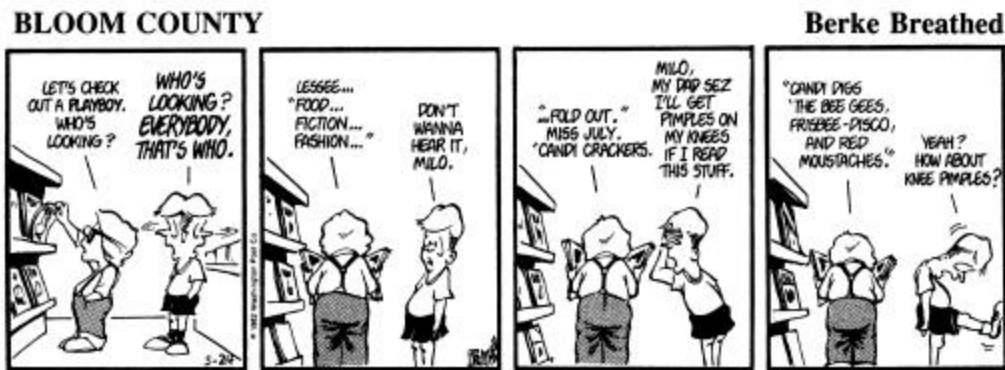
Personal thought: \_\_\_\_\_

2. Name three of the five ways to deal with activating events.

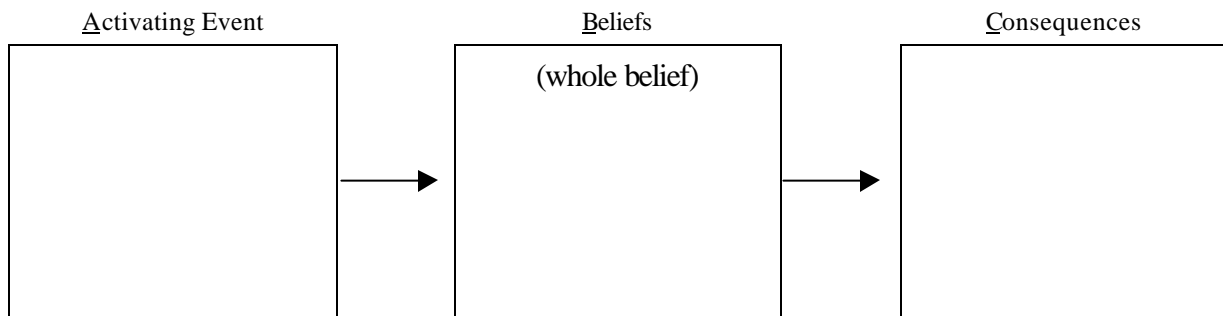
a. \_\_\_\_\_ b. \_\_\_\_\_

c. \_\_\_\_\_

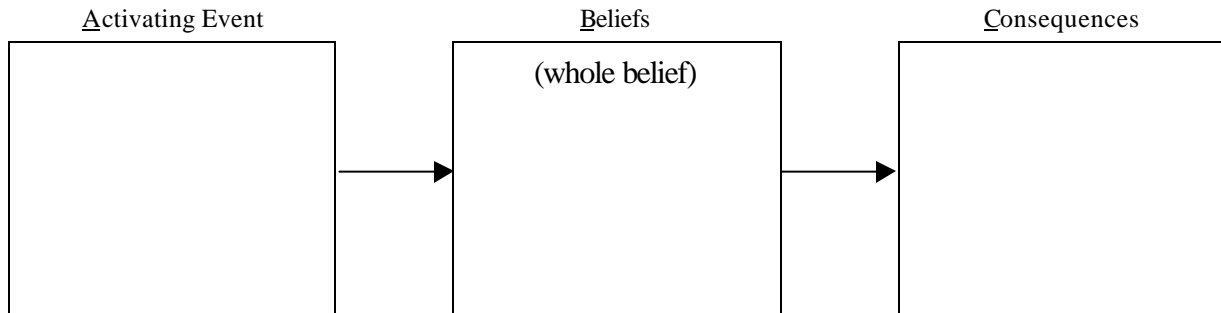
3. There are two irrational thoughts in the Bloom County cartoon below. Fill in the thought diagram for one of the irrational thoughts.



Bloom County: © 1982, Washington Post Writers Group. All rights reserved. Reprinted by permission.



### C-A-B Form



Is this an irrational thought?

No

Yes

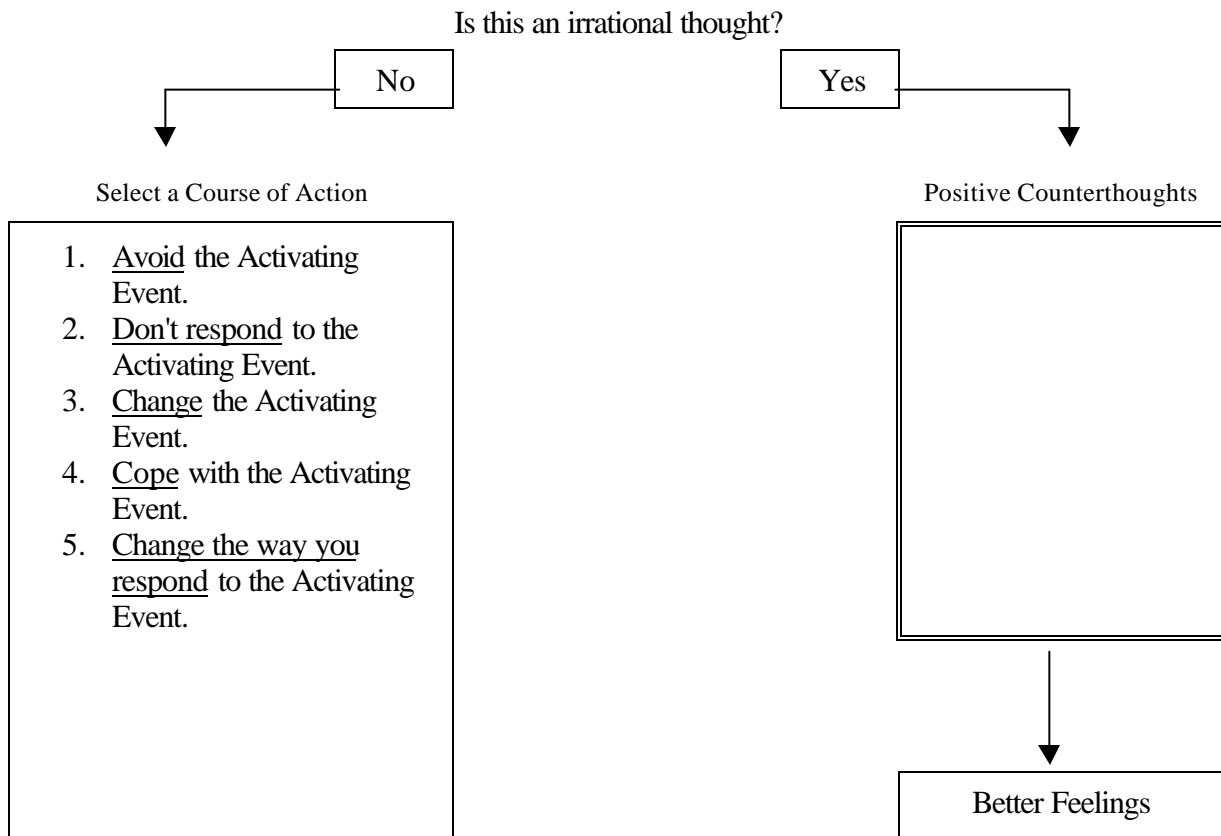
Select a Course of Action

1. Avoid the Activating Event.
2. Don't respond to the Activating Event.
3. Change the Activating Event.
4. Cope with the Activating Event.
5. Change the way you respond to the Activating Event.

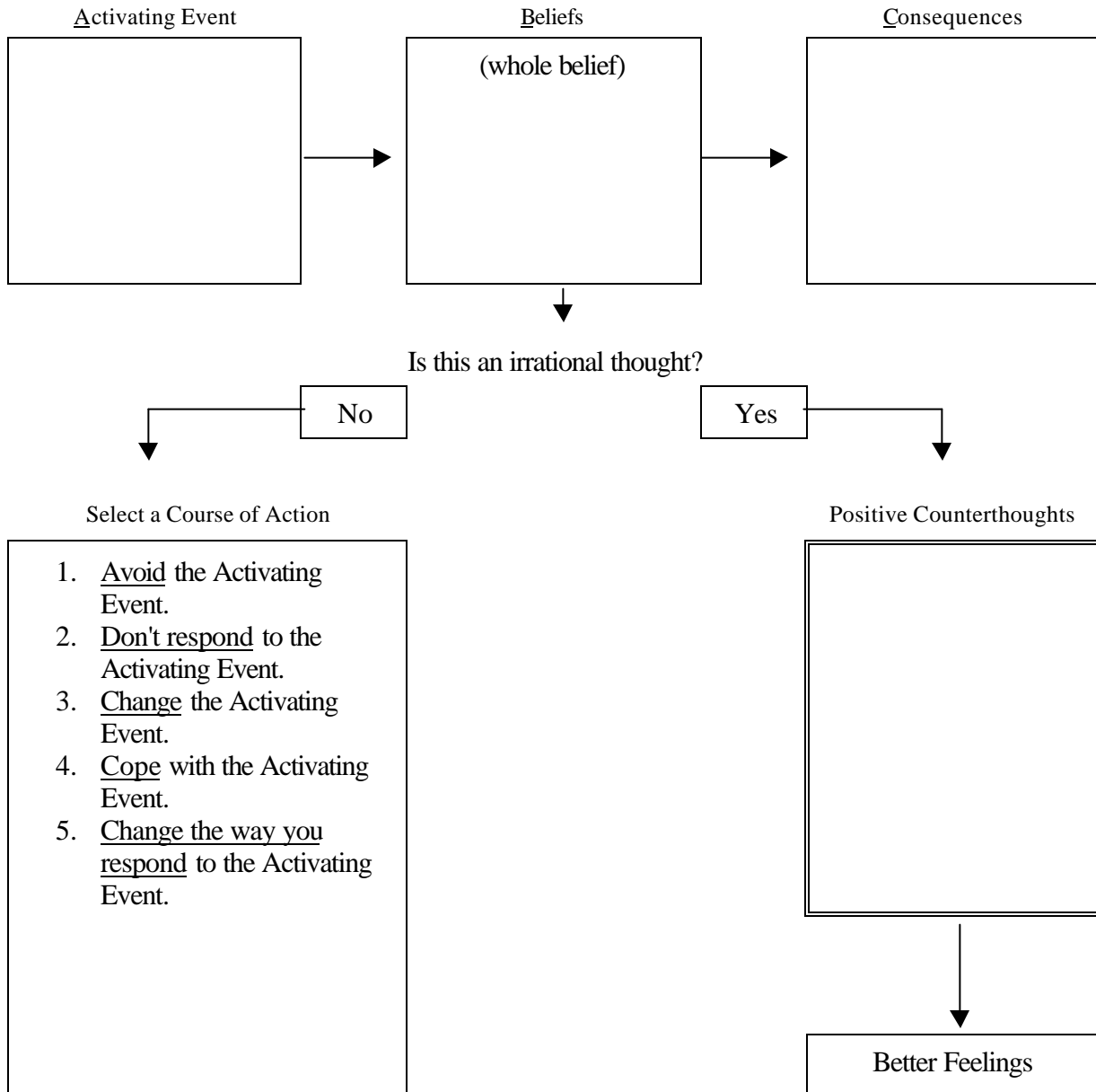
Positive Counterthoughts

An empty rectangular box with a double-line border, intended for writing positive counterthoughts.

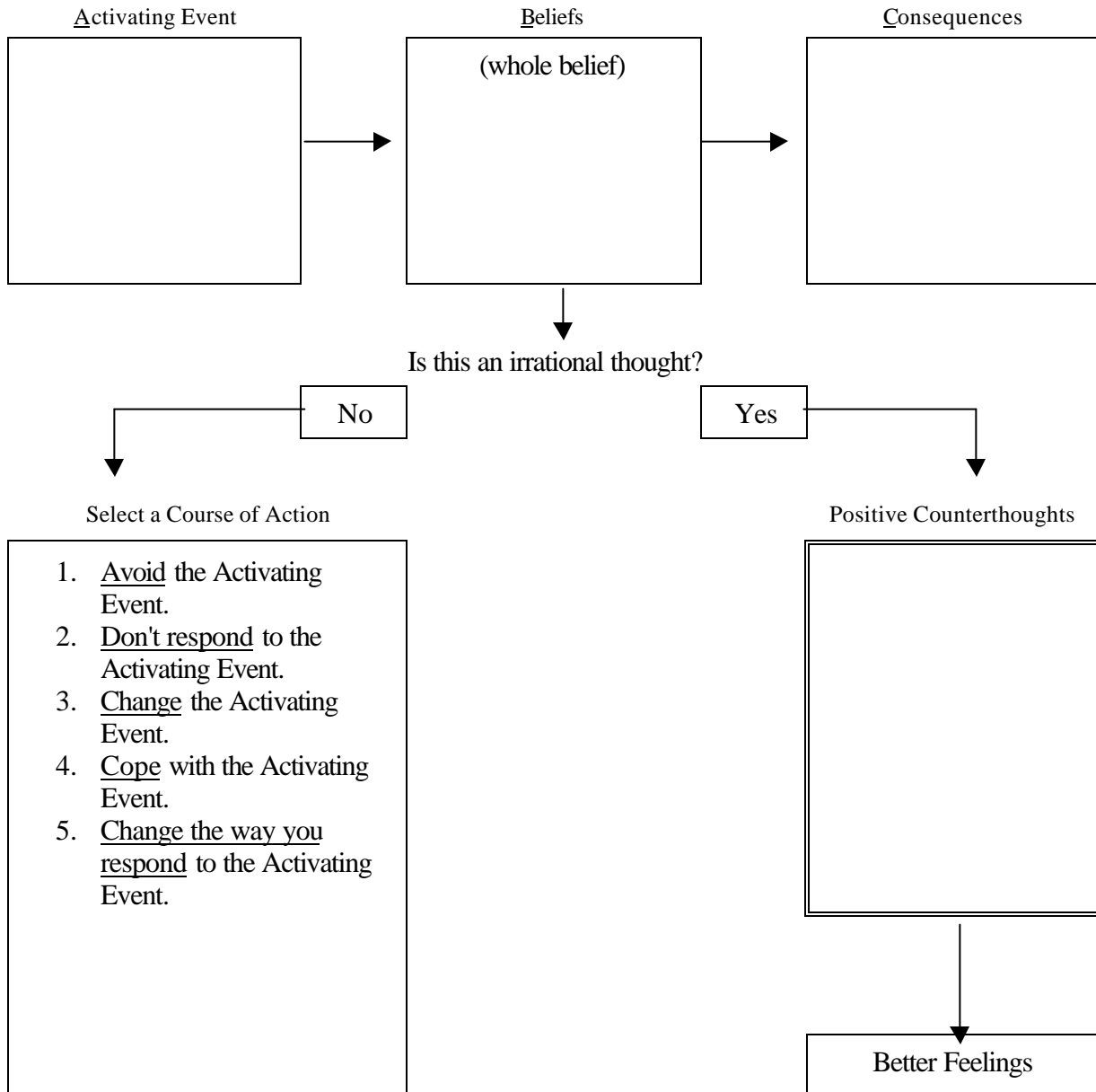
Better Feelings



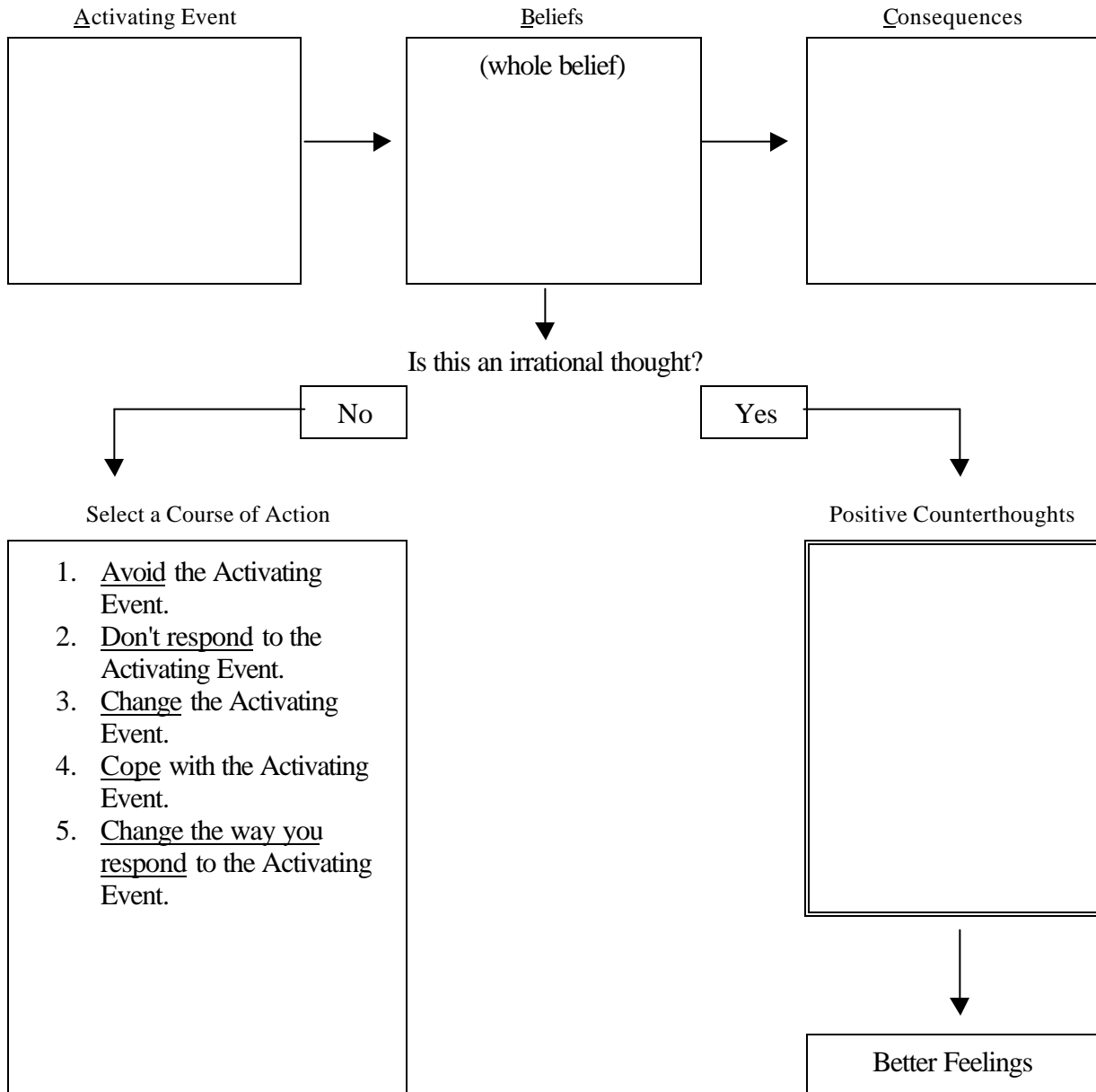
### C-A-B Form



### C-A-B Form



### C-A-B Form





## **SESSION 8**

### **Relaxation**

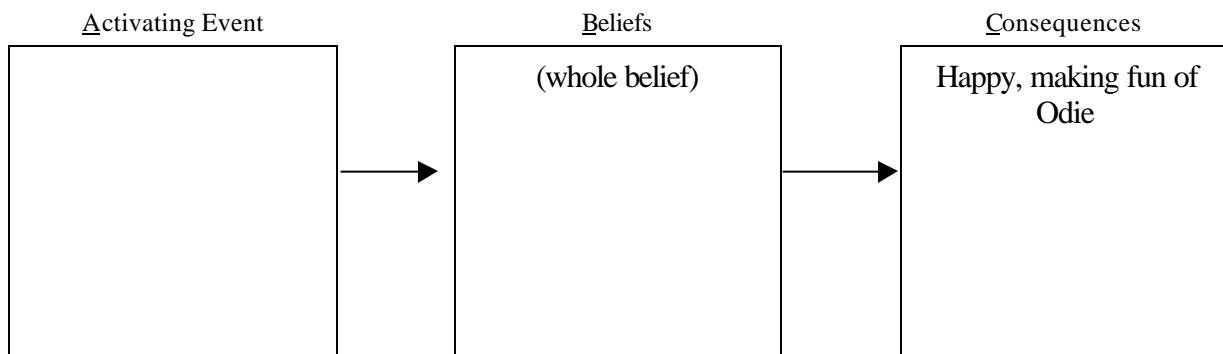
Use the C-A-B method to analyze one of Garfield's feeling reactions in the cartoon below.

**GARFIELD**

**Jim Davis**



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Use the C-A-B method to analyze Garfield's other feeling reaction in the cartoon below.

**GARFIELD**

**Jim Davis**

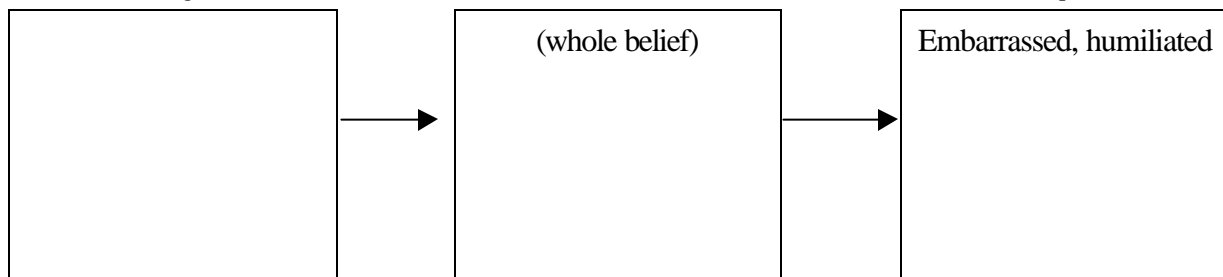


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Activating Event

Beliefs

Consequences



## DISTRACTING AND IRRITATING HABITS

**Check All that Apply**

- 1. Not smiling; unpleasant facial expression.
- 2. Failing to make eye contact.
- 3. Not joining in conversations.
- 4. Slouching while sitting in a chair.
- 5. Complaining or brooding out loud about your problems.
- 6. Slumping over while sitting or standing.
- 7. Pulling on your hair, cracking your knuckles.
- 8. Not asking questions or otherwise showing interest in what others are saying.
- 9. Speaking too softly; making it hard for others to hear you.
- 10. Slow, halting speech.
- 11. Telling your troubles to everyone.
- 12. Crying often in public.
- 13. Not responding to questions.
- 14. Criticizing others.
- 15. Ignoring others.
- 16. Other problems \_\_\_\_\_.
- 17. Other problems \_\_\_\_\_.

1. Why is it important to be relaxed?

---

---

2. When should we use relaxation techniques (identify two types of occasions)?

- a. \_\_\_\_\_
- b. \_\_\_\_\_

3. What word will you use for the Benson technique?

---

4. What are the four things you need to do before beginning the Benson Relaxation Technique?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

5. Describe the six steps involved in doing the Benson Relaxation Technique.

- a. Sit \_\_\_\_\_.
- b. \_\_\_\_\_ your eyes.
- c. Focus on your \_\_\_\_\_.
- d. Say \_\_\_\_\_ as you \_\_\_\_\_.
- e. Progressively \_\_\_\_\_  
\_\_\_\_\_.
- f. Do this for \_\_\_\_\_ minutes, then \_\_\_\_\_ for a few minutes.

BEFORE

	Very tense		Neither tense/relaxed				Very relaxed
Before relaxing I feel:	1	2	3	4	5	6	7

Finger temperature before relaxing: \_\_\_\_\_

AFTER

	Very tense		Neither tense/relaxed				Very relaxed
After relaxing I feel:	1	2	3	4	5	6	7

Finger temperature after relaxing: \_\_\_\_\_

6. Did you notice a change in your *before* and *after* finger temperature? \_\_\_\_\_.
  
7. With \_\_\_\_\_ practice you should notice an even greater change.
  
8. Describe the steps involved in doing the “quick” Benson technique.
  - a. Check the \_\_\_\_\_ of the muscle group where you tend to hold tension, and try to \_\_\_\_\_ those muscles.
  - b. Take a \_\_\_\_\_ and \_\_\_\_\_  
 \_\_\_\_\_ slowly while \_\_\_\_\_  
 \_\_\_\_\_.
  - c. Imagine that you're \_\_\_\_\_  
 \_\_\_\_\_.

## HOMework ASSIGNMENT

---

1. Try to meet your goal for this session, which is to practice the Benson Relaxation Technique four times. Write this on your Session Goal Record on page 1.2.
2. Fill out a C-A-B form when you catch yourself thinking a negative thought or when you start feeling depressed (pages 8.8 through 8.11). Try to do this at least four times.
3. Continue to fill out your Mood Diary (page 1.1).
4. Work on your goal for maintaining pleasant activities at a satisfactory level (page 4.6).

### Success Activity

1. Fill out your Mood Diary for today.
2. If you can remember having a negative thought or feeling depressed earlier today, fill out a C-A-B form.

### Preview of the Next Session

Next session, we'll learn more about communication skills. Good communication skills are important for changing situations that can lead to depression. Communication also helps us cope when there is nothing else we can do.

SESSION 8 QUIZ  
**Relaxation**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. John asks Kim to go out on a date. She tells him that she can't make it this weekend because she has to go out of town with her parents. John feels embarrassed and depressed. He thinks, "She doesn't like me. I'll never get a girl to go out with me."

Which of the following are positive counterthoughts to John's negative thought? Write "C" in front of the positive counterthoughts.

- \_\_\_ a. I guess she's busy this weekend. I'll try again next week.
- \_\_\_ b. She didn't want to tell me the truth; that was just an excuse.
- \_\_\_ c. Well, maybe she doesn't want to go out with me, but there are several other girls who would.
- \_\_\_ d. That was really stupid of me to ask *her* out. She's too good-looking to ever go out with a guy like me.
- \_\_\_ e. Well, that seems like a believable reason why she can't go out with me. Maybe I'll try again later.

2. What is constructive criticism? \_\_\_\_\_
- \_\_\_\_\_

3. When are the two best times to use relaxation techniques?

a. \_\_\_\_\_

b. \_\_\_\_\_

4. When would it be better to use the Benson (portable) relaxation technique, instead of the Jacobson technique (the tense and relax method we learned first)? Write a "B" when the Benson would be best, and a "J" when the Jacobson would be best.

\_\_\_ a. When you want to relax on a regular basis, at home.

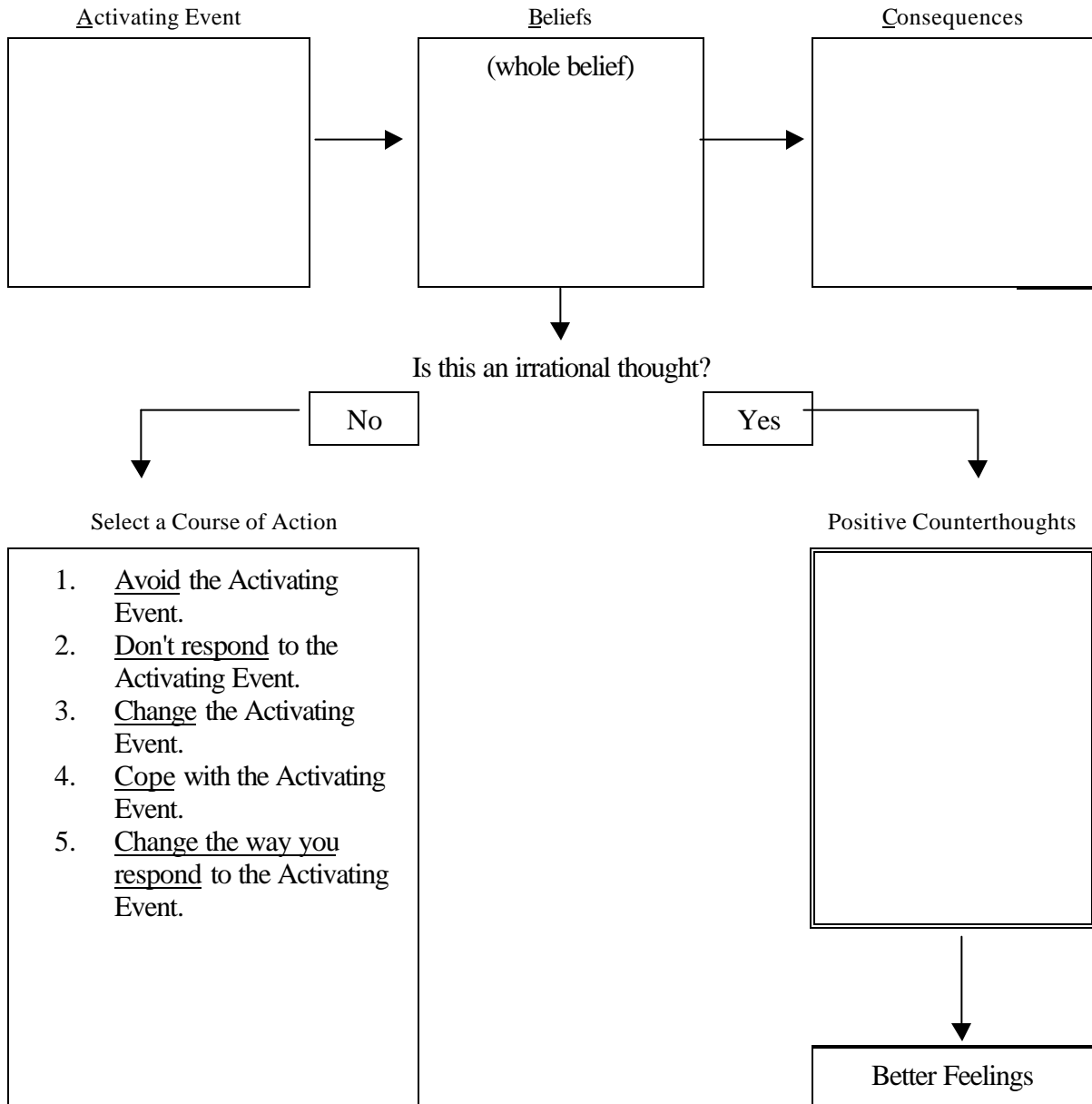
\_\_\_ b. Just before you have to make a presentation in front of the class.

\_\_\_ c. When you're getting ready to ask someone to go out on a date.

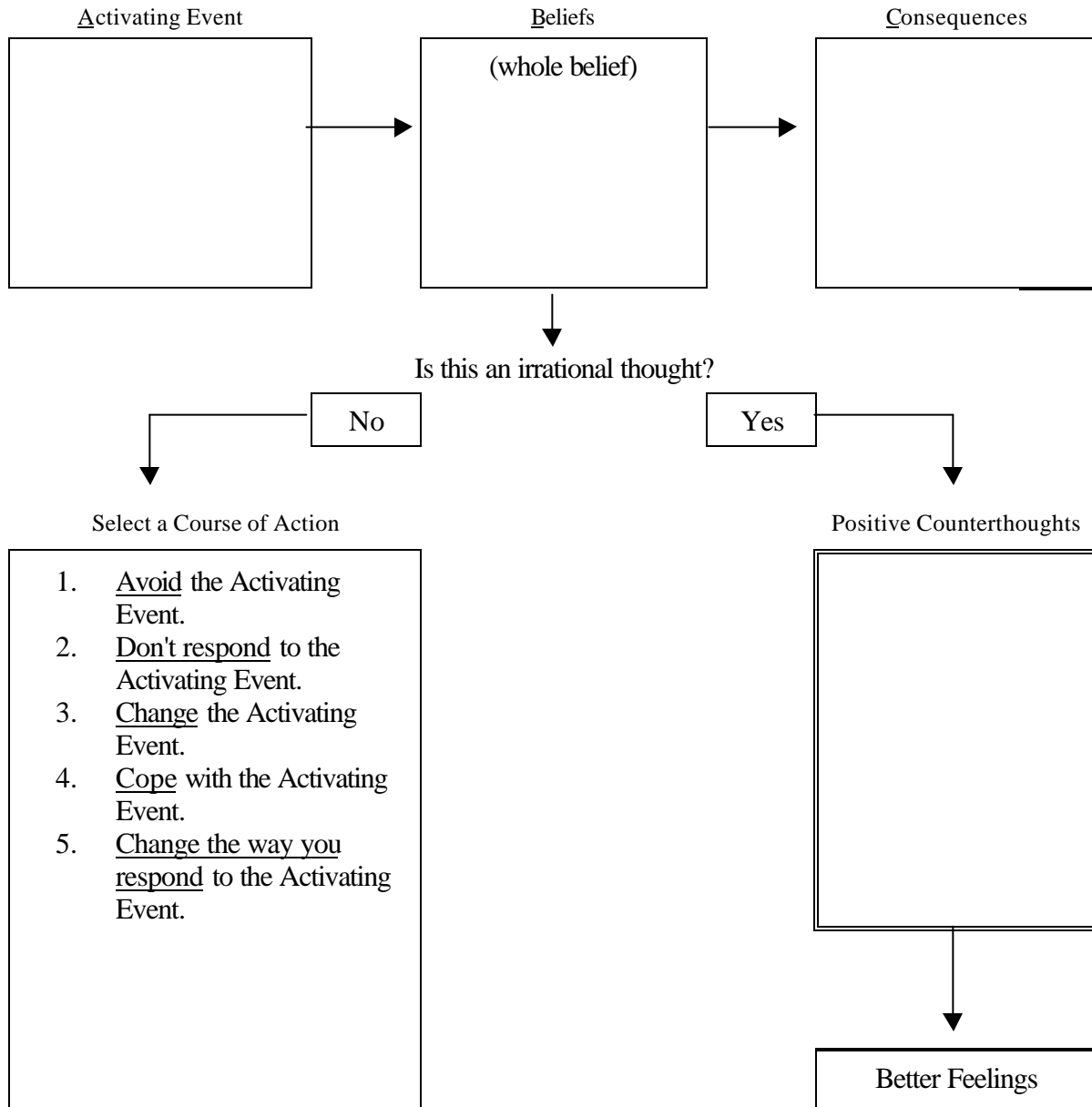
\_\_\_ d. When you want to relax very deeply and fall asleep.



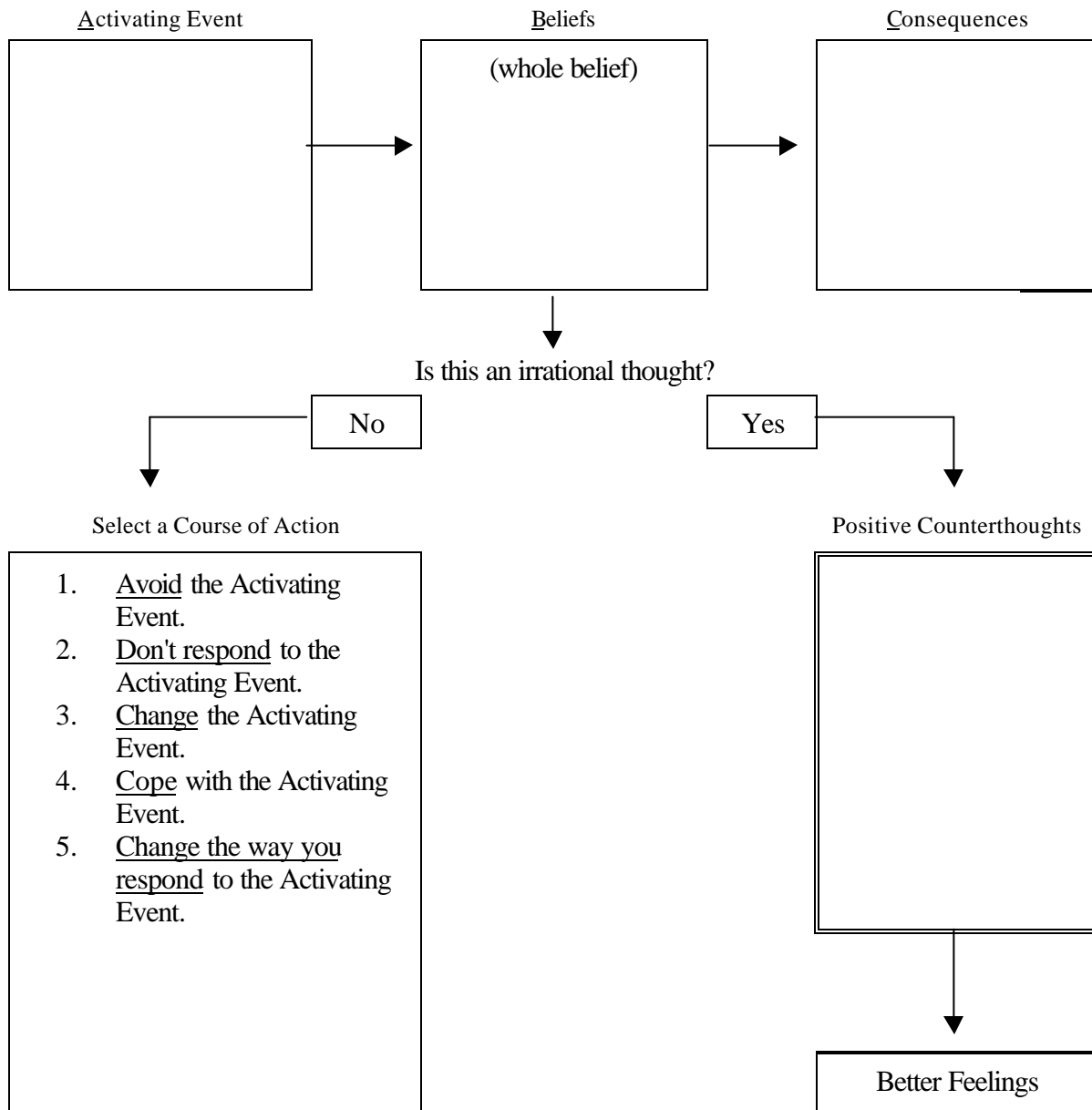
### C-A-B Form



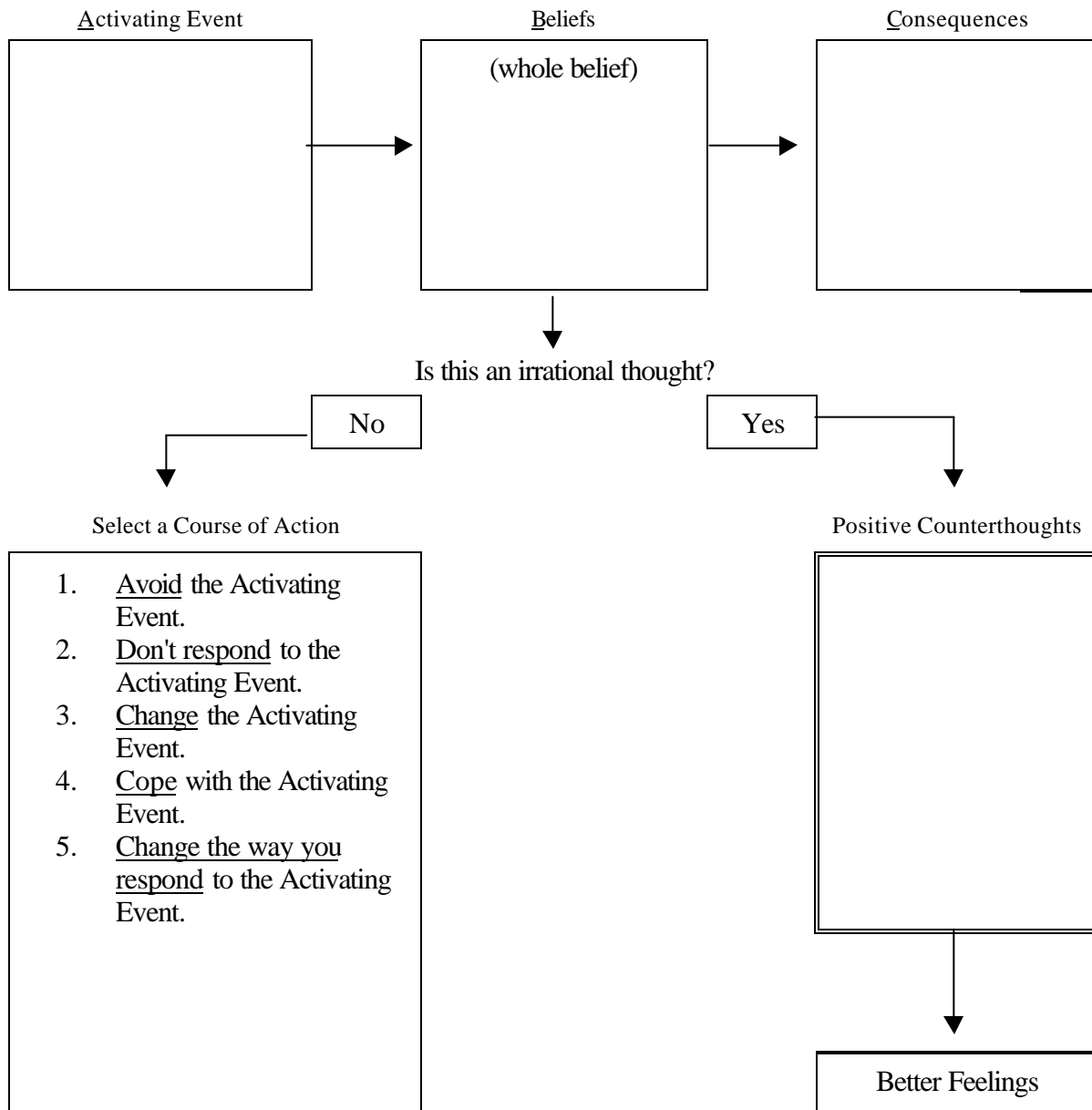
### C-A-B Form



### C-A-B Form



### C-A-B Form



## **SESSION 9**

### **Communication, Part 1**

1. What are the three techniques for stopping negative thinking?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

2. Which technique(s) would you like to try this week?

i. \_\_\_\_\_

ii. \_\_\_\_\_

COMMUNICATION = AN INFORMATION SENDER + A RESPONDING LISTENER

1. Which of the following are examples of communication according to the definition given above? (Circle the correct answer(s) -- there may be more than one.)
  - a. A professor giving a lecture to students who are all asleep.
  - b. A little old lady hitting a burglar over the head with her umbrella.
  - c. A mountain climber listening to his echo.
  - d. You, sitting in this class, trying to answer this question.
  
2. When is there a communication breakdown?
  - a. When the person who is speaking doesn't know what to say.
  - b. When the person who is listening receives a message that isn't what the speaker meant to communicate.
  - c. When the telephone lines are out of order.

### **Three Rules for Active Listening**

1. Restate the sender's message in your own words.
2. Begin your restatement with phrases like "You feel . . .," "You think . . .," or "Let me see if I understand what you're saying."
3. Don't show approval or disapproval of the sender's message.

## EXAMPLES OF ACTIVE LISTENING

### Message 1

“I’ve come to see if you can help me get a date with Shirley. (pause) I suppose if I did get a date, I’d just bungle things. Something could go wrong. At least I probably wouldn’t have a date again next weekend.”

Circle the reply below that shows active listening.

- a. “There have been weekends when I haven’t had dates. You don’t need to have a date *every* weekend.”
- b. “You’re bothered because you don’t have a girlfriend, and you’re turning to me for help.”
- c. “Shirley is awesome! I’d like to go out with her myself. What can I do?”

### Message 2

“Oh well, I guess it’s all sort of hopeless. The days go on and everybody’s going out except me. (pause) My dad said that when he was my age he had a date every night. (pause) Maybe that’s the problem -- I don’t look like my old man.”

Circle the reply below that shows active listening.

- a. “So you feel that this hopelessness has more to do with you than with the situation.”
- b. “You’ll feel better next week. Don’t worry.”
- c. “You look a lot like your dad.”

### Message 3

“I wonder if you know what it feels like to sit at home every night, never knowing what your girlfriend is doing. Have you ever spent the night of the Junior Prom babysitting your little sisters?”

Circle the reply below that shows active listening.

- a. “No, but I baby-sit a lot.”
- b. “No, I think I’d find another girlfriend.”
- c. “It’s pretty tough to miss out on so many social events.”



Rule for Good Listening:

You can speak up for yourself only after you have restated the sender's message to his or her satisfaction.

1. Check the three rules for active listening.
  - a. Repeat the sender's words exactly, using the same inflections.
  - b. Restate the sender's message in your own words.
  - c. Begin your restatement with remarks such as "It sounds as if you feel . . . ."
  - d. State whether you approve or disapprove of the message.
  - e. Don't indicate any approval or disapproval of the sender's statement.
  
2. What are some communication mistakes that are often made by the *listener*? Check all that apply.
  - a. Not giving the sender your undivided attention.
  - b. Relating the conversation to something the speaker doesn't know about.
  - c. Thinking about your replies instead of paying attention to the sender.
  - d. Listening for details rather than paying attention to the essential (whole) message.
  - e. Listening to the essential message but missing the details.
  - f. Responding with a guess about the sender's feelings even when the sender hasn't made any specific statements about his or her feelings.

3. Write a “**J**” by the judgmental response and a “**U**” by the understanding response.

a. “I’ve lived in this town all my life and I’ve been in the same house for seven years, but I don’t know anybody. At school, I just can’t seem to make friends. I try to be nice, but I feel uncomfortable inside. Then I tell myself that I don’t care, people aren’t dependable, everyone is out for him- or herself, and I don’t want any friends. And sometimes I think I really mean it.”

\_\_\_ 1. “This has gone on so long it almost has you convinced. Do I understand you correctly?”

\_\_\_ 2. “It’s pretty hard to have fun without friends. I would really work on that. There are lots of things you could do to learn how to make friends, and the sooner you do it, the better.”

b. “I have the strangest feeling. Whenever anything good happens to me, I just can’t believe it. I act as though it never happened. And it worries me. I wanted a date with Jane, and it took two weeks before I got up enough courage to ask her out. She said she would go out with me, but I couldn’t believe it. I was so uncertain about it that I didn’t keep the date.”

\_\_\_ 1. “You’re weird, man! You’ve really screwed things up!”

\_\_\_ 2. “You just can’t believe good things can happen to you?”

4. How does active listening help conversations?

\_\_\_ a. It helps the receiver understand the ideas and feelings from the sender’s point of view.

\_\_\_ b. It lets the sender know that the receiver (listener) cares about the message, and wants to understand it.

\_\_\_ c. It makes one person more likely to do what the other person wants him or her to do.

5. What is the effect of judgmental responses on communication?

- a. They increase the accuracy of the information exchanged.
- b. They encourage the sender to talk more about his or her ideas.
- c. They increase the sender's fears about sharing ideas and feelings with the receiver (listener).
- d. They make the conversation more lively.
- e. They make the sender defensive about what he or she is saying.
- f. They make the sender feel unwanted.
- g. They help the sender improve him- or herself.

## **HOMEWORK ASSIGNMENT**

---

1. Your goal for this session is to practice active listening. Write this on your Session Goal Record (page 1.2). Try to restate a sender's message at least once each day. Also take notes on what happened. There is a worksheet for your notes on page 9.9.
2. Continue to fill out your Mood Diary (page 1.1).
3. Work on your level of pleasant activities so that it's at or above your goal (page 4.6).
4. Try to practice relaxation using the Benson or Jacobsen techniques.

### **Success Activity**

Fill out your Mood Diary for today.

### **Preview of the Next Session**

Next session, we'll learn more about communication. Specifically, we'll learn how to state our negative and positive feelings.

## SESSION 9 QUIZ

### Communication, Part 1

---

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Which of the following describe the “Worry Time” technique for stopping negative thoughts? Check all that apply.
- \_\_\_ a. Every time you catch yourself worrying, snap yourself with a rubber band, or pinch yourself.
  - \_\_\_ b. Every time you catch yourself worrying, say to yourself, “I don’t need to worry about that now, I’ll do that during my scheduled Worry Time later this evening.”
  - \_\_\_ c. Every time you catch yourself worrying, shout “Stop!”
  - \_\_\_ d. You make an appointment with yourself to worry (for example, from 5 to 6 p.m. every evening), and you worry *only* during that time.
2. You are talking with someone, and you say “I went downtown yesterday, and I saw this great movie where Benji and Godzilla had this huge fight, and they destroyed downtown Tokyo!” Your friend replies with one of the following statements. For each of these statements, indicate whether it is an **IRRELEVANT RESPONSE** (write “**IR**” in the space), **PARTIAL LISTENING** (write “**PL**”), or **ACTIVE LISTENING** (write “**AL**”).
- \_\_\_ a. “Oh yeah? Well, I saw this great TV show, where Spiderman joins forces with Super Chicken, and they open a combination tanning salon and sushi bar, which is just a front for their crime fighting headquarters.”
  - \_\_\_ b. “Guess who I saw downtown? Your old friend, Bob! He was asking about you!”
  - \_\_\_ c. “My parents and I got into this argument about whether I could go to the coast this weekend with everybody. What am I going to do if they don’t let me go?”
  - \_\_\_ d. “Oh yeah? It sounds like you had a great time at the movies! Tell me about it. Who won the battle -- Benji or Godzilla?”

*Continued on the next page*

3. Which of the following are part of active listening? Check all that apply.

- a. Restate the sender's message in your own words.
- b. Get up and walk around the room while you talk.
- c. Take the lead in picking the conversation topics.
- d. Begin with remarks such as "It sounds like . . . ."
  
- e. Listen to what is being said without indicating that you approve or disapprove of the sender's message.
- f. Use lots of hand gestures while you talk.

## ACTIVE LISTENING PRACTICE

### Day 1

Sender's Message \_\_\_\_\_

\_\_\_\_\_

What Happened? \_\_\_\_\_

\_\_\_\_\_

### Day 2

Sender's Message \_\_\_\_\_

\_\_\_\_\_

What Happened? \_\_\_\_\_

\_\_\_\_\_

### Day 3

Sender's Message \_\_\_\_\_

\_\_\_\_\_

What Happened? \_\_\_\_\_

\_\_\_\_\_

### Day 4

Sender's Message \_\_\_\_\_

\_\_\_\_\_

What Happened? \_\_\_\_\_

\_\_\_\_\_

## **SESSION 10**

### **Communication, Part 2**



1. Write some personal-feeling statements that could be used in place of “You make me feel happy.”

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2. Which of the following are good personal statements of positive feelings? Check all that apply.

- a. “When I’m around you, I feel comfortable and I can be myself.”
- b. “We all feel that you’re really great.”
- c. “Everyone likes you.”
- d. “I feel comfortable in my group.”
- e. “Someone from my group always seems to be near when I want company.”
- f. “I feel everyone cares that I’m a part of this group.”

### WHAT IS HELPFUL SELF-DISCLOSURE?

- T F 1. Self-disclosure means honestly telling how you feel about what's going on.
- T F 2. Self-disclosure means telling *every* intimate detail of your entire life.
- T F 3. Hiding your reactions to another person's behavior is a good way to improve your relationship with that person.
- T F 4. Self-disclosure involves risk taking.
- T F 5. When a person's behavior really upsets you, you should reject that person.
- T F 6. Jim meets Mary at a party. Mary immediately begins to tell Jim about her relationship with her father. This is an example of appropriate self-disclosure.
- T F 7. Sandy and Bill are watching a sunset. Bill describes a childhood incident that still affects the way he reacts to sunsets. This is an example of self-disclosure.
- T F 8. You should be self-disclosing at all times in all relationships.
- T F 9. Self-disclosure should be a two-way street -- both people in a relationship must participate in the process.

#### Summary

- 10. What is self-disclosure? \_\_\_\_\_  
\_\_\_\_\_
  
- 11. What is the best way to use self-disclosure statements?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

**Part A**

For the following pair of negative statements, check the one that names both the Activating Event and the feeling (Consequence).

- \_\_\_ 1. "You don't care about me."  
\_\_\_ 2. "When you do things without me, I feel left out."

**Part B**

For the following pairs of statements, check the one in each pair that names both the Activating Event and the feeling (Consequence).

1. \_\_\_ a. "Your smile makes me feel good."  
\_\_\_ b. "You have a pretty smile."
2. \_\_\_ a. "I enjoy fishing."  
\_\_\_ b. "I had a great time fishing with you today."
3. \_\_\_ a. "Shut up."  
\_\_\_ b. "It hurts my feelings when you make jokes about me."
4. \_\_\_ a. "I feel bad that you went to the movies and didn't invite me."  
\_\_\_ b. "It was rude of you to go to the movies without inviting me."
5. \_\_\_ a. "You're a creep."  
\_\_\_ b. "I feel angry with you when you keep insulting me."

**Part C**

Write an "F" beside the statement that describes feelings in each group of statements below.

1. \_\_\_ a. "Shut your mouth! Don't say another word."  
\_\_\_ b. "What you just said really annoys me."
2. \_\_\_ a. "What's the matter with you? Can't you see I'm trying to work?"  
\_\_\_ b. "I really resent your interrupting me so often."  
\_\_\_ c. "You don't care about anybody else's feelings. You're completely self-centered."
3. \_\_\_ a. "I feel depressed about some things that happened today."  
\_\_\_ b. "What a terrible day!"
4. \_\_\_ a. "I'm afraid I'll look dumb if I speak up in the group."  
\_\_\_ b. "I'll look dumb if I speak up in the group."

**Part D**

5. What is a relationship statement?  
\_\_\_\_\_
6. Which of the following are examples of relationship statements? Check all that apply.
- \_\_\_ a. "I feel you are rejecting me."  
\_\_\_ b. "The old school just isn't the same anymore."  
\_\_\_ c. "You really make me feel liked and appreciated."  
\_\_\_ d. "This group really bugs me."  
\_\_\_ e. "Everyone here is so nice."  
\_\_\_ f. "Are you angry with me?"  
\_\_\_ g. "Why is everyone looking at me?"  
\_\_\_ h. "I think we need to talk about what happened last night."

<b>Part E</b>
---------------

- T F 1. The purpose of self-disclosure is to try to make the other person improve his or her behavior.
- T F 2. It's best to wait until several disturbing situations have built up before you discuss them.
- T F 3. The most helpful way to express your feelings is to describe the other person's behavior that you are responding to and state how you feel.

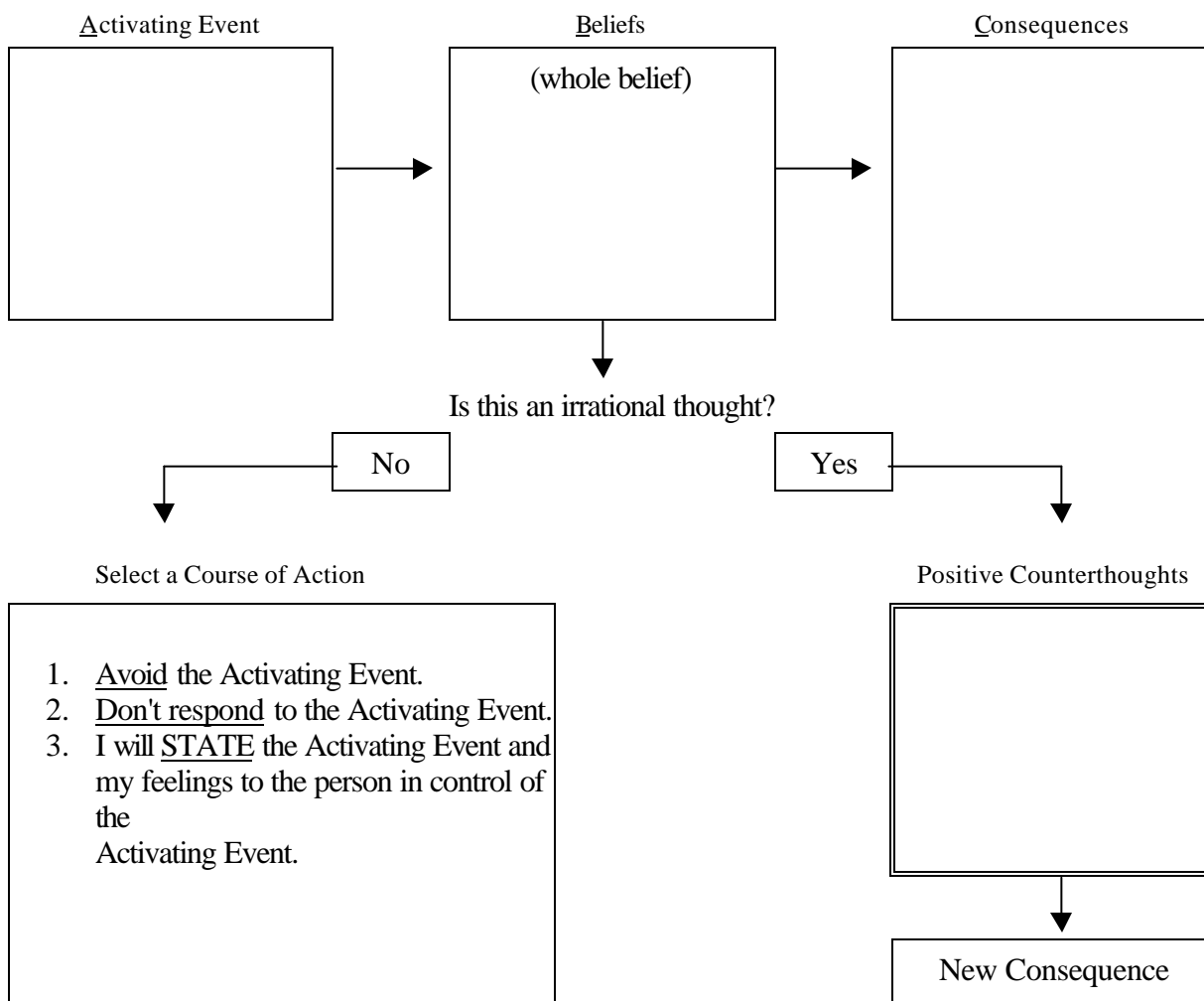
<b>Part F</b>
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Indicate which of the following are helpful self-disclosures. Write “**SD**” by the statements that are helpful self-disclosures, and “**A**” by the active listening statements. Don't write anything next to the statements that would not be helpful in communication.

- \_\_\_ a. “Leave me alone.”
- \_\_\_ b. “I feel hurt and rejected by your behavior.”
- \_\_\_ c. “You're too bossy.”
- \_\_\_ d. “You look angry -- are you?”
- \_\_\_ e. “Are you saying that I have been ignoring you for the past two weeks?”
- \_\_\_ f. “I feel you're rejecting me.”
- \_\_\_ g. “My friends aren't the same anymore.”
- \_\_\_ h. “You really make me feel sad when you yell at me.”
- \_\_\_ i. “I get upset when the people in this group don't listen.”
- \_\_\_ j. “Everyone at school is friendly.”
- \_\_\_ k. “Are you upset with me?”
- \_\_\_ l. “Why is everyone looking at me?”



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A-C Statement \_\_\_\_\_

List three or four problem situations you face:

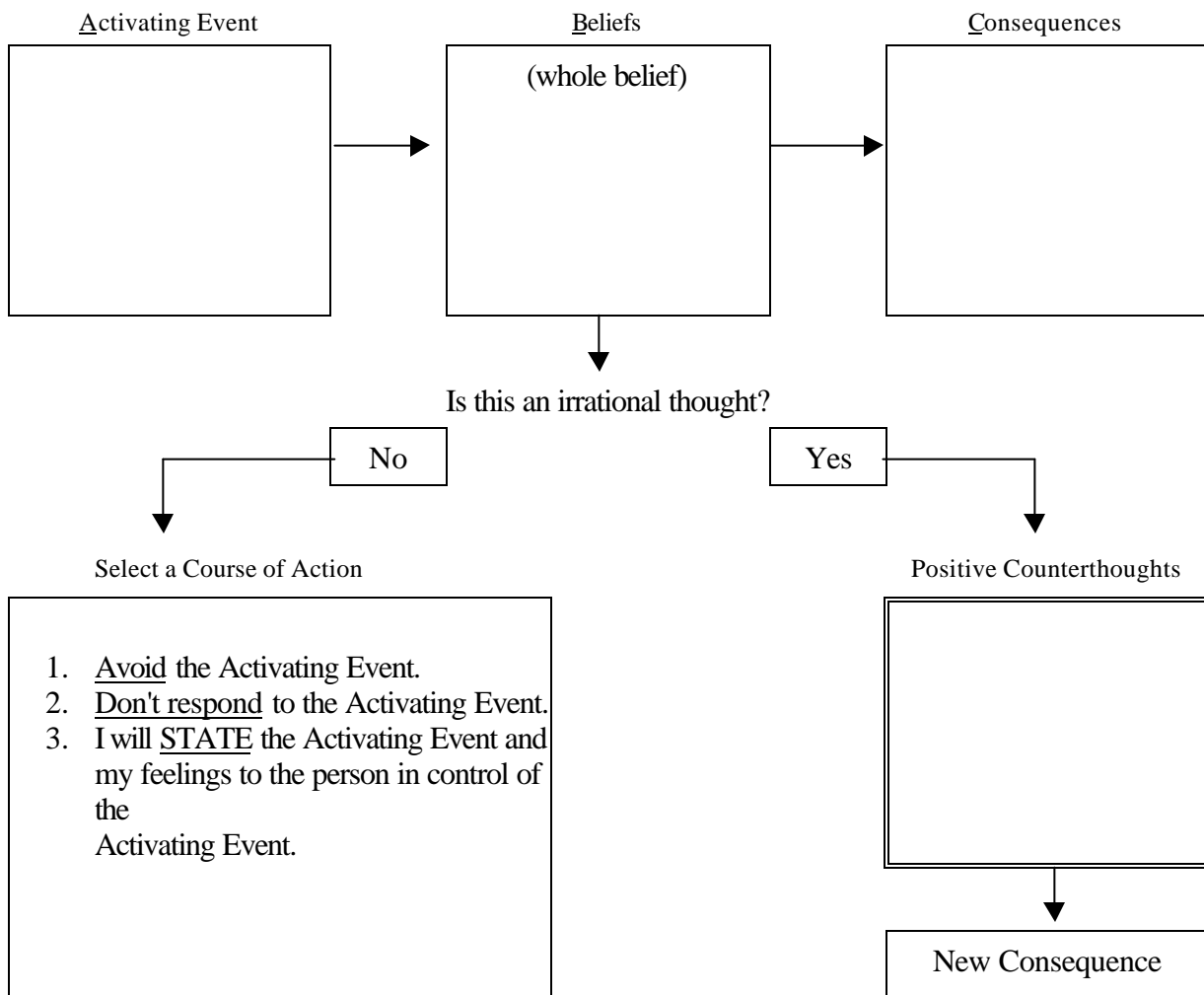
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A-C Statement \_\_\_\_\_

## HOMework ASSIGNMENT

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1. Your main goal for this session is to practice stating positive feelings using the A-C method. Write on your Session Goal Record (page 1.2), "State a positive feeling each day." Use page 10.10 to record your positive feeling statements, and try to express the thoughts to the person involved.
2. Another goal for this session is to use the self-disclosure approach to express at least two negative feelings this week. If possible, try to address the problem situations you selected for the role-playing exercise earlier in the session.
3. Analyze a problem situation or feeling each day using the A-B-C forms on pages 10.11 through 10.14. If you find that your belief is irrational, then change the belief. If you find that the belief is rational, then state your feelings.
4. Continue to fill out your Mood Diary (page 1.1)
5. Practice your active listening skills.
6. Try to maintain a good level of pleasant activities.
7. Remember to practice the relaxation techniques and use them in tension-producing situations.

### Success Activity

Fill out your Mood Diary for today.

### Preview of the Next Session

Next session, we'll learn new skills for negotiation and problem solving.



## SESSION 10 QUIZ

### Communication, Part 2

---

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Which of the following are good personal feeling statements (self-disclosures)? Check all that apply.
  - \_\_\_ a. “We are all very upset about his behavior in class.”
  - \_\_\_ b. “I’m excited to see my cousins.”
  - \_\_\_ c. “I feel that everyone should give to charities.”
  - \_\_\_ d. “You make me mad when you forget to pick up after yourself.”
  - \_\_\_ e. “I was very surprised when you gave me a birthday card.”
  
2. What is an acceptable reason for stating negative feelings about a situation or a person? Pick one answer.
  - \_\_\_ a. To help someone else realize that they are wrong.
  - \_\_\_ b. To improve a situation.
  - \_\_\_ c. To make someone else feel as bad as you did.
  - \_\_\_ d. To make sure people realize you’re not fooled by their behavior.
  
3. Bill comes home from school and finds his mother in his room, looking through his dresser drawers. He yells, “You never give me any privacy! Get out of here! I hate you!” Even though Bill states his feelings (and he is obviously quite upset), there might have been a better way for him to tell his mother how he feels about her invading his privacy so that she would be more likely to listen to him. Which of the following statements is the best way for Bill to tell his mother how he feels? Pick one answer.
  - \_\_\_ a. “You never give me any privacy! Get out of here! I hate you!”
  - \_\_\_ b. “Mom, when you look through my dresser, it makes me really angry and upset with you. I feel upset because it seems like you don’t trust me!”
  - \_\_\_ c. “How would you like it if I looked through *your* dresser?”
  - \_\_\_ d. “It’s like you don’t trust me! What did you think you were going to find –do you think I’m a drug addict or something? You don’t trust me!”

### POSITIVE FEELING STATEMENTS

Positive Feeling Statement \_\_\_\_\_

Person Involved \_\_\_\_\_

Did you express your positive feeling to this person?                      Yes      No

Positive Feeling Statement \_\_\_\_\_

Person Involved \_\_\_\_\_

Did you express your positive feeling to this person?                      Yes      No

Positive Feeling Statement \_\_\_\_\_

Person Involved \_\_\_\_\_

Did you express your positive feeling to this person?                      Yes      No

Positive Feeling Statement \_\_\_\_\_

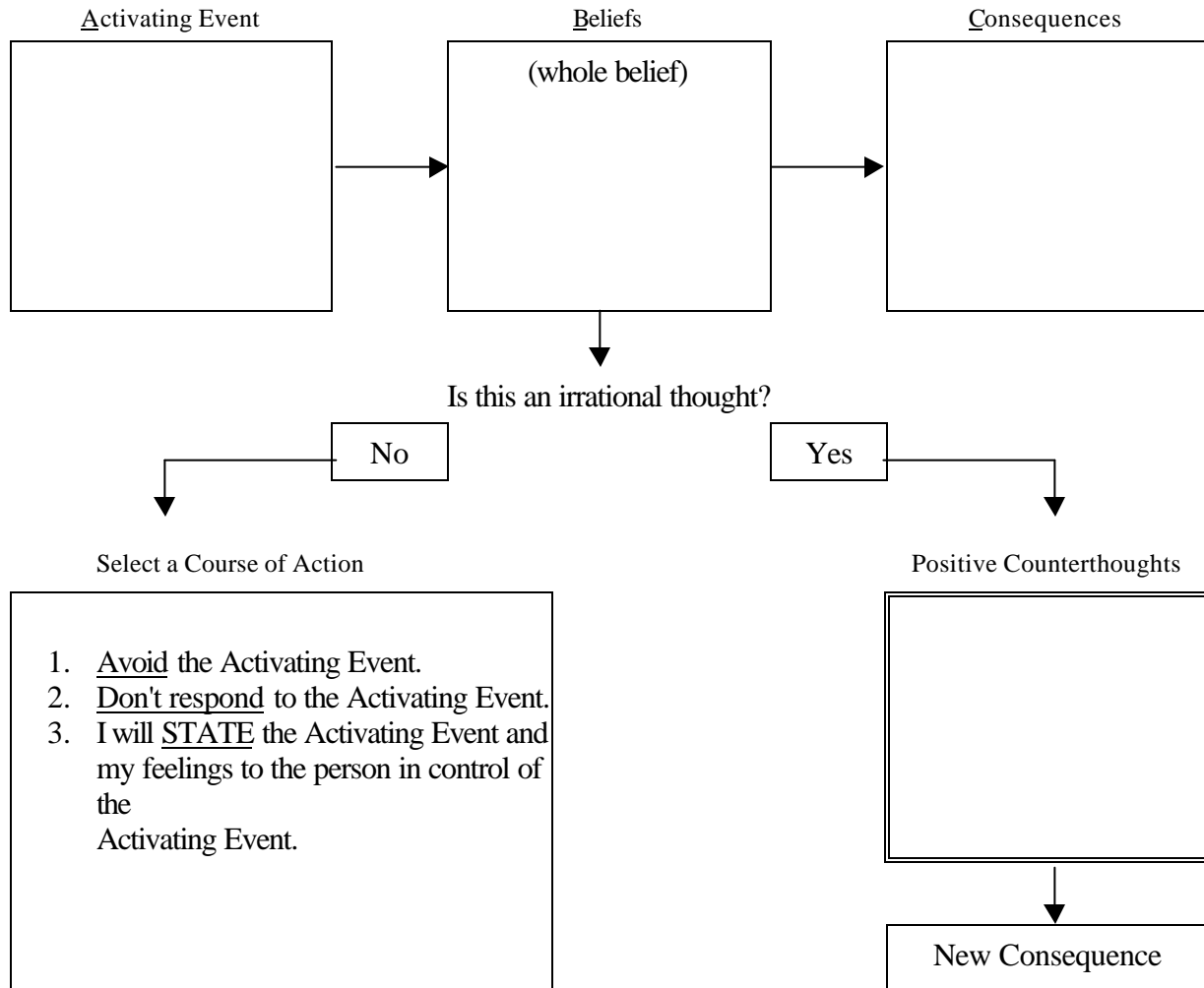
Person Involved \_\_\_\_\_

Did you express your positive feeling to this person?                      Yes      No

Positive Feeling Statement \_\_\_\_\_

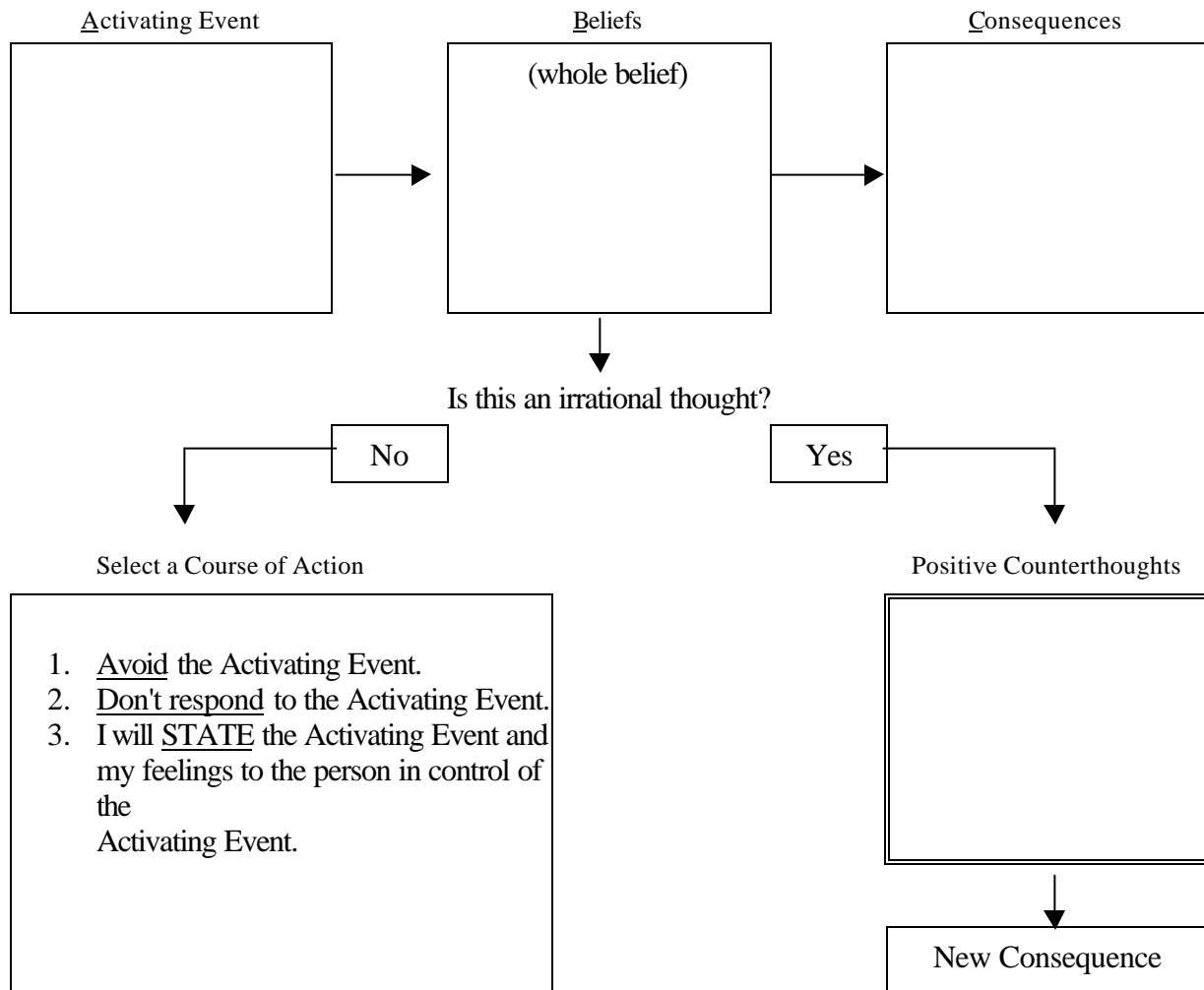
Person Involved \_\_\_\_\_

Did you express your positive feeling to this person?                      Yes      No



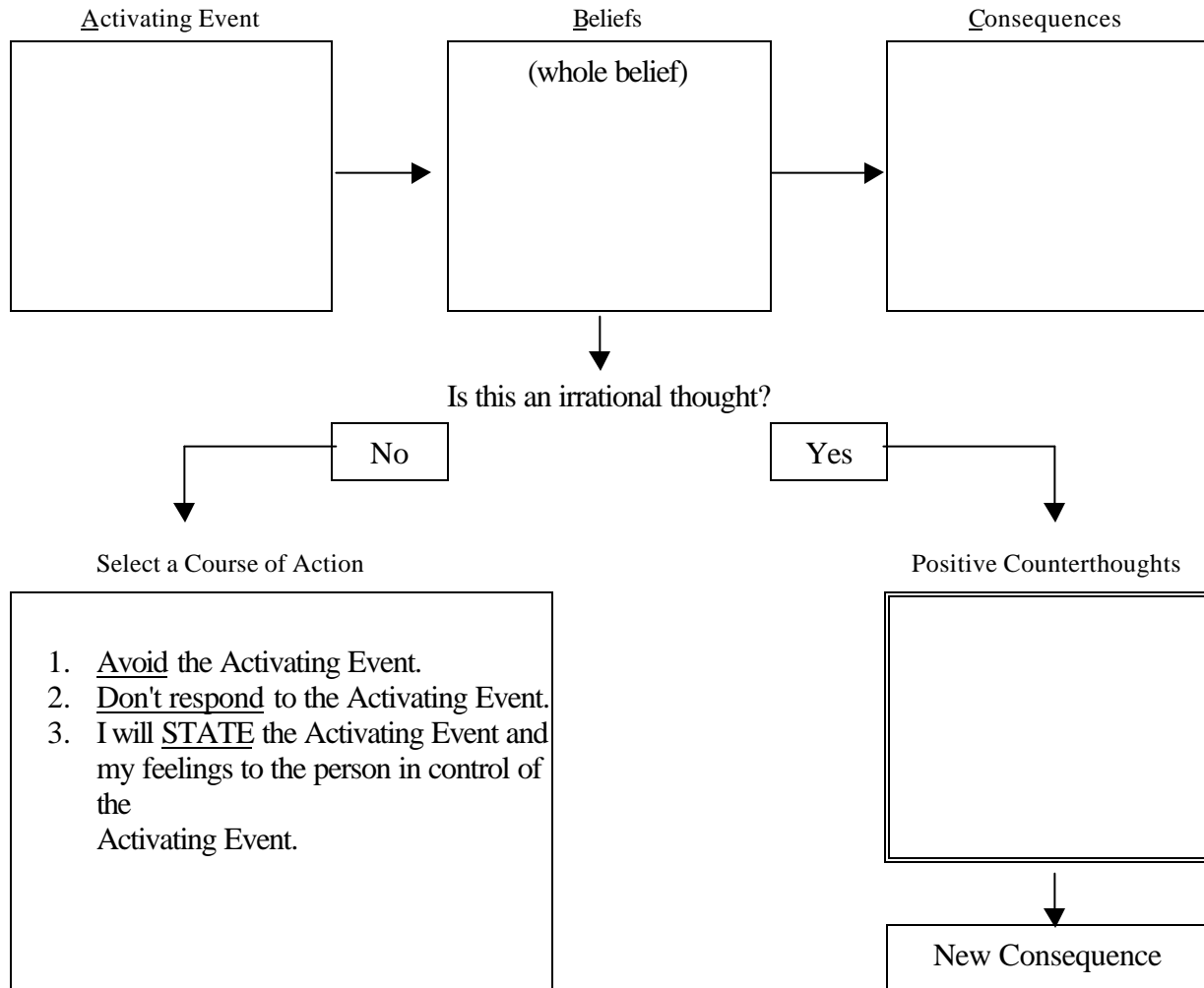
A-C Statement \_\_\_\_\_

Course of Action \_\_\_\_\_



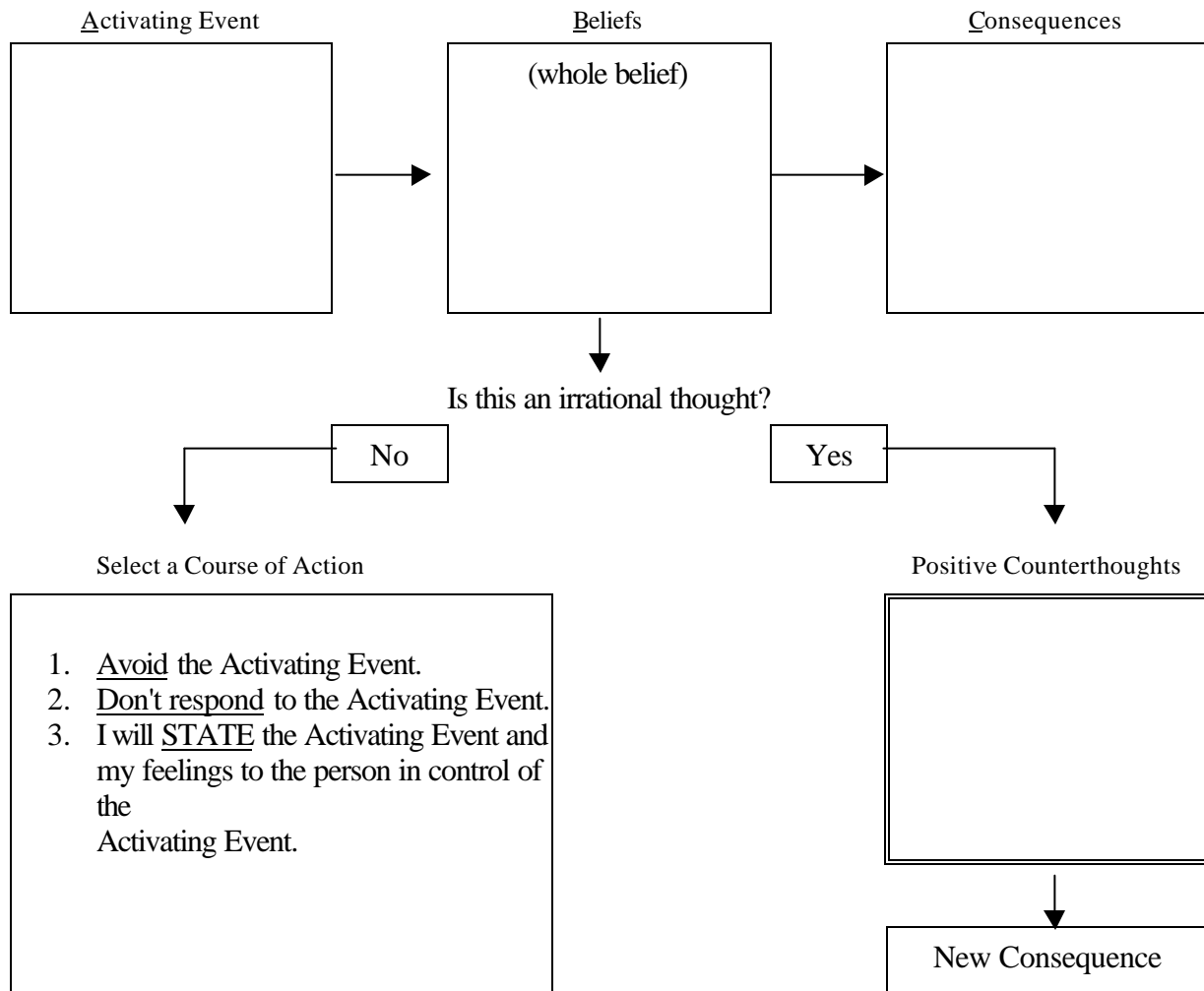
A-C Statement \_\_\_\_\_

Course of Action \_\_\_\_\_



A-C Statement \_\_\_\_\_

Course of Action \_\_\_\_\_



A-C Statement \_\_\_\_\_

Course of Action \_\_\_\_\_

## **SESSION 11**

### **Negotiation and Problem Solving, Part 1**

1. What are the four steps in assertive-imagery practice?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

2. Why is it important to become good at self-disclosure and active listening? Write the three points that are most important for you below.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



1. Why is it important to have good problem-solving and negotiation skills?

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2. What are the two basic rules for successful problem solving?

a. \_\_\_\_\_

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b. \_\_\_\_\_

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Read the following examples and briefly identify the strengths and weaknesses in each one. Use the rules for defining problems on the blackboard in your answers.

1. "I know you want me to be safe and that you try to take care of me. My problem is that I want to stay out until midnight on weekends to party with my friends, but my curfew is 11:00 p.m. This bothers me because I have to leave parties early, and I miss out on the fun."

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2. "My problem is that you are too strict about curfew!"

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3. "My problem is that you are irresponsible about taking care of your room."

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4. "I'm upset about the dust on the floor, the clothes on the bed, and the messy papers on the desk in your room. It embarrasses me when my friends come to visit and they see your room."

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## HOMework ASSIGNMENT

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1. Your goal for this session is to practice defining problems. Write this on your Session Goal Record (page 1.2). During the coming week, identify several problems that you would like to work on. Then, practice defining them using the rules we have discussed in this session. A worksheet is provided for this on page 11.6. *DON'T TRY TO STATE THE PROBLEM TO OTHER PEOPLE YET!*
2. Continue to fill out your Mood Diary (page 1.1).
3. Practice your active-listening skills.
4. Try to meet your goal for pleasant activities (page 4.6).
5. Practice the relaxation techniques and use them in appropriate situations.

### Success Activity

1. Fill out your Mood Diary.
2. If you can think of a problem you would like to work on, write it down on page 11.6. Then define the problem.

### Preview of the Next Session

Next session, we'll learn how to find good solutions to problems by using a technique called "brainstorming."

## SESSION 11 QUIZ

### Negotiation and Problem Solving, Part 1

---

Name \_\_\_\_\_ Date \_\_\_\_\_

1. There are several steps involved in using assertive imagery. Arrange the items below in the correct order by placing a “1” by the first step, a “2” by the second step, and so on. *Leave out any items that aren't one of the steps for using assertive imagery.*
- \_\_\_ a. Change the photograph of the scene into a movie.
  - \_\_\_ b. Dispute your irrational thoughts.
  - \_\_\_ c. Imagine the other person's reaction to your statement of your feelings.
  - \_\_\_ d. Tense, and then relax your muscles.
  - \_\_\_ e. Make a photograph in your mind of the situation you want to prepare for.
  - \_\_\_ f. State your feelings to the other person in the movie.

Indicate whether the following statements about defining a problem are true or false.

- T F 2. In defining a problem, you should start with saying something positive about the other person or the situation.
- T F 3. In defining the problem, you should describe the other person's role in the problem, but don't talk about your own role in the problem.
- T F 4. Don't express your feelings during problem definition. It only complicates things.
- T F 5. Describe what happened that bothered you, and what you think needs to be changed.
- T F 6. This is a good problem definition: “My problem is that you are too lazy! You make me mad when you don't pick up after yourself.”
- T F 7. Name-calling is not very helpful in defining a problem.

## WORKSHEET FOR DEFINING PROBLEMS

### Rules

1. Begin with something positive.
2. Be specific.
3. Describe what the other person is doing or saying.
4. No name-calling.
5. Express your feelings.
6. Admit your contribution.
7. Don't accuse.
8. Be brief.

The Problem \_\_\_\_\_

Definition of the Problem \_\_\_\_\_

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The Problem \_\_\_\_\_

Definition of the Problem \_\_\_\_\_

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The Problem \_\_\_\_\_

Definition of the Problem \_\_\_\_\_

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The Problem \_\_\_\_\_

Definition of the Problem \_\_\_\_\_

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## **SESSION 12**

### **Negotiation and Problem Solving, Part 2**

1. What are the four rules for brainstorming?

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

2. What kind of solution is most acceptable to the greatest number of people?

\_\_\_\_\_

### PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



### AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

Person B

\_\_\_\_\_

\_\_\_\_\_

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will Person B do these things?

Person A and Person B agree to keep this contract for \_\_\_\_\_.  
(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_

Signed \_\_\_\_\_

(Person A)

(Person B)

Date \_\_\_\_\_

Date \_\_\_\_\_

# PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

---

<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

Person B

\_\_\_\_\_

\_\_\_\_\_

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will Person B do these things?

Person A and Person B agree to keep this contract for \_\_\_\_\_.  
(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_

Signed \_\_\_\_\_

(Person A)

(Person B)

Date \_\_\_\_\_

Date \_\_\_\_\_

# HOMWORK ASSIGNMENT

## *For Adolescent Only Groups*

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1. Your goal for this session is for you and your parents to complete the Issues Checklist. Write this on page 1.2. Your copy of the Issues Checklist is provided on pages 12.11 through 12.15. You will need to use the checklist during the next two sessions to help you decide which problems to work on.
2. Have each of your parents or guardians fill out an Issues Checklist so you can bring it to the next two session. This will help you pick problems that your parents want to solve, too.
3. Complete the sample brainstorming and evaluation situations on pages 12.9 and 12.10.
4. Continue to monitor your daily mood by filling out your Mood Diary on page 1.1.
5. Remember to keep up your level of pleasant activities.
6. Try to practice using the relaxation techniques, particularly in stressful situations.

### **Success Activity**

Fill out your Mood Diary for today.

### **Preview of the Next Session**

Next session, we'll devote all of our class time to practicing what we have learned about problem solving and negotiation.

## **HOMEWORK ASSIGNMENT**

### *For Adolescent + Parent Groups*

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1. Your goal for this session is to complete the Issues Checklist on pages 12.11 through 12.15. Write this on page 1.2. You will need to use the checklist during the next two sessions to help you decide which problems to work on.
2. Complete the sample brainstorming and evaluation situations on pages 12.9 and 12.10.
3. Continue to monitor your daily mood by filling out your Mood Diary on page 1.1.
4. Remember to keep up your level of pleasant activities.
5. Try to practice using the relaxation techniques, particularly in stressful situations.

### **Success Activity**

Fill out your Mood Diary for today.

### **Preview of Next Session**

Next session, we'll devote all of our class time to practicing what we have learned about problem solving and negotiation.

## SESSION 12 QUIZ

### Negotiation and Problem Solving, Part 2

---

Name \_\_\_\_\_ Date \_\_\_\_\_

1. Which of the following are rules for brainstorming?

- | <u>True</u> | <u>False</u> |  |
|-------------|--------------|--|
| T           | F            | a. List as many solutions as you can.                |
| T           | F            | b. Each person should only offer one solution.       |
| T           | F            | c. Compromise is important.                          |
| T           | F            | d. Stop after coming up with five solutions.         |
| T           | F            | e. Don't propose creative solutions.                 |
| T           | F            | f. Offer to change one of your own behaviors.        |
| T           | F            | g. Don't be critical of other people's solutions.    |
| T           | F            | h. Evaluate each solution as soon as it is proposed. |

2. Which of the following are rules for making a problem-solving contract?

- | <u>True</u> | <u>False</u> |  |
|-------------|--------------|--|
| T           | F            | a. It isn't necessary to write down a contract.  |
| T           | F            | b. The contract should describe what each person has agreed to do.   |
| T           | F            | c. The contract should indicate a point in time to evaluate the agreement to see if it's working as planned. |
| T           | F            | d. The contract should spell out the period of time the contract is good for.                                |

*Continued on the next page*

**SESSION 12 QUIZ**

<u>True</u>	<u>False</u>	
T	F	e. If one person fails to uphold the terms of the agreement even <i>once</i> , then the contract is broken.
T	F	f. Once it's signed, the contract should be put away in a drawer; it should <i>not</i> be put up on display.
T	F	g. Contracts should include reminders to help each person keep his or her part of the agreement.
T	F	h. Contracts are only useful for solving problems in a family; they would <i>not</i> be useful for solving problems between friends.

## HOME PRACTICE: BRAINSTORMING AND EVALUATION

Pretend you are trying to solve a problem with telephone use. A mother is upset because her son talks on the telephone for two hours every night and runs up long distance bills. The son says his friends live too far away to visit on weekdays so he calls them instead. Make a list of ten possible solutions to this problem. Write down everything you can think of. Try to be creative.

List of possible solutions:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

If you run out of ideas, here are some suggestions:

- a. Is a trade-off possible?
- b. Can the situation be improved by changing something around the house?
- c. Is it possible to change the place or time?
- d. Are there some other ways for the son to stay in touch with his friends?

When you are ready to evaluate the possible solutions, you should think about the good and bad points for each of them. Then, assign a rating of “+” or “-“ to each solution. Ask yourself these questions about each solution:

- a. Will it solve *my* problem?
- b. Will it solve the *other person's* problem?
- c. Will it really work?
- d. Can I live with it?
- e. Can the other person live with it?



Think about the telephone problem described on the previous page. For this example, pretend that one solution was to “buy a second telephone.”

An *adolescent* might evaluate the solution like this:

“If we had a second telephone, I could talk to my friends and my mother wouldn't have to get upset at me for using *her* telephone too much. I'd give this solution a plus.”

A *parent*, on the other hand, might evaluate the solution like this:

“It's true that this would free up my telephone, but it wouldn't solve the problem of big telephone bills -- then we would have to pay for *two* telephones. Now, if my son wants to get a job to pay for his new telephone, that's different. As it stands, I'd give this solution a minus.”

Using these examples as a guide, try to evaluate the *first two solutions* on your list for the telephone problem on page 12.9. For each solution, write an evaluation from the teenager's point of view, and a second evaluation from the parent's point of view.

**Solution No. 1**

Teenager's evaluation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent's evaluation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Solution No. 2**

Teenager's evaluation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent's evaluation \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ISSUES CHECKLIST\*

The following is a list of things that parents and teenagers sometimes talk about at home. Look carefully at each topic on the *LEFT HAND* side of the page and think about whether it has been discussed *at all* during the last two weeks.

If you have discussed the topic during the last two weeks, circle “Yes” to the right of the topic, if you have not discussed the topic, circle “No.”

After reviewing all of the topics, go back over the list. For those topics for which you circled “Yes,” please answer the question on the *RIGHT HAND* side of the page.

COLUMN I - GO DOWN THIS COLUMN FOR ALL PAGES FIRST		COLUMN II - GO DOWN THIS COLUMN FOR ALL PAGES SECOND					
TOPIC	Have you two discussed this topic together during the last two weeks?		HOW HOT ARE THE DISCUSSIONS?				
	YES	NO	CALM	A LITTLE ANGRY		ANGRY	
1. Telephone calls	YES	NO	1	2	3	4	5
2. Time for going to bed	YES	NO	1	2	3	4	5
3. Cleaning up bedroom	YES	NO	1	2	3	4	5
4. Doing homework	YES	NO	1	2	3	4	5
5. Putting away clothes	YES	NO	1	2	3	4	5
6. Using the television	YES	NO	1	2	3	4	5
7. Cleanliness (washing, showers, brushing teeth)	YES	NO	1	2	3	4	5
8. Which clothes to wear	YES	NO	1	2	3	4	5

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**ISSUES CHECKLIST** (continued)

COLUMN I - GO DOWN THIS COLUMN FOR ALL PAGES FIRST			COLUMN II - GO DOWN THIS COLUMN FOR ALL PAGES SECOND				
TOPIC	Have you two discussed this topic together during the last two weeks?		HOW HOT ARE THE DISCUSSIONS?				
			CALM	A LITTLE ANGRY			ANGRY
9. How neat clothing looks	YES	NO	1	2	3	4	5
10. Making too much noise at home	YES	NO	1	2	3	4	5
11. Table manners	YES	NO	1	2	3	4	5
12. Fighting with brothers or sisters	YES	NO	1	2	3	4	5
13. Cursing	YES	NO	1	2	3	4	5
14. How money is spent	YES	NO	1	2	3	4	5
15. Picking books or movies	YES	NO	1	2	3	4	5
16. Allowance	YES	NO	1	2	3	4	5
17. Smoking marijuana	YES	NO	1	2	3	4	5
18. Going places without parents (shopping, movies, etc.)	YES	NO	1	2	3	4	5
19. Playing stereo or radio too loudly	YES	NO	1	2	3	4	5
20. Turning off lights in the house	YES	NO	1	2	3	4	5
21. Drugs	YES	NO	1	2	3	4	5
22. Taking care of games, records, toys, and things	YES	NO	1	2	3	4	5

**ISSUES CHECKLIST** (continued)

COLUMN I - GO DOWN THIS COLUMN FOR ALL PAGES FIRST			COLUMN II - GO DOWN THIS COLUMN FOR ALL PAGES SECOND				
TOPIC	Have you two discussed this topic together during the last two weeks?		HOW HOT ARE THE DISCUSSIONS?				
			CALM	A LITTLE ANGRY			ANGRY
23. Drinking beer or other liquor	YES	NO	1	2	3	4	5
24. Buying records, games, toys, and things	YES	NO	1	2	3	4	5
25. Going on dates	YES	NO	1	2	3	4	5
26. Selection of friends	YES	NO	1	2	3	4	5
27. Buying new clothes	YES	NO	1	2	3	4	5
28. Sex	YES	NO	1	2	3	4	5
29. Coming home on time	YES	NO	1	2	3	4	5
30. Getting to school on time	YES	NO	1	2	3	4	5
31. Getting poor grades in school	YES	NO	1	2	3	4	5
32. Getting in trouble at school	YES	NO	1	2	3	4	5
33. Lying	YES	NO	1	2	3	4	5
34. Helping out around the house	YES	NO	1	2	3	4	5
35. Talking back to parents	YES	NO	1	2	3	4	5
36. Getting up in the morning	YES	NO	1	2	3	4	5

**ISSUES CHECKLIST** (continued)

COLUMN I - GO DOWN THIS COLUMN FOR ALL PAGES FIRST			COLUMN II - GO DOWN THIS COLUMN FOR ALL PAGES SECOND				
TOPIC	Have you two discussed this topic together during the last two weeks?		HOW HOT ARE THE DISCUSSIONS?				
			CALM	A LITTLE ANGRY			ANGRY
37. Parent bothering you when you want to be left alone	YES	NO	1	2	3	4	5
38. Bothering parent when s/he wants to be left alone	YES	NO	1	2	3	4	5
39. Putting feet on furniture	YES	NO	1	2	3	4	5
40. Messing up the house	YES	NO	1	2	3	4	5
41. What time to have meals	YES	NO	1	2	3	4	5
42. How to spend free time	YES	NO	1	2	3	4	5
43. Smoking cigarettes	YES	NO	1	2	3	4	5
44. Earning money away from home	YES	NO	1	2	3	4	5
45. Eating habits (choice of food, etc.)	YES	NO	1	2	3	4	5

*Continued on the next page*

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**ISSUES CHECKLIST** (continued)

In the blanks below, list any topics that apply to you and your parents which have not been listed above:

COLUMN I - GO DOWN THIS COLUMN FOR ALL PAGES FIRST		COLUMN II - GO DOWN THIS COLUMN FOR ALL PAGES SECOND				
TOPIC	Have you two discussed this topic together during the last two weeks?	HOW HOT ARE THE DISCUSSIONS?				
		CALM	A LITTLE ANGRY		ANGRY	
46. _____	YES NO	1	2	3	4	5
47. _____	YES NO	1	2	3	4	5
48. _____	YES NO	1	2	3	4	5
49. _____	YES NO	1	2	3	4	5
50. _____	YES NO	1	2	3	4	5

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## **SESSION 13**

### **Negotiation and Problem Solving, Part 3**

## **GUIDELINES FOR PROBLEM SOLVING AND NEGOTIATION**

### **Define the Problem**

1. One person states the problem by describing what the other person is doing or saying that creates the problem.
2. The other person uses active listening and restates the problem in his or her own words.
3. The first person verifies the accuracy of the restatement of the problem.

### **Brainstorm**

1. List all possible solutions.
2. Be creative.
3. Don't be critical.
4. Compromise.
5. Think about changing your own behavior.

### **Choose a Solution**

1. Each person evaluates the solutions and explains why each one is a “plus” or a “minus.” Go over the solutions one at a time.
2. Fill out the Problem-Solving Worksheet.
3. Compromise.

### **Write a Contract**

1. Describe what each person will do, and what will happen if he or she fails to do it.
2. State how long the contract is good for.
3. Include reminders.
4. Sign the contract.



### PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

Person B

\_\_\_\_\_

\_\_\_\_\_

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will Person B do these things?

Person A and Person B agree to keep this contract for \_\_\_\_\_.  
(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_

Signed \_\_\_\_\_

(Person A)

(Person B)

Date \_\_\_\_\_

Date \_\_\_\_\_

## HOMework ASSIGNMENT

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### *For Adolescent Only Groups*

1. Your goal for this session is to work on a problem with your parents. Write this on page 1.2.
2. Before you leave, you need to make a commitment to ask your parents to help you practice problem solving. Follow the notes you have written down on page 13.5 to guide your choice of the time and place to ask them, and use the dialogue you have written at the bottom of the page to present the idea to your parents. Once they have agreed to help you, set a time for a practice session.
3. Get together with your parents at the specified time and go through the teaching procedure at the bottom of page 13.5.
4. Practice working on the problem you selected in class, or choose another problem from the Issues Checklist. Go through the problem-solving steps listed on page 13.1 as you negotiate a solution. Use the Problem-Solving Worksheet on page 13.7 to take notes. Try to reach a solution and fill out the contract on page 13.8 if you can, but make sure you end the practice session within a reasonable length of time (60 to 90 minutes). You can always meet again to continue the practice session.
5. Once you have an agreement in writing, *PUT IT INTO PRACTICE*.
6. If any of you didn't fill out the Issues Checklist last session, please do so before the next session.
7. If problems develop or tempers flare up during the discussion at home, it may be a good idea to take a *TIME OUT*. A time out is a ten- to fifteen-minute break that allows everyone to calm down. Make sure that the discussion continues after the break is over.
8. Another useful technique for practicing problem solving and negotiation at home is to *AUDIOTAPE* the discussion so that I can give you some feedback and suggestions.
9. Continue to fill out your Mood Diary every day (page 1.1).

### **Preview of the Next Session**

Next session, we'll practice the steps for problem solving and negotiation again. This time, however, you will be asked to pick a topic that is a little more distressing than the one you worked on during this session. *IT'S IMPORTANT TO DO YOUR HOMEWORK SO THAT YOU CAN GET THE MOST OUT OF THE NEXT SESSION.*

# PLAN FOR PRESENTING PROBLEM SOLVING TO PARENTS

*For Adolescent Only Groups*

TIME

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---

---

PLACE

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SAY

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TEACH

1. Show your parents page 13.1 in your workbook. Go through the steps.
2. Show them how to use the Problem-Solving Worksheet on page 13.2, and the Agreement Contract on page 13.3.
3. Remember, this is supposed to be a *practice* session! It's OK to look at the list of steps, and to go slowly. It will take at least an hour to describe the approach to your parents and practice working on a problem.

## HOMWORK ASSIGNMENT

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### *For Adolescent + Parent Groups*

1. Continue the discussion you have started in this session until you have completed all of the steps for problem solving and negotiation listed on page 13.1. Use the Problem-Solving Worksheet on page 13.2 to take notes. If you can find a time that is convenient for everyone involved, write it below.

Time \_\_\_\_\_ Date \_\_\_\_\_

The goal is to agree on a solution and *WRITE A CONTRACT* using the form on page 13.3. Write this as your goal on page 1.2.

2. Once you have an agreement in writing, *PUT IT INTO PRACTICE*.
3. If you haven't filled out the Issues Checklist yet, please do so before the next session.
4. If problems develop or tempers flare during the discussion at home, it may be a good idea to take a *time out*. A time out is a ten- to fifteen-minute break that allows everyone to calm down. Make sure that the discussion continues after the break is over.
5. Another useful technique is to audiotape your discussion so that a group leader can give you some feedback and suggestions.
6. Students should continue to fill out the Mood Diary every day (page 1.1).

### **Preview of the Next Session**

Next session, we'll practice the steps for problem solving and negotiation again. This time, however, you will be asked to pick a topic that is a little more distressing than the one you worked on during this session. *IT'S IMPORTANT TO DO YOUR HOMEWORK SO THAT YOU CAN GET THE MOST OUT OF THE NEXT SESSION.*

### PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

Person B

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will Person B do these things?

Person A and Person B agree to keep this contract for \_\_\_\_\_.  
(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_

(Person A)

Signed \_\_\_\_\_

(Person B)

Date \_\_\_\_\_

Date \_\_\_\_\_

## **SESSION 14**

### **Negotiation and Problem Solving, Part 4**



### PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

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<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

Person B

\_\_\_\_\_

\_\_\_\_\_

Person A agrees to do the following:

Person B agrees to do the following:

When will Person A do these things?

When will Person B do these things?

Person A and Person B agree to keep this contract for \_\_\_\_\_.  
(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_  
(Person A)

Signed \_\_\_\_\_  
(Person B)

Date \_\_\_\_\_

Date \_\_\_\_\_

## HOMework ASSIGNMENT

### *For Adolescent Only Groups*

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1. Your goal for this session is to work on another problem with your parents or to complete the one you started last time. Write this on page 1.2.
2. Select a time and place to ask your parents to participate in another problem-solving practice session, and write this below. Do this before you leave class!

Time \_\_\_\_\_

Place \_\_\_\_\_

3. Once they have agreed to help you, set a time for the practice session.
4. At the agreed upon time, get together with your parents and: a) if you didn't finish your assignment from the last session, go through the remaining steps until you reach an agreement, *or* b) if you finished your assignment, work on a problem of moderate intensity (it can be the problem you selected for the practice session in class today, or something else). If you need them, there is a Problem-Solving Worksheet on page 14.5 and an Agreement Contract on page 14.6.
5. You may want to audiotape your practice session so I can give you some feedback.
6. Once you have an agreement in writing, *PUT IT INTO PRACTICE*.
7. Continue to fill out your Mood Diary every day (page 1.1).

### **Preview of the Next Session**

Next session, we'll discuss how to write a life plan that will help you overcome feelings of depression in the future.

## **HOMEWORK ASSIGNMENT**

### ***For Adolescent + Parent Groups***

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Try to stick with the agreement you have written down in your contract until the renegotiation date you have specified. Write this as your goal on page 1.2. On the renegotiation date, each family should meet again and decide whether to continue the current agreement or change it. Each of you will be asked to report on how the agreement is working out at the next session.

### **Preview of the Next Session**

Next session, we'll discuss how to write a life plan that will help you overcome feelings of depression in the future.

### PROBLEM-SOLVING WORKSHEET

Family \_\_\_\_\_ Date \_\_\_\_\_

Problem \_\_\_\_\_

<u>Proposed Solutions</u>	<u>Evaluations</u>		
	Teen + -	Mother + -	Father + -
1. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. _____ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### AGREEMENT CONTRACT

Names of persons making this agreement:

Person A

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Person A agrees to do the following:

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(how long?)

If either party fails to uphold the terms of this agreement, the contract will be canceled and a meeting will be scheduled to negotiate a new contract.

Both parties will meet again to re-evaluate the agreement on the date and at the time indicated below.

Date \_\_\_\_\_ Time \_\_\_\_\_ Place \_\_\_\_\_

Signed \_\_\_\_\_ Signed \_\_\_\_\_

(Person A)

(Person B)

Date \_\_\_\_\_ Date \_\_\_\_\_

### SESSION 15

## **Life Goals**

**LIFE PLAN WORKSHEET: LONG-TERM GOALS**

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What Are Your Goals?	Potential Obstacles?	Plans for Overcoming Obstacles
1. Friends		
2. Education/School		
3. Job Plans		
4. Recreation		
5. Home & Family		
6. Romantic Relationships		
7. Spiritual/Religious		



## **HOMEWORK ASSIGNMENT**

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1. Continue to monitor your daily mood using page 1.1.
2. Practice using the Benson and Jacobsen relaxation techniques, especially in stressful situations.
3. Begin recording your pleasant activities again. Use page 15.4 or continue where you left off on page 2.4.

### **Success Activity**

1. Write down your mood score for today on page 1.1.
2. Record the pleasant activities you have done today on page 15.4 or 2.4.

### **Preview of the Next Session**

The next session is our last class together. You have put a lot of work into learning a whole new set of skills for taking control of your life and changing how you feel. Congratulations for staying with it! Next session, we'll learn how to maintain our gains and plan for the future.

## SESSION 15 QUIZ

### Life Goals

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Name \_\_\_\_\_ Date \_\_\_\_\_

1. How do short-term goals help you reach long-term goals?

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2. The following are some long-term goal statements. Write an “R” next to the goals that are realistic, and a “U” next to goals that are unrealistic.

- \_\_\_\_\_ a. Bob's family is lower-middle income; they live in a small, but comfortable house. Bob has \$200 saved up to buy a car. He has a part-time job, and he earns about \$100 each month. Bob's goal is to buy a \$5000 car by the beginning of summer next year, which is nine months away.
- \_\_\_\_\_ b. Wendy is a good freshman athlete. She is on the cross country track team and competes in long-distance races. Wendy is one of the best runners in her school. At several recent track meets, she placed second and third. Wendy's goal is to win first place in her event by the end of her senior year.
- \_\_\_\_\_ c. Mary's goal is to become a major rock star by the time she is twenty, and she wants to sell a million copies of her first album. She listens to a lot of records, and knows the lyrics to most of the songs by her favorite groups. She doesn't know anyone in the music business, and can't play any instruments.
- \_\_\_\_\_ d. Jack likes to ski, and has been skiing since he was five years old. He gives lessons to beginning skiers on weekends. Jack's long-term goal is to become a designer of ski equipment. He has taken several drafting and engineering classes, and has done well in these classes. He has been accepted into a college that has a very good engineering program.

*Continued on the next page*

3. Bill doesn't have as many friends as he'd like, so his goal is to make more friends. One of the major obstacles for Bill is that he lives far away from the people he'd like to be friends with, and it would be difficult to get together with them. The following are some possible solutions. Write a "G" next to the solutions that are good and a "B" next to the solutions that are bad.
- \_\_\_ a. Bill could ask his dad to let him use the car in the afternoon. This would mean that his dad would have to take a forty-minute bus ride to work.
- \_\_\_ b. Bill could take the bus to visit his friends.
- \_\_\_ c. Bill could make plans to meet his friends on weekends and arrange to use his dad's car when it's free.
- \_\_\_ d. Bill could spend most of his time with a kid in his neighborhood who is four years younger than he is.





## **SESSION 16**

### **Prevention, Planning, and Ending**

<b>EVERYDAY HASSLES</b>	<b>HOW TO COPE WITH HASSLES?</b>
1. With family:	
2. With friends:	
3. With school:	
4. With jobs:	
5. With romantic relationships:	
6. With money:	

### MAJOR LIFE EVENTS

Major Life Events	How Will These Events Affect Your Behavior?	Prevention Plans
1.		
2.		
3.		
4.		
5.		
6.		

#### Some Common Major Life Events

- |                           |                           |                       |
|---------------------------|---------------------------|-----------------------|
| 1. Graduation             | 6. Having a child         | 11. Auto accident     |
| 2. Death in the family    | 7. Moving far away        | 12. Breaking up       |
| 3. Being fired from a job | 8. Dropping out of school | 13. Parents divorce   |
| 4. Getting married        | 9. Serious illness        | 14. Victim of crime   |
| 5. Family member ill      | 10. Being arrested        | 15. Death of a friend |



## **SYMPTOMS OF CLINICAL DEPRESSION**

1. Being in a depressed or irritable mood most of the day, nearly every day. Feeling sad, “blue,” down in the dumps, bored, empty inside, or hopeless all of the time.
2. A lack of interest in pleasant activities, and not being able to enjoy most or all pleasant activities.
3. Significant weight loss/gain when you aren't dieting, or a dramatic decrease/increase in appetite.
4. Insomnia or sleeping too much nearly every day.
5. Extreme fidgeting, having trouble sitting still, *or* feeling very tired and slowed down as if you are in slow motion nearly every day.
6. Fatigue or loss of energy nearly every day.
7. Feeling very guilty or worthless nearly every day.
8. Having trouble thinking, concentrating, or making decisions nearly every day.
9. Recurring thoughts of death or suicide.

If you experience five or more of these symptoms for at least two weeks, then you are clinically depressed. Having one or two of these symptoms may just indicate temporary unhappiness. If the symptoms continue for a long time, you should think about getting some help.

## **APPENDIX**

# PLEASANT EVENTS SCHEDULE

## Adolescent Version

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This questionnaire is designed to find out about the things you have done during the last month, and how much you enjoyed doing them. You will need to go over this list of activities twice. The first time you go through the list, rate how many times each activity has happened. The second time through, rate how pleasant each activity was; *if you didn't do the activity, rate how pleasant you think it would have been.* PLEASE DON'T LEAVE ANY BLANKS!

It should take about an hour to complete this questionnaire. There are many activities on the list, so don't spend too much time thinking about each one. Keep in mind that there are no right or wrong answers - everyone's answers will be different.

Please fill out this questionnaire *before* you come in for your interview. Don't fill it out unless you are reasonably sure that you understand how to do it. If you have any questions, contact your group leader.

Student's Name \_\_\_\_\_

Course/Instructor \_\_\_\_\_

## PLEASANT EVENTS SCHEDULE Adolescent Version

Please rate *every* event. Work quickly; there are many items and you will not be asked to make fine distinctions on your ratings.

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
1. Being in the country			
2. Wearing expensive or formal clothes			
3. Making contributions to religious, charitable, or other groups			
4. Talking about sports			
5. Meeting someone new			
6. Taking tests when well prepared			
7. Going to a rock concert			
8. Playing baseball or softball			
9. Planning trips or vacations			
10. Buying things for myself			
11. Being at the beach			
12. Doing art work (painting, sculpture, drawing, movie-making, etc.)			
13. Rock climbing or mountaineering			
14. Reading the Scriptures or other sacred works			
15. Playing golf			
16. Taking part in military activities			
17. Rearranging or redecorating my room or the house			
18. Going naked			
19. Going to a sports event			
20. Reading a "How to Do It" book or article			
21. Going to the races (horse, car, boat, etc.)			
22. Reading stories, novels, poems, or plays			
23. Going to a "crazy," <i>very</i> fun party			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
24. Going to lectures or hearing speakers			
25. Driving skillfully			
26. Breathing clean air			
27. Thinking up or arranging songs or music			
28. Drinking your favorite drink			
29. Saying something clearly			
30. Boating (canoeing, kayaking, motorboating, sailing, etc.)			
31. Pleasing my parents			
32. Restoring antiques, refinishing furniture			
33. Watching television			
34. Talking to myself			
35. Camping			
36. Working in politics			
37. Working on machines (cars, bikes, motorcycles, tractors, etc.)			
38. Thinking about something good in the future			
39. Playing cards			
40. Completing a difficult task			
41. Laughing			
42. Solving a problem, puzzle, crossword			
43. Being at weddings, baptisms, confirmations, etc.			
44. Criticizing someone			
45. Shaving			
46. Having lunch with friends or co-workers			
47. Losing touch with reality, "spacing out," "tripping out"			
48. Playing tennis			
49. Taking a shower			
50. Driving long distances			
51. Woodworking, carpentry			
52. Writing stories, novels, plays, or poetry			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
53. Being with animals			
54. Riding in an airplane			
55. Exploring (hiking away from known routes, spelunking, etc.)			
56. Having a frank and open discussion			
57. Singing in a group			
58. Thinking about myself or my problems			
59. Working on my job			
60. Going to a party			
61. Going to church functions (socials, classes, bazaars, etc.)			
62. Speaking a foreign language			
63. Going to service, civic, or social club meetings			
64. Going to nonschool-related meetings			
65. Being in a sporty or expensive car			
66. Playing a musical instrument			
67. Making snacks			
68. Snow skiing			
69. Being helped			
70. Wearing informal clothes			
71. Combing or brushing my hair			
72. Acting			
73. Taking a nap			
74. Being with friends			
75. Canning, freezing, making preserves, etc.			
76. Driving fast			
77. Solving a personal problem			
78. Being in a city			
79. Taking a bath			
80. Singing to myself			
81. Making food or crafts to sell or give away			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
82. Playing pool or billiards			
83. Being with relatives			
84. Playing chess or checkers			
85. Doing craft work (pottery, jewelry, leather, beads, weaving, etc.)			
86. Weighing myself			
87. Scratching myself			
88. Putting on makeup, fixing my hair, etc.			
89. Designing or drafting			
90. Visiting people who are sick, shut in, or in trouble			
91. Cheering, rooting			
92. Bowling			
93. Being popular at a gathering			
94. Watching wild animals			
95. Having an original idea			
96. Gardening, landscaping, or doing yard work			
97. Getting something for nothing			
98. Reading essays or other academic literature			
99. Wearing new clothes			
100. Dancing			
101. Sitting in the sun			
102. Riding a motorcycle			
103. Just sitting and thinking			
104. Social drinking			
105. Seeing good things happen to my family or friends			
106. Going to a fair, carnival, circus, zoo, or amusement park			
107. Talking about philosophy or religion			
108. Gambling			
109. Planning or organizing something			
110. Smoking			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
111. Having a drink by myself			
112. Listening to the sounds of nature			
113. Dating, etc.			
114. Having a lively talk			
115. Racing in a car, motorcycle, boat, etc.			
116. Listening to the radio			
117. Having friends come to visit			
118. Competing in a sports event			
119. Introducing people who I think would like each other			
120. Giving gifts			
121. Going to school, organization, or government meetings (court sessions, etc.)			
122. Getting massages or backrubs			
123. Getting letters, cards, or notes			
124. Watching the sky, clouds, or a storm			
125. Going on outings (to the park, a picnic, a barbecue, etc.)			
126. Playing basketball			
127. Buying something for my family			
128. Taking pictures			
129. Giving a speech or a presentation			
130. Reading maps			
131. Gathering natural objects (wild foods or fruit, rocks, driftwood, etc.)			
132. Working on my finances			
133. Wearing clean clothes			
134. Making a major purchase (car, bicycle, stereo, etc.)			
135. Helping someone			
136. Being in the mountains			
137. Getting a job advancement (a promotion, a raise, getting a better job, being accepted into a better school, etc.)			



	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
138. Hearing jokes			
139. Winning a bet			
140. Talking about my family			
141. Meeting someone new who attracts me			
142. Going to a revival or crusade			
143. Talking about my health			
144. Seeing beautiful scenery			
145. Eating a good meal			
146. Improving my health (having my teeth fixed, getting new glasses, changing my diet, etc.)			
147. Going downtown or to a shopping mall			
148. Wrestling or boxing			
149. Hunting or shooting			
150. Playing in a musical group			
151. Hiking			
152. Going to a museum or exhibit			
153. Writing papers, essays, reports, etc.			
154. Doing a job well			
155. Having spare time			
156. Fishing			
157. Lending something			
158. Being noticed as sexually attractive			
159. Pleasing employers, teachers, etc.			
160. Counseling someone			
161. Going to a health club, sauna, hot tub, etc.			
162. Having someone criticize me			
163. Learning to do something new			
164. Going to a drive-in (Dairy Queen, McDonalds, etc.)			
165. Complimenting or praising someone			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
166. Thinking about people I like			
167. Being at a fraternity or sorority			
168. Taking revenge on someone			
169. Being with my parents			
170. Horseback riding			
171. Protesting social, political, or environmental conditions			
172. Talking on the telephone			
173. Having daydreams			
174. Kicking leaves, sand, pebbles, etc.			
175. Playing lawn sports (badminton, croquet, horseshoes, etc.)			
176. Going to a meeting with friends			
177. Seeing famous people			
178. Going to the movies			
179. Kissing			
180. Being alone			
181. Budgeting my time			
182. Cooking meals			
183. Being praised by people I admire			
184. Outwitting a "superior"			
185. Feeling the presence of the Lord in my life			
186. Doing a project in my own way			
187. Doing "odd jobs" around the house			
188. Crying			
189. Being told I am needed			
190. Being at a family reunion or get-together			
191. Giving a party or get-together			
192. Washing my hair			
193. Coaching someone			
194. Going to a restaurant			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
195. Seeing or smelling a flower or plant			
196. Being invited out			
197. Receiving honors (civic, school, etc.)			
198. Using cologne, perfume, or aftershave			
199. Having someone agree with me			
200. Talking about old times			
201. Getting up early in the morning			
202. Having peace and quiet			
203. Doing experiments or other scientific work			
204. Visiting friends			
205. Writing in a diary			
206. Playing football			
207. Being counseled			
208. Saying prayers			
209. Giving massages or backrubs			
210. Hitchhiking			
211. Meditating or doing yoga			
212. Seeing a fight			
213. Doing favors for people			
214. Talking with people on the job or in class			
215. Being relaxed			
216. Being asked for my help or advice			
217. Thinking about other people's problems			
218. Playing board games (Monopoly, Scrabble, etc.)			
219. Sleeping soundly at night			
220. Doing heavy outdoor work (cutting or chopping wood, clearing land, farm work, etc.)			
221. Reading the newspaper			
222. Shocking people, swearing, making obscene gestures, etc.			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
223. Snowmobiling or dune-buggy riding			
224. Being in a body-awareness, sensitivity, encounter, therapy, or “rap” group			
225. Dreaming at night			
226. Playing ping-pong			
227. Brushing my teeth			
228. Swimming			
229. Being in a fight			
230. Running, jogging, or doing gymnastic, fitness, or field exercises			
231. Walking barefoot			
232. Playing frisbee or catch			
233. Doing housework or laundry; cleaning things			
234. Being with my roommate			
235. Listening to music			
236. Arguing			
237. Knitting, crocheting, embroidery, or fancy needlework			
238. Necking, petting			
239. Amusing people			
240. Talking about sex			
241. Going to a barber or beautician			
242. Having house guests			
243. Being with someone I love			
244. Reading magazines			
245. Sleeping late			
246. Starting a new project			
247. Being stubborn			
248. Having sexual relations with partner			
249. Having other sexual satisfactions			
250. Going to the library			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
251. Playing soccer, rugby, hockey, lacrosse, etc.			
252. Preparing a new or special food			
253. Birdwatching			
254. Shopping			
255. Watching people			
256. Building or watching a fire			
257. Winning an argument			
258. Selling or trading something			
259. Finishing a project or task			
260. Confessing or apologizing			
261. Repairing things			
262. Working with others as a team			
263. Bicycling			
264. Telling people what to do			
265. Being with happy people			
266. Playing party games			
267. Writing letters, cards, or notes			
268. Talking about politics or public affairs			
269. Asking for help or advice			
270. Going to banquets, luncheons, potlucks, etc.			
271. Talking about my hobby or special interest			
272. Watching attractive women or men			
273. Smiling at people			
274. Playing in the sand, a stream, the grass, etc.			
275. Talking about other people			
276. Being with my girlfriend or boyfriend			
277. Having people show interest in what I have said			
278. Going on field trips, nature walks, etc.			
279. Expressing my love to someone			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
280. Smoking tobacco			
281. Caring for houseplants			
282. Having coffee, tea, a coke, etc., with friends			
283. Taking a walk			
284. Collecting things			
285. Playing handball, paddleball, squash, etc.			
286. Sewing			
287. Suffering for a good cause			
288. Remembering a departed friend or loved one, visiting the cemetery			
289. Doing things with children			
290. Beachcombing			
291. Being complimented or told I have done well			
292. Being told I am loved			
293. Eating snacks			
294. Staying up late			
295. Having family members or friends do something that makes me proud of them			
296. Being with my family			
297. Going to auctions, garage sales, etc.			
298. Thinking about an interesting question			
299. Doing volunteer work; working on community service projects			
300. Waterskiing, surfing, scuba diving			
301. Receiving money			
302. Defending or protecting someone; stopping fraud or abuse			
303. Hearing a good sermon			
304. Picking up a hitchhiker			
305. Winning a competition			
306. Making a new friend			
307. Talking about my job or school			

	Rate how many times this has happened in the last 30 days.		
	0 TIMES	1 TIME	2 OR MORE
308. Reading cartoons, comic strips, or comic books			
309. Borrowing something			
310. Traveling with a group			
311. Seeing old friends			
312. Teaching someone			
313. Using my strength			
314. Traveling			
315. Going to school-related parties or get-togethers			
316. Attending a concert, opera, or ballet			
317. Playing with pets			
318. Going to a play			
319. Looking at the moon or stars			
320. Being coached			

Take a short break if you need to. Now go over the list of activities again. This time, rate how pleasant, enjoyable, or rewarding each activity was (or would have been). If you did the activity more than once during the last 30 days, your rating should reflect how pleasant the activity was *on the average*.

Again, don't spend too much on any one item.

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
1. Being in the country			
2. Wearing expensive or formal clothes			
3. Making contributions to religious, charitable, or other groups			
4. Talking about sports			
5. Meeting someone new			
6. Taking tests when well prepared			
7. Going to a rock concert			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
8. Playing baseball or softball			
9. Planning trips or vacations			
10. Buying things for myself			
11. Being at the beach			
12. Doing art work (painting, sculpture, drawing, movie-making, etc.)			
13. Rock climbing or mountaineering			
14. Reading the Scriptures or other sacred works			
15. Playing golf			
16. Taking part in military activities			
17. Rearranging or redecorating my room or the house			
18. Going naked			
19. Going to a sports event			
20. Reading a "How to Do It" book or article			
21. Going to the races (horse, car, boat, etc.)			
22. Reading stories, novels, poems, or plays			
23. Going to a "crazy," <i>very</i> fun party			
24. Going to lectures or hearing speakers			
25. Driving skillfully			
26. Breathing clean air			
27. Thinking up or arranging songs or music			
28. Drinking your favorite drink			
29. Saying something clearly			
30. Boating (canoeing, kayaking, motorboating, sailing, etc.)			
31. Pleasing my parents			
32. Restoring antiques, refinishing furniture			
33. Watching television			
34. Talking to myself			



	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
35. Camping			
36. Working in politics			
37. Working on machines (cars, bikes, motorcycles, tractors, etc.)			
38. Thinking about something good in the future			
39. Playing cards			
40. Completing a difficult task			
41. Laughing			
42. Solving a problem, puzzle, crossword			
43. Being at weddings, baptisms, confirmations, etc.			
44. Criticizing someone			
45. Shaving			
46. Having lunch with friends or co-workers			
47. Losing touch with reality, "spacing out," "tripping out"			
48. Playing tennis			
49. Taking a shower			
50. Driving long distances			
51. Woodworking, carpentry			
52. Writing stories, novels, plays, or poetry			
53. Being with animals			
54. Riding in an airplane			
55. Exploring (hiking away from known routes, spelunking, etc.)			
56. Having a frank and open discussion			
57. Singing in a group			
58. Thinking about myself or my problems			
59. Working on my job			
60. Going to a party			
61. Going to church functions (socials, classes, bazaars,			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
etc.)			
62. Speaking a foreign language			
63. Going to service, civic, or social club meetings			
64. Going to nonschool-related meetings			
65. Being in a sporty or expensive car			
66. Playing a musical instrument			
67. Making snacks			
68. Snow skiing			
69. Being helped			
70. Wearing informal clothes			
71. Combing or brushing my hair			
72. Acting			
73. Taking a nap			
74. Being with friends			
75. Canning, freezing, making preserves, etc.			
76. Driving fast			
77. Solving a personal problem			
78. Being in a city			
79. Taking a bath			
80. Singing to myself			
81. Making food or crafts to sell or give away			
82. Playing pool or billiards			
83. Being with relatives			
84. Playing chess or checkers			
85. Doing craft work (pottery, jewelry, leather, beads, weaving, etc.)			
86. Weighing myself			
87. Scratching myself			
88. Putting on makeup, fixing my hair, etc.			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
89. Designing or drafting			
90. Visiting people who are sick, shut in, or in trouble			
91. Cheering, rooting			
92. Bowling			
93. Being popular at a gathering			
94. Watching wild animals			
95. Having an original idea			
96. Gardening, landscaping, or doing yard work			
97. Getting something for nothing			
98. Reading essays or other academic literature			
99. Wearing new clothes			
100. Dancing			
101. Sitting in the sun			
102. Riding a motorcycle			
103. Just sitting and thinking			
104. Social drinking			
105. Seeing good things happen to my family or friends			
106. Going to a fair, carnival, circus, zoo, or amusement park			
107. Talking about philosophy or religion			
108. Gambling			
109. Planning or organizing something			
110. Smoking			
111. Having a drink by myself			
112. Listening to the sounds of nature			
113. Dating, etc.			
114. Having a lively talk			
115. Racing in a car, motorcycle, boat, etc.			
116. Listening to the radio			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
117. Having friends come to visit			
118. Competing in a sports event			
119. Introducing people who I think would like each other			
120. Giving gifts			
121. Going to school, organization, or government meetings (court sessions, etc.)			
122. Getting massages or backrubs			
123. Getting letters, cards, or notes			
124. Watching the sky, clouds, or a storm			
125. Going on outings (to the park, a picnic, a barbecue, etc.)			
126. Playing basketball			
127. Buying something for my family			
128. Taking pictures			
129. Giving a speech or a presentation			
130. Reading maps			
131. Gathering natural objects (wild foods or fruit, rocks, driftwood, etc.)			
132. Working on my finances			
133. Wearing clean clothes			
134. Making a major purchase (car, bicycle, stereo, etc.)			
135. Helping someone			
136. Being in the mountains			
137. Getting a job advancement (a promotion, a raise, getting a better job, being accepted into a better school, etc.)			
138. Hearing jokes			
139. Winning a bet			
140. Talking about my family			
141. Meeting someone new who attracts me			
142. Going to a revival or crusade			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
143. Talking about my health			
144. Seeing beautiful scenery			
145. Eating a good meal			
146. Improving my health (having my teeth fixed, getting new glasses, changing my diet, etc.)			
147. Going downtown or to a shopping mall			
148. Wrestling or boxing			
149. Hunting or shooting			
150. Playing in a musical group			
151. Hiking			
152. Going to a museum or exhibit			
153. Writing papers, essays, reports, etc.			
154. Doing a job well			
155. Having spare time			
156. Fishing			
157. Lending something			
158. Being noticed as sexually attractive			
159. Pleasing employers, teachers, etc.			
160. Counseling someone			
161. Going to a health club, sauna, hot tub, etc.			
162. Having someone criticize me			
163. Learning to do something new			
164. Going to a drive-in (Dairy Queen, McDonalds, etc.)			
165. Complimenting or praising someone			
166. Thinking about people I like			
167. Being at a fraternity or sorority			
168. Taking revenge on someone			
169. Being with my parents			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
170. Horseback riding			
171. Protesting social, political, or environmental conditions			
172. Talking on the telephone			
173. Having daydreams			
174. Kicking leaves, sand, pebbles, etc.			
175. Playing lawn sports (badminton, croquet, horseshoes, etc.)			
176. Going to a meeting with friends			
177. Seeing famous people			
178. Going to the movies			
179. Kissing			
180. Being alone			
181. Budgeting my time			
182. Cooking meals			
183. Being praised by people I admire			
184. Outwitting a "superior"			
185. Feeling the presence of the Lord in my life			
186. Doing a project in my own way			
187. Doing "odd jobs" around the house			
188. Crying			
189. Being told I am needed			
190. Being at a family reunion or get-together			
191. Giving a party or get-together			
192. Washing my hair			
193. Coaching someone			
194. Going to a restaurant			
195. Seeing or smelling a flower or plant			
196. Being invited out			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
197. Receiving honors (civic, school, etc.)			
198. Using cologne, perfume, or aftershave			
199. Having someone agree with me			
200. Talking about old times			
201. Getting up early in the morning			
202. Having peace and quiet			
203. Doing experiments or other scientific work			
204. Visiting friends			
205. Writing in a diary			
206. Playing football			
207. Being counseled			
208. Saying prayers			
209. Giving massages or backrubs			
210. Hitchhiking			
211. Meditating or doing yoga			
212. Seeing a fight			
213. Doing favors for people			
214. Talking with people on the job or in class			
215. Being relaxed			
216. Being asked for my help or advice			
217. Thinking about other people's problems			
218. Playing board games (Monopoly, Scrabble, etc.)			
219. Sleeping soundly at night			
220. Doing heavy outdoor work (cutting or chopping wood, clearing land, farm work, etc.)			
221. Reading the newspaper			
222. Shocking people, swearing, making obscene gestures, etc.			
223. Snowmobiling or dune-buggy riding			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
224. Being in a body-awareness, sensitivity, encounter, therapy, or "rap" group			
225. Dreaming at night			
226. Playing ping-pong			
227. Brushing my teeth			
228. Swimming			
229. Being in a fight			
230. Running, jogging, or doing gymnastic, fitness, or field exercises			
231. Walking barefoot			
232. Playing frisbee or catch			
233. Doing housework or laundry; cleaning things			
234. Being with my roommate			
235. Listening to music			
236. Arguing			
237. Knitting, crocheting, embroidery, or fancy needlework			
238. Necking, petting			
239. Amusing people			
240. Talking about sex			
241. Going to a barber or beautician			
242. Having house guests			
243. Being with someone I love			
244. Reading magazines			
245. Sleeping late			
246. Starting a new project			
247. Being stubborn			
248. Having sexual relations with partner			
249. Having other sexual satisfactions			
250. Going to the library			



	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
251. Playing soccer, rugby, hockey, lacrosse, etc.			
252. Preparing a new or special food			
253. Birdwatching			
254. Shopping			
255. Watching people			
256. Building or watching a fire			
257. Winning an argument			
258. Selling or trading something			
259. Finishing a project or task			
260. Confessing or apologizing			
261. Repairing things			
262. Working with others as a team			
263. Bicycling			
264. Telling people what to do			
265. Being with happy people			
266. Playing party games			
267. Writing letters, cards, or notes			
268. Talking about politics or public affairs			
269. Asking for help or advice			
270. Going to banquets, luncheons, potlucks, etc.			
271. Talking about my hobby or special interest			
272. Watching attractive women or men			
273. Smiling at people			
274. Playing in the sand, a stream, the grass, etc.			
275. Talking about other people			
276. Being with my girlfriend or boyfriend			
277. Having people show interest in what I have said			
278. Going on field trips, nature walks, etc.			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
279. Expressing my love to someone			
280. Smoking tobacco			
281. Caring for houseplants			
282. Having coffee, tea, a coke, etc., with friends			
283. Taking a walk			
284. Collecting things			
285. Playing handball, paddleball, squash, etc.			
286. Sewing			
287. Suffering for a good cause			
288. Remembering a departed friend or loved one, visiting the cemetery			
289. Doing things with children			
290. Beachcombing			
291. Being complimented or told I have done well			
292. Being told I am loved			
293. Eating snacks			
294. Staying up late			
295. Having family members or friends do something that makes me proud of them			
296. Being with my family			
297. Going to auctions, garage sales, etc.			
298. Thinking about an interesting question			
299. Doing volunteer work; working on community service projects			
300. Waterskiing, surfing, scuba diving			
301. Receiving money			
302. Defending, protecting someone; stopping fraud or abuse			
303. Hearing a good sermon			
304. Picking up a hitchhiker			

	Rate how pleasant this was if it happened, or how pleasant it would have been if it <i>had</i> happened.		
	NOT PLEASANT 0	SOMEWHAT PLEASANT 1	VERY PLEASANT 2
305. Winning a competition			
306. Making a new friend			
307. Talking about my job or school			
308. Reading cartoons, comic strips, or comic books			
309. Borrowing something			
310. Traveling with a group			
311. Seeing old friends			
312. Teaching someone			
313. Using my strength			
314. Traveling			
315. Going to school-related parties or get-togethers			
316. Attending a concert, opera, or ballet			
317. Playing with pets			
318. Going to a play			
319. Looking at the moon or stars			
320. Being coached			

Thank you very much for completing this questionnaire. ***PLEASE BRING THE COMPLETED QUESTIONNAIRE WITH YOU TO YOUR INTERVIEW APPOINTMENT.***

If you have any questions about any part of the questionnaire, please be sure to ask your interviewer at that time.

*Beginning of the Course***MOOD QUESTIONNAIRE**

(adapted from CES-D; Radloff, 1977)\*

Student's Name \_\_\_\_\_ Course/Instructor \_\_\_\_\_

Circle the number for each statement that best describes how often you felt this way *during the past week*.

<b>DURING THE PAST WEEK</b>	<b>Rarely or None of the Time (less than 1 day)</b>	<b>Some or a Little of the Time (1-2 days)</b>	<b>Occasionally or a Moderate Amount of Time (3-4 days)</b>	<b>Most or All of the Time (5-7 days)</b>
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I didn't feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I couldn't shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	3	2	1	0
9. I thought life had been a failure.	0	1	2	3
10. I felt fearful.	0	1	2	3

\*The authors wish to thank Lenore Radloff for granting permission to reprint this version of the CES-D.

11. My sleep was restless.	0	1	2	3
12. I was happy.	3	2	1	0
13. I talked less than usual.	0	1	2	3
14. I felt lonely.	0	1	2	3
15. People were unfriendly.	0	1	2	3
16. I enjoyed life.	3	2	1	0
17. I had crying spells.	0	1	2	3
18. I felt sad.	0	1	2	3
19. I felt that people disliked me.	0	1	2	3
20. I could not "get going."	0	1	2	3

## Scoring

Add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the largest number to your score.

You may notice that the numbers for your responses on four of the statements (#4, #8, #12, and #16) are listed in reverse order. This has been done on purpose, and your score will be correct if you simply add up all the numbers you have circled.

Total Score: \_\_\_\_\_

*End of the Course***MOOD QUESTIONNAIRE**

(adapted from CES-D; Radloff, 1977)\*

Student's Name \_\_\_\_\_ Course/Instructor \_\_\_\_\_

Circle the number for each statement that best describes how often you felt this way *during the past week*.

<b>DURING THE PAST WEEK</b>	<b>Rarely or None of the Time (less than 1 day)</b>	<b>Some or a Little of the Time (1-2 days)</b>	<b>Occasionally or a Moderate Amount of Time (3-4 days)</b>	<b>Most or All of the Time (5-7 days)</b>
1. I was bothered by things that usually don't bother me.	0	1	2	3
2. I didn't feel like eating; my appetite was poor.	0	1	2	3
3. I felt that I couldn't shake off the blues, even with help from my family or friends.	0	1	2	3
4. I felt that I was just as good as other people.	3	2	1	0
5. I had trouble keeping my mind on what I was doing.	0	1	2	3
6. I felt depressed.	0	1	2	3
7. I felt that everything I did was an effort.	0	1	2	3
8. I felt hopeful about the future.	3	2	1	0
9. I thought life had been a failure.	0	1	2	3

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10. I felt fearful.	0	1	2	3
11. My sleep was restless.	0	1	2	3
12. I was happy.	3	2	1	0
13. I talked less than usual.	0	1	2	3
14. I felt lonely.	0	1	2	3
15. People were unfriendly.	0	1	2	3
16. I enjoyed life.	3	2	1	0
17. I had crying spells.	0	1	2	3
18. I felt sad.	0	1	2	3
19. I felt that people disliked me.	0	1	2	3
20. I could not "get going."	0	1	2	3

## Scoring

Add up all of the numbers you have circled. If you have circled more than one number for a statement, add only the largest number to your score.

You may notice that the numbers for your responses on four of the statements (#4, #8, #12, and #16) are listed in reverse order. This has been done on purpose, and your score will be correct if you simply add up all the numbers you have circled.

Total Score: \_\_\_\_\_