

Appendix 2

Assessment and Goal Planning Guide and ABC Diary

Dear

Thank you for completing the Preparation Worksheet. You can now go on to use this Assessment and Goal Planning Guide and Worksheet to carry out more detailed assessment and goal planning. The worksheet is divided into two sections. In the first section, write down an account of the main problem again, this time giving a specific example. The counsellor will then help you carry out an ABC assessment of the problem, where A stands for your description of the adverse event, B for your beliefs about the event and C for your consequent reaction. In the second section you can work out a plan for your goals for dealing with the problem. Finally, you can later record the extent to which you achieve your goals.

So to recap, in the Preparation Worksheet we asked you to describe the *type* of problem you wanted help with in general terms. This time try to give a *specific* example of the problem in Step 1, *and then hold this example in your mind while you complete the other steps with your counsellor's help*. As with the Preparation Guide, use these steps to help you fill in the Assessment and Goal Planning Worksheet (p. 242). You may also find helpful the worked example below – Brian's Specific Example (Box A2.12). Use a separate worksheet for each specific problem.

Assessment Steps

- Step 1 (Box A2.1). On the Assessment and Goal Planning Worksheet (p. 242), write down a *specific* example of the problem (as in Brian's Specific Example).
- Step 2 (Box A2.2). In the box headed 'C: Consequent Emotional/Behavioural Problem', write down the disturbed way you felt and the unhelpful way you acted or had a tendency to act in the problem situation. Rate the strength or intensity of your feeling on a 0–10 scale, where 0 means you didn't feel it strongly at all and 10 means the most intense you can imagine.
- Step 3 (Box A2.3). In the box headed 'A: Specific Adverse Event', describe the adverse event itself, namely what actually happened – like a camera might show – or what you imagined might happen specifically.
- Step 4 (Box A2.4). In the box headed 'B¹: Probably Biased Inferences about A', write down at least one very negative and probably biased *inference* that you might have been drawing about the adverse event. (Your inference is what you think it meant.) Rate the extent to which you believe this inference to be true (conviction level) on a 0–10 scale, where 0 means you don't think it's true and 10 means you are completely convinced it's true, and 5 is a half way mark where you are evenly balanced.
- Step 5 (Box A2.5). In the box headed 'B²: Extreme Evaluations about B¹', write down at least one of the listed extreme *evaluations* you might have made about the adverse event, if your inference was true. (Your evaluation is how bad you thought it was.) Rate your conviction level in this evaluation on a 0–10 scale, where 0 means you don't think it bad at all and 10 means you thought it was awful, and 5 means you thought it relatively bad.

Goal Planning Steps

- Step 6 (Box A2.6). In the box headed 'Emotional/Behavioural Goal', write down how you would *prefer* to feel and behave, that is, not disturbed but still a negative feeling but a 'healthy' negative one, and a more effective way of behaving.
- Step 7 (Box A2.7). In the box headed 'B¹: Alternative Unbiased Inferences', write down one or more *unbiased alternatives* to the biased inferences that might contribute to your emotional/behavioural goal. Rate your conviction level as above.
- Step 8 (Box A2.8). In the box headed 'B²: Realistic Evaluations', write two or more *alternative evaluations* under the headings listed that might help you achieve your emotional/behavioural goal. Rate your conviction level in these evaluations.
- Step 9 (Box A2.9). Finally, in the box headed 'A: Adverse Event Rescripted', write down how you would prefer the event to have happened, or might have actually happened if you had remembered it in an unduly negative way. Rate your conviction level in this alternative description.

Goals Achievement Step

- Step 10 (Box A2.10). When you get to the Middle Stage of Counselling, probably in a few sessions' time, return to this worksheet and record in percentage terms the degree to which you feel you have achieved each of the goals as you work through them.

These steps are repeated below, showing where in the worksheet you need to put the answers. A fictitious case example is also provided to illustrate how to fill it in.

Step 1

Box A2.1
Specific Example of the Problem
This is my account of a specific example of my problem

Step 2

Box A2.2			
ABC Assessment of the Specific Example			
A:	B ¹ :	B ² :	C: Consequent Emotional/Behavioural Problem This is the disturbed way I felt and acted when this happened, or would feel and act if this happened

Step 3

Box A2.3			
ABC Assessment of the Specific Example			
A: Specific Adverse Event This is what actually happened or I imagine might happen	B ¹ :	B ² :	C:

Step 4

Box A2.4			
ABC Assessment of the Specific Example			
A:	B ¹ : Probably Biased Inferences about A: These were the very negative and biased inferences I had which contributed to my disturbance ?Biases:	B ² :	C:

Step 5

Box A2.5			
ABC Assessment of the Specific Example			
A:	B ¹ :	B ² : Extreme Evaluations about B ² : These were my extreme evaluations, which resulted in my disturbance: Demanding: Awfulising: LDT: Self/Other/Life Downing:	C:

Step 6

Box A2.6			
ABC Goals			
A:	B ¹ :	B ² :	C: Emotional/Behavioural Goal This is how I would have liked to have felt and acted when this happened

Step 7

Box A2.7			
ABC Goals			
A:	B ¹ Alternative: Unbiased Inferences These are more positive and unbiased inferences that will contribute to my emotional goal	B ² :	C:

Step 8

Box A2.8			
ABC Goals			
A:	B ¹ :	B ² : Realistic Evaluations These are more realistic evaluations that will result in my emotional goal	C:

Step 9

Box A2.9

ABC Goals			
<p>A: Adverse Event Rescripted</p> <p>This is how I would prefer to remember or imagine the event</p>	B ¹ :	B ² :	C:

Step 10

This is my record in percentage terms of the degree to which I achieved each goal.

Box A2.10

ABC Goals			
<p>A: Adverse Event Rescripted</p> <p>This is how I would prefer to remember or imagine the event</p>	<p>B¹ Alternative: Unbiased Inferences</p> <p>These are more positive and unbiased inferences that will contribute to my emotional goal</p>	<p>B²: Realistic Evaluations</p> <p>These are more realistic evaluations that will result in my emotional goal</p>	<p>C: Emotional/ Behavioural Goal</p> <p>This is how I would have liked to have felt and acted when this happened</p>
% Achieved:	% Achieved:	% Achieved:	% Achieved:

Summary of the Steps to Complete the Assessment and Goal Planning Worksheet

Box A2.11

Specific Example of the Problem			
This is my account of a specific example of my problem			
ABC Assessment of the Specific Example			
<p>A: Specific Adverse Event</p> <p>This is what I remember actually happened or I imagine might happen specifically</p>	<p>B¹: Biased Inferences about A</p> <p>These were my very negative and probably biased inferences that contributed to my emotional and behavioural disturbance ?Biases:</p>	<p>B²: Extreme Evaluations about B¹</p> <p>These were my rigid and extreme evaluations that directly resulted in my emotional disturbance: Demanding: Awfulising: LDT: Self/Other/Life Downing:</p>	<p>C: Consequent Emotional/ Behavioural Problem</p> <p>This is the disturbed way I felt and acted when this happened, or would feel and act if this happened</p>
ABC Goals			
<p>A: Adverse Event Rescripted</p> <p>This is how I would prefer to remember or imagine the event</p>	<p>B¹: Alternative Inferences</p> <p>These are more positive and accurate inferences that will contribute to my emotional goal</p>	<p>B²: Realistic Evaluations</p> <p>These are realistic evaluations that will result in my emotional goal: Preferring: Non-awfulising: HDT: Self/Other/Life Acceptance:</p>	<p>C: Consequent Emotional/ Behavioural Goal</p> <p>This is how I would have liked to have felt and acted when this happened</p>
% Achieved:	% Achieved:	% Achieved:	% Achieved:

Brian's Specific Example

Box A2.12

Specific Example of the Problem			
Just after Christmas, in one of the small seminar rooms, I made a complete mess of a presentation I had to give as part of my course work at university. I felt absolutely awful			
ABC Assessment of the Specific Example			
A: Specific Adverse Event While feeling very anxious gave a presentation to a critical and unfriendly audience of tutors and fellow students and tried to hide my anxiety symptoms	B¹: Probably Biased Inferences about A 1) I'm convinced that, without safety behaviour, they would all stare at me visibly shaking, going red in the face, heart racing, and really screw up 10/10 ?Biases: Magnification, Mental Filter 2) I'm convinced that, because of 1) they all think I am a complete idiot. 10/10 ?Biases: Mind reading	B²: Extreme Evaluations about B¹ Demanding: Awfulising: This is absolutely terrible LDT: I just can't bear it Self/Other/Life Downing: I really am an idiot	C: Consequent Emotional/ Behavioural Problem
			Feeling very anxious 9/10 Not looking at the audience, reading word for word from my script
ABC Goals			
A: Adverse Event Rescripted I'd like to be able to change how I remember or imagine the event, that I didn't do too badly and the audience were reasonably understanding	B¹: Alternative Inferences 1) My symptoms aren't that visible, so people may not notice so much 3/10 2) People will vary, some negative, some neutral, some even positive. 4/10	B²: Realistic Evaluation Preferring: I really don't want this to happen, but it might (I can't stop it by demanding) Non-awfulising: It's not actually awful, but is very bad HDT: It is hard to bear but I can just about bear it Self/Other/Life Acceptance: I can accept being fallible like this	C: Consequent Emotional/ Behavioural Goal
			Healthy concern Looking at the audience, coping despite symptoms
% Achieved:	% Achieved:	% Achieved:	% Achieved:

Assessment and Goal Planning Worksheet

Name.....

Date.....

Specific Example of the Problem			
ABC Assessment of the Specific Example			
A: Specific Adverse Event	B ¹ : Probably Biased Inferences about A	B ² : Extreme Evaluations about B ¹ Demanding: Awfulising: LDT: Self/Other/Life Downing:	C: Consequent Emotional/Behavioural Problem
ABC Goals			
A: Adverse Event Rescripted	B ¹ : Alternative Unbiased Inferences	B ² : Realistic Evaluations Preferring: Non-awfulising: HDT: Self/Other/Life Acceptance:	Emotional/Behavioural Goal

ABC Diary Steps

After your session on ABC Assessment, your counsellor will suggest you start to use this ABC Diary, instead of the DTR, to monitor your thoughts in between sessions. As you and your counsellor work through the CBC tasks, you will be invited to add these tasks to your homework, so not only monitoring your thoughts, feelings and behaviour, but changing them, as you progress towards achieving your goals.

- Step 1. Each day between counselling sessions, again try to notice each time you experience the disturbed feeling you wrote down on the Assessment Worksheet. This feeling may be triggered by a real event, a physical sensation, or simply during a period of worry or rumination. You can also set a time to bring the disturbed feeling to mind on purpose, in order to practise this thought-monitoring exercise.
- Step 2. While you are noticing the disturbed feeling, try to notice any negative inferences and evaluations you might be having at the same time.
- Step 3. On the ABC Diary, write down the feeling in the C box, and any inferences and evaluations you became aware of in the B box. Also rate the intensity of the feeling on a scale 0 to 10, where 0 = neutral and 10 = the worst ever experienced. Also rate the level of conviction you have in each belief on a similar scale, where 0 = you don't believe it at all and 10 = you are completely convinced.
- Step 4. Make a brief note of the adverse event you had in mind (or was happening) in the A box.
- Step 5. *Carry out this step only after your session with your counsellor on how to construct ABC goals.* When you are carrying out your thought monitoring (steps 1 to 4), also choose and note down a healthy but still negative emotion and helpful behaviour that you would prefer, and an alternative inference and evaluation that would help you feel and act that way.
- Step 6. *Carry out this step only after your session on challenging and changing inferences.* When you carry out your thought monitoring and notice a negative biased inference comes to mind, and you choose an alternative unbiased inference, weigh the evidence for each, and also look for an opportunity to put them to the test. Your counsellor will help you choose a test to try. Mark down any percentage change in level of conviction.
- Step 7. *Carry out this step only after your session on challenging and changing your extreme evaluations.* When you carry out your thought monitoring and notice an extreme evaluation comes to mind, and you choose an alternative realistic evaluation, try one or more of the following: dispute and compare the two beliefs for validity, practise REI using the two beliefs, carry out a shame-attacking exercise. Your counsellor will guide you in these tasks. Mark down any percentage change in level of conviction.
- Step 8. *Carry out this step only after your session on changing distressing memories.* When you carry out your thought monitoring and notice a distressing image comes to mind, try to bring to mind the rescripted image that you practised in session with your counsellor. Write down the rescripted image, and also any change in conviction.

ABC Diary

ABC Assessment		
A: Specific Adverse Event	B ¹ and B ² Beliefs: Dysfunctional, Probably Biased Inferences and Extreme Evaluations	C: Consequent Emotional/ Behavioural Problem
ABC Goals		
A: Adverse Event Rescripted	B ¹ and B ² Beliefs: Functional Unbiased Alternative Inferences and Realistic Evaluations	C: Emotional/Behavioural Goal
% Achieved:	% B ¹ Achieved: % B ² Achieved:	% Achieved: