Behavioural experiment

|  |
| --- |
| 1. Belief: |
|  |
| 1. Identify the prediction in general: |
|  |
| 1. Specify the prediction with details (e.g. specific behaviours; rate the intensity of beliefs and feelings from 0-10): |
|  |
| 1. Experiment: |
|  |
| 1. Results: |
|  |
| 1. Reflection: |
|  |
| 1. Revised belief: |
|  |

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

Testing all or nothing belief using behavioural experiments

|  |
| --- |
| 1. What is my all or nothing thought? |
|  |
| 1. Specify the all or nothing categories on the continuum (range) |
|  |
| 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?) |
|  |
| 1. What I learnt from the continuum |
|  |

Testing all or nothing thinking using continuums

Noticing the negative and broadening attention

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

Diary of positive comments and lack of negative comments

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Thought restructuring

|  |
| --- |
| 1. Event: What was the event, situation, thought, image or memory? |
|  |
| 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%. |
|  |
| 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%. |
|  |
| 1. Challenge the thought: What would a friend say? Is there another way of viewing this thought? |
|  |
| 1. Examine the outcome: How do you feel now? Rate how strong your feelings are now 0-100%. |
|  |

Self-monitoring procrastination

|  |
| --- |
| 1. Perfectionism area and situation |
|  |
| 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) |
|  |
| 1. Record your behaviour. What did you do? |
|  |
| 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) |
|  |

Behavioural experiment to overcome procrastination

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

Problem solving - Breaking a task down

|  |
| --- |
| Step 1: Define the task/goal |
|  |
| 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

|  |
| --- |
| 1. Identify the problem   Try to describe it in an objective, specific way |
|  |
| 1. Brainstorm all possible solutions   Keep listing all the ideas you can think of without judging them as good or bad  Choose 2 or 3 solutions that seem the best or most possible to achieve |
|  |
| 1. Decide on a solution   Consider the pros and cons of the top 2 or 3 solutions – how likely it is to solve the problem  Choose the best |
|  |
| 1. Plan the chosen solution |
|  |
| 1. Carry out the solution |
|  |
| 1. What was the effect of carrying out the solution? |
|  |

Self-compassion- Applying the same values to myself that I apply to friends

|  |  |  |
| --- | --- | --- |
| **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 |
|  |  |  |
|  |  |  |

Identifying self-critical and compassionate thoughts

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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) |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |