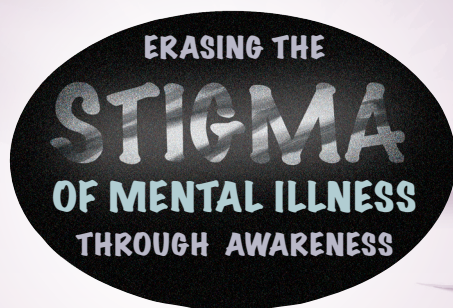
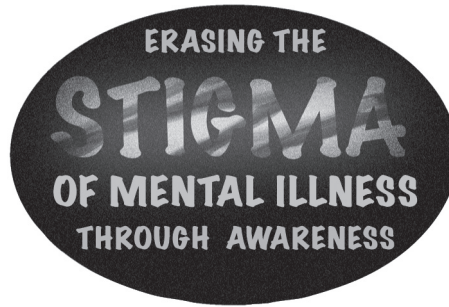


Managing Unwanted Thoughts, Feelings and Actions Workbook

**A TOOLBOX of REPRODUCIBLE
ASSESSMENTS and ACTIVITIES
for FACILITATORS**

Ester R. A. Leutenberg
and John J. Liptak, EdD





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Using the *Managing Unwanted Thoughts, Feelings and Actions Workbook*

People who encounter unwanted thoughts, feelings and actions face frightening experiences. They may have a difficult time distinguishing between what is real and what is not real. They usually regret what they thought and felt, and/or how they acted. They find that often this interferes with their work, school, family relationships, and interactions with friends and people in their community. Unwanted thoughts, feelings and actions can cause confusion, be difficult to deal with, and disrupt any setting.

Mental health issues contribute to unwanted thoughts, feelings and actions. When adults experience these symptoms, they are typically challenged by being and remaining in touch with reality. They have difficulty coping with the stressors and demands of their daily lives.

How Do Unwanted Thoughts, Feelings and Actions Issues Manifest Themselves?

Because there are so many bizarre ways these feelings can manifest themselves, disturbances can be very difficult to identify and manage. It is critical to be aware of, to understand, and to acknowledge how symptoms are commonly experienced. Although most or all symptoms do not have to be present, those that are present will typically cause significant distress and/or impairment in daily functioning.

Listed below are some possible symptoms:

- Agitation
- Cold manner
- Confused thoughts
- Dangerous actions
- Delusions
- Detached from others
- Difficulties in the workplace
- Disinterest in maintaining personal hygiene
- Disorganized speech
- Feelings of entrapment
- Flat affect
- Forgetfulness
- Hallucinations
- Inability to understand and accept reality
- Inability to communicate well with others
- Inability to express emotions
- Inability to make good decisions and judgments
- Inability to think clearly and rationally
- Inappropriate behavior
- Incoherent speech
- Increased drug/alcohol use
- Intense anxiety
- Loss of appetite
- Loss of interest in everyday activities
- Loss of touch with reality
- Mood swings
- Problems in school
- Problems maintaining relationships
- Rigid actions
- Strange actions
- Suicidal thoughts
- Unusual movements
- Withdrawal from others socially

Our goal for this workbook is NOT to diagnose mental illness, or even for the facilitator to make such a diagnosis from this workbook's content. Our goal is to touch on some of the symptoms and possibilities, create realizations, and provide coping methods which will help people to go forward and perhaps consider the possibility of the need for medications and therapy. Our goal is also to help participants recognize that other people have the same issues, that no shame is connected to them, and mental health issues of any degree are not to be stigmatized nor should anyone feel like a victim of stereotyping. In this workbook, we are using the phrase mental health issues to include all types of unwanted thoughts, feelings and actions issues, from having a few problems to a serious mental illness.

Sources of Unwanted Thoughts, Feelings and Actions Issues

As with many different types of psychological problems, the origin of these unwanted thoughts, feelings and actions issues are difficult to pinpoint. Because of their complex nature, these issues are often brought on by one or a variety of these sources:

Genetics and Biology

Psychotic disturbances often run in families and thus researchers believe that they are inherited, but that is not the only cause. A complete medical and psychological history should be collected by a medical professional to identify family members who may also have experienced disturbances with unwanted thoughts, feelings and actions.

Brain Chemistry

The structure and functioning of the brain has been shown to have an effect on the incidence of psychotic disturbances. Chemicals in the brain (neurotransmitters) that communicate between neurons, also seem to play a role. In addition, the structure of the brain found in healthy individuals is different from that of people who experience disturbances with unwanted thoughts, feelings and actions. An examination to explore the structure and functioning of the brain should be conducted by a medical professional.

Life Events

An inability to cope with major stressors can be a factor in disturbances in thoughts, feelings and actions. Some of the major stressors might include traumatic shock or abuse. An examination of the person's life events that may be causing unwanted thoughts, feelings and actions needs to be conducted by a medical professional.

Medical Conditions

Disturbances with unwanted thoughts, feelings and actions are more likely to occur in people with poor medical health in general, or those who suffer from an existing psychological problem. A medical history can reveal conditions that might induce problems in thoughts, feelings and actions, and should be examined by a medical professional.

Substances

A history of problematic drinking, tobacco, marijuana or other drug use has been associated with the development of disturbances with unwanted thoughts, feelings and actions. A history of a person's drug, tobacco and alcohol use should be examined by a medical professional.

How the *Managing Unwanted Thoughts, Feelings and Actions Workbook* Can Help

People experience many different types of problems related to unwanted thoughts, feelings and actions. The assessments and activities in this workbook are designed to provide facilitators with a wide variety of tools to use in helping people manage their lives more effectively. Many choices for self-exploration are provided for facilitators to determine which tools best suit the unique needs of their clients.

The purpose of this workbook is to provide a user-friendly guide to short-term assessments and activities to help people manage their unwanted thoughts, feelings and actions, and experience a greater sense of well-being. In addition, this workbook is designed to help provide facilitators and participants with tools and information needed to overcome the stigma attached to issues of unwanted thoughts, feelings and actions.

In order to help participants deal successfully with unwanted thoughts, feelings and action issues, facilitators need to have a variety of assessments and activities to help their participants open-up and begin to feel they can manage the symptoms of their unwanted thoughts, feelings and actions and realize that they are not alone. *The Managing Unwanted Thoughts, Feelings and Actions Workbook* provides assessments and self-guided activities to help participants understand the intensity of their issues and how they can lead a more effective life.

When to Worry?

Disturbances in unwanted thoughts, feelings and actions are difficult to manage because they blur the line between what is real and what is not real. The good news is that people can develop the skills needed to manage the symptoms and progress forward to begin enjoying life more. Unwanted thoughts, feelings and actions that accompany many of the mental health issues that people deal with daily can be a very frightening way to live. **People who experience these issues over time are at risk of having a serious mental illness and need to seek a medical professional.**

Suicide Warning!

People who experience severe bouts of unwanted thoughts, feelings and actions are often at risk for suicide. Sometimes they can become irrational and think that the only way to escape the pain is to attempt suicide. Remember to take any talk about suicide or suicidal acts very seriously.

Signs of suicidal thoughts:

- Withdrawing from family, friends, and activities of interest in the past
- Increasing use of harmful substances
- Giving away possessions
- Expressing severe hopelessness about the future
- Making a plan for dying by suicide
- Calling or visiting people to say goodbye
- Getting legal affairs in order
- Engaging in reckless actions
- Talking about killing or harming self
- Expressing feelings of being trapped with no way out
- Purchasing a weapon

Serious Mental Illness

If participants have a serious mental illness, they need to do much more than complete the assessments, activities and exercises contained in this workbook. They need to be taken seriously and facilitators can take an active role in their finding help immediately. All disturbances of thoughts, feelings and actions need to be thoroughly evaluated by a medical professional, and then treated with an appropriate combination of medication and group and/or individual therapy.

Format of the *Managing Unwanted Thoughts, Feelings and Actions Workbook*

The *Managing Unwanted Thoughts, Feelings and Actions Workbook* is designed to be used either independently or as part of an established mental health issue program. You may administer any of the assessments and the guided self-exploration activities to an individual or a group with whom you are working, and you may administer any of the assessments and activities over one or more days. Feel free to pick and choose those that best fit the outcomes you desire. The purpose of this workbook is to provide facilitators who work with individuals and groups who may be experiencing unwanted thoughts, feelings and actions issues with a series of reproducible activities that can be used to supplement their work with participants. Because these activity pages are reproducible, they can be photocopied as is, or you may adapt them by whiting out and writing in your own changes to suit the need of each group, and then using that page as your master to be photocopied for each participant.

Assessments

Assessments establish a behavioral baseline from which facilitators and participants can gauge progress toward identified goals. This workbook will supplement a facilitator's work by providing assessments designed to measure behavioral baselines for measuring client change. In order to do so, assessments with scoring directions and interpretation materials begin each chapter. The authors recommend that you begin presenting each topic by asking participants to complete the assessment. Facilitators can choose one or more, or all of the activities relevant to their participants' specific needs and concerns.

Each of the awareness modules contained in this workbook begin with an assessment for these purposes:

- Help facilitators to develop a numerical baseline of behavior, attitude and personality characteristics before they begin their plan of treatment.
- Help participants gather valuable information about themselves.
- Help facilitators in the measurement of change over time.
- Use as pre-tests and post-tests to measure changes in behavior, attitude, and personality.
- Help facilitators identify patterns that negatively affect each participant.
- Prompt insight and behavioral change.
- Assist participants to feel a part of the treatment planning process.
- Provide participants with a starting point to begin to learn more about themselves, their strengths and their limitations.

Assessments are a great aid in developing plans for effective change. Be aware of the following when administering, scoring, and interpreting the assessments in this workbook:

- The purpose of these assessments is not to pigeonhole people, but to allow them to explore various elements of themselves and their situations.
- This book contains self-assessments and not tests. Traditional tests measure knowledge or right or wrong responses. For the assessments provided in this workbook, remind participants that there are no right or wrong answers. These assessments ask only for opinions, self-observations or attitudes.
- The assessments in this workbook have face value, but have not been formally normed for validity and reliability.
- The assessments in this workbook are based on self-reported data. In other words, the accuracy and usefulness of the information is dependent on the information that participants honestly provide about themselves. Assure them that they do not need to share their information with anyone. They can be honest!
- Remind participants that the assessments are exploratory exercises and not a judgment of who they are as human beings.
- The assessments are not a substitute for professional assistance. If you feel any of your participants need more assistance than you can provide, refer them to an appropriate medical professional.

(Continued on the next page)

Format of the *Managing Unwanted Thoughts, Feelings and Actions Workbook* (Continued)

Assessment Script

When administering the assessments contained in this workbook, please remember that the assessments can be administered, scored, and interpreted by the client. If working with a group, facilitators should circulate among participants as they complete assessments to ensure that there are no questions. If working with an individual client, facilitators can use the instruction collaboratively.

Please note that instructions to participants, italicized below, are meant to be a guide, so please do not feel you must read or say them word for word.

Tell your participants: *“You will be completing a quick assessment related to the topics we are discussing. Please remember that assessments are powerful tools if you are honest with yourself. Take your time and be truthful in your responses so that your results are an honest reflection of you. Your level of commitment in completing the assessments honestly will determine how much you learn about yourself.”*

Allow participants to turn to the first page of their assessment and read the instructions silently to themselves, and then tell them: *“All of the assessments have similar formats, but they have different scales, responses, scoring instructions and methods for interpretation. If you do not understand how to complete the assessment, ask me before you turn the page to begin.”*

Then tell them: *“Because there is no time limit for completing the assessments, take your time and work at your own pace. Do not answer the assessments as you think others would like you to answer them or how you think others see you. These assessments are for you to reflect on your life and explore some of the barriers that are keeping you from living a more satisfying life. Before completing each assessment, be sure to read the instructions.”*

Make sure that nobody has a question, then tell them, *“Learning about yourself can be a positive and motivating experience. Don’t stress about taking the assessments or discovering your results. Just respond honestly and learn as much about yourself as you can.”*

Tell participants to turn the page and begin answering with Question 1. Allow sufficient time for all participants to complete their assessment. Answer any questions people have. As people begin to finish, read through the instructions for scoring the assessment. Have participants begin to score their assessment and transfer their scores for interpretation. Make sure that nobody has a question about how to complete the scoring.

Review the purpose of the interpretation table included after each assessment. Tell the participants: *“Remember, this assessment was not designed to label you. Rather, it was designed to develop a baseline of your behaviors. Regardless of how you score on an assessment, consider it a starting point upon which you can develop healthier habits. Take your time, reflect on your results, and note how they compare to what you already know about yourself.”*

After participants have completed, scored, and interpreted their assessment, facilitators can use the self-exploration activities included in each module to supplement their traditional tools and techniques to help participants function more effectively.

(Continued on the next page)

Format of the *Managing Unwanted Thoughts, Feelings and Actions Workbook* (Continued)

Self-Exploration Activities

This workbook will provide self-exploration activities that can be used to decrease unwanted thoughts, feelings and actions issues. These activities, included after each of the assessments, will prompt self-reflection and promote self-understanding. They use a variety of formats to accommodate all learning styles and foster introspection and promote pro-social behaviors, life skills and coping skills. The activities in each module correlate to the assessments to enable you to identify and select activities quickly and easily.

Self-exploration activities assist participants in self-reflection, enhance self-knowledge, identify potential ineffective behaviors, and teach more effective ways of coping with irrational behaviors. They are designed to help participants make a series of discoveries that lead to increased social and emotional competencies, as well as to serve as an energizing way to help participants grow personally and professionally. These brief, easy-to-use self-reflection tools are designed to promote insight and self-growth.

Many different types of guided self-exploration activities are provided for you to pick and choose the activities most needed by your participants and the ones that will be most appealing to them. The unique features of the exploration activities make them user-friendly and appropriate for a variety of individual sessions and group sessions.

In some activities, participants will have the opportunity to ...

- explore how they could make changes in their lives to feel better. These activities are designed to help participants reflect on their current life situations, discover new ways of living more effectively, and implement changes in their lives to accommodate these changes.
- journal as a way of enhancing their self-awareness. Through journaling prompts, participants will be able to write about the thoughts, attitudes, feelings, and behaviors that have contributed to, or are currently contributing to, their current life situation. Through journaling, participants are able to safely address their concerns, hopes and dreams for the future.
- investigate their unwanted thoughts, feelings and actions by examining their past for negative patterns and learning new ways of dealing more effectively in the future. These activities are designed to help participants reflect on their lives in ways that will allow them to develop healthier lifestyles.

The Stigma Awareness Approach

It is important that facilitators keep an open mind about mental health issues and the stigma attached to people experiencing these issues. Rather than thinking of people as having a mental disorder, or being mentally ill, the *Erasing the Stigma of Mental Health Issues through Awareness* series is designed to help facilitators to diminish the stigma that surrounds people suffering from unwanted thoughts, feelings and actions issues. Stigmas occur when people are unduly labeled, which sets the stage for discrimination and humiliation. Facilitators are able to help to erase the stigma of mental illness through enhanced awareness of the factors that activate the issues, accentuate the depth of the issues, and accelerate awareness and understanding.

To assist you, a section titled *Erasing the Stigma of Mental Health Issues* is included to provide activities for helping to erase the stigma associated with unwanted thoughts, feelings and actions issues.

The Awareness Modules

The reproducible awareness modules contained in this workbook will help you identify and select assessments and activities easily and quickly.

Module I: Unwanted Thoughts, Feelings and Actions Symptoms

This module will help participants identify the intensity of their behavioral, cognitive, and affect problems in their lives.

Module II: Life-Management Skills

This module will help participants identify the effectiveness of their present life-management skills.

Module III: Personal Wellness

This module will help participants identify how effective they are in taking care of themselves physically and emotionally.

Module IV: Possibilities

This module will help participants identify the many possibilities available in their lives and careers.

Module V: Erasing the Stigma of Mental Health Issues

This module will help participants explore and refute the stigma of having unwanted thoughts, feelings and actions issues in their lives and the impact that the stigma has on them.

~~~~~

**Our thanks to these professionals who make us look good  
and who personify people who are dedicated  
to erasing the stigma of mental health issues.**

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MODULE I

# Unwanted Thoughts, Feelings and Actions Symptoms

*One of the true tests of  
leadership is the ability  
to recognize a problem  
before it becomes  
an emergency.*

*~ Arnold H. Glasgow*

Name \_\_\_\_\_

Date \_\_\_\_\_



## Skills Emphasized in Each Activity Handout

|                                                                                                                                                                                                                                                                                                            |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>THOUGHTS: My Unwanted Thinking</b> .....                                                                                                                                                                                                                                                                | <b>page 20</b> |
| <i>Give examples of unwanted thoughts in nine categories, their frequency and the circumstances in which they occur; identify what is actually happening at those times compared to false beliefs. Identify beliefs that frequently seem real and that suggest the need for therapy and/or medication.</i> |                |
| <b>THOUGHTS: Time to Pay Attention</b> .....                                                                                                                                                                                                                                                               | <b>page 21</b> |
| <i>Complete seven sentence starters to provide specifics about one's inattentiveness; read and practice twelve attention-related tips.</i>                                                                                                                                                                 |                |
| <b>THOUGHTS: My Memory</b> .....                                                                                                                                                                                                                                                                           | <b>page 22</b> |
| <i>Describe nine experiences with forgetting and nine ways to remember; read and practice nine memory-related tips.</i>                                                                                                                                                                                    |                |
| <b>THOUGHTS: Unrealistic Thinking</b> .....                                                                                                                                                                                                                                                                | <b>page 23</b> |
| <i>State four past situations and recognize the accompanying unrealistic thoughts; note current realistic thoughts and identify a recurring theme if applicable.</i>                                                                                                                                       |                |
| <b>THOUGHTS: My Problems Occur</b> .....                                                                                                                                                                                                                                                                   | <b>page 24</b> |
| <i>Depict and describe one's most unwanted thoughts regarding work, family, community and relationships. Select the area that was easiest to describe and state the reasons.</i>                                                                                                                           |                |
| <b>THOUGHTS: The Value of Distractions</b> .....                                                                                                                                                                                                                                                           | <b>page 25</b> |
| <i>Document five unwanted thoughts, a distraction for each and ways the distractions help alleviate unwanted thoughts.</i>                                                                                                                                                                                 |                |
| <b>THOUGHTS: Detective Work</b> .....                                                                                                                                                                                                                                                                      | <b>page 26</b> |
| <i>Answer six questions to evaluate whether a recurring thought is reality-based; identify six effects of the evidence.</i>                                                                                                                                                                                |                |
| <b>FEELINGS: Name Them!</b> .....                                                                                                                                                                                                                                                                          | <b>page 28</b> |
| <i>Name a recent feeling or combinations of feelings, the actions elicited and ways to manage the emotion(s) constructively.</i>                                                                                                                                                                           |                |
| <b>FEELINGS: Avoidance</b> .....                                                                                                                                                                                                                                                                           | <b>page 29</b> |
| <i>In response to six ways that feelings are avoided, specify what one avoids and the effects; identify the advantages and disadvantages of avoidance.</i>                                                                                                                                                 |                |
| <b>FEELINGS: Negative</b> .....                                                                                                                                                                                                                                                                            | <b>page 30</b> |
| <i>Identify when and why one experiences up to twenty-two possible negative emotions.</i>                                                                                                                                                                                                                  |                |
| <b>FEELINGS: Positive</b> .....                                                                                                                                                                                                                                                                            | <b>page 31</b> |
| <i>Identify when and why one experiences up to twenty-nine positive emotions.</i>                                                                                                                                                                                                                          |                |
| <b>ACTIONS: My Triggers</b> .....                                                                                                                                                                                                                                                                          | <b>page 32</b> |
| <i>Document five triggers to unwanted actions, recognize the effects and how to manage the effects of each trigger; select the most troublesome trigger and state ways to reduce its impact.</i>                                                                                                           |                |
| <b>ACTIONS: A Small Stressful Event</b> .....                                                                                                                                                                                                                                                              | <b>page 33</b> |
| <i>Answer five insight-oriented questions to explain how a small stressful event led to an unwanted action(s) and what could have been done differently.</i>                                                                                                                                               |                |
| <b>ACTIONS: Structuring Your Day</b> .....                                                                                                                                                                                                                                                                 | <b>page 34</b> |
| <i>Note which issues and actions usually occur mornings, afternoons and/or evenings, why, and what can be done to reduce negative behaviors at these times.</i>                                                                                                                                            |                |
| <b>ACTIONS: Day-to-Day Tasks</b> .....                                                                                                                                                                                                                                                                     | <b>page 35</b> |
| <i>Describe four unwanted action issues, what happens, and how to reduce the behaviors; identify which negative action most affects one's life and what can be done about it.</i>                                                                                                                          |                |

## Unwanted Thoughts, Feelings and Actions Symptoms Scale Introduction and Directions

People who find themselves thinking, feeling and acting in ways they don't really want to, experience certain symptoms that interfere with their life. By being aware of these symptoms, they can learn to manage them.

This assessment contains 30 statements related to your level of unwanted thoughts, feelings and actions' issues. Read each of the statements and decide how much the statement describes you.

- If the statement describes you a lot, circle the number under that column next to that item.
- If the statement describes you sometimes, circle the number under that column next to that item.
- If the statement describes you only a little or not at all, circle the number under that column next to that item

In the following example, the circled number under "A Lot" indicates the statement is descriptive of the person completing the inventory a lot of the time.

|                                    | A LOT | SOMETIMES | A LITTLE/NONE |
|------------------------------------|-------|-----------|---------------|
| I am suspicious of almost everyone | 3     | 2         | 1             |

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

*Turn to the next page and begin.*

## Unwanted Thoughts, Feelings and Actions Symptoms Scale

|                                              | A LOT | SOMETIMES | A LITTLE/NONE |
|----------------------------------------------|-------|-----------|---------------|
| I am suspicious of almost everyone           | 3     | 2         | 1             |
| I hear people who aren't there talking to me | 3     | 2         | 1             |
| I feel as if I have no control of my actions | 3     | 2         | 1             |
| I am mistrustful of most people              | 3     | 2         | 1             |
| I cannot focus on my thoughts                | 3     | 2         | 1             |
| I use poor judgment                          | 3     | 2         | 1             |
| I find it difficult to process information   | 3     | 2         | 1             |
| My thinking seems disorganized               | 3     | 2         | 1             |
| I am not good at making decisions            | 3     | 2         | 1             |
| I can't remember simple tasks                | 3     | 2         | 1             |

T - TOTAL = \_\_\_\_\_

|                                                                  |   |   |   |
|------------------------------------------------------------------|---|---|---|
| I have trouble expressing my feelings                            | 3 | 2 | 1 |
| I don't seem to have feelings anymore                            | 3 | 2 | 1 |
| People say I am cold                                             | 3 | 2 | 1 |
| I have a difficult time experiencing pleasure                    | 3 | 2 | 1 |
| I have swings in my mood                                         | 3 | 2 | 1 |
| I often show emotions that are different from those I am feeling | 3 | 2 | 1 |
| I cannot identify my own feelings                                | 3 | 2 | 1 |
| I don't know how to react to things that occur                   | 3 | 2 | 1 |
| My feelings change for no apparent reason                        | 3 | 2 | 1 |
| I feel anxious a lot of the time                                 | 3 | 2 | 1 |

F - TOTAL = \_\_\_\_\_

|                                           |   |   |   |
|-------------------------------------------|---|---|---|
| I turn people off with my actions         | 3 | 2 | 1 |
| I lack good hygiene                       | 3 | 2 | 1 |
| I dress inappropriately                   | 3 | 2 | 1 |
| I cannot take care of myself very well    | 3 | 2 | 1 |
| I sleep too much or too little            | 3 | 2 | 1 |
| I engage in inappropriate sexual behavior | 3 | 2 | 1 |
| I am told I behave strangely              | 3 | 2 | 1 |
| Sometimes I can't get up and move forward | 3 | 2 | 1 |
| I can't set and work toward goals         | 3 | 2 | 1 |
| I'm involved in dangerous behavior        | 3 | 2 | 1 |

A - TOTAL = \_\_\_\_\_

## Unwanted Thoughts, Feelings and Actions Symptoms Scale Scoring Directions

Your thoughts, feelings and actions can interfere with your relationships, work, social activities and, in fact, every aspect of your life. They are probably unwanted by you and/or by the people with whom you interact in your life. This scale is designed to help you understand and identify the symptoms of your unwanted thoughts, feelings and actions.

Add the numbers that you circled. Your total will range from 10 to 30.

Then, transfer this total to the space below:

|   |   |          |             |
|---|---|----------|-------------|
| T | = | Thoughts | TOTAL _____ |
| F | = | Feelings | TOTAL _____ |
| A | = | Actions  | TOTAL _____ |

## Profile Interpretation

| Individual Score | Result   | Indications                                                                                                                                                                 |
|------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 - 16          | Low      | Low scores indicate that you are experiencing a low number of symptoms. Complete the following exercises to ensure that you reduce your symptoms even further.              |
| 17 - 23          | Moderate | Moderate scores indicate that you are experiencing a medium high number of symptoms. Complete the following exercises to ensure that you reduce your symptoms even further. |
| 24 - 30          | High     | High scores indicate that you are experiencing a very high number of symptoms. Complete the following exercises to that ensure you reduce your symptoms even further.       |

## Scale Descriptions

**Thoughts** – People scoring High on this scale are experiencing troubled thinking.

They may experience negativity, disorganization and confusion, and may find it difficult to process information.

**Feelings** – People scoring High on this scale have difficulty expressing their emotions. They may show different emotions from what they are actually feeling, and have changes in feelings for no apparent reason.

**Actions** – People scoring High on this scale are experiencing troubled actions and behaviors. They may behave in strange and dangerous ways, and are challenged with actions and behaviors that they need to take care of themselves.

## THOUGHTS: My Unwanted Thinking

Following are some of the most unwanted thoughts that people tend to have. Which ones do you experience? Complete the table that follows. If these thoughts do not occur to you, just write “Does Not Apply.”

| My Thoughts                                       | How Often I Have These Thoughts                                                                                                                                            | What was Actually Happening?                                                 |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <i>Example:<br/>Others control what I think</i>   | <i>My neighbor once told me that I do a bad job of keeping my sidewalk clean and swept. Whenever I go outside, I hear her telling me that even though she's not there.</i> | <i>She told me that once and never said it again. I keep dwelling on it.</i> |
| <b>Others control what I think</b>                |                                                                                                                                                                            |                                                                              |
| <b>I believe things that nobody else believes</b> |                                                                                                                                                                            |                                                                              |
| <b>I can't trust my thinking</b>                  |                                                                                                                                                                            |                                                                              |
| <b>I don't know what's real and what isn't</b>    |                                                                                                                                                                            |                                                                              |
| <b>I have magical powers</b>                      |                                                                                                                                                                            |                                                                              |
| <b>Others are plotting against me</b>             |                                                                                                                                                                            |                                                                              |
| <b>I can't get a hold of my thoughts</b>          |                                                                                                                                                                            |                                                                              |
| <b>Others are jealous of me</b>                   |                                                                                                                                                                            |                                                                              |
| <b>Other</b>                                      |                                                                                                                                                                            |                                                                              |

Put an asterisk (\*) by those thoughts you believe are frequently or always real.  
Put a plus (+) by those thoughts that mean you might be in need of therapy and/or medication.