

Overview of cognitive work in CBT

Underlying assumptions: Cognitive Behavioral Therapy

- * How an individual interprets life events plays a role in determining how he or she responds to those events (Beck, 1991).
- * Patients are seen as being excessively negative in their beliefs and suffering from the use of maladaptive information processing strategies.
- * Seeks to teach patients to identify their maladaptive beliefs and processing tendencies and to systematically test the accuracy of those beliefs and tendencies.
- * Encourages examining the accuracy of their beliefs, and engaging in a series of "experiments" in which behaviors are systematically varied in order to test the accuracy of those beliefs.

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Overarching goals of CBT

- * Provide patients with clear and credible rationale for understanding their disorder and mechanisms of therapeutic change
- * Offer highly structured sessions and a viable course of action for addressing their concerns
- * Be active and problem-focused
- * Encourage self-monitoring and the assessment of progress

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Overview of CBT

- * Short term, time-limited psychotherapy
 - * 20 sessions over 10 – 15 weeks
- * Collaborative, empirical approach to identify and resolve problems
- * Comparable to scientific investigation:
 - * Collecting data (events, thoughts, feelings)
 - * Formulating hypotheses based on data
 - * Testing and revising hypotheses (i.e. thinking patterns) based on new information

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Cognitive Work in CBT

- * Homework assignments ("experiments") are critical to treatment
- * Designed to help patient:
 - * Develop objectivity about situations
 - * Identify underlying assumptions
 - * Develop and test alternative conceptualization and assumptions

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Identifying Thoughts

- * Automatic thoughts
 - * often based on legitimate concerns
 - * but conclusions and meanings drawn from experiences are not reasonable
- * "Valid but not useful" (Beck, 1995)
- * Introduce the concept of an internal dialogue
- * Have the person think of a recent example when something went wrong
- * Ask person what they were thinking when that happened

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Cognitive Errors

ARBITRARY INFERENCE

- * Drawing a conclusion that is not supported by evidence
 - * "Jumping to conclusions"

SELECTIVE ABSTRACTION

- * Focusing on a detail taken out of context, ignoring other more salient features, and conceptualizing whole experience based on this element
 - * "Blowing it out of proportion"
 - * "One person has been saying negative things about me so why would anyone like me."

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Cognitive Errors

OVERGENERALIZATION

- * Drawing general conclusion based on single incident
 - * "I felt nervous with others at the party; I don't think I have what it takes to make friends."

MAGNIFICATION / MINIMIZATION

- * Error in evaluation based on over- or underemphasizing selected aspects of situations
 - * "Doing poorly shows how inadequate I am"
 - * "Getting good grades doesn't mean I'm smart."

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Cognitive Errors

* PERSONALIZATION

- * Inappropriately relating external events to oneself without an obvious basis for making such connections
 - * "She didn't say hello to me because I must have done something wrong."

* DICHOTOMOUS THINKING

- * View a situation in only two categories instead of on a continuum
 - * "All or none thinking"; "Black or white"
 - * "If I'm not a total success, I'm a failure"

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Cognitive Errors

* CATASTROPHIZING

- * Predict the future negatively without considering other, more likely outcomes
- * "Fortune telling"
- * "I'll be so upset, I won't be able to function at all."

* DISQUALIFICATION / DISCOUNTING

- * Unreasonably disregard positive experiences or qualities as without value
- * "I did well on the project not because I'm good - I got lucky."

* MIND READING

- * Belief that one knows what others are thinking, and failure to consider other, more likely possibilities
- * "He's thinking I'm a failure"

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Cognitive Errors

* LABELING

- * Place a fixed, global label on oneself and others without considering evidence that leads to a less disastrous conclusion
- * "I'm a loser" ; "I'm no good."

* EMOTIONAL REASONING

- * Think that something must be true because one "feels" it strongly, ignoring contrary evidence
- * "I know I did okay, but I still feel like a failure."

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Connecting Thoughts to Feelings

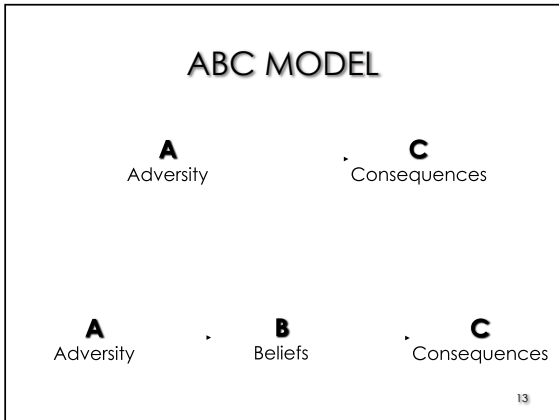
ABC Model

A = ADVERSITY (Any negative event)

B = BELIEFS (Beliefs and Interpretations about A)

C = Consequences (Behavior and Feelings following A)

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Daily Thought Record (DTR)

* DTR contains three columns:

1. Situation
 - * Objective description of what is happening
2. Feelings
 - * Feeling word and Intensity
3. Thoughts
 - * "What is going through my mind?"

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Daily Thought Record - Example

Situation	Feeling	Thought
My teacher is mean and thinks I am dumb.	Sad (8)	He does not like me.
My teacher told me I was not paying attention in class.	Sad (8)	He doesn't like me. He was mean to tell me this. He made me feel dumb and I don't think I can do my work and he'll keep thinking I'm dumb.

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The Daily Mood Log

STEP ONE: Describe the upsetting event _____

STEP TWO: Record your negative feelings and reach each one from 0 (the least) to 100 (the most). Use words like sad, anxious, angry, guilty, hopeless, frustrated, etc.

<i>Emotion</i>	<i>Rating</i>	<i>Emotion</i>	<i>Rating</i>	<i>Emotion</i>	<i>Rating</i>
1.		3.		5.	
2.		4.		6.	

STEP THREE: The Triple-Column Technique

<i>Automatic Thoughts</i>	<i>Distortions</i>	<i>Rational Responses</i>
<small>Write your negative automatic beliefs and estimate your belief in each one (1-100).</small>	<small>Identify the distortions in each Automatic Thought.</small>	<small>Substitute more realistic thoughts and estimate your belief in each one (0 to 100).</small>

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Ten Ways to Untwist Your Thinking

1. Identify Distortion

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Identifying Distortions

- * All-or-nothing thinking
- * Overgeneralization
- * Mental Filter
- * Discounting the Positives
- * Jumping to Conclusions
- * Magnification or Minimization
- * Emotional Reasoning
- * "Should Statements"
- * Labeling
- * Personalization and blame

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine the Evidence

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Test of Evidence

- * Instead of assuming that your negative thought is true, examine the actual evidence for it.
- * Useful strategy to test overgeneralizations, faulty conclusions, and ill-founded inferences

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Test of Evidence

- * Reasons for conclusions
"What convinces you 100% that your thought is true?"
- * Search for contrary evidence
"What facts make you less certain about your conclusion?"
- * Alternative explanations
"What is another way of looking at _____ other than your conclusion?"
- * Derive conclusion based on facts and plausible alternative explanations

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method

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The Double-Standard Method

* Instead of putting yourself down in a harsh, condemning way, talk to yourself in the same compassionate way you would talk to a friend with a similar problem.

* "Would you say the same things to your friend in a similar situation?"

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique

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The Experimental Technique

- * Do an experiment to test the validity of your negative thought
- * Belief: "I am about to die of a heart attack!"
- * Experiment: Jog or run up and down several flights of stairs – Physiological similarities to anxiety shows that person is not dying and can manage the symptoms.

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray

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Thinking in Shades of Gray

- * Instead of thinking about your problems in all-or-nothing extremes, evaluate things on a range from 0 to 100.
- * When things do not work out as well as you hoped, think about the experience as a partial success rather than a complete failure.
- * See what you can learn from the situation.

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray
6. The Survey Method

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The Survey Method

- * Ask people questions to find out if your thoughts and attitudes are realistic.
- * Example: If you believe that public speaking anxiety is abnormal and shameful, ask several friends if they ever felt that way before a talk.

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray
6. The Survey Method
7. Define Terms

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Define Terms

*When you label yourself as "stupid" or "inferior" or "a loser," ask what is the definition of "stupid."

*Apply definition universally

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray
6. The Survey Method
7. Define Terms
8. The Semantic Method

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The Semantic Method

* Simply substitute language that is less colorful and emotionally loaded.

* Helpful for "should statements."

* Example:

- * "I shouldn't have made that mistake!"
- * "It would have been better if I hadn't made that mistake."

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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray
6. The Survey Method
7. Define Terms
8. The Semantic Method
9. Re-Attribution

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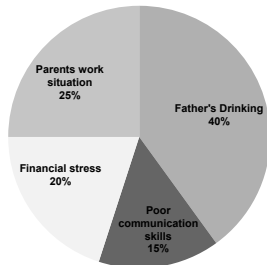
Re-attribution

- * Instead of automatically assuming that you are "bad" and blaming yourself entirely for a problem, think about the many factors that may have contributed to it.
- * Responsibility pie
 - * List all possible reasons for event
 - * Allocate portion of pie to each cause

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Responsibility Pie

- * Event: Parents getting separated



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Ten Ways to Untwist Your Thinking

1. Identify Distortion
2. Examine Evidence – Test of Evidence
3. The Double-Standard Method
4. The Experimental Technique
5. Thinking in Shades of Gray
6. The Survey Method
7. Define Terms
8. The Semantic Method
9. Re-Attribution
10. Cost-Benefit Analysis

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Cost-Benefit Analysis

The attitude or belief I want to change: I want all people to like me

Advantages of Believing This

1. It will feel good when people approve of me.
2. I'll work hard to make people like me.
3. I'll be very sensitive to other people's feelings

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Disadvantages of Believing This

1. I'll feel lousy when people don't like me or approve of me.
2. Other people will control my self-esteem.
3. People will not respect me in the long run if I don't stand up from what I believe in.
4. I may be less sensitive to other people because I'll be so worried about criticism or conflict.

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Revised Attitude: It can be great to have people like me and approve of what I do. When people are more critical of me, I can understand their point of view. 38
