

Naming Form

<i>Event</i>	<i>Name</i>	<i>Reframe</i>

CBT#21-002

Letting Go Form

<i>Thing I need to let go</i>	<i>Thought about letting go</i>

CBT#21-003

Belief & Affirmation Form

<i>Self</i>	<i>Others</i>	<i>Universe</i>

Content of Self Instructional Procedures Chart

<i>Problem definition:</i>	"Let's see, what am I supposed to do?"
<i>Problem approach:</i>	"I have to look at all the possibilities."
<i>Focusing of attention:</i>	"I better concentrate and focus in, and think only of what I'm doing right now."
<i>Choosing an answer:</i>	"I think it's this one . . ."
<i>Self reinforcement:</i>	"Hey, not bad. I really did a good job." or
<i>Coping statement:</i>	"Oh, I made a mistake. Next time I'll try and go slower and concentrate more and maybe I'll get the right answer."

NOTE: After Meichenbaum and Goodman (1971); Kendall (1977); Kendall and Finch (1979).

CBT#21-005

Sequence of Self Instructional Procedures Chart

- The Mentor models task performance and talks out loud while the child observes.
- The child performs the task, instructing himself/herself out loud.
- The Mentor models task performance while whispering the self- instructions.
- The Mentor performs the task using covert self-instructions with pauses and behavioral signs of thinking (e.g., stroking beard or chin).
- The child performs the task using covert self-instructions.

Note: After Meichenbaum and Goodman (1971); Kendall (1977).

CBT#21-006

Self Evaluation Chart

<i>How I Did Today</i>				
1	2	3	4	5
Not So Good	OK	Good	Very good	Super Extra Special

Note: From Kendall & Braswell (1985)

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