Behavioural experiment

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| 1. Belief:
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| 1. Identify the prediction in general:
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| 1. Specify the prediction with details (e.g. specific behaviours; rate the intensity of beliefs and feelings from 0-10):
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| 1. Experiment:
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| 1. Results:
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| 1. Reflection:
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| 1. Revised belief:
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| 1. Identify your all or nothing belief:
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| 1. Identify your prediction in general:
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| 1. Specify your prediction with details (e.g. specific behaviours; rate the intensity of beliefs and feelings from 0-10):
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| 1. Create an experiment to test your all or nothing belief
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| 1. Record the results of the experiment
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| 1. Reflection: what have you learnt from your experiment?
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| 1. Revise your belief:
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Testing all or nothing belief using behavioural experiments

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| 1. What is my all or nothing thought?
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| 1. Specify the all or nothing categories on the continuum (range)
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| 1. Example of when there are points along the continuum in the thought/behaviour (is it truly the case that it is completely all or nothing?)
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| 1. What I learnt from the continuum
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Testing all or nothing thinking using continuums

Noticing the negative and broadening attention

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| 1. Identify the area of perfectionism
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| 1. Record negative thoughts and rate the strength to which you believe in them (0-10)
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| 1. Ways to broaden my attention in the situation

Ask yourself: (a) What positive aspects of my performance am I missing?(b) How can I focus my attention on things other than the negatives e.g. noticing details around me |
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| 1. Outcome
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Diary of positive comments and lack of negative comments

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| **Area** | **Positive evidence** | **Lack of negative evidence** |
| Work | Teacher commented that I did a good job on my presentation | No one criticised my presentation or how I looked |
| Appearance | Friend commented that I looked good tonight | No one said that I looked bad |
| Social | People approached me to talk | No one said I looked anxious or that I was boring |
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Thought restructuring

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| 1. Event: What was the event, situation, thought, image or memory?
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| 1. Beliefs: What went through my mind? What does it say about me as a person? Am I using unhelpful thinking styles e.g. double standards, overgeneralizing, should statements? Rate how strongly you believe each thought 0-100%.
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| 1. Feelings: What was I feeling? (use the circle of feelings, and you can have more than one feeling) Rate how strongly you feel it 0-100%.
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| 1. Challenge the thought: What would a friend say? Is there another way of viewing this thought?
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| 1. Examine the outcome: How do you feel now? Rate how strong your feelings are now 0-100%.
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Self-monitoring procrastination

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| 1. Perfectionism area and situation
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| 1. Record your perfectionist prediction.

Ask yourself: “What was going through my mind when I decided to delay this task?”Rate how strongly you believe the thought (0: not at all, 10: completely believe) |
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| 1. Record your behaviour. What did you do?
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| 1. Record your feelings e.g. anxious, sad, angry, ashamed, depressed, scared, embarrassed, irritated, happy, disappointed, excited.

Rate your feelings (0: no feeling, 10: strongest feeling) |
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Behavioural experiment to overcome procrastination

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| 1. Perfectionist thought:
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| 1. Prediction in general:
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| 1. Specify the prediction with details (e.g. specific behaviours; rate the intensity of beliefs and feelings from 0-10):
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| 1. Experiment:
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| 1. Results:
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| 1. Reflection:
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| 1. Revised belief:
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Problem solving - Breaking a task down

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| Step 1: Define the task/goal |
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| Step 2: Break the task down into manageable chunks and rate chunks from easiest to hardest (0-100) |
| 0 |
| 10 |
| 20 |
| 30 |
| 40 |
| 50 |
| 60 |
| 70 |
| 80 |
| 90 |
| 100 |

Problem solving

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| 1. Identify the problem

Try to describe it in an objective, specific way |
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| 1. Brainstorm all possible solutions

Keep listing all the ideas you can think of without judging them as good or badChoose 2 or 3 solutions that seem the best or most possible to achieve |
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| 1. Decide on a solution

Consider the pros and cons of the top 2 or 3 solutions – how likely it is to solve the problemChoose the best |
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| 1. Plan the chosen solution
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| 1. Carry out the solution
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| 1. What was the effect of carrying out the solution?
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Self-compassion- Applying the same values to myself that I apply to friends

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| **Acceptance**To accept my friends no matter what they do | **Caring**To be caring towards others | **Compassion**To feel concern for others |
| **Courtesy**To be polite and considerate to others | **Forgiveness**To be forgiving to others | **Generosity**To give people the benefit of the doubt |
| **Helpfulness**To be helpful to others | **Hope**To keep believing in my friends | **Fun**To have fun with friends and share a sense of humour with them |
| **Justice**To treat my friends fairly | **Service**To be of service to others | **Respect**To treat my friends with respect and not be harsh on them |
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Identifying self-critical and compassionate thoughts

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| **Triggering event**Something someone does, something you do, or an upsetting image | **Self-critical thoughts**What went through your mind?What does it say about you as a person? | **Associated feelings e.g. sad, anxious, depressed, angry**What did you feel? Rate the strength of the mood from 0: no feeling at all to 10: strongest you have ever felt | **Compassionate voice**What would you say to a friend? Degree of belief in the thought (0 not at all, 10 completely) | **Revised feelings**What do you feel now? Rate the strength of the feeling you described earlier. |
| Video example:Drawing something | Video example:My drawing is awful. It looks awful in comparison to others.I can never draw well. I am a failure.  | Video example:Depressed (8/10) | Video example:You’ve only started drawing for 1 year. Most famous artists take years. Cut yourself some slack! (9/10)It’s good that you’re trying and learning to better yourself. Keep going! You will improve. (6/10)  | Video example:Depressed (6/10) |
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