

Appendices: Blank diaries and worksheets with instructions

Appendix A *Drinking diary*

| Drinking Diary | | | | | | | |
|----------------|---------|-------|-----------|-------|---------|-------|-------------|
| Week: | Morning | Units | Afternoon | Units | Evening | Units | Total units |
| Monday | | | | | | | |
| Tuesday | | | | | | | |
| Wednesday | | | | | | | |
| Thursday | | | | | | | |
| Friday | | | | | | | |
| Saturday | | | | | | | |
| Sunday | | | | | | | |

Appendix B *Drinking decisional balance sheet*

| Drinking Decisional Balance Sheet | | | |
|-----------------------------------|-------|--------------------------------|-------|
| Continuing to drink | | Making a change to my drinking | |
| Benefits | Costs | Benefits | Costs |
| | | | |

Appendix C *Problems and goals*

| Problems and Goals | |
|--------------------|-------|
| Problems | Goals |
| | |

Step 1

In the left-hand column under the heading 'Problems', the client should draw up a detailed list of all the difficulties they encounter because of problem drinking.

Step 2

Transforming problems into goals is a crucial and helpful first step in overcoming any drinking problem. The client needs to appreciate that just thinking about their problem will not offer a solution or direction for getting better. The client therefore needs to set goals that will give them something concrete to aim for.

In the right-hand column of the worksheet under the heading 'Goals', the client should list one or more goals for each problem that they have identified. These will signal, once they are reached, that they are progressing towards overcoming the problem. Goals need to be made as specific as possible because if they are too general the client will not recognize they have reached them.

Appendix D *Advantages of changing, concerns of changing and responses to concerns*

| Advantages of Changing, Concerns of Changing and Responses to Concerns | | |
|--|----------|-----------------------|
| Advantages | Concerns | Responses to concerns |
| | | |
| Outcome | | |

Step 1

In the first column of the worksheet, under the heading 'Advantages', the client should list all the advantages of changing that come to mind. The practitioner should ensure they take into account all the problems that have been identified in the 'Problems and Goals' exercise. As change will have an impact on many areas of life, the client needs to think how it might positively affect, in both the short term and long term, friendships, health, career, relationships and family.

Step 2

Once advantages have been identified, the client should move on to the second column, 'Concerns'. In this column, they should list all their concerns about change. The practitioner needs to ensure that the client considers all the problems that have been highlighted in the 'Problems and Goals' exercise. Could change have a negative impact on friendships, health, career, relationships and family? Both immediate concerns and longer-term negative outcomes of change should be considered.

Step 3

Once the list has been completed, the client should take some time to consider carefully what this exercise suggests. It may be that the advantages of change greatly outweigh any concerns the client may have. Conclusions should be noted at the bottom of the worksheet under the heading 'Outcome'.

Step 4

The client will have identified at least one concern, if not several, about change. It is usually helpful to examine these in greater detail so that they do not get in the way of commitment to change. Using the third column on the worksheet, the client should respond to concerns. When doing this, the following questions will aid the process:

"What would be another way of looking at this?"

"Is there any evidence that this may happen?"

"Do possible long-term advantages outweigh this risk, worry or problem?"

"If this is likely to be a real problem, how will you deal with it?"

Step 5

Once the client has responded to any concerns, they should re-run through the initial conclusions written at the bottom of the worksheet under the heading 'Outcome'. Is there anything more to add?

Appendix E *Examining specific change concerns*

| | |
|---|------------------|
| Examining Specific Change Concerns | |
| What do you predict will happen? | |
| How likely is it to happen? (0-100%) | |
| Evidence for | Evidence against |
| | |
| Outcome | |
| How likely do you think it is now that this will happen? (0-100%) | |
| Conclusions | |

Step 1

At the top of the worksheet the client should write down a concern they have about changing and what they predict will happen if they overcome their drinking problem. The client should be as specific as possible and ensure that they write down what they think is the very worst thing that may occur.

Step 2

In the section underneath, the client should rate how likely they think it is that the worst will actually happen using a scale from 0 to 100% (0 being 'not at all likely' and 100 being 'extremely likely').

Step 3

Under the heading 'Evidence for', the client should list all the evidence they have that their concern is realistic.

Step 4

Under the heading 'Evidence against', the client should record all the evidence that suggests that their concern may not be realistic. The following questions may be useful when assessing the evidence for specific concerns:

"Have there been times when you thought this and it turned out not to be the case?"

"What would your best friend say about this?"

"Are you just focusing on the negatives because you are feeling down?"

Step 5

Once the task is completed, the client should reflect on how realistic their concern appears to be now. To get a more concrete idea, the concern should be re-rated on the 0 to 100% scale.

Appendix F *Functional analysis*

| | Stimuli | Organism | Responses | Maintaining consequences | Problem consequences |
|---------------|---------|----------|-----------|--------------------------|----------------------|
| Environmental | | | | | |
| Cognitive | | | | | |
| Physiological | | | | | |
| Behavioural | | | | | |
| Emotional | | | | | |

Appendix G *Activating event breakdown*

| Activating Event Breakdown | | | | | | |
|----------------------------|------|-------|--------|-----------|----------|---------|
| Date | Time | Drink | Amount | Situation | Thoughts | Emotion |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Appendix H *Evidence for and against the uncontrollability of craving*

| Evidence For and Against the Uncontrollability of Craving | |
|---|-----------------------------|
| Craving belief | Strength of belief (0-100%) |
| | |
| Evidence for | Evidence against |
| | |
| Outcome | |
| Re-rating of belief in each thought (0-100%) | |

Step 1

At the top of the worksheet the client should write down typical uncontrollability beliefs they hold about craving.

Step 2

The strength of belief should be rated on a scale from 0 to 100%.

Step 3

The client should then ask themselves what evidence there is for and against the belief. Typical evidence may include:

- ⊙ drinking every time craving is experienced
- ⊙ not being able to do anything else when experiencing craving and
- ⊙ behaving in a crazed way when experiencing craving

The client needs to ensure that they make a list of all this evidence under the heading 'Evidence for'. The next step is to examine this evidence more carefully. The practitioner should highlight the possibility that the client may be misinterpreting evidence relevant to their craving. The questions to ask the client in order to challenge the evidence for lack of control over craving include:

- "Is the evidence for lack of control over your craving true 100% of the time?"
- "Is there evidence that it might not be true 100% of the time?"
- "Do you really drink every time you have a craving and have always done so?"
- "Have there been times when you have not experienced craving in a craving-inducing situation?"
- "Can you recall one episode when your craving stopped once it had started?"
- "Have there been times when you could have given in to your craving and did not?"

Once this is done, the client should write the evidence in the right-hand column of the worksheet under the heading 'Evidence against'. The practitioner should ensure evidence is challenged and re-interpreted sequentially.

Step 4

The client should begin to consider what the evidence suggests. They should be probed to write a brief summary of their conclusions under the heading 'Outcome'. After this is done they should re-rate the strengths of their original beliefs. At this stage the client will have probably realized that some of their uncontrollability beliefs about craving may not be completely grounded in evidence. Despite this, they may still doubt that

they can have some control over their craving. This is because they are likely to have some reservations about the new thought that craving can be controlled. These reservations are natural and are typically expressed in the form of the “yes . . . but” sentences discussed in Chapter 3.

Appendix I *Decision sheet on past slips*

| Decision Sheet on Past Slips | | | | | |
|------------------------------|--------------------------------|--|--|---|------------------|
| Preceding event/situation | Apparently irrelevant decision | What could have been done differently? | Advantages of doing things differently | Disadvantages of doing things differently | Safe alternative |
| | | | | | |
| | | | | | |

Appendix J *Decision sheet on upcoming events*

| Decision Sheet on Upcoming Events | | | | | |
|-----------------------------------|--------------------------------|---------------------------------|--|---|------------------|
| Preceding event/situation | Apparently irrelevant decision | What could be done differently? | Advantages of doing things differently | Disadvantages of doing things differently | Safe alternative |
| | | | | | |
| | | | | | |

Appendix K *Identifying permissive beliefs*

| Identifying Permissive Beliefs | | |
|---|---|--|
| Activating event | Feelings and sensations | Permissive beliefs |
| | | |
| When did it happen? Where were you? What were you doing? What were you thinking about? | What feelings and body sensations did you notice? | What were you saying to yourself that made it easier to keep drinking? Highlight the key belief that makes it most likely for you to continue drinking. |

Step 1

The client should note down the activating event of a drinking episode, running through the questions at the bottom of the table under the heading 'Activating event'.

Step 2

Under the heading 'Feelings and sensations', the client should write down the feelings (e.g. anxiety, sadness, worry) and sensations they noticed before the drinking escalated.

Step 3

Under the heading 'Permissive beliefs', the client should write down all the beliefs they had before the drinking got out of control. They should ensure they identify the key belief (the belief that most increases chances of continuing drinking) and highlight it. Clients should be recommended to practise doing this exercise whenever possible over several weeks.

Appendix L *Challenging permissive beliefs*

| Challenging Permissive Beliefs | | | | | |
|---|---|--|---|---|---|
| Activating event | Feelings and sensations | Permissive beliefs | Evidence not supporting the beliefs | Alternative beliefs | Strength of alternative beliefs |
| | | | | | |
| When did it happen? Where were you? What were you doing? What were you thinking about? | What feelings and body sensations did you notice? | What were you saying to yourself that made it easier to keep drinking? Highlight the key belief that makes it most likely to continue drinking. | Use the questions presented to challenge your belief. | Note the alternative more helpful belief. | Rate the strength of your belief on a scale from 0 to 100%. |

Step 1

The client needs to use the information from the previous exercise (activating event, associated feelings and sensations, and permissive beliefs). The key permissive belief should be highlighted.

Step 2

Under the heading 'Evidence not supporting the beliefs', the client should write down all the evidence that suggests that the beliefs are not true. The practitioner can use the following questions during this process:

"Do these beliefs make it easier or harder to drink?"

"What would you say to someone else?"

"What have you learned from drinking in the past that could help you now?"

"Are you being misled by your feelings?"

"What are the consequences of thinking in this way?"

"What could you say to yourself that would make it easier to stop drinking?"

"What would someone else say about this belief?"

"Is this situation similar to past situations?"

Step 3

Under the heading 'Alternative beliefs', the client should record alternative and more balanced beliefs. The above questions for challenging permissive beliefs should be used.

Step 4

Finally, the client should rate the strength of their beliefs to be true on a scale from 0 to 100%.

Appendix M *Identifying positive beliefs*

| Identifying Positive Beliefs | | |
|---|---|--|
| Activating event | Feelings and sensations | Positive beliefs |
| | | |
| When did it happen? Where were you? What were you doing? What were you thinking about? | What feelings and body sensations did you notice? | What were you saying to yourself that made it easier to start drinking? Highlight the key belief that makes it most likely for you to start drinking. |

Step 1

The client should note down the activating event of a drinking episode, running through the questions at the bottom of the table under the heading 'Activating event'.

Step 2

Under the heading 'Feelings and sensations', the client should write down the feelings (e.g. anxiety, sadness, worry) and sensations they noticed before the drinking escalated.

Step 3

Under the heading 'Positive beliefs', the client should write down all the beliefs they had before the drinking started. They should ensure they identify the key belief (the belief that most increases the chances of starting to drink) and highlight it. Clients should be recommended to practise doing this exercise whenever possible over several weeks.

Appendix N *Challenging positive beliefs*

| Challenging Positive Beliefs | | | | | |
|---|---|--|---|---|---|
| Activating event | Feelings and sensations | Positive beliefs | Evidence not supporting the beliefs | Alternative beliefs | Strength of alternative beliefs |
| | | | | | |
| When did it happen? Where were you? What were you doing? What were you thinking about? | What feelings and body sensations did you notice? | What were you saying to yourself that made it easier to start drinking? Highlight the key belief that makes it most likely to start drinking. | Use the questions presented to challenge your belief. | Note the alternative more helpful belief. | Rate the strength of your belief on a scale from 0 to 100%. |

Step 1

The client needs to use the information from the previous exercise (activating event, associated feelings and sensations, and positive beliefs). The key positive belief should be highlighted.

Step 2

Under the heading 'Evidence not supporting the beliefs', the client should write down all the evidence that suggests that the beliefs are not true. The practitioner can use the following questions during this process:

"Do these beliefs make it easier or harder to drink?"

"What would you say to someone else?"

"What have you learned from drinking in the past that could help you now?"

"Are you being misled by your feelings?"

"What are the consequences of thinking in this way?"

"What could you say to yourself that would make it easier to stop drinking?"

"What would someone else say about this belief?"

"Is this situation similar to past situations?"

Step 3

Under the heading 'Alternative beliefs', the client should record alternative and more balanced beliefs. The above questions for challenging permissive beliefs should be used.

Step 4

Finally, the client should rate the strength of their beliefs to be true on a scale from 0 to 100%.

Appendix O *Hierarchy of difficult situations*

| Hierarchy of Difficult Situations | |
|-----------------------------------|------------------------|
| Situation | Difficulty (0-100%) |
| | |

Step 1

The client can begin by identifying all the situations in which they find it difficult not to drink. These should be listed under the heading 'Situation'.

Step 2

Under the heading 'Difficulty', the client should rate each situation on a scale from 0 to 100%, with 0 being 'not at all difficult' and 100 being 'extremely difficult'. Once they have done this, they should rank the situations in ascending order of difficulty under the heading 'Rank'.

Appendix P *Drinking postponement experiment*

| Drinking Postponement Experiment | | | | |
|---|-------------------|----------------------------------|---|--------------------|
| Before experiment | | | After experiment | |
| Belief to be tested and strength (0-100%) | | | Belief to be tested and strength (0-100%) | |
| Experiment to test belief | Possible problems | Strategies to deal with problems | Date of experiment | Experiment outcome |
| | | | | |

Step 1

The client should start by writing, in their own words, the uncontrollability belief they are going to test at the top of the worksheet and then rate its strength before carrying out the experiment.

Step 2

Starting from the easiest situation, the client should write what they plan to do under the heading 'Experiment to test belief'. In order to increase the probability of success, the practitioner should help the client think about possible problems that may arise during the experiment. These should be recorded under the heading 'Possible problems'. After the client has completed this part of the exercise, they should write down how they plan to deal with problems identified (if they do occur) under the heading 'Strategies to deal with problems'.

Step 3

The experiment should be carried out ensuring that the client starts from the easiest situation. Once the experiment is completed, the client should record the outcome under the heading 'Experiment outcome', and re-rate the strength of the original belief. Once this is done, the client should repeat the procedure with the next most difficult situation until they reach the top of the hierarchy.

Appendix Q *Activity diary*

| Activity Diary | | | | | | | |
|----------------|------------------|---------|-----------|----------|--------|----------|--------|
| Week: | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
| 9-10 | Walking P7/M5 | | | | | | |
| 10-11 | | | | | | | |
| 11-12 | | | | | | | |
| 12-1 | | | | | | | |
| 1-2 | | | | | | | |
| 2-3 | | | | | | | |
| 3-4 | | | | | | | |
| 4-5 | | | | | | | |
| 5-6 | | | | | | | |
| 6-7 | | | | | | | |
| 7-12 | | | | | | | |

P = Pleasure (from 0 to 10); M = Mastery (from 0 to 10).

Appendix R *Controlled drinking skills*

| Controlled Drinking Skills | |
|----------------------------|-----------------|
| Before drinking | Whilst drinking |
| | |

Appendix S *Controlled drinking programme*

| Controlled Drinking Programme | | |
|-------------------------------|------------------|----------------|
| Key targets | What to remember | Strategic plan |
| | | |

Appendix T *Plan for managing high-risk situations*

| Plan for Managing High-Risk Situations | |
|--|----------|
| Situation | Response |
| | |

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Index

The abbreviation CBT is used for cognitive behaviour therapy. Page references in *italic* indicate Figures and Tables, which can also be found listed in full after the Contents.

- abstinence 38, 52; abstinence violation
 - effect (AVE) 11, 12, 13, 126;
 - reinforcing responses to 111-12
- action stage of change 31
- activating events *see* stimulus conditions
- active listening 113
- active questioning 82-4
- activity groups 113
- activity monitoring/scheduling 8, 16, 145;
 - activity diaries 93-4, 95, 145, 147, 174;
 - pleasurable activities 93-4, 96-7, 115
- adaptive belief activation 85-8, 89
- Addiction Severity Index (ASI) 28
- addictive beliefs 14
- ADS (Alcohol Dependence Scale) 21-2
- advantages-disadvantages analysis 8, 15, 39, 152-3
- aggressiveness 72, 74; and intimate partner violence 123
- alcohol: craving *see* craving; depression and 119-20; disinhibitory effect of 39-40; effects on sleep 104-5; expectancies 7; exploration of client's concerns about use 35-6; exploration of good and bad aspects of use 34-5; as a reinforcer 4-5
- Alcohol Dependence Scale (ADS) 21-2
- Alcohol Expectancy Questionnaire (AEQ) 27
- Alcohol Use Disorders Identification Test (AUDIT) 19, 135
- Alcohol Use Inventory (AUI) 28
- Alcoholics Anonymous 113
- anger management 101-2
- antisocial personality disorder (APD) 122
- anxiety disorders 118-19
- APD (antisocial personality disorder) 122
- apneic paralysis 3
- assertiveness 72-5; training 6, 13, 73
- assessment 18-29; case example 134-5;
 - component selection 28; contingency management and 114; corroboration of data 27-8; determination of impact 22-6; determination of motivation 26-7; determination of severity 21-2; drinking behaviour 22-5; evaluation of risk of relapse 27; interpersonal stressors 25-6; mental health state 25; neuropsychological impairment 26; screening 19-20; through structured interviews 28-9
- assumptions, schema theory 13-16
- AUDIT (Alcohol Use Disorders Identification Test) 19, 135
- automatic thoughts 14, 98
- aversion conditioning 3
- aversive consequence minimization 7, 14, 81
- aversive stimuli 3, 4
- Bandura, A. 5
- Beck, A. T.: schema theory 13-16; and Wright, F. D. *et al.* 14
- Beck Anxiety Inventory (BAI) 25, 135, 146
- Beck Depression Inventory (BDI) 25, 135, 146-7
- behavioural experiments 8, 16, 88, 99
- behavioural strategies 8, 12, 16; for coping 13, 144 *see also* coping skills
- belief modification 81-90; activating
 - adaptive beliefs 85-8, 89; challenging beliefs 85, 86, 165-6, 169-70;
 - cognitive therapy strategies 8, 15;
 - drinking postponement experiment

- 88–9, 90, 172–3; examining beliefs 82–4; identifying beliefs 82, 83, 163–4, 167–8; out-of-therapy session practice 89; uncontrollability beliefs 61–3, 62, 88–9, 90
- beliefs: addictive 14; dysfunctional core beliefs 14; impaired control beliefs 7–8; metacognitive 7, 8; modifying *see* belief modification; nature of 81; permissive *see* permissive beliefs; positive 81, 82, 144, 167–70; and schema theory 13–16; uncontrollability 61–3, 62, 81–2
- bipolar disorder 120–1
- borderline personality disorder (BPD) 122–3
- boredom 97–9
- BPD (borderline personality disorder) 122–3
- breath control 106–7
- Brief Relaxation Procedure (BRP) 108–9
- CAGE screening test 19
- case formulation 16–17, 40–50; case example 136–8; defining problems 41; exploring problems 41–4; functional analysis in 42–3, 45–7 *see also* functional analysis; integrated development profiling 44, 47, 138–42; problem formulation 44–50, 45–7, 49, 142, 143
- catastrophizing 100; decatastrophizing 101
- CBT Therapist Checklist 132
- change: cyclical process of 31; implementing *see* change implementation, CBT approach; maintaining *see* maintaining change, CBT approach; monitoring 145 *see also* activity monitoring/scheduling; record keeping; preparation for *see* preparation for change, CBT approach; stages of 30–1
- change implementation, CBT approach: dealing with stimulus conditions 56–60; focusing on skills 67–81; managing negative emotion 91–110; modifying beliefs 81–90; tackling craving 60–7; therapeutic interventions *see* therapeutic interventions
- chemical agents 3
- CIWA-Ar (Clinical Institute Withdrawal Assessment for Alcohol revised) 22
- classical conditioning 1–3; aversion conditioning 3; cue exposure and response prevention 4, 66–7; in development of problem drinking 9; stimulus control 3
- Clinical Institute Withdrawal Assessment for Alcohol revised (CIWA-Ar) 22
- clinical supervision 131–47; case example 134–47; common problems encountered in 133–4; feedback 132; frequency 132–3
- cognitive behavioural therapeutic interventions *see* therapeutic interventions
- cognitive behavioural therapy theory: conceptual frameworks *see* conceptual frameworks of CBT; empirical validation and research 10
- cognitive error identification 8
- cognitive mapping 5
- cognitive mediation 6–8; in development of problem drinking 9
- Cognitive Therapy Scale Revised (CTS-R) 132
- cognitive therapy/strategies: motivational interviewing *see* motivational interviewing; restructuring cognitions 99–101; schema theory 13–16; strategies to work with expectancies and beliefs 8; strategy formulation following motivational interviewing 34–7
- communication training 6, 13; confrontation handling 73–4; for relationships 112; and the use of assertiveness skills 72–5
- ‘community reinforcement approach’ 111–12
- compliance 53–4
- Comprehensive Drinker Profile (CDP) 28
- compromise 72, 73, 74

- conceptual frameworks of CBT 10–17;
 cognitive model 13–16; coping skills
 training model 13; proposed
 framework 16–17; relapse prevention
 model 11–13
- conditioned response (CR) 2
- conditioned stimulus (CS) 2–3
- confidentiality 19, 53
- confrontation handling 73–4
- contemplation stage of change 30
- contingency management 5, 114–15
- control: evidence for and against the
 uncontrollability of craving 62,
 158–60; of thoughts 8;
 uncontrollability beliefs *see*
 uncontrollability beliefs
- controlled drinking 39–40, 115–17;
 programme 117, 176; skills 117,
 175
- conversation steering 68
- Coping Behaviours Inventory (CBI) 27
- coping skills: relapse prevention therapy
 and 12–13; training 6, 8, 13
- coping strategies 13; and dealing with
 stimulus conditions 58–60; developing
 a generic coping plan 59; flashcard
 statements 66; for lapse/relapse 126–7;
 metacognitive beliefs and 8
- corroboration of data 27–8
- covert sensitization 3
- craving: cue exposure and response
 prevention 66–7; evidence for and
 against the uncontrollability of 62,
 158–60; management strategies 63–6;
 modifying uncontrollability beliefs
 61–3, 62, 88–9, 90; as a phenomenon
 60–1; tackling 60–7; toleration 7;
 triggering of 61 *see also* stimulus
 conditions (activating events)
- criticism about drinking, response to
 69–72
- CTS-R (Cognitive Therapy Scale Revised)
 132
- cues: cue exposure 4, 66–7; decreasing cues
 for drinking 112; external stimuli as
 14; *see also* stimuli; stimulus conditions
 (activating events)
- cumulative evidence score (CES) 10
- cyclical process of change 31
- cyclothymia 121
- Dattilo, F. M. 112
- decision-making 14, 32, 36–7, 75;
 decisional delay 65; drinking
 decisional balance sheet 37, 37, 149;
 identifying apparently irrelevant
 decisions 75–7, 76–7, 81
- Decision Sheets: on past slips 76, 161; on
 upcoming events 77, 162
- depression 119–20; ‘manic’ (bipolar
 disorder) 120–1
- DESC (Describe, Express, Specify and
 Consequences) routine 73–4
- determination stage of change 30–1
- development of problem drinking 9–10
- dialectical behaviour therapy (DBT) 122–3
- discrepancy development 33–4, 36
- distraction strategies 64–5, 66
- downward arrow strategy 15
- drinking behaviour assessment 22–5
- drinking decisional balance sheet 37, 37,
 149
- drinking diaries 23–5, 24, 148
- drinking motives 7; Reasons for Drinking
 Questionnaire (RDQ) 27
- drinking postponement experiment 88–9,
 90, 172–3
- drinking refusal skills 6, 13, 68–9
- Dyadic Adjustment Scale 25
- dysfunctional core beliefs 14
- dysthymia 119–20
- electric shock 3
- Ellis, A. 100
- emergencies, planning skills for 6, 13
- emotions: negative *see* negative emotion;
 negative emotion management;
 triggering of craving through 61
- empathy 8; empathic listening 32, 35
- empirical validation and research of
 CBT 10
- end of therapy 128–30
- enhancement motives 7
- entitlement beliefs 14
- environment: Family Environment Scale
 (FES) 26; stimulus conditions 57, 61

- evaluation of therapy 53; evaluation of sessions, in clinical supervision 132 *see also* clinical supervision
- excuse avoidance 69
- expectancies 7; cognitive therapy strategies to work with 8; in early development of problem drinking 9
- expectations 14, 41, 127; evaluation of anticipated outcomes *see* expectancies; expecting the worst 100; modifying unrealistic expectations 112; *see also* permissive beliefs
- extinction 4
- eye contact 68, 113
- Family Environment Scale (FES) 26
- feedback: during assessment 19; in clinical supervision 132; at end of therapy 129; failing to get 133; non-judgemental 19; in operant conditioning 5; from social support workers 113
- flashcards 65, 66, 87
- functional analysis 16, 42–3, 45–7, 156; case example 137–8, 139–41, 143
- Glasser, W. 94
- goals: identifying/summarizing of 37–8, 38; long term objectives 129; problems and goals exercise 37–8, 38, 150–1, 153; therapy goals 37–8, 52, 136–7, 142–3; unrealistic 100
- group activities 113
- guided discovery (Socratic Method) 8, 15, 82–4, 99, 144
- hierarchy of difficult situations 88–9, 89, 171
- homelessness 124
- hyperventilation 106–7
- image replacement 65
- imaginal strategies 3
- impact determination 22–6; drinking behaviour 22–5; interpersonal stressors 25–6; mental health state 25; neuropsychological impact 26
- impaired control beliefs 7–8
- inactivity 98
- insomnia 104–6
- instrumental learning *see* operant conditioning
- integrated development profiling 44, 47, 138–42
- integrated therapy 123
- interpersonal stressors 25–6
- intimate partner violence 123
- justification 7, 14; *see also* permissive beliefs
- Kolb's learning cycle 131
- lapsing 8, 11, 12, 31, 81–2, 124–5; coping strategies 126–7
- Lewis, K. M. 131
- Life Stressors and Social Resources Inventory (LISRES) 25, 135, 147
- lifestyle 18, 26; achieving a balanced 67, 127–8
- listening skills 32, 35, 113
- maintaining change, CBT approach 113; 'community reinforcement approach' 111–12; with concomitant and co-morbid mental health problems 118–23; contingency management 114–15; controlled drinking 115–17, 117; decreasing cues for drinking 112; end of therapy 128–30; where there is homelessness 124; where there is intimate partner violence 123; relapse prevention 124–8; relationship changes 112; support for *see* support; working with significant others 111–13
- maintenance of problem drinking 9–10
- maintenance stage of change 31
- Marlatt, G. A. and Gordon, J. R. 11, 124, 125, 126–7
- measurements of therapy outcome 53, 146–7
- medication 121, 123; compliance 114
- meditation 109–10
- Meier, P. *et al.* 55
- memories: schema theory 13–16; triggering of craving through 61

- mental health: anxiety disorders 118–19;
 considerations with drinking problem
 assessment 25; mood disorders
 119–21; personality disorders 122–3;
 psychotic disorders 123; suicide 121–2
- ‘Mesa Grande’ study of problem drinking
 therapy outcomes 10
- metacognitive beliefs 7, 8
- mindfulness 101
- mindstorming 79
- minimization 7, 14, 81; *see also* permissive
 beliefs
- modelling 5–6, 9; in development of
 problem drinking 9
- Monti, P. M., Rohsenow, D. J. *et al.* 13
- mood: disorders *see* mood disorders;
 induction 67; low mood and self-
 esteem 137–8, 139; therapeutic
 interventions for low mood 144
- mood disorders: bipolar disorder 120–1;
 dysthymia/major depression 119–20
- motivation: determining motivation for
 change 26–7; drinking motives 7, 9;
 enhancing motivation for change
 29–40, 135–6; interviewing for
 enhanced *see* motivational
 interviewing; social and enhancement
 motives 7
- motivational interviewing 8, 29–37;
 developing discrepancy 33–4, 36;
 empathic listening 32; explorations of
 client’s views and concerns of alcohol
 use 34–6; initial decision-making
 36–7; responding to resistance 32–3;
 skills 31–4; strategies 34–7; supporting
 self-efficacy 34
- negative automatic thoughts (NATs) 14, 98
- negative emotion 47–8; lapsing and 11;
 managing *see* negative emotion
 management; negative mood
 induction 67; and the S-O-R-C model
 42–3, 45–7, 47–8, 49; triggering of 8
- negative emotion management 91–110;
 breath control 106–7; and the coping
 skills training model 13; dealing with
 anger 101–2; drinking as 7, 9;
 improving sleep 104–6; increasing
 pleasurable activities 92–7;
 interrupting recyclical thinking 102–4;
 modelling and 6; psycho-education
 91–2; through relaxation 106–10;
 restructuring cognitions 99–101;
 tackling boredom 97–9
- negative punishment 4
- negative reinforcement 4, 9, 142
- negotiation, in confrontation handling
 73–4
- neuropsychological impact of problem
 drinking 26
- neutral stimulus (NS) 2
- non-judgementalism 19, 83
- open questioning 34, 35
- operant conditioning 4–5, 9, 114, 115; in
 development of problem drinking 9
- out-of-therapy session practices: applying
 adaptive beliefs 89; craving
 management 67; skills practice 80–1;
 stimulus condition avoidance 60
- outcome expectancy 7
- overgeneralization 100
- passivity 72–3
- Pavlov, I. 1–2
- permissive beliefs 7–8, 14, 81, 82–5;
 challenging 85, 86, 165–6; identifying
 82, 83, 163–4
- personality disorders 122–3
- planning: for emergencies 6, 13, 129–30;
 for future problems 80; for managing
 high-risk situations 126, 177
- pleasurable activities 6, 13, 92–7, 115
- positive beliefs 81, 82, 144; challenging
 169–70; identifying 167–8
- positive punishment 4, 5
- positive reinforcement 4, 5
- positive self-statements 64
- practical tasks 98
- practice, outside therapy sessions *see* out-of-
 therapy session practices
- practitioner training 131; *see also* clinical
 supervision
- pre-contemplation stage of change 30
- preparation/determination stage of change
 30–1

- preparation for change, CBT approach:
 advantages-disadvantages analysis 8,
 15, 39, 152-3; assessment *see* case
 assessment; case formulation *see* case
 formulation; determination of
 motivation 26-7; enhancing
 motivation 29-40, 135-6; examining
 specific change concerns 39-40, 40,
 154-5; tackling client concerns 38-40,
 39, 152-3
- problem drinking development/
 maintenance 9-10
- problem-solving: choosing a solution 79;
 evaluating solutions 79, 80; generating
 solutions 78-9; implementing and
 evaluating the solution and its
 performance 80; planning to
 implement the solution 79-80;
 recognizing the problem 78; skills 6,
 13, 77-80
- problems: and case formulation *see* case
 formulation; defining 41; exploring
 41-4; and goals exercise 37-8, 38,
 150-1, 153; identifying/summarizing
 37-8, 38; integrated development
 profiling 44, 47, 138-42; planning for
 future problems 80; problem
 formulation 44-50, 45-7, 49, 142, 143;
 solving of *see* problem-solving
- procrastination 98, 138, 142, 144, 145
- progressive muscular relaxation (PMR)
 107-8
- psycho-education 91-2
- psychotic disorders 123
- punishment 4, 5, 114
- Quantity Frequency Scale (QFS) 23
- questioning skills/techniques 34, 35, 82-4
- rationalizing beliefs *see* permissive beliefs
- re-attribution exercises 8
- Reasons for Drinking Questionnaire (RDQ)
 27
- record keeping: activity diaries 93-4, 95,
 145, 147, 174; drinking diaries 23-5,
 24, 148; self-monitoring 23-5, 24; of
 stimulus conditions 57-8, 58; *see also*
 activity monitoring/scheduling
- recyclical thinking 96, 102-4
- reframing 79
- rehearsing 69
- reinforcement 4-5; 'community
 reinforcement approach' 111-12; in
 development of problem drinking 9; in
 modelling 5, 6; negative 4, 9, 142;
 positive 4, 5; shifting contingencies of
 10
- relapse 8, 31, 81-2, 124-5; evaluating risk
 of 27
- relapse prevention therapy 11-13, 124-8;
 cognitive-behavioural model of relapse
 process 12; plan for managing high-
 risk situations 126, 177
- relationships: and maintaining change 112;
 stimulus conditions and 56-7
- relaxation training/skills 6, 8, 13, 16, 64,
 106-10; Brief Relaxation Procedure
 108-9; with controlled breathing
 106-7; for improved sleep 105;
 progressive muscular relaxation 107-8
- resistance, responding to 32-3
- response prevention 4, 66-7
- rewards: classical conditioning 2;
 contingency management 5, 114, 115;
 drinking to obtain social rewards 7;
 self-reward 101
- role play 8, 16, 69
- rumination 96, 102-4; *see also* recyclical
 thinking
- S-O-R-C *see* Stimulus-Organism-Response-
 Consequence model of behaviour
- schema theory 13-16; schema model of
 alcohol abuse 15
- schizophrenia 123
- screening: objective data 20; self-report data
 19-20
- self-awareness 25, 83
- self-efficacy: assertiveness and 75 *see also*
 assertiveness; relapse prevention
 therapy and 12-13; supporting, in
 motivational interviewing 34
- self-esteem 47, 48, 49, 65, 141; low mood
 and 137-8, 139
- self-harm 120, 122; *see also* suicide
- self-help groups 113, 127, 130

- self-monitoring 23–5, 24
- self-perception, impaired control beliefs 7–8
- self-report data 19–20
- self-reward 101
- self-statements: positive 64; put-downs 100
- severity assessment 21–2
- skills: controlled drinking 117, 175; coping *see* coping skills; decision-making *see* decision-making; drinking refusal 6, 13, 68–9; identifying apparently irrelevant decisions 75–7, 81; listening 32, 35, 113; for motivational interviewing 31–4; planning skills for emergencies 6, 13; problem-solving 6, 13, 77–80; questioning *see* questioning skills/techniques; in receiving criticism about drinking 69–72; social 10, 48, 113; summarizing 35
- skills training: assertiveness 6, 13, 73 *see also* assertiveness; communication *see* communication training; coping skills 6, 8, 13; to disconfirm beliefs 16; for implementing change 67–81; necessary for motivational interviewing 31–4; relaxation *see* relaxation training/skills
- sleep improvement 104–6
- SMART Recovery 113
- sober support networks 6, 13
- social behaviour and network therapy 113
- social motives 7
- social skills 10, 48, 113; *see also* coping skills; listening skills
- social support systems 113
- SOCRATES (Stages of Change and Therapy Eagerness Scale) 27, 135, 147
- Socratic Method (guided discovery) 8, 15, 82–4, 99, 144
- solitary drinking 7
- Spielberger State-Trait Anger Inventory (STAXI) 25
- Stages of Change and Therapy Eagerness Scale (SOCRATES) 27, 135, 147
- stimuli: activating events *see* stimulus conditions; aversive 3, 4; conditioned stimulus (CS) 2–3; control of *see* stimulus control; cues of external stimuli 14; internal 14; neutral stimulus (NS) 2; *see also* cues
- stimulus conditions (activating events) 56–60, 61; activating event breakdown 58, 157; and belief identification 82, 83; dealing with 58–60; and dealing with anger 101–2; identifying 56–8; recording 57–8, 58; restructuring cognitions 99–100
- stimulus control 3; craving and 60–7
- Stimulus-Organism-Response-Consequence (S-O-R-C) model of behaviour 42–3, 45–7, 47–9, 49; *see also* functional analysis
- Structured Addictions Assessment Interview for Selecting Therapy (SAAIST) 28–30
- structured interviews, assessment 28–9
- suicide 121–2
- summarizing 30, 35, 36, 37–8, 52, 136; skills 35
- support: accessing and enhancing social support systems 113; in implementing change 112; networks 6, 13, 111–12; self-help groups 113, 127, 130; from significant others 111–12
- Symptom Checklist 90 (SCL-90) 25
- therapeutic interventions: assessment for *see* assessment; basic processes and 1–10; development of the therapeutic programme (case example) 143–7; empirical validation and research 10; enhancing motivation for change 29–30, 135–6; evaluation 53; identification through functional analysis 45–6, 48–50; for improving communication in relationships 112; for low mood 144; for significant others 111
- therapeutic relationship 54–5
- therapy: CBT theory *see* cognitive behavioural therapy theory; cognitive *see* cognitive therapy/strategies; common problems of practitioners

- 133-4; compliance 53-4; course of (case example) 145-6; dialectical behaviour therapy (DBT) 122-3; end of 128-30; evaluation 53 *see also* clinical supervision; goals 37-8, 52, 136-7, 142-3; integrated 123; interventions *see* therapeutic interventions; key issues 50-5; number of sessions 50-1; outcome (case example) 146-7; outcome measurements 53, 146-7; relapse prevention *see* relapse prevention therapy; social behaviour and network 113; structure of sessions 51-2; supervision *see* clinical supervision
- thinking: automatic thoughts 14, 98; black-and-white 100; control of thoughts 8; interrupting recyclical thinking 96, 102-4; removing thought blocks 98; restructuring cognitions 99-101; thought records 8, 15
- thought *see* thinking
- time, as a stimulus condition 57
- Timeline Follow Back (TLFB) Interview 23, 119, 120, 135
- training: practitioner 131 *see also* clinical supervision; skills training *see* skills training
- triggering: conditions *see* stimulus conditions (activating events); of negative emotion 8
- TWEAK screening test 20
- unconditioned response (UCR) 2
- unconditioned stimulus (UCS) 2
- uncontrollability beliefs 61-3, 62, 81-2; drinking postponement experiment 88-9, 90, 172-3; evidence for and against the uncontrollability of craving 62, 158-60
- unpleasant affect 14
- verbal reattribution 144
- vicarious conditioning (modelling) 5-6, 9
- violence 122; intimate partner 123
- visual images 66
- voice management 68
- worry 96, 102-4