

Supplemental Guide for Clinicians

The Purpose of the Workbook

This workbook is designed to provide interactive exercises that allow teens to grow self-esteem and confidence, while diminishing doubt. Teens will gain an in-depth understanding of confidence and why it is essential, and how self-doubt can sabotage that confidence. They'll also learn about the link between confidence and behavior. It will be made clear how a lack of confidence can lead to ineffective behaviors and compromise one's goals.

Self-confidence shapes the way we view the world and each specific situation we face. This workbook, based on the solid principles of cognitive behavioral therapy, will help teens identify those situation-specific thoughts that come from doubt and make it clear how those thoughts impact their feelings and behaviors. It will teach them specific tools to modify those unhelpful, often distorted thoughts into more helpful, realistic perspectives. Finally, armed with more confident perspectives, teens will be encouraged to take more effective actions and reach for their goals.

This workbook also will help teens recognize where doubt messages and ideas come from. The impact of media, family, peers, friends, teachers, and coaches on growing both doubt and confidence will be shown through interactive exercises. Most importantly, this workbook will fortify teens against imaginary and real negative messages so they can gain solid self-esteem and learn effective behavior. In addition to learning how to take confident action, teens will learn skills to combat internal and external pressures that will aid them in facing life's challenges and help them achieve their goals.

If, When, and How to Utilize the Workbook in Clinical Settings

It is ultimately the responsibility of each treatment provider to decide whether and when to utilize any workbook materials. We recommend this workbook be used when the following are true:

- The client is in their teen years or older. (While the writing is focused on teens and young adults, the material in this workbook is also useful for adults.)
- The client has the cognitive capacity to process verbal information.
- The client is able to experience negative emotions that may arise as a result of completing workbook materials without engaging in self-harm behaviors (either to themselves or others).
- The client is struggling with any emotional, psychological, or physical issues that are impacting his or her functioning in any sphere.

The client may have experience using the cognitive model and the principles of CBT, but this is not a requirement or necessity for using workbook material.

And though the material in this workbook is based on the cognitive model and the principles of CBT, clinicians from other orientations may find this supplemental material helpful in their work with clients.

Clinicians with experience in CBT will find this workbook complementary and in line with the standard practice of CBT.

All in all, clients with low self-esteem are strong candidates for this workbook, but all clients, regardless of diagnosis and presenting problem, may benefit from working on their self-confidence.

The Content

This workbook is organized in eight parts. Each of the eight parts focuses on a topic (ex., “Defining Confidence,” “Confident Action”) and the activities in that section are specifically relevant to that topic. Activities within each topic area are, for the most part, designed to be completed in chronological order. Each activity begins with a topic for discussion followed by a teen example. Then the reader is guided through an exercise, which allows him or her to put the topic idea into practice. Following the first practice exercise is a second exercise designed to reinforce the learning and grow the skill that is being taught.

Part 1, “Defining Confidence,” teaches the teen how to define, feel, and utilize confidence, and provides a rationale for having it. It also differentiates confidence from cockiness. Self-confidence is in many ways the essential building block for psychological health and functional behavior. It is a solid, positive, and accurate self-view that minimizes the possibilities of distorting one’s understanding of situations and diminishes psychological distress.

Part 2, “Defining Doubt,” teaches the teen how to identify, understand, and overcome self-doubt. Self-doubt is the enemy of self-confidence. It shapes how we see ourselves, the world, and our future. Doubt colors our perspective and leads one to a distorted, biased view. Whether our self-doubt is always in charge or just shows up at times of distress, it can get the best of us, resulting in emotional upset and dysfunctional behavior. Identifying and removing that doubt is critical to wellness.

Part 3, “Where Does Doubt Come From,” helps the teen understand where the nasty names they call themselves come from. By extension, the teen recognizes and acknowledges the impact that events, messages, and developmental experiences have had, which can play a role in modifying one’s doubt.

Part 4, “Build Self-Confidence,” teaches the teen how to formulate a positive, accurate, and realistic self-view. The most important concept is the idea that we are not defined by any given trait, action, or event; rather, we are the sum total of all the many things we experience. Having a holistic perspective allows for objectivity and keeps doubt at bay.

Part 5, “Confident Thinking,” teaches teens basic CBT skills of identifying, examining, and reframing their thinking (making it especially useful for work in sessions if you’re using CBT with your teen clients). Most of us are aware of our feelings and bodily sensations but often fail to recognize the thoughts that contribute to our distress. Learning to use those emotions and bodily sensations as signals to identify one’s thoughts makes capturing biased, distorted thoughts easier. And once thoughts are captured, learning to question them and see alternative perspectives is key to reducing distress and promoting effective action.

Part 6, “Confident Actions,” encourages teens to stop letting doubt interfere with attaining their goals. Instead of avoiding, using ineffective strategies, and not communicating with others, teens are taught more effective behavioral actions like facing a problem head-on, setting realistic goals, tackling a problem one step at a time, and communicating assertively in asking for what they would like. Effective behavioral actions are the necessary building blocks of self-confidence, as they provide the data to grow self-esteem and defeat inaccurate misconceptions.

Part 7, “Confident Under Pressure,” teaches the teen to identify the imagined and real pressures that might compromise their well-being. Knowing how to deal effectively with pressure from within and without means self-confidence is in charge and self-doubt has been diminished.

Part 8, “Confidence Skills at Work,” helps the teen recognize and modify problematic ideas and behaviors. They learn how to differentiate realistic from doubt-driven concerns, let go of worry, stop procrastinating, and reach for their goals.

Using the Workbook in a Clinical Setting

Content Options

We recommend that you think over each of these options when individually tailoring treatment. Each activity stands alone and focuses on a unique concept, so this workbook can be utilized in various ways.

- Chronologically utilize the whole book.
- Utilize the whole book and select activities in the order that matches your collaborative goals.
- Focus on the parts you feel your client would benefit from.
- Choose particular activities to help the individual struggling in that specific area.

Method Options

There are numerous ways to utilize the materials in this workbook in the context of your therapeutic work. Consider the options below as recommendations, but feel free to creatively incorporate the material in any way you see fit.

- Provide as a book recommendation for clients to complete independently of your work with them. This provides an adjunctive treatment possibility or a reiteration of concepts taught and discussed, and an opportunity for more self-practice.
- Have clients read material and complete exercises outside of session, and review their material, obtain reactions, or clarify learning in the session.
- Read the material and complete exercises in the session. Keep in mind that it is important to provide a rationale for why the topic you are covering is being addressed as well as the reasons to do the exercises.

Each activity provides at least two relevant exercises, so that the first one can be practiced in the office and the second one can be done as homework between sessions, if you and your client prefer.

Teen Buy-In and Participation in the Activities

Keep the following guidelines in mind when working through this book with your clients to get the most out of the work you do.

- Always provide a rationale for the activity the teen is asked to participate in. (For example: “I’d like for you to do the ‘Capture Your Thoughts’ activity in the workbook before our next session. It’ll help you start capturing thoughts the way we’ve just done, but in real time. The reason it’s important to capture your thoughts is to make sure you are looking at situations accurately so you can be in charge of how you feel and what action you take.”)
- It is useful to ask the teen if the activity makes sense, and if it might be helpful. And for teens to do the homework, it is essential that they understand the assignment and the reason for doing it. If they are discouraged or hopeless, this must be addressed before engagement in the activity is possible. In such cases, role-plays might be useful, or you might use Socratic questioning to help the client explore her hopelessness and discouragement. It may simply be that the client’s not yet ready to do the activity without your help and support. In those cases, it’s better to work on the activities in session until he is equipped to do it on his own.
- If an activity is assigned for homework, it is helpful to ask if the teen plans to do it and if not what obstacles may prevent him from doing what is suggested.
- When an activity is assigned for homework, it is essential that it be discussed in a subsequent session.
- It is helpful to ask ahead of time what the teen predicts may result from doing the activity and later find out if those predictions were valid or not.
- It is important to ask what the teen learned from doing the exercise and how she might put that learning into practice in the future.

- When the activity is teaching a specific skill, it is important that the teen be asked to practice the skill. Frequency is an essential part of skill acquisition. Summarizing and reviewing the steps on an ongoing basis—say, with check-ins and recaps at the start of each session—can also enhance skill development.
- The activities are not rigid documents but rather starting points for clinical opportunity. Teens can be encouraged to modify the activities in a way that might be more helpful to them; and similarly, as a therapist you are free to modify the activities to meet the individual need of any specific client.

Downloadable Exercises

Although we strongly recommend you ask each client to purchase a copy of the workbook so that he or she can read the examples and work the exercises, we have provided downloadable worksheets for certain exercises to use for repeated efforts.

- “Interviewing Self-Confident People” (Activity 2, “What Does Confidence Feel Like?: “Your Turn”)
- “Capture Your Thoughts” (Activity 17, “Capture Your Thoughts”: “More Practice”)
- “Examine Your Captured Thoughts” (Activity 21, “Gather the Facts”: “Your Turn”)
- “Thought Table” (Activity 21, “Gather the Facts”: “More Practice”)
- “All the Possible Options” (Activity 22, “Examine All Possible Options”: “Your Turn”)
- “Strategies to Combat Snap Conclusions” (Activity 24, “Try Not to Jump to Conclusions or Overgeneralize”: “Even More Practice”)
- “Putting Pressures in Perspective” (Activity 33, “Deal Effectively With Outside Pressures”: “More Practice”)
- “Acknowledge, Accept, and Act Effectively” (Activity 36, “Dampen the Judgment”: “More Practice”)
- “Working on Your Worries, Part 1” (Activity 38, “Let Go of Worry”: “Your Turn”)
- “Working on Your Worries, Part 2” (Activity 38, “Let Go of Worry”: “More Practice”)
- “Prioritizing” (Activity 39, “Don’t Procrastinate”: “Your Turn”)

These worksheets are available at the same site from which you downloaded this guide: <http://www.newharbinger.com/34831>.

interviewing self-confident people

Person:

How do you define confidence? _____

How do you know you are feeling confident? _____

Person:

How do you define confidence? _____

How do you know you are feeling confident? _____

Person:

How do you define confidence? _____

How do you know you are feeling confident? _____

how self-doubt expresses itself

Try to notice when you experience self-doubt. Record each time it arises. Then use the quiz in this exercise to recognize how self-doubt expressed itself.

Situation: _____

Self-doubt expressed: _____

Situation: _____

Self-doubt expressed: _____

Situation: _____

Self-doubt expressed: _____

At the end of the week, look at your record. Do you notice any patterns? Are there certain circumstances in which doubt tends to show up the most? Write down your observations here.



capture your thoughts

Over the next several days, when you notice yourself in an upsetting, unpleasant, or negative situation, ask yourself these questions.

What am I thinking?

How do I feel?

What will I do?

examine your captured thoughts

A great motto to remember is: “Just because you think it or feel it doesn’t mean it’s true.” That’s why it’s important to gather evidence for, and also against, the thought you have captured. To do this, rather than going with your personal interpretation pretend you are a scientist collecting objective observations.

Here’s an exercise that will help you practice.

Think of a recent situation that upset you. Capture the thoughts you had and list them here.

For each captured thought, write out the facts that support or don't support it.

Captured thought: _____

Facts That Support This Thought	Facts That Don't Support This Thought

Captured thought: _____

Facts That Support This Thought	Facts That Don't Support This Thought

Captured thought: _____

Facts That Support This Thought	Facts That Don't Support This Thought

What do you conclude from the facts you collected? Was the original thought true? Exaggerated? Biased? Unhelpful? Do the facts lead you to a new perspective on the situation? If so, record it in the space below.

thought table

Over the course of the next several days, use the shifts you notice in your moods or body sensations to remind you to capture your thoughts and question how true they are. Note the situation, your mood, and body sensations below, then use the table for your thoughts.

Activating situation: _____

Mood: _____

Body sensations: _____

Activating situation: _____

Mood: _____

Body sensations: _____

Captured Thought	Facts That Support Thought	Facts That Don't Support Thought	How True Was The Thought?

How do you feel now that you've looked at the facts?

When you are on the go, you can recreate this table in a notebook or even on a napkin.

examine all the possible options

Over the course of the next several days, pay attention to when you notice a shift in your mood or body, record it, and then write down each captured thought on a separate line. Then, to broaden your sense of all the possible interpretations and viewpoints, complete this exercise.

Write out a recent situation that upset you:

What feelings or body sensations did you notice? Make note of them here:

Next, write out your captured thoughts:

Now, respond to these questions in the space provided:

- If you were a fly on the wall, what would your understanding of the situation be?

- Pick a family member who you think typically has a good point of view on things. What do you think that person would say?

- If someone you cared about was in the exact same situation, what would you say to that person?

- What are some other possible explanations for what happened?

- If you could transport yourself a day into the future, what would you think about the situation?

- If you could transport yourself many years into the future, what might you think about the situation?

Write out the new perspective you have gained:

strategies to combat snap conclusions

Run an experiment this week: when you capture a snap conclusion that is causing you distress, try using the strategies previously offered in this activity. Then write down how these strategies helped you.

When you captured your thoughts, what snap conclusion did you jump to?

What strategies can help you see more possible conclusions?

What are some possible alternative conclusions?

Did you find using these strategies helpful? If yes, how were they helpful?



Which conclusion reflected the truth, the snap conclusion or one of the alternatives you considered?

putting pressures in perspective

For each outside pressure you listed, think about whether what you imagine, or know, others are asking from you is what you want for yourself. Notice if you think any of the following: *I have to live up to this pressure, I would like to live up to this pressure, or I prefer not to take on this pressure, as it is their agenda and not mine.* Then add your comments to that column.

State the Pressure	I Have to Live Up to This Pressure	I Would Like to Live Up to This Pressure	I Prefer Not to Take on This Pressure



acknowledge, accept, and act effectively

Try dampening the judgment to effectively cope with difficult situations, problems, and challenges. This week, practice acknowledging, accepting, and choosing effective action.

Describe a problematic situation: _____

How did you acknowledge it?

How did you accept the situation without judgment?

What effective action did you take?

working on your worries, part 1

Name a worry you have had recently, such as the following: "What if I don't do well on my test?"; "What if he doesn't call me back?"; "What if I get a low score on my college entrance exams?"; "What if I don't have a date for prom?"; "What if my cold doesn't get better?"; or "What if I get a big pimple right before my senior picture?"

Describe your worry: _____

How did it affect you emotionally, physically, and behaviorally?

Emotional examples: fear, sadness, anger, anxiety

Physical examples: chest discomfort, stomach distress, dizziness, sweating, muscular tension

Behavioral examples: pacing, inability to sit still, shaking

Did worry block you from achieving a goal or getting something you wanted?

Circle one answer: YES NO

working on your worries, part 2

Here is a process you can follow to replace a worry with problem solving.

State your worrisome thought here: _____

Ask yourself, is the worry is a remote possibility, or likely to happen?

STOP HERE if the worry is a remote possibility. Continue to the next question if it's likely to happen.

Define the real problem, as specifically as possible: _____

What is the worst thing that could happen?

STOP HERE if the worst thing that could happen is fairly insignificant. Continue to the next question if what might happen feels like a big deal.

If the worst thing happened, could you cope?

If what you are concerned about is more than likely to happen and would be a significant problem, what options do you have to take care of it? List them and look at their pros and cons.

Can you deal with the situation now? Later? Or is it something that is out of your control?

STOP HERE if the problem is out of your control or there is nothing you can do. Continue to the next question if there is something you can do.

What appropriate action can you take?

Use this process every time you start to worry. Facing a real problem and trying to address it is not the same as worry! Remember that the goal is to turn off worry and to problem solve whenever you can.

prioritizing

You can organize your time and prioritize your tasks to overcome procrastination. Here's how to get started.

Make a list of all the tasks you have been putting off or that you regularly avoid doing.

Assign each task a number that indicates its priority level in the list, with number 1 being the highest priority.

Step 1: Set a goal. Which task was your top priority? This is now your top goal.

Step 2: State at least five reasons why it makes sense to achieve this goal.

Step 3: Get organized and make a plan. Describe what you are going to do, where you are going to do it, and when you will act to make your plan happen.

What action you will take: _____

Where you are going to do it: _____

When you will act: _____

If step 3 fails to happen, reschedule and follow the clear plan you have in place. Remember that action comes before motivation, so you don't have to feel like doing something to do it. Just take action.

Step 4: Take credit. Acknowledge what you achieved, and give yourself credit. Remember that it's the doing and the effort that count most.

You might want to do this with the other tasks on your list of priorities. If so, you can use as many copies of this worksheet as you need to.