

**Learning Worksheets**  
from  
*Doing CBT, Second Edition:*  
*A Comprehensive Guide to Working with*  
*Behaviors, Thoughts, and Emotions*  
by David F. Tolin

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**LEARNING WORKSHEET**

**Understanding Your Behavioral System**

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

Using a *recent* occurrence of the personal target, identify any *unhelpful* behavior(s) you engaged in, or any behaviors that you did *not* do but should have.

Situation: \_\_\_\_\_

Unhelpful behavior(s) or lack thereof: \_\_\_\_\_

Which of the following do you think best characterizes the unhelpful behavior(s)? (You can select more than one.)

- Behavioral excess: a behavior that occurs too frequently.
- Behavioral deficit: a behavior that occurs too infrequently.
- Deficient behavioral repertoire: An inability to select and/or perform the required behavior in the appropriate circumstance.

Where do you think this/these responses come from? Check all that apply, and explain.

<b>Contribution</b>	<b>Explanation</b>
<input type="checkbox"/> Reinforcement (positive reinforcement): <i>The behavior increased over time because something desirable was added after doing the behavior.</i>	
<input type="checkbox"/> Escape (negative reinforcement): <i>The behavior increased over time because something undesirable was taken away after doing the behavior.</i>	
<input type="checkbox"/> Avoidance learning: <i>You avoid doing something in order to prevent an unwanted outcome (that may or may not actually happen).</i>	
<input type="checkbox"/> Punishment: <i>The behavior decreased over time because something undesirable was added after doing the behavior.</i>	

(continued)

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**Understanding Your Behavioral System** (page 2 of 2)

<b>Contribution</b>	<b>Explanation</b>
<input type="checkbox"/> Extinction (failure to reinforce appropriate behavior): <i>The behavior decreased over time because it was not reinforced.</i>	
<input type="checkbox"/> Continuous schedule of reinforcement: <i>The behavior increased over time because reinforcement always followed the behavior.</i>	
<input type="checkbox"/> Intermittent schedule of reinforcement: <i>The behavior persisted over time because reinforcement sometimes followed the behavior.</i>	
<input type="checkbox"/> Modeling: <i>You imitated the behavior of someone else.</i>	
<input type="checkbox"/> Behavioral skill deficit (e.g., social skill or problem-solving deficit): <i>You engaged in a behavior, or did not engage in a behavior, because you did not know or were unable to perform the appropriate behavior.</i>	

What was/were the effect(s) of your response? Check all that apply, and explain.

<b>Effect</b>	<b>Explanation</b>
<input type="checkbox"/> Exacerbated or maintained negative emotion.	
<input type="checkbox"/> Allowed maladaptive belief to persist.	
<input type="checkbox"/> Changed your experience of reinforcement and punishment.	
<input type="checkbox"/> Caused further aversive events.	

**LEARNING WORKSHEET**

**Listing Interpretations**

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

Using a *recent* occurrence of the personal target, identify your interpretations and the emotions that followed.

<b>Situation</b>	<b>Interpretation(s)</b>	<b>Emotion(s)</b> (rate intensity from 0 to 100)
Example: <i>Late for work</i>	<i>I'll never succeed in this job.</i>	<i>Sadness 65</i>

Next, check whether any of the following cognitive distortions are present in your interpretations, and briefly indicate *why* you think those distortions apply.

Probability overestimation \_\_\_\_\_

Catastrophizing \_\_\_\_\_

Overgeneralization \_\_\_\_\_

Personalizing \_\_\_\_\_

All-or-nothing thinking \_\_\_\_\_

“Should” statements \_\_\_\_\_

Mind reading \_\_\_\_\_

Emotional reasoning \_\_\_\_\_

Minimizing \_\_\_\_\_

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**LEARNING WORKSHEET**

**Identifying Emotions**

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

Using a *recent* occurrence of the personal target, identify your emotion(s) and the factors related to them.

Situation: \_\_\_\_\_

Subjective feeling state(s): \_\_\_\_\_

Physiological sensation(s): \_\_\_\_\_

Where did the emotion come from?

*Interpretations:* What interpretations did you have that preceded the emotion? \_\_\_\_\_

*Classical conditioning:* What was the conditioned stimulus? \_\_\_\_\_

How was that stimulus conditioned to elicit that emotion? \_\_\_\_\_

*Vicarious learning:* What have you witnessed or learned of that contributed to the emotion? \_\_\_\_\_

*Your behavior:* How did your behavior contribute to the emotion? \_\_\_\_\_

What was the effect of the emotion? \_\_\_\_\_

*Interpretations:* What effect did the emotion have on your thoughts and beliefs? \_\_\_\_\_

*Behavior:* What effect did the emotion have on your behavioral responses? \_\_\_\_\_

*Information-processing bias:* What effect might the emotion have had on your selective attention or memory? \_\_\_\_\_

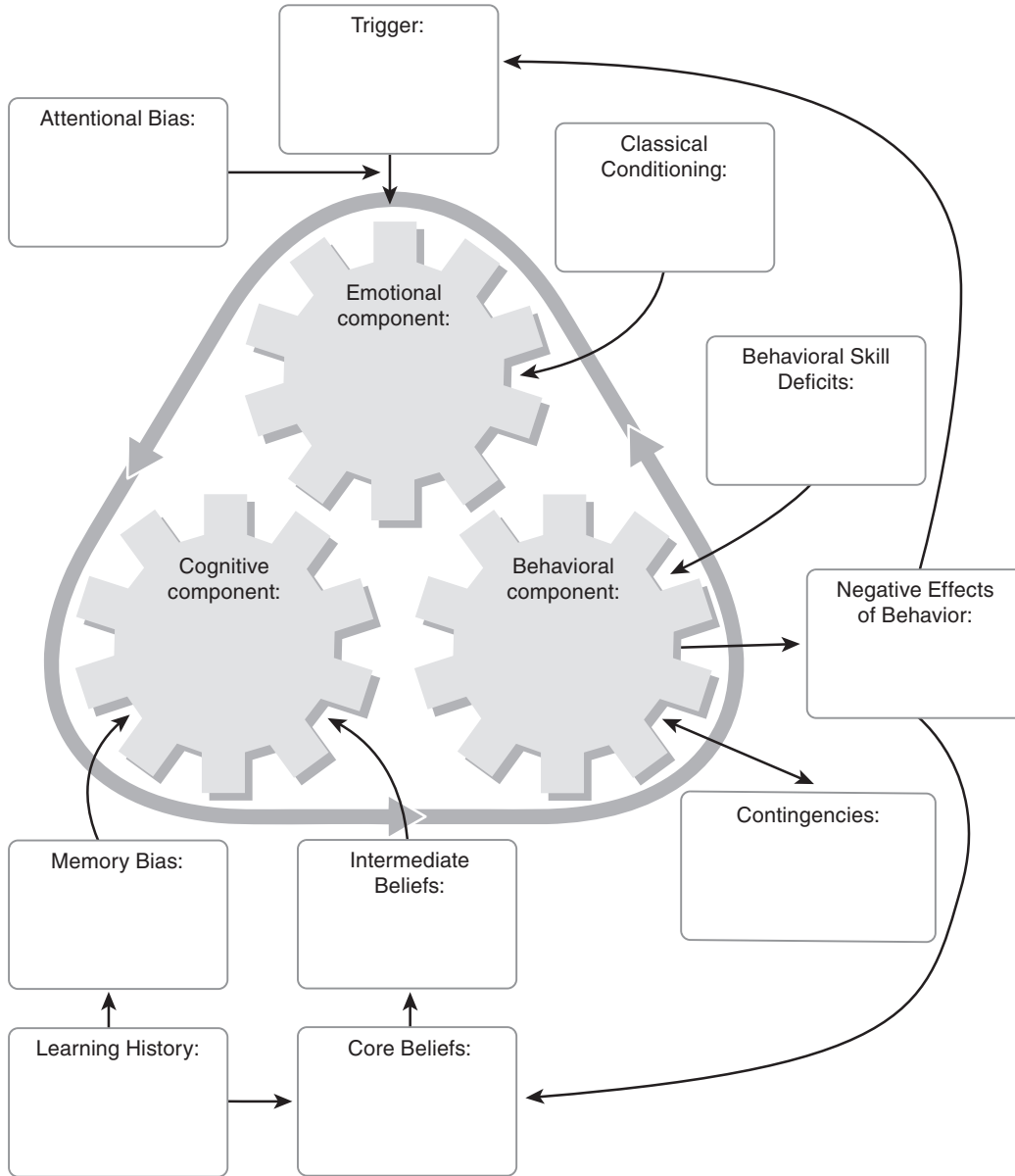
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**LEARNING WORKSHEET**

**Making a Solid Case Conceptualization**

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

Identify a recent instance of your personal target. It's important that you have a specific instance in mind, not just a general impression. Fill in as many boxes in the figure below as you can. (Don't worry, you'll have lots of opportunities to refine this; we're just taking an initial crack at it.) Remember, not all components will apply to all people.



(continued)

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Think about all of these elements:

**Trigger:** What internal or external stimuli seem to be at the beginning of the personal target? Is there a particular place? Time of day? People? Weird sensation? Thought that pops into your head? Activity?

**Attentional bias:** What do you focus on? What do you fail to focus on?

**Emotional component:** What kind of feelings do you have? What does your body feel like?

**Cognitive component:** What thoughts go through your mind? How do you interpret the trigger?

**Behavioral component:** What do you do? What do you fail to do? How well do you do it?

**Classical conditioning:** Do you feel a certain way because the trigger reminds you of something else or has been associated with something else?

**Behavioral skill deficit:** Are there skills that seem to be lacking, things you can't do (or can't do very well)?

**Contingencies:** What do you get out of the behavior? Or, if there's a behavior you're not doing, has that behavior not led to good things in the past?

**Negative effects of behavior:** What happens in the longer term as a result of your behavior (or lack thereof)?

**Core beliefs:** What basic assumptions do you have about yourself, other people, or the world that influence how you interpret the trigger?

**Intermediate beliefs:** What "rules," attitudes, or assumptions do you hold that influence your response?

**Learning history:** What learning experiences have you had that have shaped your basic assumptions about yourself, other people, or the world?

**Memory bias:** What memories do you recall that add fuel to the personal target? What do you fail to recall?

**LEARNING WORKSHEET**

**Motivation to Change the Personal Target**

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

**Stage of Change:** As you think about working on your personal target, what is your stage of change?

- Precontemplation:* I'm not really interested in changing the personal target.
- Contemplation:* I might be interested in changing the personal target, but I'm not really sure that I need to or want to.
- Action:* I am sure that I want to change the personal target and want to get started.
- Maintenance:* I have already been working on changing the personal target and have made a lot of progress so far.

**Readiness Ruler:** On the scale below, how ready are you to begin working on your personal target? (Circle the best number.)

0            1            2            3            4            5            6            7            8            9            10  
Not at all        Not really                    Kind of                    Pretty darn                    Extremely  
ready                ready                            ready                        ready                        ready

**Pros and Cons:** What, in your opinion, are the pros and cons of changing the personal target? What are the pros and cons of leaving the personal target alone?

Pros of changing my personal target	Cons of changing my personal target
Pros of leaving my personal target alone	Cons of leaving my personal target alone

How, if at all, does listing the pros and cons impact your readiness to work on your personal target? Please write your answer here, and if your 0-to-10 number has changed, please indicate what the new number is.

0            1            2            3            4            5            6            7            8            9            10  
Not at all        Not really                    Kind of                    Pretty darn                    Extremely  
ready                ready                            ready                        ready                        ready

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**LEARNING WORKSHEET**

**Goal Setting**

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

Set at least one goal for your personal target. Define your goal(s) in clear behavioral terms: What will you do and when? If a miracle occurred and your personal target were resolved, what would you be doing differently?

Goal(s):

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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**LEARNING WORKSHEET**

**Situation Selection and Stimulus Control**

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

Note: As we get into interventions, you may find that some of the interventions do not apply to your personal target. That's OK. Do your best.

How might you use *situation selection* (e.g., avoiding certain situations or cues) to modify the personal target?

What would be the pros and cons of using situation selection in this case?

Pros	Cons

Examining the behavioral aspect(s) of your personal target, would you say that the behavior is under good stimulus control, or under poor stimulus control? Explain.

*(continued)*

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How might you use *stimulus control interventions* to modify the personal target? For example, would you modify . . .

Where the behavior occurs?

When the behavior occurs?

Associated behaviors?

Cues for the behavior or to refrain from the behavior?

Creating or removing barriers?

Try using a situation selection or stimulus control intervention, or both, for a period of at least 3 days consistently. Write down what you tried, what it was like to do it, and whether your efforts affected the personal target.

**LEARNING WORKSHEET**

**Contingency Contracting**

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

If you feel ready to do so, complete and sign a contingency contract with yourself. If you find it helpful to have another person work with you on your contingency management, you can have that person cosign the contract. Once the contract is signed, put a copy where you'll be able to see it regularly, and follow it.

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

I, \_\_\_\_\_, intend to make the following behavior change(s):

- 1.
- 2.
- 3.

**Required:** My reward system for making these change(s) will be:

- 1. When I \_\_\_\_\_, I will \_\_\_\_\_.
- 2. When I \_\_\_\_\_, I will \_\_\_\_\_.
- 3. When I \_\_\_\_\_, I will \_\_\_\_\_.

**Optional:** My penalty system for not making these change(s) will be:

- 1. When I \_\_\_\_\_, I will \_\_\_\_\_.
- 2. When I \_\_\_\_\_, I will \_\_\_\_\_.
- 3. When I \_\_\_\_\_, I will \_\_\_\_\_.

This system will remain in place until \_\_\_\_\_.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Co-signature (if applicable)

Now go back to the previous page and continue tracking your target behavior on the right (gray) side of the chart.

What did you notice?

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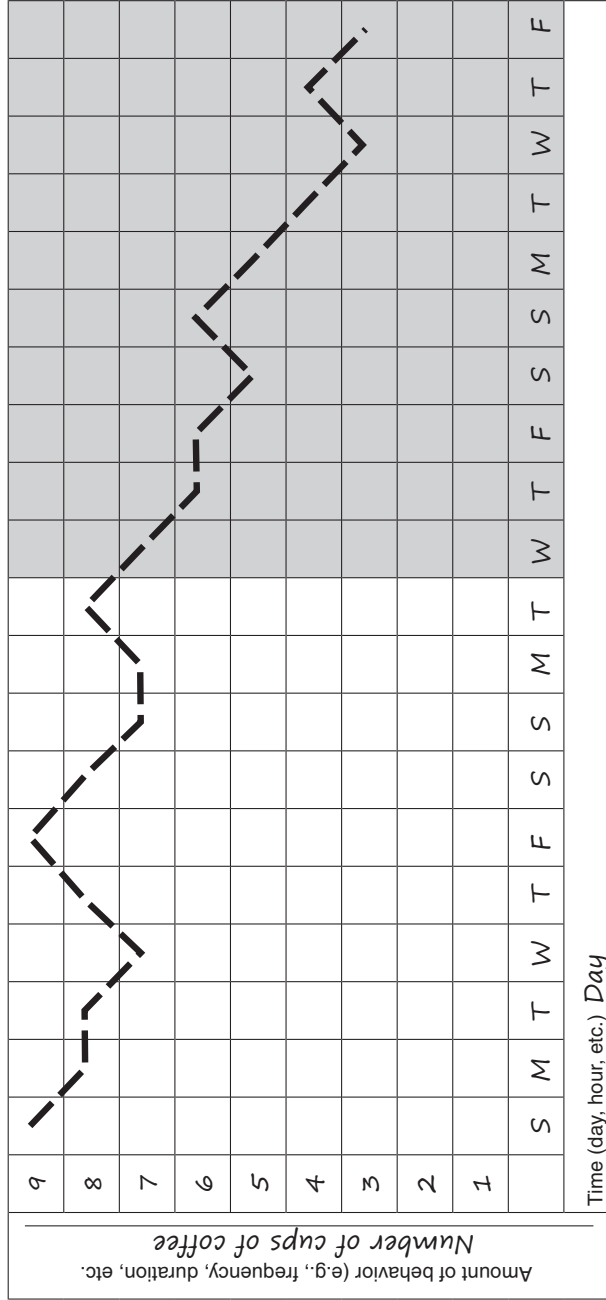
**LEARNING WORKSHEET**

**Behavioral Charting**

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

Track the one or two target behavior(s) you identified on the previous page. Because everyone's behavior is different, you'll have to come up with the right parameters for tracking, including (1) whether to count the frequency of the behavior, the duration of the behavior, the proportion of time spent doing the behavior, or some other measure (e.g., number of cigarettes smoked, amount of food eaten, time at which you went to bed); (2) whether to measure it daily, hourly, in increments of a day, or other; and (3) how many observations you need to make in order to get a good idea of the base rate of the behavior. Have no less than three, but it can be more if that's what's needed. Depending on your personal target, you may be looking for an increase or decrease in behavior.

On the left (white) side of the chart below, track your behavior over time. You want something that looks more or less like the left side of the chart below:



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**LEARNING WORKSHEET**  
**Behavioral Self-Monitoring**

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

Choose one or two target behaviors to monitor. These can be either (1) a desired behavior that doesn't happen enough or (2) an unwanted behavior that happens too much.

The behavior to monitor is: \_\_\_\_\_

Each time the behavior occurs, complete a row of the form. You can use more copies if needed.

Date and time	What was happening right <i>before</i> the behavior?	How many times did you do the behavior?	How long did you do the behavior?	What was the reinforcer that happened right <i>after</i> the behavior?

Functional analysis: The antecedents for my target behavior are: \_\_\_\_\_

The consequences (reinforcers) for my target behavior are: \_\_\_\_\_

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**LEARNING WORKSHEET**

**Activity Scheduling**

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

**Part 1:** For 1 full day, write down everything you do, and rate each hour’s activity on a scale of 0–10 for mastery (the extent to which you felt a sense of accomplishment) and pleasure (the extent to which you enjoyed yourself).

<b>Time</b>	<b>Activity</b>	<b>Mastery (0–10)</b>	<b>Pleasure (0–10)</b>
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			
2–3			
3–4			
4–5			
5–6			
6–7			
7–8			
8–9			
9–10			
10–11			
11–12			
12–1			
1–2			

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**Part 2:** Make one behavioral change that is relevant to your personal target. You could use *activity scheduling*, *graded task assignment*, or *another direct behavioral prescription*.

What was the behavioral change you made?

What is your reaction to this exercise?

**LEARNING WORKSHEET**

**Exposure**

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

If it seems applicable to your personal target, identify some potential exposure exercises you could do. If it is not applicable, identify some potential exposure exercises for a client or other person you know.

<b>Activity</b>	<b>Fear Level (0–100)</b>
1.	
2.	
3.	
4.	
5.	

If it seems applicable to your personal target, identify some safety behaviors you could eliminate. If it is not applicable, identify some safety behaviors for a client or other person you know.

**During and after exposure, I will not do the following things that distract me:**

- 1.
- 2.

**During and after exposure, I will not do the following things that increase my sense of safety:**

- 1.
- 2.

**During and after exposure, I will not do the following things to relax or feel better:**

- 1.
- 2.

**During and after exposure, I will not bring the following things or people with me:**

- 1.
- 2.

If it is applicable to your personal target, and you feel ready to do so, try one exposure exercise.

What was your starting fear level? \_\_\_\_\_ What was your final fear level? \_\_\_\_\_

What is your reaction to this exercise? \_\_\_\_\_

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**LEARNING WORKSHEET**

**Problem Solving**

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

If it seems applicable to your personal target, use the problem-solving strategies in this chapter. If it is not applicable, identify a potential problem-solving exercise for a client or other person you know. The aim here is to identify “life problems” that might contribute to your personal target, not the personal target itself.

**Step 1.** Write down the problem, using objective language. Be as clear as possible. Describe why this is a problem, and what you want to see happen.

My problem is \_\_\_\_\_.

This is a problem because \_\_\_\_\_.

My goal for this problem is \_\_\_\_\_.

**Step 2.** Write as many possible solutions to the problem as you can think of in column 1. Defer judgment on whether they would work or be possible; just be as creative as possible.

Potential Solution	Pros	Cons

**Step 3.** For each potential solution, write down the likely pros (what would be good about it) and cons (what would be bad about it). Write the pros and cons in columns 2 and 3, respectively. Consider whether the solution would work, whether you could actually do it, and what the likely effects would be on you and on others.

**Step 4.** Write down which solution(s) you want to try first.

I will try: \_\_\_\_\_.

**Step 5.** After trying your solution(s), evaluate the outcome.

Overall, how satisfied are you with the results? \_\_\_\_\_

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**LEARNING WORKSHEET**

**Finding Distortions**

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

Find a self-report cognitive checklist online or in one of the source articles and take it yourself. Pick a checklist that seems to come closest to your personal target, even if it isn't an exact match.

What are some interpretations or beliefs that you endorsed?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next, check whether any of the following cognitive distortions are present in the interpretations listed above and briefly indicate *why* you think it is a distortion.

Probability overestimation \_\_\_\_\_

Catastrophizing \_\_\_\_\_

Overgeneralization \_\_\_\_\_

Personalizing \_\_\_\_\_

All-or-nothing thinking \_\_\_\_\_

“Should” statements \_\_\_\_\_

Mind reading \_\_\_\_\_

Emotional reasoning \_\_\_\_\_

Minimizing \_\_\_\_\_

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**LEARNING WORKSHEET**  
**Restructuring Thoughts**

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

For a period of 1 week, monitor and challenge any maladaptive interpretations that contribute to the personal target.

Triggering event	Interpretation	Emotion(s)	Intensity of emotion(s) (0–100)	Cognitive distortions (check all that apply)	New interpretation	Emotion(s)	Intensity of emotion(s) (0–100)
				<input type="checkbox"/> Probability overestimation <input type="checkbox"/> Catastrophizing <input type="checkbox"/> Overgeneralization <input type="checkbox"/> Personalizing <input type="checkbox"/> All-or-nothing thinking <input type="checkbox"/> “Should” statements <input type="checkbox"/> Mind reading <input type="checkbox"/> Emotional reasoning <input type="checkbox"/> Minimizing			
				<input type="checkbox"/> Probability overestimation <input type="checkbox"/> Catastrophizing <input type="checkbox"/> Overgeneralization <input type="checkbox"/> Personalizing <input type="checkbox"/> All-or-nothing thinking <input type="checkbox"/> “Should” statements <input type="checkbox"/> Mind reading <input type="checkbox"/> Emotional reasoning <input type="checkbox"/> Minimizing			

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**LEARNING WORKSHEET**

**Cognitive Acceptance**

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

**Step 1:** Identify a negative or maladaptive thought related to your personal target.

**Step 2:** For a period of 5 minutes (set a timer so you don't have to keep checking), close your eyes and imagine seeing all of your thoughts float past your field of vision, as if you were watching clouds in the sky. Do not judge or evaluate your thoughts; just notice them. If a maladaptive thought related to your personal target shows up, notice that, too, but let it float by with the other thoughts.

What was your experience in Step 2? Specifically: How hard or easy was it? When did it become hard? Did thoughts related to your personal target show up? What was your response to the thoughts? Did your response change over time?

**Step 3:** For a period of 24 hours, notice any thoughts related to the personal target, but do not judge or evaluate them. Do not attempt to determine whether they are good or bad, accurate or inaccurate, distorted or not. Do not attempt to change them. Do not attempt to avoid them.

What was your experience in Step 3? Specifically: How hard or easy was it? When did it become hard? Did thoughts related to your personal target show up? What was your response to the thoughts? Did your response change over time?

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**LEARNING WORKSHEET**

**Identifying and Challenging Intermediate and Core Beliefs**

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

**Step 1:** See whether you can identify a maladaptive intermediate belief (an assumption, attitude, or rule) or a maladaptive core belief (a basic way of viewing yourself, other people, or the world) that is related to your personal target. You can use one or more of these strategies:

- You can use the core beliefs checklist in Appendix B for suggestions.
- You can use *pattern detection* to see what your interpretations have in common with each other.
- You can use a *downward arrow* to elaborate on the implications and meanings of your interpretations.
- You can *find “stuckness”* by identifying a thought or feeling that seems to be particularly resistant to change and thinking about what underlying beliefs or rules might underlie the “stuckness.”

My maladaptive intermediate or core belief is:	And I identified it this way (be specific):

**Step 2:** Try one of the interventions in this chapter to address this intermediate or core belief. You can use one or more of these strategies:

- You can identify the *advantages and disadvantages* of the belief.
- You can *examine the evidence* for and against the belief.
- You can *consider alternatives* to the belief.
- You can use *scaling* to address the all-or-nothing nature of the belief.
- You can keep a *core belief diary* in which you look for evidence.
- You can *act the opposite* of the belief.
- You can try *talking to the belief* and having a dialogue between the belief and your healthy self.

I used this strategy (be specific):	And my experience of it was:

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**LEARNING WORKSHEET**

**Relaxation and Breathing Retraining**

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

For at least 10 minutes, use the progressive relaxation exercise described in this chapter. Because you'll be keeping your eyes closed, you might wish to play recorded instructions, such as those at [www.youtube.com/watch?v=912eRrbes2g&t=611s](http://www.youtube.com/watch?v=912eRrbes2g&t=611s)

- Sit in a comfortable chair with a relaxed posture.
- Close your eyes.
- Minimize distractions in the room (e.g., sounds).
- Tense (at least 5 seconds) and relax (at least 10 seconds) the following muscle groups:
  - Forehead
  - Mouth
  - Eyes
  - Shoulders
  - Upper back
  - Lower back
  - Chest
  - Stomach
  - Hands
  - Biceps
  - Buttocks
  - Thighs
  - Calves
  - Feet
- Practice breathing slowly (4 seconds in, 6 seconds out) from your diaphragm (a hand on your stomach should feel expansion as you inhale and contraction as you exhale).

What was your experience with this exercise? Specifically: How hard or easy was it? When did it become hard? Did your emotions or physical sensations change over time?

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**LEARNING WORKSHEET**

**Acceptance of Emotions and Physical Sensations**

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

**Step 1:** Try to create a feeling or a physical sensation related to your personal target. To do this, you might try thinking about a situation related to the target, or doing something that makes you feel uncomfortable.

**Step 2:** For a period of 10 minutes, close your eyes and notice your feelings and physical sensations. Do not judge or evaluate your feelings; just notice them. Describe them to yourself in your mind but don't try to explain or understand them. Just notice.

What was your experience in Step 2? Specifically: How hard or easy was it? When did it become hard? What was your response to your feelings? Did your response change over time?

**Step 3:** For a period of 24 hours, notice any emotions or sensations related to the personal target, but do not judge or evaluate them. Do not attempt to determine whether they are good or bad. Do not attempt to change them. Do not attempt to avoid them.

What was your experience in Step 3? Specifically: How hard or easy was it? When did it become hard? What was your response to your feelings? Did you notice any attempts to control or “fix” the emotion? Did you notice any attempts to avoid the emotion? Did your response change over time?

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