

# Stand Up, Speak Out

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# What Is Social Anxiety?



Anxiety is probably the most basic of all the emotions. It is experienced by all living creatures, from humans all the way down to the sea slug! While everyone experiences anxiety at one time or another, *problematic anxiety* is something you are not born with, and it develops over time. While you were growing up, you learned various ways of behaving and feeling in social situations, just like you learned to do many other things, like riding a bike or writing with a certain hand. We all recognize some *habits* that we've developed, like saying "thank you" after someone does something nice for us. Problematic anxiety is a learned bad habit. We are going to present you with information here about anxiety, in particular social anxiety, so that we can begin to *unlearn* those problematic anxiety habits and replace them with helpful, coping habits.

## What Is Anxiety?

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Anxiety is a response to danger or threat. We all have nervous systems, made up of our brain, spinal cord, and nerves. Anxiety comes from a part of our nervous system called the "autonomic nervous system." This system gets activated automatically, when we are faced with danger. The scientific name for the activation of the system is the "fight-or-flight response." This system is very important to us, because it protected our ancestors from danger in the days when we were cave people, and it still

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protects us today. If you were crossing a busy street and suddenly a car came speeding toward you, the fight-or-flight system would automatically take over, and you'd jump out of the way to safety. If you had no anxiety, then you would stand there and be run over! You need to understand that, at its basic level, anxiety is there to protect you, not hurt you.

Anxiety is not just one big ball of nerves. In fact, you can manage your anxiety more easily if you think of it in terms of its three parts:

**Thinking:** the thoughts you have when you are anxious

**Feeling:** your physical feelings, like shaking and sweating

**Doing:** the behaviors and activities you do when nervous, like avoiding doing things or seeing certain people

These three parts act together to get your body ready to handle threats and danger. As you grew up and made your way through the world, there were times when you became scared, and sensed danger. To children (and even adults), things like being scared in the dark, thinking about monsters, and being frightened of falling off a bike gave you experience with being anxious. You had these feelings of anxiety at times in the past.

At some point, you somehow got these feelings in social situations. Some of the social situations that may have prompted your social anxiety include the first day of school, meeting someone for the first time, trying to make new friends, meeting with doctors or the principal, or being teased by peers. It is totally natural to have anxious feelings at times like that! But because you may have had these feelings *very strongly* or *very often*, you learned to have these feelings a lot more than others kids your age. And you learned to have these feelings in many different social and stressful situations.

But these feelings and these situations are not dangerous! This anxiety can be brought under your control, and you can learn *new feelings*, *new thoughts*, and *new ways of behaving* in social situations.

The three components of anxiety work together; at times, one may be stronger than the others, but they all interrelate and egg each other on. You may be going into a stressful situation, like having to give an oral report. Your initial reaction may be a thought: “Oh, oh, I don’t want to do this, I’ll be too nervous.” You may next notice your hands getting sweaty and feel a mild “twinge” in your stomach. This might cause you to have more thoughts like “There’s no way I’m gonna stand up in front of everyone. How can I get out of this?” Next, the “doing” part takes over, and you try to figure out ways to *avoid* the presentation. You may ask the teacher to let you out of it. You may feel really sick and make excuses to stay home. This is the *cycle of anxiety* that you’ve entered, and you want to find a way out.

Avoidance is the key to keeping anxiety going! As soon as you avoid doing something, or you get out of something, your anxiety *drops* like a rock from a cliff. So how does this keep the cycle of anxiety going? The next time you are faced with a stressful situation, you’re more likely to get out of it quicker, so your anxiety drops quicker, and you learn to avoid it faster and faster.

The only way to overcome anxiety is to stop this *cycle* of anxiety. In this program, we’ll learn how to stop those thoughts, control your feelings in your body, and enter situations feeling more comfortable and confident.

## How This Treatment Works

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If you are about to use this workbook and get involved in cognitive-behavioral therapy for social anxiety, you’re taking a big step toward changing your life. Up to this time, you have probably often dealt with your social anxiety by avoiding situations that cause you to feel nervous or anxious. As you might notice, if you avoid a situation or leave a situation that makes you anxious, you will immediately feel better. That is, the anxiety goes away for the moment.

Imagine you are sitting in your toughest class, one where you are struggling with the work, and the teacher announces a surprise quiz where you'll have to stand up and answer her questions out loud. You may find that your heart starts beating fast, you feel shaky, and you start to sweat. Imagine that the teacher looks right at you, and just as she calls your name and tells you to stand up . . . the fire alarm sounds! Saved by the fire drill! The quiz is called off because you have to file out of the building with your classmates. Immediately, you feel great relief because you got out of it, you don't have to stand up in front of everyone and answer the questions! You immediately calm down because you were able to escape from the quiz.

You feel better in the moment, but all this escape or avoidance of situations that cause anxiety really does is feed your anxiety in the long run. So, the next time you are called on by the teacher, or faced with any other situation that makes you anxious, you don't have any memory of having dealt with the situation in the past. All you remember is how anxious you felt and then how good it felt to get out of the situation. In fact, you may instead think of yourself as having been unable to cope with the situation. Having thoughts such as these probably makes you even more anxious and upset. In fact, you may feel that the only way you can cope with these situations is by continuing to avoid them.

Basically, you have learned a certain way of responding to anxiety in social situations. What we are going to do in this program is teach you a different way of responding in these situations so that you can cope with your anxiety. We are going to provide you with skills that will give you an alternative to avoiding or escaping social situations. Instead, you will practice facing your anxiety and learning to cope with difficult situations. At first, you may notice that the things we ask you to do will cause you some anxiety. In fact, we would be surprised if you didn't experience some increased anxiety, even just by thinking about doing this program. But we

will provide you with some skills that should make you feel better about facing situations that make you anxious.

In order for you to make progress, it is important for you to do a few things: (1) experience your anxiety, (2) realize that you can cope with the anxiety, and (3) learn that the situations that cause you to have anxiety are not as bad as you thought they would be. You may want to avoid this program, so you'll have to start out right away with pushing yourself forward to come to the sessions. The more you push yourself, the faster you will progress in treatment. But, to help you come to the sessions and stay with the program, we will start slowly. First, you will learn new skills to help you better cope with your anxiety. Then, after you have practiced these new skills, you will begin to gradually face the situations that make you nervous. You will start first with situations that cause you only a little bit of anxiety (like at the bottom of your Feared Situations forms, which you'll get to in just a bit). As you begin to feel more comfortable in these situations, you will slowly work your way up the list to more challenging situations. You will not be forced to do anything. We will be here to support you and help you work through any problems you might encounter.

## Keeping Track of Your Progress and Using This Workbook

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Keeping track of your progress is an essential part of this program. You will find a Daily Monitoring Log on page 26. You should complete this form every day, making note of any time that you feel nervous, anxious, or scared. We understand that you might be uncomfortable or unable to complete it in the moment when you're feeling upset. Just be sure to take some time at the end of every day to think about whether you were anxious at all during the day. If you were, then fill out your form, providing all the details of what happened when you felt that way. Since you will be using this form a lot, you may wish to photocopy it from this book or download extra copies from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

You should also know that your parents will monitor their impressions of your anxiety as well. We have asked them to fill out a form similar to yours any time they notice you becoming nervous, anxious, or scared. We're not asking your parents to do this because we want to spy on you. In fact, we often find that kids and their parents *agree* about the situations and problems that come up. But it really is useful to have a parent's perspective when it's different from yours. Sometimes we get useful information that was forgotten or overlooked. Sometimes we find out that parents think their child is anxious when that's not the case. And sometimes we use this information to help the whole family come to agreements about their expectations and goals for treatment.

One last and very important thing—as you can see, this workbook is filled with lots of forms and information. Please bring it with you to every session. It lists the goals of each group session and provides a space for you to keep notes. It also has your complete homework forms in it. We think you'll get the most out of treatment if you read your workbook, finish all your homework forms, and bring them all to session with you every week. We're looking forward to working with you!

#### Important Names and Numbers:

Fill in the names and contact numbers for your therapists and any other support persons associated with this program below:

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## Goals

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- To agree to treatment and learn the rules of group therapy
- To share your problems and physical symptoms with the group
- To hear about how this treatment works
- To learn how to monitor your progress and use this workbook

## Session 1 Notes

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## Group Ground Rules

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WELCOME TO THE GROUP!!

We are very excited about working with you in this group and look forward to helping you meet your goals.

In order for any group to be a success, there have to be certain “ground rules” by which all of us will abide.

These rules help insure that your rights are protected and that each member of the group can get the most out of participating.

Here is a list of the ground rules for group membership:

**A**ttendance: This is not school, so you are not required to attend. But we do hope and encourage you to attend *every* session. There are certain reasons that we’d like you to be here for every session. First, if your attendance is sporadic, we’ll have less time to devote to your personal goals. Each one of you is important to us, and we want to devote as much of the group’s time to meeting each individual’s needs. Second, if you are not here, then you cannot help the other group members work to overcome *their* anxiety. The best thing about these groups is that everyone will learn from everyone else. If for any reason you must miss a session, please call us in advance to let us know.

**P**romptness: Please make every effort to be on time! Your promptness will keep us from delaying the start of the session and repeating things over and over. Also, if you are prompt and other members are late, you may feel penalized for your efforts and angry at the other person! Let’s try to keep to our schedule.

**H**omework: Ugh! Just when you least expect it, there’s more homework to do. Homework assignments for this group are tasks that we’ll ask you to do between group sessions. We ask you to do these assignments to practice your coping skills in real life outside of group. We

have found that homework is the key to success in these programs. The homework you'll get here is not like the kind you get in school. We won't be criticizing or grading your work. What you'll see is the more effort you put into homework, the more change you'll see in your behavior, and you'll feel more relaxed in social situations.

Homework assignments may include reading something, thinking about something and writing it down to bring to group, or doing something and reporting in group on how well it went. It is *crucial* to your progress to do the homework even if it causes you some anxiety. In fact, we expect you will feel more anxious at first, but that's all part of the process of getting control of your anxiety. Once you agree to do something for homework, keep this thought in mind:

### ***JUST DO IT!!***

If the homework doesn't go well, that's OK, because we can work on it. So remember, the first three rules are: *come to group, be on time, and do your homework!*

**P**articipation: Everyone is a bit scared or self-conscious about being in this group. So are your group leaders! It is always easier to sit back, listen, and just watch the others do things. It's a lot easier to withdraw rather than take an active part. It will feel safer to you to be low-key and quiet. But, ask yourself now: isn't that what's brought you here? Being active, speaking up, being the center of attention means you put yourself on the line. We know that the more you put yourself on the line here in group, the quicker your progress will be in overcoming your anxiety.

Hang in there, volunteer to work, volunteer to speak up, and keep in mind that what you feel and say is very important for all of us. Take every chance you can get to participate. You will notice a difference in yourself as time goes on. You will be more relaxed speaking up in the real world.

**C**onfidentiality: You have signed a contract stating that you agree to treat each other with respect. This means you will keep private anything we discuss in here about individual members. You can talk outside group about your experiences if you want to, just protect the privacy of the other members. We promise we will never identify any of you to any outsider.

We hope you understand these rules, and if you have any suggestions, or any problems with the rules, let us know!

Good luck to you all, and let's have a great group!

## Feared Situations

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In your first session, your therapists asked all the group members to talk about social situations that cause them anxiety. We hope you were able to share a few with the group. If you did share, way to go! But even if you didn't, you probably noticed that other kids in the group were afraid of some of the same places or situations you are. Hopefully, this will help you realize you are not alone and make it more likely you'll share next time.

What we'd like you to do before your next session is think some more about all the different places and situations that make you nervous or anxious. Look at the last few weeks and think about any time you felt nervous or uncomfortable. Then list all the situations you can think of that make you feel anxious, and rate how anxious you usually feel in that situation on the worksheet provided. Use the Fear Thermometer shown on page 17 for your fear ratings so that 0 means you have absolutely no anxiety and 100 means you are very, very, very anxious in that situation. Remember, 100 is the worst you can ever imagine it can get for you.

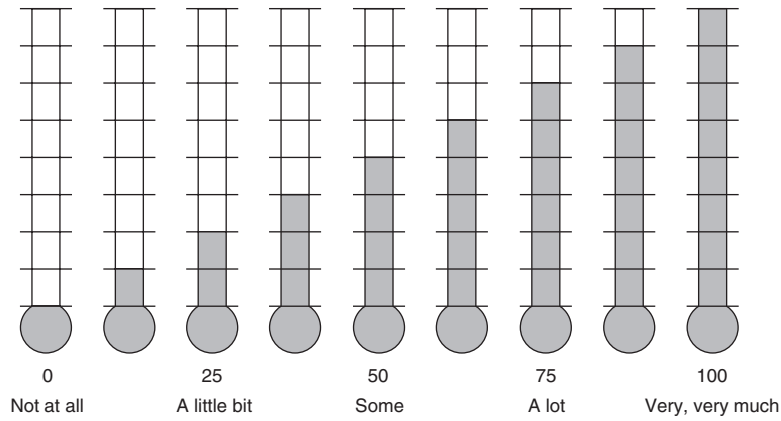
This might feel really familiar to you if you've already worked with your therapists to come up with what we call a Fear and Avoidance Hierarchy

or FAH. The FAH helps you and your therapists set goals for treatment by first identifying what situations cause you trouble. If you haven't had a chance to make an FAH yet, these ratings will help with that for your next treatment session.

SITUATIONS	RATINGS (0-100)
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
7. _____	
8. _____	
9. _____	
10. _____	

Next, you should look at the ratings you gave all the situations listed. Rank them below with the first situation listed being the one that causes you the most anxiety and the last situation being that which causes you the least.

SITUATIONS	RATINGS (0-100)
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
7. _____	
8. _____	
9. _____	
10. _____	



Great! Now that you've made a list of difficult situations, we are going to ask you to think some more about your anxiety ratings, because we'll be asking for them a lot during the treatment.

## Anxiety Ratings

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Throughout treatment, we will be asking you to rate the anxiety you experience. We call these ratings subjective units of distress, or SUDS, for short. When we ask for a SUDS rating, we want you to use a 0–100 scale, where 0 means you are not at all anxious and 100 means you are very, very, very anxious. You can see this scale more clearly by looking at the Fear Thermometer above.

Now list at least one specific situation for each anxiety level on the Fear Thermometer. You can look at the Feared Situations list you just made for some help.

0: You experience no anxiety in this situation.

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25: You experience a little bit of anxiety, which doesn't really interfere with what you're doing.

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50: You experience some anxiety, which affects your concentration, but you are able to continue.

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75: You experience a lot of anxiety, which makes concentration difficult; thoughts of leaving the situation pass through your head.

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100: You experience very, very, very much anxiety. It's the most anxiety you've experienced or can imagine experiencing.

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Good. Now when we ask you to give a rating of the amount of anxiety you are experiencing, try to remember the ratings you gave these situations. Compare your anxiety in the two different situations so that you can

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come up with your new rating. This will help us better understand what any new ratings you give mean to you.

## Symptoms of Anxiety

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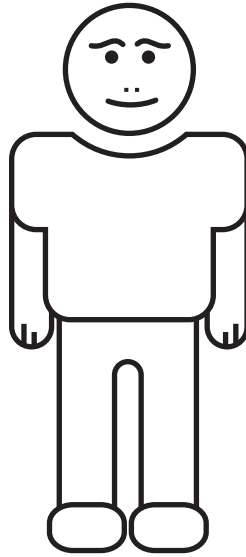


In session, you'll remember we also talked about the physical symptoms group members experience when they are anxious. Very often when people are anxious, they notice physical changes and sensations in their bodies. Did you share yours? Did you get anxious? If you didn't share, did you get anxious thinking about speaking up? What was happening in your body when you were sharing or thinking about sharing?

What usually happens to you when you're anxious or nervous? Do you blush? Does your heart race? Do you get a funny feeling in your stomach? Think back to our group session and also to the last few times you felt nervous, and try to remember any symptoms you may have had. Then make a check mark on the figure on the next page to mark where you *usually* have sensations when you are anxious.

Then, on the lines provided, describe the feelings you have and how strong they tend to be on a scale of 0–100, where 0 means you don't experience the symptom, and 100 means the symptom is very, very, very noticeable.

For example, if I placed a mark on the head because I usually feel a little bit of dizziness when I am anxious, I would explain by filling in a line below (see the example).



SENSATIONS

RATINGS  
(0-100)

Ex.: *Dizziness*

25

Now label the places you marked.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

7. \_\_\_\_\_

## Goals for Treatment

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It is a good time for you to think about your goals for treatment. In our next group session, we'll talk about these goals. Think about your problem areas (it might help to look at the Symptoms of Anxiety and Feared Situations forms) and try to write a list of specific goals you would like to accomplish in the next few months using the worksheet below and on the next page.

To help you create this list, you may want to think about areas that cause you the most anxiety or that interfere the most with your life. Try to make the goals as specific as you can. That way, they'll be easier to target during treatment, and you'll be better able to decide whether they've been achieved at the end of treatment.

### Goals

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

---

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

## Fear and Avoidance Hierarchy

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Now, we know you've already done a lot to get ready for group next week, but we have one more thing for you to do. We need you to organize your goals for treatment by putting together your Fear and Avoidance Hierarchy (FAH). Basically, your FAH will include the list of situations you avoid because you're anxious—that is, the situations where you want to act differently. You may have already made your FAH with your group leader. If not, then you'll need to do it now.

Take a look at your list of Feared Situations and also your Goals for Treatment. You need to come up with ten situations you'll plan to work on over the course of our group sessions. Be sure to rank them from those that cause the least fear to those that cause the most. Be sure also to fill in your avoidance ratings, with 0 meaning you never avoid the situation, and 100 meaning you always avoid it.

On the next page is an example of a completed FAH from a former group member. After that is a blank FAH form for you. List your feared situations on the blank FAH; you will use it as a reference throughout treatment. Also, your group leaders will give you an additional blank FAH to make a duplicate. This way, your group leaders can collect the duplicate, make copies, and give you a new copy of your own FAH at the beginning of every session. On these copies you will insert your fear and avoidance ratings. At the end of every session, your group leaders will collect the completed FAHs so they can keep track of your progress.

Name: Heather F.

Date: 12/05/03

<b>Situation</b>	<b>Fear 0-100</b>	<b>Avoidance 0-100</b>
Taking a test in class	25	20
Using the telephone to call a relative	30	75
Raising my hand to answer a question	55	75
Asking the teacher for a meeting to review the incorrect answers on a test or homework	60	75
Asking the teacher to explain something, during class and in front of the other kids	65	85
Returning something to a store and asking for a refund	68	85
Going up to a group of kids that I know and joining the conversation	73	78
Calling a classmate I don't usually talk to for missed homework	85	80
Starting a conversation with someone I don't know well	100	100
Asking someone from school to get together for a movie	100	100



## My Fear and Avoidance Hierarchy

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Situation	Fear 0-100	Avoidance 0-100

## Daily Monitoring Log

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You will need to use this form every day, so please make photocopies or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Time and place	People present	Things I did or said	Things other people said or did	Things I felt in my body	Things I thought	SUDS (1-100)





## Goals

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- To learn about anxiety
- To share your life goals with the group
- To “become a detective” about your anxiety

## Session 2 Notes

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## The Three-Response System Model of Anxiety

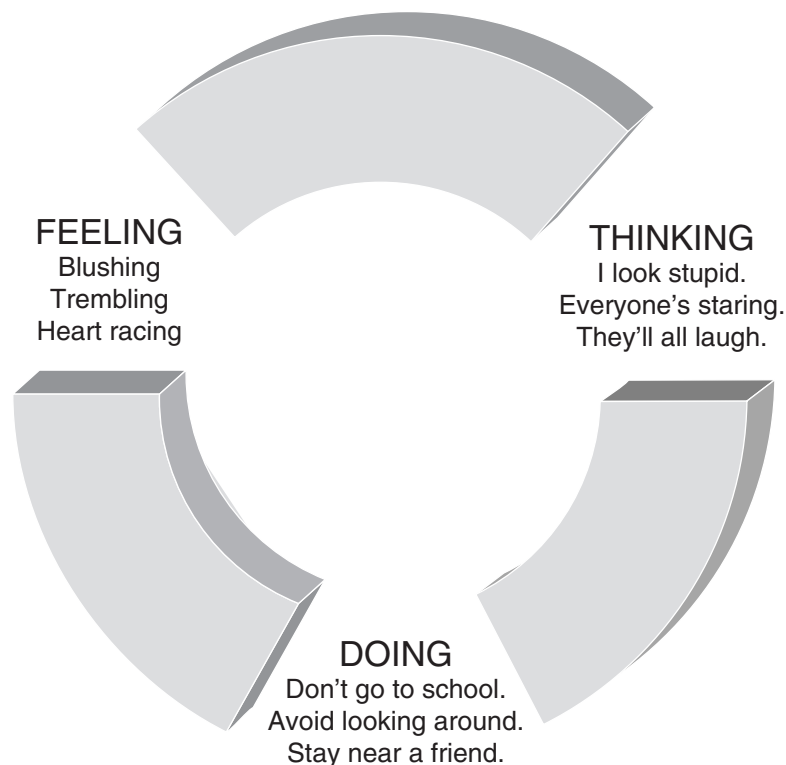
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The circle shown here is the three-response system model of anxiety that we described in group and presented a bit at the start of the workbook.

The feeling response system consists of the physical sensations that go along with anxiety. The thinking part of the model includes all the thoughts you have when you are anxious. Finally, the doing part of the model involves the things you do to try to decrease or control your anxiety.

All these parts of the model interact with one another, and they often make each other worse. The next time you feel anxious, see if you can identify these parts and think about how they might affect each other. In the coming weeks, we'll talk about skills you can use to help cope with each of the response systems to break the cycle of anxiety.



# What Are My Life Goals?

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We've been talking in group about what kinds of goals you could set for yourself as treatment begins. A lot of those goals focus on the near future. We want you now to think about what kinds of goals you want to set for yourself in life. Imagine yourself five and ten years from now. What do you see? What would you like to experience or accomplish?

Then, list those goals you have for yourself for the future.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_



## Goals

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- To learn about how the habit of negative thinking can increase anxiety
- To practice relaxing
- To learn how to break the habit of negative thinking

## Session 3 Notes

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## Relaxing Scenes

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Below, describe a relaxing scene, something you can picture yourself doing, or a place where you would go, when you want to relax and be calm. It can be a real place or an imagined place, like on a spaceship.

You will use this relaxation technique often, so please make photocopies of this form or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

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Spend ten minutes every day in your relaxing place. For each time you practice this imagination task, rate how relaxed you were (0 being not relaxed, 100 being totally relaxed). Also rate how clear the image was to you (0 being not clear, 100 totally clear).

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## The Habit of Negative Thinking

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As we mentioned in group, anxiety is often fueled by all kinds of negative thinking. These types of thoughts are also called automatic thoughts because they are the thoughts you automatically have when you are feeling anxious. For people who tend to have problems with anxiety, this habit of negative thinking is common. Below are some examples of the types of negative thoughts people have when they feel socially anxious. See if any of these thoughts seem familiar to you. In each category, add your own thoughts to the category they fit in, using the spaces provided.

*All-or-Nothing Thinking* is also known as black-and-white thinking, and it assumes things fall totally in one category or another.

“I *have* to do this perfectly or I’m no good.”

“I made a mistake in my presentation. I’m an idiot.”

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*Catastrophizing* is when you predict that the worst possible outcome has happened or is going to happen.

“After that, no one will ever speak to me again.”

“I know I’ll mess up and it will be the worst thing that could ever happen.”

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*Mind Reading* is when you assume you know what another person is thinking or feeling.

“I *know* what they think. They’re thinking that I’m stupid.”

“I can tell that person thinks I won’t fit in here.”

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*Fortune Telling* is when you think you know the outcome of a situation before it even occurs.

“Why should I try? I know \_\_\_\_\_ will happen.”

“I won’t have any fun there, so I’m not going.”

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*Can’t and Won’t / Should and Must* is when we pressure ourselves to behave or perform in a certain way.

“I should have done \_\_\_\_\_.”

“I must never \_\_\_\_\_.”

“I can’t go through with this.”

“I won’t be able to handle this.”

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*Disqualifying the Positive* is when you ignore the positives and focus on the negatives in a certain situation or in yourself.

“It was just luck, and it’ll never go right again.”

“I had *nothing* good to say.”

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## Automatic Thoughts and Rational Responses

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Following are examples of automatic thoughts that can occur and mess you up in social situations. On the first line, give an example of how you would finish the thought. On the second line, identify what type of thought this might be. And on the last line, give a rational response to the thought. Remember, rational responses help you think realistically about your anxious thoughts.

“I’m always anxious when . . .

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“I’ll mess up if . . .

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“Nobody wants to listen to me because . . .

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“If I speak up . . .

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“Those kids are looking at me . . .

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## More About Generating Rational Responses



Following are examples of rational responses. Fill in some of your own rational responses in the spaces provided.

“I can still be anxious and . . .

get through this test.”

make a good point.”

have a good time.”

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“It’s OK to . . .

be nervous.”

make mistakes.”

ask silly questions.”

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“My anxiety will come down if . . .

I’m patient.”

I take deep breaths and relax.”

I take time to listen.”

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## Goals

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- To learn the four steps for changing your negative thinking
- To learn about problem solving

## Session 4 Notes

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## Questioning the Evidence: How to Break the Habit of Negative Thinking

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Now that you are practicing how to identify negative thinking, the next step is to figure out how to break the negative-thinking habit. The best way to do this is to question the evidence and ask yourself about the thoughts you have. Treat your thoughts as guesses rather than facts. Below are some examples of the questions you can use to challenge your automatic thoughts.

*All-or-Nothing Thinking* assumes things fall totally in one category or another. Challenge these thoughts by asking:

“Was it a complete failure?”

“What was good about what happened?”

“Did I really need this to turn out a certain way?”

*Catastrophizing* is when you predict that the worst possible outcome has happened or is going to happen. Challenge these thoughts by asking:

“How do I really know how this will turn out?”

“If the worst really were to happen, what can I do to cope?”

“Is this really a catastrophe for me?”

*Mind Reading* is when you assume you know what another person is thinking or feeling. Challenge these thoughts by asking:

“How do I know for sure what they are thinking?”

“Even if they are mad/upset, what else besides me could be causing that?”

*Fortune Telling* is when you think you know the outcome of a situation before it even occurs. Challenge these thoughts by asking:

“How do I know what will happen unless I give it a try?”

“Have I ever been wrong before about what will happen?”

*Can't and Won't/Should and Must* is a kind of thinking that we use to pressure ourselves to behave or perform in a certain way. Challenge these thoughts by asking:

“Why am I pressuring myself?”

“What evidence do I have that I can't do this?”

“What if I try instead of saying I won't?”

*Disqualifying the Positive* is when you ignore the positives and focus on the negatives, in a certain situation or in yourself. Challenge these thoughts by asking:

“What was I able to do OK?”

“What can I learn from my experience?”

## Four Steps to Better Thinking

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Learning to think more realistically when you are feeling anxious is an important skill. In fact, if you can challenge the negative thoughts you have, you'll probably find that you become less anxious. On the next page are the four steps to cognitively restructuring negative thoughts and a worksheet to

help you practice this skill. You will use this form regularly, so please make photocopies or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. *Identify Your Thoughts.* What exactly are the negative thoughts you're having? Once you list them, be sure to look at The Habit of Negative Thinking form on page 33 to see what *types* of thoughts you're having.
2. *Question the Evidence.* You need to begin to question whether your thoughts are true. Is there any evidence to support them? Take a look at the Questioning the Evidence form on page 40 for help at this stage.
3. *Come Up With a More Realistic Thought.* Fight your negative thinking with a rational response to the questions you ask yourself. Spell out these realistic thoughts and be sure to concentrate on using them to battle your anxiety.
4. *Reward Yourself!* Give yourself praise or a pat on the back for breaking the habit of bad thinking.

Describe the situation	Identify your thoughts	Question the evidence	Come up with a more realistic thought	Reward yourself!



## Steps to Solving Problems

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Problem-solving skills are learned behaviors, just like playing an instrument, cooking, or driving a car. And if you don't practice these skills, they can get rusty, so you may not solve your problems as efficiently as you would like.

Below are the problem-solving steps that were covered in group. Let's review:

1. *Identify the Problem.* What exactly is the problem you're facing? Narrow the problem down, so that you don't catastrophize and blow it out of proportion (which is easy to do!). Ask yourself: Who is involved here besides me? What is it I'm facing?
2. *Define Your Goal.* What is it you really want to achieve in this situation? How do you really want things to turn out? Is your goal realistic, and is it something you can attain?
3. *"Option" Thinking.* What are all the possible alternative solutions to this problem? What are the things you can do to solve your problem? Spell them out.
4. *Consequence Comparison.* Compare the consequences of all the various solutions you've identified. What could happen with each solution?
5. *Choose the Best Alternative.* Choose the best alternative—the one that would be the most effective solution.
6. *Take Action and Reward Yourself!* Decide to carry out your plan, and give yourself praise and a pat on the back, or treat yourself to something for handling the problem effectively. Get into the habit of giving yourself praise, because you deserve it!

# Problem-Solving Homework Form

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Name: \_\_\_\_\_ Date: \_\_\_\_\_



You can use this form to help you solve any type of problem in your life, from your social anxiety to school or personal problems. Write out your plans for each step below. If you need extra copies of this form, you may make photocopies or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

1. Identifying the problem: Describe the problem below.

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2. Define your goal.

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3. "Option" thinking: What are your options?

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4. Compare the consequences.

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5. Choose the best alternative. Tell us why you chose a particular alternative. Hint: Will you be happy/satisfied with the outcome?

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6. Take action and *reward yourself!* Decide to carry out your plan, and give yourself praise and a pat on the back, or treat yourself to something for handling the problem effectively. Get into the habit of praising yourself, because you deserve it!

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## Goals

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- To learn about how social skills can help you get along better with others
- To learn five steps to improve your social skills
- To start learning about assertiveness

## Session 5 Notes

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## Steps to Improving Your Social Skills

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**Step One:** Learn to recognize behaviors that interfere with social interaction.

*Circle the behaviors that apply to you . . .*

Frowning

Slumping

Making poor eye contact

Having poor hygiene or grooming

Turning away from the person

Moving around a lot

Whining

Not showing an interest in the person or topic

Complaining and brooding

Speaking too softly, so others can't hear you

Speaking slowly and haltingly

Talking about yourself too much

Telling only your troubles

Not answering questions

Crying often

Ignoring others

Criticizing others

Standing too close to the person

Not joining in conversations

**Step Two:** Practice changing the behavior. Start your practice in your imagination, and then practice in front of the mirror.

Write down your problem behavior here: \_\_\_\_\_

\_\_\_\_\_

**Step Three:** Think about what may happen when you use your refined social skill. If you imagine problems, think about how you can overcome them.

Write about that here:

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**Step Four:** Practice your skill with people you know, such as your family members or a close friend.

**Step Five:** Once you've tried out your skills with others, write about how you felt and how things went. Praise yourself for taking a step toward improving your social skills!

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### Self-Monitoring of Assertiveness



Rate how comfortable you were (from 0 to 100) and how skillful you were (from 0 to 100) in asserting yourself. Keep track of situations that arise that required assertiveness.

You will use this form regularly, so please make photocopies or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).







## Goals

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- To review the five steps for improving your social skills
- To learn more about assertiveness

## Session 6 Notes

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## Goals

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- To review all the skills you have learned so far
- To talk about your expectations and progress so far
- To talk about the support you get from others

## Session 7 Notes

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## Goals

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- To talk about your expectations for your progress in treatment so far
- To talk about the importance of taking the other person's perspective when trying to get your point across to someone else
- To learn about the second phase of treatment, which starts in the next session (Session 9)

## Session 8 Notes

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## Goals

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- To begin conducting and participating in exposure exercises

## Session 9 Notes

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### A Guide for Challenging Social Anxiety in the Real World

Consider this . . .

*After college, a young woman enters medical school to learn to become a surgeon. She studies hard, gets excellent grades on all her tests, and does everything except conduct a practice surgery. Is she ready to start operating on people?*

*A young man dreams of being a race car driver. He wants so badly to be in the Daytona 500 that he watches hours and hours of racing on television and reads all the car magazines he can get. But he doesn't ever take driving lessons. Is he ready to get in a car and race?*

What are these people missing? PRACTICE! As with any skill, it takes practice to overcome your social anxiety. You've been putting all the pieces in place to get ready for the practice phase: you've learned to recognize the triggers to your anxiety, you can identify and challenge your anxious thoughts, and you've learned the steps to problem solving, improving your social skills, and speaking up for yourself. Now, it's time to take all you've learned and put it into practice by doing "exposures" to the items on your Fear and Avoidance Hierarchy. Starting with small steps, you'll gain more and more practice in increasingly challenging situations. The key is to remember to focus on your efforts, not on the outcomes. Things may not go entirely the way you want, but with practice you'll find your anxiety will go away more quickly and you'll be able to handle things head on. The other key is to take charge, try the situation, and stop avoiding or escaping it. By taking charge, you'll learn that things are not as bad as you imagine. In fact, things can work out pretty well if you let

yourself try new things! Avoidance keeps your anxiety going, but **TAKING CHARGE** through exposing yourself to the situations you were afraid of will lower your anxiety and improve your mood.

Use the forms provided to conduct and process your at-home exposures. You will use these forms regularly from now on, so please make photocopies or download extras from the companion Web site at [www.oup.com/us/ttw](http://www.oup.com/us/ttw).

# Setting Up the Exposure

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 1. Define the Situation:

Choose a situation that has challenged you in the past; make it something that will happen or that you can make happen in the next day. Think carefully about where this might take place and who else might be involved, besides yourself. Ask yourself why it is important to enter this situation, and define two or three goals that another person could observe. Write a brief description of the situation below, remembering to tell when, where, who, and why.

Situation:

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Goals:

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## 2. Identify and Challenge Thoughts:

Think about what you are about to do, and identify the main automatic thoughts (ATs) you have about this situation. Choose two or three of these

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thoughts and challenge the AT by realistically questioning the evidence for the thought. Circle the rational response that will be helpful to you.

<i>Automatic Thoughts</i>	<i>Question the Evidence</i>	<i>Rational Response</i>

**3. Define the Plan for the Exposure:**

Using the description of the situation and your cognitive challenges, write a plan for entering the situation and how you will use your coping skills to stay in the situation until it is completed or until your anxiety naturally decreases.

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## Taking Action! Part Two

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Name: \_\_\_\_\_ Date: \_\_\_\_\_



### Processing the Exposure:

Taking the attitude of a scientist or a detective, describe what actually happened in the exposure. Answer the following questions:

1. Did you achieve your goals?

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2. What actually happened?

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3. What happened to your anxiety? Draw a diagram or graph to illustrate how your anxiety changed over time.

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4. What were you thinking during the exposure? Was your rational response helpful?

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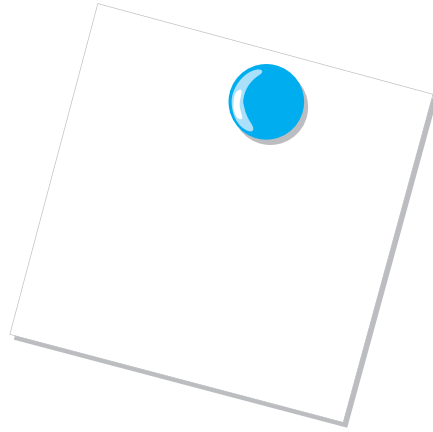
5. What did you learn from this exposure, and what will you do next time a similar situation occurs?

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# Relapse-Prevention Session



## Goals

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- To continue conducting and participating in exposure exercises
- To talk about the future and what to expect after therapy
- To develop a relapse-prevention plan with the help of your group leaders

## Session 10 Notes

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# Final Session



## Goals

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- To conduct or participate in final exposure exercises
- To talk about what you've learned in treatment and how it may help you in the future
- To talk about how you feel about leaving treatment
- To celebrate!

## Final Session Notes

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