
Intensive Training
Day 1 (sessions 1-3)
Strategies for working with Psychosis
Informed by CBTp
Handout Packet

NOTES



CBT-p Day 1 Introduction Handout List

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Overcoming Barriers to Getting Active: What got in the way of getting active for you?

Common unhelpful thinking styles: Ways of thinking and solving problems that often leads to distress or prevents us from following our values and goals!

All or Nothing: Belief that a situation is “all good or all bad”- no middle ground; no variations.



This involves words like *Always, Never, Everybody, and Nobody*. This assumes that the thought is 100% true all the time. It is a thinking mistake because one instance would prove the thought was false. It is unhelpful because it keeps our mind on the negative.



Jumping to Conclusions: Making a quick decision without getting all of the information.

This happens when we quickly react to events before having all the facts. It is unhelpful because when inaccurate, it

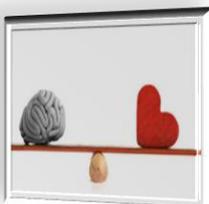
leads us to feel worse and maybe take actions that are not helpful. For example, if I assume someone is threatening to me and it is not true, I may leave/avoid or react in anger that can lead to problems.



Circular Sinking Thinking: Staying in the same negative thinking loop over and over.

There is often the belief that spending more time thinking about a concern will help. However, more time does not necessarily

lead to more helpful outcome. For example, if someone spoke rudely to you at the store and the thought stays with you all day- “that was so rude and unkind, why would the person do that?” Staying stuck on the thought only leads to more and more distress. We sometimes refer to this as rumination or excessive worry.



Emotional Reasoning: Believing something is true based on a feeling.

For example, feeling fear and believing there is danger even when there are no apparent signs of danger around



Fortune Telling: Believing with great certainty that we know what will happen in the future.

For example, “I will never get a job”. Just because a person has struggled to find work in the past does not mean that they won’t find work in the future. It is both inaccurate and likely to decrease my motivation to look for work.



Catastrophizing: Assuming the worst possible outcome will happen in a situation.

For example, preparing to the store and thinking- “the car will break down and I will have to walk home in the rain.”



Discount The Positive: Not paying attention to positive information.

For example, a person may beat themselves, “that job interview was terrible”, but refuse to give themselves credit for positive aspects of the situation, e.g., earning the interview, making positive comments during the interview, or receiving positive feedback.



Mind Reading: Belief that we know what others are thinking without checking.

In reality, we cannot know for sure what another person is thinking unless we ask them. If someone looks at you when you enter a store and you think, “they want to hurt me”, it is important to ask ourselves, how do I know this is true? Could they have that look on their face for some other reason?



Personal Goal Setting

1. **Working from Values:** It is helpful to develop personal goals from some value(s) that we hold dear to our heart (such as family, worship and faith, work, friendship). Values help us to know what is important in our life to feel really good about ourselves.

Sample Values:

- Faith/Spirituality
- Family
- Independence
- Humor
- Adventurousness
- Compassion
- Friendship
- Honesty
- Gratitude
- Responsibility
- Believing in yourself
- Courage
- Success
- Creativity/Art
- Animal Lover

2. **Identify some of your strengths** – the things that you are (or were) good at, felt good about, celebrated within yourself, that can become a goal or can help you reach your goals. Maybe volunteer at an animal shelter, find a used instrument to play, experiment with things you loved to do, but find yourself shying away from now.

Sample Strengths:

- Good with people
- Good with animals
- Play the guitar/piano/instrument
- Motivated
- Willing to ask for support
- Follow through on tasks
- Responsible
- Hard worker

3. **Personal Goals:** These are goals that people want to reach in order to better their own lives. Reaching personal goals can create a sense of self-empowerment and success. They can help to guide us back to what we are working for in our life.

Sample Goals:

- Solving an ongoing problem
- Making it to appointments on time
- Re-connecting with the people with in your life relationships
- Taking better care of your health (eating well, losing weight, quitting a habit)
- Have some fun in your life
- Begin dating again

4. **Decide on one or two goals to start with:** It's really hard to work on more than a couple goals at a time. Start with one thing you would like to work towards right now. The process of setting goals helps us to stay on track in our everyday life. If we can take care of our goals each day, we are much more likely to reach a bigger goal down the line.
5. **Define "Stepping Stones":** Creating a set of small goals can help us to achieve a large and important goal. For example, if we want to get across a river, there may be several steps involved before actually being able to cross it (finding a boat, finding supplies to build a bridge, confronting a fear of water, etc.). So **Stepping Stones** are the small goals we set that will lead us to reaching the bigger goal.

Let's say the goal is to "make it to my 3 appointments on time in the month of May"

Sample Stepping Stones:

- Acquire a calendar (paper calendar, or use a calendar app on your phone)
- Write in your appointments on the calendar
- Set an alarm for yourself
- Keep all of your appointment reminder cards in one place
- Ask someone to remind you (ask if you can have a reminder call)
- Practice reviewing your calendar daily for 10 minutes

6. **Review the goal you have set for yourself along the way:**
 1. What kind of progress have you made (0% to 100%)
 2. What has gotten in your way of working toward the goal?
 - a. Unexpected obstacles along the way
 - b. Goal was too big
 - c. Discovered that the goal is no longer attractive
 - d. Keep forgetting the goal on a day to day basis
 - e. There may be many more valid reasons why someone might not hit the goal target.....
 3. What kind of problem solving might help reach the goal, to overcome the barriers?
7. **Rework the goal until you find it doable for you and on a time line that is right for you:**

There is nothing wrong with continuing to work on a goal in the way you have been, modifying it so that it is easier to keep track of and accomplish, or throwing the goal out and starting with a new one. It's your life, and so they are your goals. We are here to support you in any way we can to help you reach the goals you want to reach.

Goal # Recovery Enhancement Plan		
Brainstorming.....What area of your life would you like to improve?		
Values:		
Strengths:		
What obstacles might you face in trying to reach your goal?		
Decide on Long Term Goal:	Target Date:	
Stepping Stones and Target Dates:	Target Date:	
<p>1. _____</p> <p>_____</p>	_____	
<p>2. _____</p> <p>_____</p>	_____	
<p>3. _____</p> <p>_____</p>	_____	
If the plan isn't working as you wanted it to, there are three options (circle one):		
Keep working at same goal using a different strategy	Modify the goal	Pitch the goal and start with a fresh goal
Re-write the Recovery Plan for this goal if needed!		

Working with Psychosis Learning Group

Your goal: to figure out how to interact and ask questions of a person experiencing psychotic symptoms in order to build trust and engagement.

Each group will be assigned a role play (four groups). Select one person in your group to play the role assigned to your group. Begin by reading the script and then “get into character” and provide additional content (put on your acting hat). One or two other group members ask questions, listen and reflect, in order to build trust and engagement. Other group members provide feedback.

Group 1: “These people are not my parents – they are imposters. I don’t know who they are but, they don’t know me and I want them to go away and to stop trying to control my money and my life. Can you help me with this?”

Group 2: “I am being followed by a gang. They followed me to the appointment today. They are hiding around every corner and I can tell that they are watching. I have to cover my face and head, so they don’t see me and come after me. I called the police, but they don’t listen to me. They say I have the problem. I am in danger and they don’t even want to help. Can you help?”

Group 3: “Last night the circles caught circles...warriors, ghosts all around me, attacking me. They cut me with swords. I died three times. There was no stoppin’ it. I’m a prophet. Can you see” the tree...it’s free, it’s freezing, can you help me to be free?”

Group 4: “My family keeps telling me that I need medication. They says I’m crazy and they say that the voices that I hear are all in my head and not real. The voices tell me I’m bad and that people are after me. My family doesn’t believe me. Do you believe me? Do you think that I need medicine?”

What to do in groups:

- a. Ask open questions to explore what the person is experiencing
- b. B. Practice reflecting back what you hear to the person who is experiencing the psychosis
- c. See the back of this page to keep track of what you observed and learned
- d. Identify two people in your group to report back or role play the experience for the full group.

Small group engagement worksheet: Group Number _____

Start role play for 5 minutes. Stop. Receive input from observers. Then resume role play trying out some of the suggestions. Write out helpful/unhelpful strategies and take home lessons.

What helped to build engagement? List examples:	What hindered engagement? List examples:
For example: Befriending or other positive engagement actions Helpful questions Helpful reflections _____	For example: Lecturing Leading Confronting _____

What was challenging about this encounter for you?

Take home lesson and possible engagement strategies to try:

Engagement strategies practice check sheet

Check off the strategies observed during the role-play or audio review. MHP= Mental Health Provider

Helpful engagement strategies	Present ✓	Example Comment Observation
Chose a place that is comfortable for the client to talk		
Socialized and inquired about areas of interest to the client		
Actively listened and reflected content accurately (did not over generalize or leave out important content)		
Showed curiosity and interest- tried to learn more about client's experience		
Congratulated client for successes and accomplishments Affirmed clients values and/or interests		
Let the client lead by asking what he or she wanted to work on- attempted to identify something important to client that MHP and client could work on together		
Let the client lead by asking for his or her views on what steps to take next.		
MHP checked for understanding of what the client was trying to say		
Asked the client for feedback about the pace of the meeting and let client lead by adjusting the pace to fit his or her requests		
MHP Expressed reasonable optimism		
MHP used appropriate self-disclosure		
MHP used a normalization strategy: stress-vulnerability; common experience; well-known person, etc.		
Asked client to summarize what he/she learned today or what was most helpful		
Asked for feedback about what client liked/disliked about the meeting today		
<u>Other</u> : something you did that helped build the relationship with the client (list):		

Stress Bucket Daily Practice

Session # _____

Interpersonal Stressors

General Stressors

Resilience

Begin to work on and change the unhelpful coping strategies. What do you need to work on?



Symptoms

Vulnerabilities

New Coping Skills

Daily Practice

Interpersonal Stressors

General Stressors



Unhelpful coping strategies. What do you need to work on?

New Coping Skills

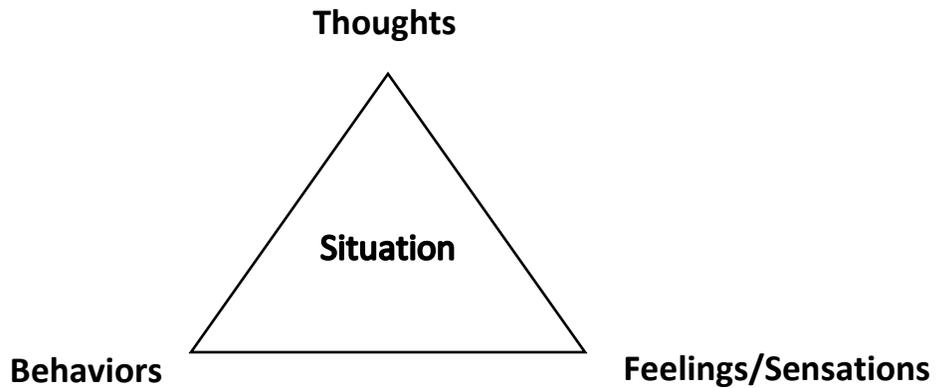
Symptoms

Vulnerabilities

Resilience

Structure	Task	Observations	Session # _____
S ocialize	Make it safe and comfortable to talk. Be kind and friendly and refrain from giving advice unless asked	<i>Conversation starter</i> <i>Area of interest identified or brought up</i>	
T arget/Topic	Keep in mind the client's recovery goals- pick 1-2 targets You may talk about many things, but try to pick one thing to begin, to work on, and to conclude. Explore client's concern- LISTEN Expand client's understanding:	<i>Get agreement on Target/Topic _____</i> <i>If in engagement, then learning about their experience is a topic</i> <i>Explored topic with gentleness, curiosity</i> <i>Reflected content so client felt heard</i>	
A ction with compassion	Work on the task of the day or steps to address current concern; OR Steps to help client reach goal Encourage client input Remember to collaborate and to share decision making	<i>Action related to something of <u>distress, interest, or importance</u></i> <ul style="list-style-type: none"> • <i>Did client have choices?</i> • <i>Were decisions shared?</i> • <i>Was action important to client?</i> • <i>Was relevant education or normalization shared?</i> • <i>Connected an interest to a value to a goal</i> 	
R eview	Ask client for feedback: What was helpful/not helpful today? What sticks with you the most today? Anything we missed?	<i>What did client take away from meeting?</i>	
T ake-home work	What would you like to work on between now and the next time we meet? Keep it simple	<i>What is one valued action to do before the next meeting?</i>	

Aspects of Experience



Statement	T/F/B/S
Curious	
Driving a car	
I got a letter from my probation officer	
Listening to music	
I was like so frustrated I wanted to hit something\$	
I couldn't breathe I was so scared	
The voices are loudest at night	
Guilt	
Someone told my sister that I was getting high	
I think I'm feeling ok now	
I want to stop talking now	
Are you angry with me?	
My heart aches, I can hear my pulse in my ears, my hands are clenched	
Laughing	
This is stupid	
It's always going to be this way	
Breathing activity (e.g. Square Breathing)	
I have to go shopping	
Afraid	
Demons	

Fact vs Interpretation Worksheet

Statements	Fact or Interpretation?
AA is religious because it talks about “Higher Power”.	
She was laughing one minute and totally silent the next minute.	
I am sad.	
You yelled at him for spilling milk? How awful! He didn’t deserve that!	
People who live with the condition of schizophrenia may never live up to the dreams they once hoped for, but they might find some meaning in life for themselves.	
I want some time alone.	
I have no friends, no girlfriend, I can’t stand it if this is the way life is going to be.	
I can’t take the anymore stress. I’ll explode.	
He never gets in trouble even when he does stuff wrong.	
I get in trouble when I do even the slightest thing wrong.	
I don’t think my medicine is helping me.	
I don’t like how my medicine makes me feel.	
This apartment is too noisy for me. I can’t live here.	
He just walked out of the room without saying a word.	
I had a great time at the party.	

3 Cs + Cognitive Triangle

Ways to check thoughts:

Three-Question Technique (3Cs- Catch, Check, Change)

Catch it (What is the thought?):

What are your thoughts or what are you telling yourself about this event?

Check it (the thought):

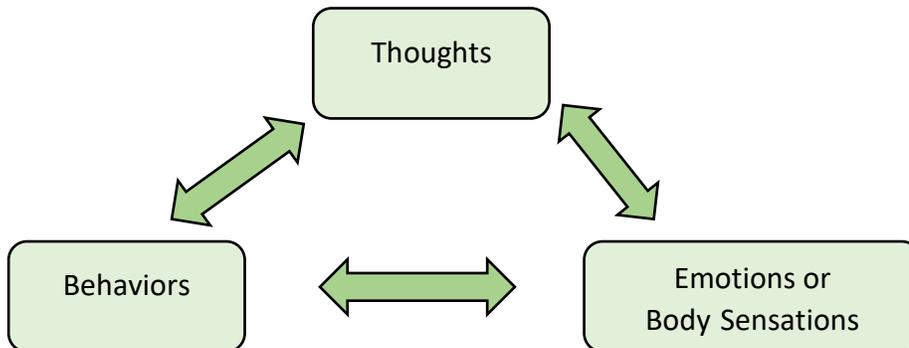
1. Is this thought really true/accurate? Could I be miss-reading the situation? (What is the evidence?)
2. Is this thought helping me or holding me back? (What will happen if I keep thinking this way? Is there another way to think about this situation?)

Change the thoughts:

3. What other things could I say to myself (positive, **balanced** thoughts) that would be more helpful? How might a close friend advise me to change my thinking? Look at the situation and yourself in a kind and gentle way.

3Cs + Cognitive Triangle

Event or Situation (What happened?):



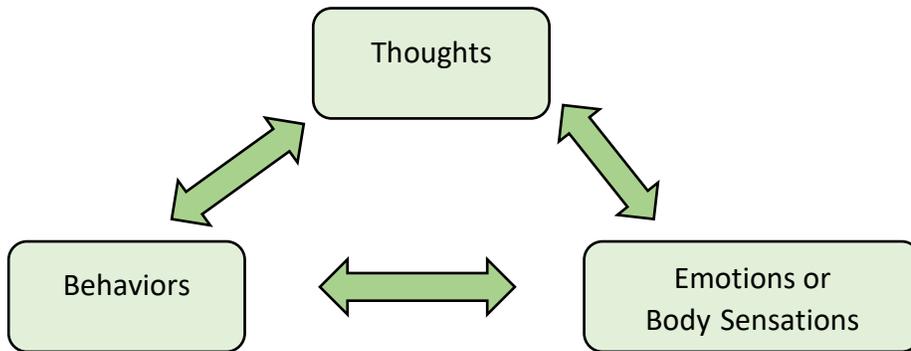
1. What thoughts did I have about the situation or experience?

2. Check the thought: Is it accurate? What evidence do I have? Does thinking this way help or hold me back?

3. Change the thought: What other way can I think about this situation? When I think in a new way, what happens?

3Cs + Cognitive Triangle

Situation (What happened?):



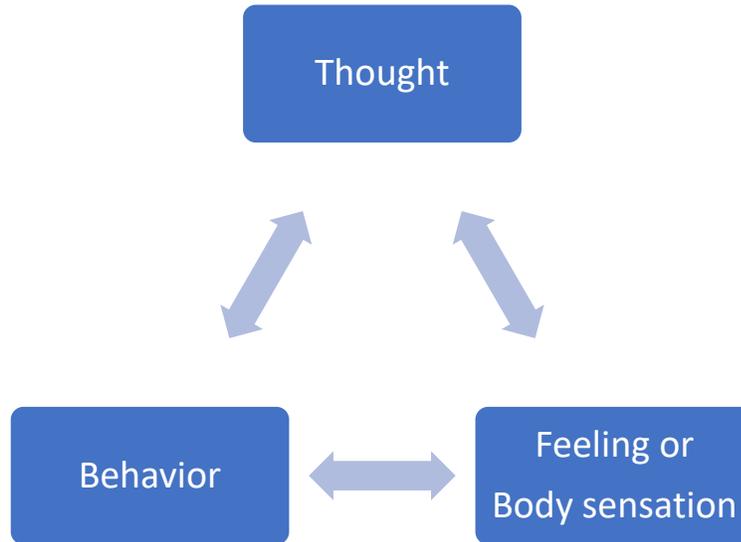
1. List the thoughts that were associated with that situation:

2. List the emotions, feelings or body sensations associated with that situation:

3. List the behaviors or actions taken in that situation:

How the Cognitive Behavioral model works

Situation (what happened):



Situation: In line to ride a Roller coaster

Thought: _____

Feeling: _____

Behavior: _____

Situation: someone cuts in front of you in the store

Thought: _____

Feeling: _____

Behavior: _____

Does this work with images?

Situation: Picture a beautiful lake, warm sun, sitting in a comfortable chair

Thought: _____

Feeling: _____

Behavior: _____

What do we know about thoughts?

- Thoughts come and go
- Sometimes we think of things on purpose, other times thoughts just happen
- Thoughts represent ideas- they cannot hurt you
- Thoughts can be linked with distressing or uncomfortable feelings, sensations, and memories
- Some thoughts are inaccurate or come from misinterpreting events

So what are we to do? Check our thoughts!

Reasons to check thoughts:

- 1.
- 2.
- 3.

Strategies for Troubling Thoughts and Hallucinations

Practice coming up with *Alternative Explanations* for the following examples:

You say “Hi” to someone at the store and they do not say “Hi” back.

Possible Interpretation	Likely Emotional Response
<i>They don't like me</i>	<i>Upset and sad</i>

The phone rings and when you answer, you hear the phone hang up.

Possible Interpretation	Likely Emotional Response
<i>Somebody is pranking me</i>	<i>Mad</i>

You hear a voice call you an “idiot.”

Possible Interpretation	Likely Emotional Response

After keeping track a while, we can become familiar with how we tend to interpret situations or thoughts, and we can begin to work with them in an effective way to help regulate our mood and behavior.

Practice finding alternative explanations for troubling situations you are experiencing. You don't have to think of three situations, but the extra tables are there in case you might want to explore other situations that may come up over the week.

Situation: _____

Possible Interpretation	Likely Emotional Response

Situation: _____

Possible Interpretation	Likely Emotional Response

Situation: _____

Possible Interpretation	Likely Emotional Response

Working on Cognitive Model Practice

Part 1: Working with Thoughts Practice

Scenario: Client holding mouth; complains of pain. When asked to describe- “spirits are beating me up in the face”. “Demons used to be nice and now they are mean”. There is noticeable redness and swelling near jaw and under client’s eye.

One person role-play client.

Other person role play case manager or therapist.

Practice: Ask client to describe the experience, and your job is to:

Step 1: Practice getting a full description of the experience. Then stop and identify the components below: Remember to stick with the concrete details and facts!

- Experience/Situation _____
- Thought _____
- Feeling _____
- Behavior _____

Step 2: Summarize concerns into the components above. Check with client to see if you understood the client’s experience accurately (validate/accept – (“I hear and understand”). Consider the other ways to think about the event with the client (the person may or may not be ready to hear alternatives, follow the client’s lead).

Part 2: Working with Emotions Practice

Step 1: Client agrees to get help, but there is a fear of provider and/or need to wait a few days before seeing provider.

Step 2: Identify one emotion regulation or relaxation strategy that may ease the distress

One person play the client

Other person plays therapist who teaches an emotion regulation strategy/self-soothing strategy consistent with your scope of practice.

Process:

What was helpful/effective?

More comfortable working with thoughts or emotions? Flexibility of your thinking? What was easy or hard about this for you?

What is your practice action plan?

Self-Monitoring for Emotions

Pick one day and time to keep this diary (for example, on Saturdays)

Pick a typical daily activity to monitor (for example, going to the store or brushing your teeth)

Day and Time	Activity or Situation	Emotion (See Chart)	How Strong was the Emotion
Saturday 10:00 am	Watching TV	Bored	1 2 3 4 5 6 7 8 9 10
Saturday 12:00 Noon	Going to the store	Nervous	1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10

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Day and Time	Activity or Situation	Emotion (See Chart)	How Strong was the Emotion
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10
			1 2 3 4 5 6 7 8 9 10

EMOTIONS CHART

Sad	Depressed	Disappointment	Apathy	Grief
Anger	Mad	Irritation	Frustration	Rage
Happy	Joyful	Glad	Cheerful	Loving
Fear	Anxious	Panic	Nervous	Shaky
Guilt/Shame	Embarrassment	Regret	Humiliation	Disgust
Jealous	Envious	Hurt	Discouragement	Lonely
Content	Calm	Compassionate	Grateful	Curious

Form for planning and practice review- Case manager

Client age:	Session #:
Client's recovery goals: what does client really want to work on?	
Symptoms/behaviors that interfere with meeting goals and how do they interfere?	
<p>What is your formulation of the client (indicate history, beliefs, behavior)?</p> <p>History: Any life experience that helps us to understand the symptoms and behavior?</p> <p>Beliefs: What does client tell self that might affect the symptoms or behavior?</p> <p>Behavior: What does client do that helps or gets in the way of goals/values</p>	
Possible or attempted skills/action?	
What would you like help with?	