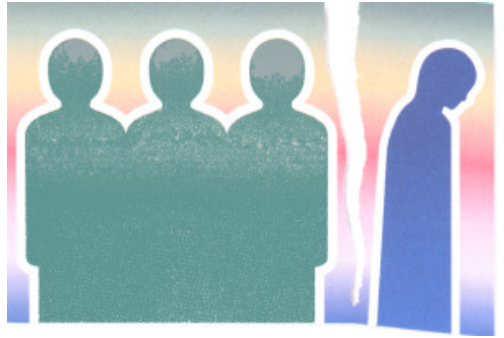


**Overcoming
Social phobia**



**Patient self-help guide
“Work book”**

Workbook Part 1

Daily Reports

Week number..... Hours worked.....

Date	Reading	Reading repetition	Assignment	Assignment	Remark

Workbook Part 2

Assignments

ASSIGNMENT 1

Go to the front page of the Workbook and fill in your name and the starting date.
Now turn to page 6. Complete the first daily report to the best of your ability.
From now on keep a daily record of what you have done in the programme.
Now return to the Theory Book, section 1.5.

ASSIGNMENT 2

Ask whoever you feel is most suitable to help you with the programme.
Explain clearly what this will involve and let your helper look at the guide.
Decide between you how much the helper will do, and when and how the two of you can discuss your progress.
If you like, you can also ask a second helper, particularly if your chosen helper won't always be available or can't manage the whole job alone.

RESULT: My helper(s) is (are):

You can now go back to reading the Theory Book, but don't put off choosing a helper for too long. In any event, don't go any further than chapter 2.

ASSIGNMENT 3

To find out if you have understood the theory correctly, answer the following questions. You should do this without looking in the Theory Book. After 5 questions, turn over the page and compare your answers with ours. Then do the other 4 questions.

In some cases more than one answer may seem plausible. Always choose the answer you consider the best.

1. Someone with a social phobia is afraid of:

- a. contact with others
- b. rejection by others
- c. being the focus of attention
- d. trembling in public

2. Someone with a social phobia will:

- a. feel very tense in many social situations
- b. avoid social situations as much as possible
- c. behave in social situations in a manner designed to ward off negative judgements
- a. a; b and c are all correct

3. Shyness:

- a. is another term for social phobia
- b. is a particular kind of social phobia
- c. means that many things are avoided
- d. is not as severe as social phobia

4. You can recognise someone with a social phobia by:

- a. their clothing
- b. the fact that they blush easily
- c. their overly hearty behaviour
- d. nothing external; it all happens "on the Inside"

5. Social phobia:

- a. is rare: 0.05% of the population suffer from it
- b. usually centres on eating in public
- c. usually arises in primary school
- d. occurs in people of all occupations

ANSWERS AND EXPLANATION

Question 1

1a. This isn't wrong, but it's not the best answer. Contacts in which rejection is not expected often cause no anxiety.

1b. CORRECT

1 c. This may also be true, but it's not the essence of the anxiety

1 d. This applies only to certain people with a particular kind of social phobia

If your answer was wrong, see section 2.1 .

Question 2

2a. This is correct

2b. This is also often the case

2c. This is also often the case

2d. CORRECT

If your answer was wrong, see section 2.1.

Question 3

- 3a. INCORRECT
- 3b. INCORRECT
- 3c. INCORRECT
- 3d. CORRECT

Shyness can certainly be associated with anxiety, but the avoidance and consequences for daily life are not so severe.

If your answer was wrong, see section 2.1 .

Question 4

- 4a. INCORRECT. See d.
- 4b. INCORRECT. Many people blush without experiencing anxiety.
- 4c. INCORRECT. This is sometimes a reaction, but certainly not always.
- 4d. CORRECT

If your answer was wrong, see section 2.1 .

Question 5

- 5a. INCORRECT. 3-13% claim to have suffered from the problem at some time in their lives, while 1-2 .5% are affected at any particular moment.
- 5b. INCORRECT. Speaking in public and with strangers are most commonly mentioned.
- 5c. INCORRECT. Social phobia usually arises between the ages of 15 and 20.
- 5d. CORRECT

If your answer was wrong, see section 2.2.

ASSIGNMENT 3 (CONTINUED)

6. Social phobia can be caused by:

- a. making a hash of delivering a speech
- b. an upbringing with much love and security
- c. adopting the anxieties of one's parents
- d. hormonal changes during puberty

7. Social phobia:

- a. can be cured by behaviour therapy and/or drugs
- b. is incurable
- c. can only be cured with drugs
- d. can only be cured with behaviour therapy

8. Behaviour therapy:

- a. is oriented towards reducing symptoms
- b. makes use of home assignments
- c. always starts by going over the past
- d. a and b are correct

9. Behaviour therapy in social phobia:

- a. does not concentrate on thoughts
- b. focuses entirely on the acquisition of social skills
- c. includes the overcoming of avoidance behaviour
- d. means: act and don't think too much about it

ANSWERS AND EXPLANATION (CONTINUED)

Question 6

- 6a. INCORRECT. No connection has been found between such traumas and social phobia.
- 6b. INCORRECT. Lack of love combined with overprotection has been suggested as a possible factor.
- 6c. CORRECT. Imitative learning of this kind has been mentioned as a possibility.
- 6d. INCORRECT. Only increased arousal has been suggested as a possible biological cause.

If your answer was wrong, see section 2.2.

Question 7

- 7a. CORRECT. Studies have proved this.
- 7b. INCORRECT
- 7c. INCORRECT. Behaviour therapy may well be successful without drugs.
- 7d. INCORRECT. Medication without behaviour therapy can likewise be effective.

If your answer was wrong, see section 2.3.

Question 8

- 8a. CORRECT
- 8b. CORRECT
- 8c. INCORRECT. Going over the past is generally unnecessary.
- 8d. CORRECT (this is the best answer)

If your answer was wrong, see section 2.3.

Question 9

- 9a. INCORRECT. One aspect of behaviour therapy is dealing with anxiety-provoking thoughts.
- 9b. INCORRECT. The acquisition of social skills is only one aspect of behaviour therapy.
- 9c. CORRECT. Behaviour therapy always includes exercises for overcoming avoidance behaviour.
- 9d. INCORRECT. Detailed planning is important in behaviour therapy. This means that things have to be thought out carefully in advance. Analysis and modification of anxiety-provoking thoughts almost always form part of the treatment.

YOU NOW KNOW HOW WELL YOU'VE UNDERSTOOD THE INFORMATION.

IF YOU ANSWERED SOME OF THE QUESTIONS INCORRECTLY, WE RECOMMEND THAT YOU READ CHAPTER 2 AGAIN, UP TO AND INCLUDING SECTION 2.3.

THEN LOOK AT THE QUESTIONS AGAIN.

IF YOU THEN UNDERSTAND THE TEXT AND QUESTIONS COMPLETELY, YOU CAN CARRY ON WITH 2.4.

ASSIGNMENT 4: LIEBOWITZ TEST - INITIAL SCORES

Below you will find 24 situations described.
You should base your answers on the past week, including today.

State how anxious you were in the situation, or would have been if you had encountered the situation. Do this by circling one of the 4 numbers:

- 1 = no anxiety
- 2 = mild anxiety
- 3 = moderate anxiety
- 4 = intense anxiety

Then indicate to what extent you avoid or would avoid such a situation.
Again, do this by circling one of the numbers on the 4-point scale:

- 1 = never 0 /o
- 2 = sometimes (1-33%)
- 3 = often (34-67%)
- 4 = usually (68-100%)

	ANXIETY	AVOIDANCE
1. Using the telephone in public	1 2 3 4	1 2 3 4
2. Participating in small groups	1 2 3 4	1 2 3 4
3. Eating in public places	1 2 3 4	1 2 3 4
4. Drinking with others in public places	1 2 3 4	1 2 3 4
5. Speaking with persons in authority	1 2 3 4	1 2 3 4
6. Performing or making a speech in public	1 2 3 4	1 2 3 4
7. Going to a party	1 2 3 4	1 2 3 4
8. Working while someone else is watching	1 2 3 4	1 2 3 4
9. Writing while someone else is watching	1 2 3 4	1 2 3 4
10. Phoning someone you don't know well	1 2 3 4	1 2 3 4
11. Having a conversation with someone	1 2 3 4	1 2 3 4
12. Meeting strangers	1 2 3 4	1 2 3 4
13. Urinating in a public toilet	1 2 3 4	1 2 3 4
14. Entering a room where everyone is already sitting	1 2 3 4	1 2 3 4
15. Being the centre of interest	1 2 3 4	1 2 3 4
16. Taking the floor at a meeting (without warning)	1 2 3 4	1 2 3 4
17. Taking a test of skill or knowledge	1 2 3 4	1 2 3 4
18. Expressing your disapproval or disagreement to people you don't know well	1 2 3 4	1 2 3 4
19. Looking people you don't know well in the eyes	1 2 3 4	1 2 3 4
20. Making a verbal report to a group	1 2 3 4	1 2 3 4
21. Trying to engage someone in conversation (with a romantic or sexual motive)	1 2 3 4	1 2 3 4
22. Returning articles to a shop (with the aim of getting your money back)	1 2 3 4	1 2 3 4
23. Giving a party	1 2 3 4	1 2 3 4
24. Resisting a persistent shop assistant	1 2 3 4	1 2 3 4

Now work out your total scores. Add up all the circled numbers in the left column (on both pages) and then all the circled numbers in the right column (both pages).

Write down the date and your total scores: DATE:
ANXIETY SCORE: (left columns)
AVOIDANCE SCORE: (right columns)
SOCIAL PHOBIA SCORE:

5.....								
0	1	2	3	4	5	6	7	8
entirely at ease		a little uncomfortable		really nervous or really uncomfortable		very anxious or tense		in total panic or extremely tense

Now work out the total point score for the 5 situations:
DATE..... TOTAL SCORE.....

This 5 situation test will also be used later to see if the work you've done on your social phobia has been effective.

For this you must NOW go to ASSIGNMENT 79 and copy out the 5 situations you described above. Don't copy the scores; you'll be filling them in when you repeat the test.
You have now completed Assignment 5 and you can return to the Theory Book.

ASSIGNMENT 6

In the following account, decide what are events, what are thoughts, and what are feelings. Underline the events, draw a dotted line under the feelings, and circle the thoughts.

"I'm really nervous. I've got an interview tomorrow.
I'm scared they won't take me. There are bound to be lots of candidates with better qualifications. Keith said I should wear something decent. But I'll be sitting there in my Sunday best, and the interviewers will be in casuals. Then I'll make a totally stiff impression. That's awful.
Hell, I'm really moaning on again. It's all getting me down a bit."

Now see the correct answers.

SOLUTION ASSIGNMENT 6

The events are underlined, thoughts printed in bold and feelings left in normal type.

"I'm really nervous. I've got an interview tomorrow.
I'm scared they won't take me. There are bound to be lots of candidates with better qualifications. Keith said I should wear something decent. But I'll be sitting there in my Sunday best and the interviewers will be in casuals. Then I'll make a totally stiff impression. That's awful.
Hell, I'm really moaning on again. It's all getting me down a bit."

Explanation of difficult points:

- "I'm scared they won't take me" is a thought packaged as a feeling. What is meant is: I think they won't take me (and possibly: that will be a disaster). The consequence of this thought may be a feeling of anxiety.
- "There are bound to be lots of candidates with better qualifications": this looks like a fact, but is actually the person's thought, since it's something he can't possibly observe.
- "Hell, I'm really moaning on again". This too seems like a fact. However, it's always a matter of opinion whether or not something constitutes moaning. Someone else might think differently. In other words, it's a thought.

If your answers were different from those above, you should look at sections 3.1 and 3.2 again, and then repeat Assignment 6.

ASSIGNMENT 7

This exercise is similar to Assignment 6. But instead of underlining sentences, you must differentiate events, feelings and thoughts by completing the following schedule:

EVENT

FEELING

THOUGHTS

Now fill in the above schedule for the following account:

"I'm so happy. The interview went really well. They were finished asking questions after only 10 minutes. It obviously didn't take long to convince them of my abilities. I'm sure they'll take me."

Now take the following situation and use the schedule once again to do a thought analysis.

"I feel really fed up. I must have invited 20 people for my birthday and only 8 have turned up. They just don't find me interesting."

EVENT

FEELING

THOUGHTS

Turn the next page for the solutions.

SOLUTION ASSIGNMENT 7

EVENT interview, lasted 10 minutes
FEELING happy
THOUGHTS the interview went really well
it didn't take long to convince them of my abilities
I'm sure they'll take me

EVENT 20 people invited, 8 came
FEELING sad
THOUGHTS they don't find me interesting

If your answers don't match those above, you should read through Chapter 3 again from the beginning to the point where you are asked to do Assignment 7.

ASSIGNMENT 8

Differentiate events, feelings and thoughts by completing the schedules for the following two accounts:

"I'm keep on thinking about how I can get to know Harry. I'd really like to be friends. If I make the first move, he's bound not to want anything to do with me. Anyway, I'm a nervous wreck. He won't think much of that. It's making me really tense."

EVENT

FEELING

THOUGHTS

"I feel this evening's going to be a disaster. I look awful. There's a pimple on my chin. It stands out a mile. They'll probably make jokes about it behind my back. I'm really nervous, because I've got to make myself talk to someone this evening in the café. Otherwise I'm always going to be a complete failure."

EVENT

FEELING

THOUGHTS

The solutions are on the next page.

SOLUTION ASSIGNMENT 8

EVENT	(thinking about) getting to know Harry
FEELING	anxious
THOUGHTS	I'd like to be friends Harry won't want anything to do with me I'm a nervous wreck Harry doesn't like nervous wrecks
EVENT	pimple on chin I'm going to the café
FEELING THOUGHTS	anxious, nervous it will be a disaster I look awful it stands out a mile I've got to make myself talk to someone

If your entries are not the same as these solutions, read the Theory Book again from the start of chapter up to where you are asked to do Assignment 8.

ASSIGNMENT 9

Take a distinct feeling you've experienced at some time in the past (even if quite long ago) and use it as the basis for completing the schedule below:

EVENT

FEELING

THOUGHTS

This time there is no solution on the next page. Return to the Theory Book and carry on reading.

ASSIGNMENT 10

Now add the numbers to the schedule in Assignment 9: one each for the intensity of the feeling and the plausibility or probability of your thoughts.

Once again it's not possible to give a correct solution.
Instead you could check with your helper if you filled in the schedule properly.

ASSIGNMENT 11

Below is a schedule that has already been completed. Try to discover what mistakes have been made in completing it. Then produce an improved version.

EVENT	aching muscles from tension
FEELING	I feel they don't like me (100%)
THOUGHTS	I just won't go (100%) I always get nervous before a party like that (90%)

YOUR IMPROVEMENT:

EVENT

FEELING

THOUGHTS

SOLUTION ASSIGNMENT 11

EVENT	party
FEELING	tension (80)
THOUGHTS	they don't like me (80) if these people don't like me, I'll never have any friends (75) everyone has to like me (90)

Explanation:

- "Aching muscles" has been omitted. It is more an indication of the severity of the tension, e.g. 80.
- "I just won't go" is a decision based on the feeling of tension. It need not be mentioned in the schedule.
- "I always get nervous before a party like that" is more of a general remark and not relevant.
- Thoughts such as "if these people don't like me, I'll never have any friends" and "everyone has to like me" are required to explain the severity of the tension. Simply thinking "they don't like me" would not necessarily produce such a strong feeling of tension.

ASSIGNMENT 12

Now take a distinct feeling you have recently experienced.

Fill in the schedule, clearly describing the event and your thoughts. Use numbers to indicate the intensity of the feeling and plausibility of each thought.

DATE

EVENT

FEELING

THOUGHTS

Check if you have filled in the schedule properly by going through the following points:

1. Was the event something concrete and observable (or a thought about such a thing) rather than an opinion, idea or feeling? Could it be photographed by a camera?.
2. Is the feeling a basic feeling like sadness, guilt, shame, anger, frustration, anxiety/tension, as described at the start of chapter 3? Could it be a "disguised thought", such as "the feeling that he doesn't like me"?
3. Are the thought statements rather than questions? Are they framed in absolute terms?
4. Do the thoughts logically explain not only the feeling but also the intensity of the feeling. If not, there use be other thoughts that contribute towards the intensity of the feeling. Always try and go as far as you can in tracking your thoughts down.

Make any necessary improvements.

Of course it's not possible to compare your entries with a model. Instead you should discuss what you've written with your reading partner/helper.

ASSIGNMENT 13 (repetition of Assignment 12)

Now take a distinct feeling you have recently experienced.

Fill in the schedule, clearly describing the event and your thoughts. Use numbers to indicate the intensity of the feeling and plausibility of each thought.

DATE

EVENT

FEELING

THOUGHTS

Check if you have filled in the schedule properly by going through the following points:

1. Was the event something concrete and observable (or a thought about such a thing) rather than opinion, idea or feeling? Could it be photographed by a camera?
2. Is the feeling a basic feeling like sadness, guilt, shame, anger, frustration, anxiety/tension, as described at the start of chapter 3? Could it be a "disguised thought", such as "the feeling that he doesn't like me"?
3. Are the thought statements rather than questions? Are they framed in absolute terms?
4. Do the thoughts logically explain not only the feeling but also the intensity of the feeling. If not there must be other thoughts that contribute towards the intensity of the feeling. Always try and go as far as you can in tracking your thoughts down.

Make any necessary improvements.

Of course it's not possible to compare your entries with a model. Instead you should discuss what you've written with your reading partner/helper.

ASSIGNMENT 14

From now on you will be spending 15-30 minutes daily analysing feelings you have experienced that day. You should choose feelings that are connected to your social phobia.

You do this exercise at least 5 times a week. If you like, you can take two days off.

You will find a large number of schedules for you to fill in on this and the following few pages.

If these aren't enough, you can find more at the back of the Workbook.

When filling in the schedules, always bear in mind the following points:

1. Was the event something concrete and observable (or a thought about such a thing) rather than an opinion, idea or feeling? Could it be photographed by a camera?
2. Is the feeling a basic feeling like sadness, guilt, shame, anger, frustration, anxiety/tension, as described at the start of chapter 3? Could it be a "disguised thought", such as "the feeling that he doesn't like me"?
3. Are the thoughts statements rather than questions? Are they framed in absolute terms?
4. Do the thoughts logically explain not only the feeling but also the intensity of the feeling. If not, there must be other thoughts that contribute towards the intensity of the feeling. Always try and go as far as you can in tracking your thoughts down.

FROM NOW ON YOU MUST ANALYSE YOUR THOUGHTS EACH DAY. AFTER A WHILE THE SCHEDULES WILL BE MODIFIED SOMEWHAT.

Use schedule A for a minimum of 3 days, doing this kind of analysis at least 10 times. Only then should you continue reading 3.6 and carrying out the next assignments.

THOUGHT ANALYSIS: SCHEDULE A

DATE

EVENT

FEELING

THOUGHTS

ASSIGNMENT 15

From now on you will be using the schedule on the following page for daily thought analysis rather than that used for Assignment 14 (schedule A). This means that after identifying the thoughts that have led to the negative feeling, you must spend time on challenging these thoughts.

The instructions of Assignment 14 no longer apply. You will now spend 30 minutes each day on analysing your thoughts and challenging those that are incorrect. At the end of the analysis you must also ask yourself if behavioural experiments could be conducted to find out whether or not your thoughts are rational.

This schedule will not be changed again. It will be used throughout the remaining programme each time a thought analysis is required.

You will undoubtedly get better and better at filling in the schedules, firstly through constant practice, and secondly because we will be discussing in section 3.9 a variety of logical errors common in social phobia. You can keep these at the back of your mind when analysing your own thoughts.

If you run out of sheets, there are more at the back of the Workbook.

At each thought remember to stop and ask the 8 questions, and any others you may have thought of yourself.

1. If I look at my own experiences up till now, is this thought true?
2. What have I observed others experiencing in a similar situation?
3. Have I ever heard or seen anything on the radio or TV. in a book or magazine. or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Once you have completed a few analyses you can start on section 3.9 in the Theory Book.

THOUGHT ANALYSIS: SCHEDULE B

DATE

EVENT

FEELING

THOUGHTS

CHALLENGING THOUGHTS

NEW THOUGHTS

POSSIBLE BEHAVIOURAL EXPERIMENTS

ASSIGNMENT 16

You are now going to distinguish between the various types of logical error in a number of sample thoughts. You will find the solutions on the following page. Each thought may contain more than one type of logical error.

Next to each thought write the number(s) indicating the type(s) of logical error, as described in section 3.9 of the Theory Book.

For example:

"If I spill the drink when I'm pouring it, they'll think I'm an idiot"

This thought assumes that the spill will be noticed (2), that others will judge this negatively (3) and will therefore have a negative opinion of the person as a whole (4).

If you don't say much, no one finds you interesting
They'll find my giggling childish
My eyelid's going to twitch and K. will see it
A shy person like me doesn't really count for anything
No one likes an ugly person
I'll be completely tongue-tied
It's terrible if someone doesn't like me
I'll run away because I won't be able to help myself
Without make-up they won't give me a second look
I'll sweat like a pig from nerves
If I forget to send a card, I'm thoughtless and they won't like me any more
All the visitors will see how red I go
If I ask a stupid question, they'll laugh at me
It's obvious she won't want to go out with a nervous wreck like me
Everyone notices that I don't say much
Someone who's always so nervous will never find a suitable partner

SOLUTION ASSIGNMENT 16

If you don't say much, no one finds you interesting (2, 3, 4)
They'll find my giggling childish (2, 3)
My eyelid's going to twitch and K. will see it (1, 2)
A shy person like me doesn't really count for anything (3, 4, S)
No one likes an ugly person (2, 3, 4)
I'll be completely tongue-tied (1)
It's terrible if someone doesn't like me (5)
I'll run away because I won't be able to help myself (1)
Without make-up they won't give me a second look (2, 3, 4)
I'll sweat like a pig from nerves (1)
If I forget to send a card, I'm thoughtless and they won't like me any more (2, 3, 4)
All the visitors will see how red I go (2)
If I ask a stupid question, they'll laugh at me (2, 3)
It's obvious she won't want to go out with a nervous wreck like me (1, 2, 3, 4, 5)
Everyone notices that I don't say much (2)
Someone who's always so nervous will never find a suitable partner (2, 3, 4, 5)

ASSIGNMENT 17

Now check which of the thoughts below regularly crosses your mind.

It may refresh your memory if you go back and take a look at the THOUGHTS section of your completed schedules.

It may be that you'll find all of the examples there.

Tick where appropriate.

A particular behaviour of mine is going to occur.
(Say what kind:):.....

A particular behaviour or characteristic of mine is noticed by others.

I think others have a negative opinion of this behaviour.

I think others therefore have a negative opinion of me as a person or consider me inferior.

I think it's awful if someone has a negative opinion of me as a person or considers me inferior.

Now carry on with the text.

ASSIGNMENT 18

If you are not troubled in the slightest by the thought that you will display certain behaviour because of your tension, you can skip this assignment. Otherwise you will be devoting particular attention to this point in the coming weeks.

When filling in the schedules each day, pay extra attention to the thought that you will go to exhibit certain behaviour as a result of your tension. For this you simply carry on using SCHEDULE B from Assignment 14 (see also at back of book).

At each thought remember to stop and ask the following 8 questions, and any others you may have thought of yourself.

1. If I look at my own experiences up till now, is this thought true? (Have I often witnessed it myself? Of all the times I expected to display this behaviour in the past, how often did it actually happen?)
2. What have I observed others experiencing in a similar situation?
3. Have I ever heard or seen anything on the radio or TV in a book or magazine, or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Your helper may have further ideas you haven't thought of on the above questions.

When answering these questions, make use of any experiences you can acquire through the experiments in Assignment 19.

ASSIGNMENT 19

Conduct the following behavioural experiments:

- A. Keep a record for 1 week of how often you think a particular behaviour/phenomenon will occur and how often this prediction comes true. You must be quite sure that you are observing yourself correctly. For this a mirror is sometimes essential (for instance, with blushing). If you use a mirror, think about where you are going to put it, or what you will say if someone asks about it (e.g. "to check my make-up", or "...contact lenses" in the case of men, or "I had to keep a mirror for my girlfriend"). You could also quickly go to the toilet and check there. Or you could ask someone you're with (e.g. your helper) if your face is flushed.

WEEK: from..... to.....

BEHAVIOUR/PHENOMENON.....

PREDICTION CORRECT	PREDICTION INCORRECT
-----------------------	-------------------------

TOTAL A:	TOTAL B:
----------	----------

CONCLUSION:

Total number of times predicted

total A + total B = total C:

Percentage correct predictions (= A/C x 100)

The probability of it occurring if I think it will is therefore

..... times
.....%
.....%

Continue with Assignment 19B

ASSIGNMENT 19B

If you avoid certain situations because you are afraid that a particular phenomenon will occur, you will never know for sure whether or not that phenomenon actually occurs in those situations. It is then a good idea to test this fear in a situation that seems least difficult to you.

You can also reduce the level of difficulty by seeking out a situation together with someone else (e.g. your helper).

REPORT ON EXPERIMENT B

SITUATION:

NUMBER OF TIMES PERFORMED:

CONCLUSION REGARDING THOUGHT:

ASSIGNMENT 20

When filling in the schedules each day, pay extra attention to the thought that your behaviour or something else about you is noticed by others. In challenging thoughts, examine critically (perhaps with your helper) whether each thought is adequately supported by the facts.

At each thought remember to stop and ask the following 8 questions, and any others you may have thought of yourself.

1. If I look at my own experiences up until now, is this thought true? (Have I been aware of others noticing it? For example, because someone said something about it, or by a marked change in the other person's attitude?)
2. What have I observed others experiencing in a similar situation? (Have I seen in others that their peculiarities are quickly noticed?)
3. Have I ever heard or seen anything on the radio or TV, in a book or magazine, or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Also ask your helper if he has any other information about these questions that you could use in challenging your thoughts.

When answering these questions, make use of any experiences you can acquire through the behavioural experiments in Assignments 21 to 23.

ASSIGNMENT 21

Investigate how much attention people pay to you in general.

Change something conspicuous about your clothes (buttoned incorrectly, worn inside out, nonmatching socks) or make-up (paint a pimple on your chin), or in your posture or behaviour (sitting more erect, jiggling your foot, nail-biting). Estimate in advance the probability that people will notice these things. Later ask people who have been in your company for any time if they actually did notice.

Calculate what percentage noticed the peculiarity. Compare this number with your expectation.

Peculiarity	Expectation: noticed by %	Result: noticed by %
	%	%
	%	%
	%	%
	%	%

Conclusion:

1. People notice peculiarities much more than/more than/as much as/less than/much less than I previously thought.

2. Other conclusions:

.....
.....

ASSIGNMENT 22

Now investigate whether people really are observant when it comes to the peculiarities or behaviour you feel are so conspicuous.

You can start by asking, first closer friends and family, and later colleagues and acquaintances. If possible, you should certainly include among your interviewees those people with whom you experience the greatest anxiety.

Work out beforehand how you will explain why you're asking. You could say something like "I'm doing a course to get rid of my social anxiety/shyness, and..... ", or else "I've been worrying about my.....; have you ever noticed that?".

- Ask how often they have noticed the peculiarity in the past.
- Ask if they have noticed anything during one or more recent situations. These must be situations in which you are sure you displayed the conspicuous behaviour.

Make a note of each person's answers. They may be important later. You can use extra pages if you want to do more than 5 interviews.

INTERVIEW 1	Date:	Interviewee:
INTERVIEW 2	Date:	Interviewee:
INTERVIEW 3	Date:	Interviewee:
INTERVIEW ...	Date:	Interviewee:

ASSIGNMENT 23

You can also do a little investigation to find out the extent to which the peculiarities of others are noticed by those around them.

Look out in the next few days or weeks for someone displaying behaviour similar to that which you're afraid of: blushing, a nervous tic, sweating, etc.

When you notice something, ask others if they also saw it.

Another possibility is to get your helper to mimic the behaviour you are afraid of displaying. You or your helper then check to what extent that behaviour has been noticed.

INVESTIGATION 1

DATE
BEHAVIOUR
WHO DISPLAYED IT?
TO WHAT EXTENT WAS IT NOTICED?

INVESTIGATION ...

DATE
BEHAVIOUR
WHO DISPLAYED IT?
TO WHAT EXTENT WAS IT NOTICED?

ASSIGNMENT 24

When you have done Assignments 21, 22 and 23, draw your own conclusions about how much the peculiarity or peculiarities you are concerned about are noticed by other people.

Conclusion:

.....
.....
.....
.....

From now on, use this conclusion when filling in your thought schedules each day.

ASSIGNMENT 25

When filling in the schedules each day, pay extra attention to the thought that others will form a negative opinion of your behaviour or something else about you. In challenging thoughts, examine critically (perhaps with your helper) whether each thought is adequately supported by the facts. Do this by using the familiar questions and any others you may have thought of yourself.

1. If I look at my own experiences up until now, is this thought true? (Have I noticed before that others have a negative opinion of my ? For example, because someone said something about it, or by a marked change in the other person's attitude?)
2. What have I observed others experiencing in a similar situation? (Have I seen in others that their peculiarities are negatively judged?)
3. Have I ever heard or seen anything on the radio or TV in a book or magazine, or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Also ask your helper if he has any information about these questions that you could use in challenging your thoughts.

When answering these questions, make use of any experiences you can acquire through the experiments in Assignment 26.

NB:

WHEN WRITING DOWN YOUR THOUGHTS ALWAYS HAVE AT THE BACK OF YOUR MIND THE COMMON LOGICAL ERRORS IN SOCIAL PHOBIA DESCRIBED IN SECTION 3.9. IF THEY ARE APPLICABLE, WRITE THEM DOWN AND CHALLENGE THEM ONE BY ONE.

ASSIGNMENT 27

When filling in the schedules each day, pay extra attention to the thought that others reject you completely because of criticism on one point. In challenging thoughts, examine critically (perhaps with your helper) whether each thought is adequately supported by the facts. Do this with the aid of the usual 8 questions and any others you can think of yourself.

1. If I look at my own experiences up till now, is this thought true? (Have I noticed before that others have a negative opinion of me as a person if they criticise one aspect? For example, because they've said so, or by a marked change in their attitude?)
2. What have I observed others experiencing in a similar situation? (Have I seen in others that they are negatively judged if one aspect has been criticised?)
3. Have I ever heard or seen anything on the radio or TV. in a book or magazine. or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Also ask your helper for information about these questions, so that you can use it in challenging your thoughts.

When answering these questions, make use of any experiences you can acquire through the behavioural experiments in Assignment 28 and beyond.

NB:

WHEN WRITING DOWN YOUR THOUGHTS ALWAYS HAVE AT THE BACK OF YOUR MIND THE FIVE COMMON LOGICAL ERRORS IN SOCIAL PHOBIA DESCRIBED IN SECTION 3.9. IF THEY ARE APPLICABLE, WRITE THEM DOWN AND CHALLENGE THEM ONE BY ONE.

ASSIGNMENT 28

Just as in ASSIGNMENTS 22 and 26, asking is extremely important. So arrange to talk with a variety of people to ask them how they judge you (and others) as a person if they have criticisms about one aspect. This question can be combined with those from Assignments 22 and 26. Keep on asking different people. You can ask not only about the peculiarity you're worrying about but also more general questions.

- Ask how others think about someone as a person if they have criticisms about a particular trait or way of behaving.
Ask this: a. with regard to people in general
 b. with regard to you and your peculiarity

Possible questions you could ask include:

"If somebody sweats a lot while he's talking with other people, what do you think about that, and what do you think of someone like that as a person?"

"If I don't say much at a party, how would you feel about that, and what would you think of me as a person?"

It is important that you have some confidence in what the other person says. When asking your questions, stress that you need absolutely honest answers. Otherwise the conversation will be pointless.

If you are still not sure you're being given honest answers, try to observe during the conversation if there is anything to suggest that the other person isn't telling the truth.

If you think you can't be convinced that the other person is being honest, it would be better not to start this experiment.

INTERVIEW 1 Date: Interviewee:

INTERVIEW 2 Date: Interviewee:

INTERVIEW ... Date: Interviewee:

ASSIGNMENT 29

This is another assignment that can be used to obtain information about the questions discussed in previous sections. An alternative to interviewing more or less close acquaintances is the telephone survey. Here the point is to interview strangers, because you can be fairly sure they won't reassure you just to be nice. Prepare some questions that you will submit to a number of people. It will be a kind of mini-poll. Pick a few numbers at random from the phone book. Try ringing, say, 10 people.

To give you an idea (example based on fear of trembling):

1. Introduction: "We're conducting a survey on people who tremble. Could I perhaps ask you a few questions?"
2. If the answer is yes, ask: "What do you think if you see a stranger in a shop, restaurant or post office and notice that his hand is shaking when he signs his name?"

If the answer is too vague, carry on with questions such as:

"What do you think causes it?"

"What do you think about a problem like that?"

"What would you think of this person?"

"Would you have anything to do with a person like that?"

"Would you alter your behaviour towards this person?"

This is just one example. You must use words that are relevant to you. Look back through your daily thought analyses to get some ideas. After asking in an open and neutral way, suggest to the interviewees exactly the descriptions you expect, for example, stupid, wimp, neurotic, etc.

Write down the answers you receive from the interviewees and after a while sum them up in a conclusion.

TELEPHONE SURVEY:

1. WHAT I'LL ASK

-
-
-

2. PREDICTION ABOUT THE ANSWERS I'LL GET

INTERVIEW 1 DATE

INTERVIEW 2 DATE.....

INTERVIEW 3 DATE

INTERVIEW ... DATE

FINAL CONCLUSION FROM TELEPHONE INTERVIEWS

WITH REGARD TO JUDGEMENT OF A PARTICULAR
BEHAVIOUR/TRAIT:.....

WITH REGARD TO JUDGEMENT OF SOMEONE EXHIBITING THAT BEHAVIOUR/TRAIT AS A
PERSON:

From now on make use of the questions and conclusions from this section when filling in the schedules each day.

ASSIGNMENT 30

Rather than gazing unblinkingly at a single negative aspect, it is important that you learn to see in multiple dimensions. Because you exhibit a certain type of behaviour you may, for example, be afraid that others consider you neurotic, stupid, boring, worthless or bad.

Take the negative judgement you most fear as a consequence of certain behaviour, for example, "worthless". Now determine your starting point: what number indicates your position on this dimension? You must decide how much you think others value you in the Sight of that behaviour or phenomenon. 100 is enormously, 0 not at all.

Next think of a person whom you believe others value extremely highly. Allocate this person a number between 100 and 0, depending on his or her worth. We'll call this person A.

Now take someone whom you believe others do not value at all. Again allocate a number between 100 and 0. We'll call this person B.

You must then decide what makes a person more or less highly valued by others. Think of as many dimensions as you can that play a role in this judgement. "Being highly valued" is a fairly broad category; so there are many dimensions to discover. Start with the behaviour you fear will make people consider you worthless; for example, sweating in public. Your list could then look something like this:

100	0
- not sweating during conversations	- sweating during conversations
- nice/friendly	- nasty
- intelligent	- stupid
- honest	- dishonest ugly
- beautiful/handsome	- weak
- strong	- nervous
- relaxed	- bad...
- a good father/mother	- bad...
- a good partner	- bad...
- a good friend	- bad...
- a good employee	- running the household badly
- running the household well	- doing nothing...
- doing things for others	- doing nothing...
- doing things for good causes	- having no sense of humour
- having a good sense of humour	- no amusing ideas
- having amusing ideas	- socially inept
- socially adept	- having nothing to say
- a good talker	- not listening or showing interest
- a good listener good with hands	- two left hands
- and so on	

You should choose dimensions you think are important in determining whether others value you more or less highly.

Now score yourself for each dimension. Write 100 if you believe that others think the description on the left applies perfectly to you. Write 0 if you think others would describe you with the words in the right-hand column. If you're somewhere in the middle, choose the number you think best indicates the degree to which others attribute this characteristic to you. For example, if you think others believe that only 10 out of 100 people are more stupid than you, give yourself 10 on the intelligence dimension. If you think others believe that half the people are stronger and half weaker than you, score yourself 50 on the strength-weakness dimension. Score yourself 0 only if you think others believe that no one in the world is more nervous than you.

Also score your two chosen individuals, A and B, on all the dimensions.

Work out the average of all the dimension numbers. Do this for yourself and for the two chosen individuals.

If you think that others will find a particular dimension extremely important, you can weight its number (e.g. doubling it) to take this into account.

The purpose of this assignment is obvious. You must learn to discover, more dimensions and to put that single negative point into perspective by considering other positive points. You will realise that people look at many more aspects of you than you think before judging you as a person. You will also see the other two people in a more realistic light, and less in black and white.

Now do the same thing for your situation.

1. The behaviour/phenomenon I'm afraid others judge negatively:
2. What they think of me as a person if they notice this characteristic (general dimension):
3.
 - a. How I score myself on this general dimension:
 - b. Person A's score on this dimension:
 - c. Person B's score on this dimension:
4. Other characteristics people consider in making this general judgement:
 -
 -
 -
 -
 -
 -
 -
 -
5. For each dimension, score yourself and your two chosen individuals according to how you think others judge you.
6. Once again, work out the average scores.
7. Compare your average with the number you wrote next to 3. Then do the same for the averages of the other two individuals.

Express in words the conclusion you draw from this exercise:

Repeat this exercise for other dimensions (see next page).

REPETITION ASSIGNMENT 30

1. The behaviour/phenomenon I'm afraid others judge negatively:
2. What they think of me as a person if they notice this characteristic (general dimension):
3. How I score myself on this general dimension:
 - a. Person A's score on this dimension:
 - b. Person B's score on this dimension:
4. Other characteristic people consider in making this general judgement:
 -
 -
 -
 -
 -
5. For each dimension, score yourself and your two chosen individuals according to how you think others judge you.
6. Once again, work out the average scores.
7. Compare your average with the number you wrote next to 3. Then do the same for the averages of the other two individuals.

Express in words the conclusion you draw from this exercise:

Repeat this exercise for other dimensions.

ASSIGNMENT 31

When filling in the schedules each day, pay extra attention to the thought that it's awful if someone has a negative opinion of you as a person or considers you inferior. In challenging thoughts, examine critically (perhaps with your helper) whether each thought is adequately supported by the facts. Do this with the aid of the usual 8 questions and any others you can think of yourself.

1. If I look at my own experiences up till now, is this thought true? (Have I noticed before that others have a negative opinion of me as a person if they criticise one aspect? For example, because they've said so, or by a marked change in their attitude?)
2. What have I observed others experiencing in a similar situation? (Have I seen in others that they are negatively judged if one aspect has been criticised?)
3. Have I ever heard or seen anything on the radio or TV, in a book or magazine or from other people that suggests this thought is true?
4. Is there any evidence to suggest that this thought is incorrect?
5. Would others (you can think of somebody specific) think the same about it?
6. If it concerns the judgement of others: "Would I think the same thing if it were the other way round?"
7. If someone else thought this and I wanted to reduce his anxiety, what concrete facts would I mention that contradict this thought?
8. Can I come up with another thought based on the same events, perhaps one that causes less anxiety? If so, why couldn't it be true? (This thought can be written next to NEW THOUGHTS).

Also ask your helper for information about these questions, so that you can use it in challenging your thoughts.

NB:

WHEN WRITING DOWN YOUR THOUGHTS ALWAYS HAVE AT THE BACK OF YOUR MIND THE FIVE COMMON LOGICAL ERRORS IN SOCIAL PHOBIA DESCRIBED IN SECTION 3.9. IF THEY ARE APPLICABLE, WRITE THEM DOWN AND CHALLENGE THEM ONE BY ONE.

EXERCISE 32

This exercise is similar to Assignment 30 but in this case relates to how you perhaps judge yourself too much on the basis of one dimension. Rather than gazing unblinkingly at a single negative aspect, It is important that you learn to see in multiple dimensions.

Because you exhibit a certain type of behaviour you may, for example, consider yourself neurotic, stupid, boring, worthless or bad.

Take the dimension that appears most often in your thought schedules, for example, "worthless". Now determine your starting point: what number indicates your position on this dimension? You must decide how much you value yourself in the light of that behaviour or phenomenon. 100 is enormously, 0 not at all. Next think of a person you value extremely highly. Allocate this person a number between 100 and 0, depending on his or her worth. We'll call this person A. Now take someone you do not value at all. Again allocate a number between 100 and 0. We'll call this person B.

You must then decide what makes you value a person more or less highly. Think of as many dimensions as you can that play a role in this judgement. "Being highly valued" is a fairly broad category; so there are many dimensions to discover. Start with the behaviour that makes you consider yourself worthless; for example, sweating in public. Your list could then look something like this:

100	0
- not sweating during conversations	- sweating during conversations
- nice/friendly	- nasty
- intelligent	- stupid
- honest	- dishonest ugly
- beautiful/handsome	- weak
- strong	- nervous
- relaxed	- bad...
- a good father/mother	- bad...
- a good partner	- bad...
- a good friend	- bad...
- a good employee	- running the household badly
- running the household well	- doing nothing...
- doing things for others	- doing nothing...
- doing things for good causes	- having no sense of humour
- having a good sense of humour	- no amusing ideas
- having amusing ideas	- socially inept
- socially adept	- having nothing to say
- a good talker	- not listening or showing interest
- a good listener good with hands	- two left hands
- and so on	

You should choose dimensions that make you value someone more or less highly.

Now score yourself for each dimension. Write 100 if you believe the description on the left applies perfectly to you. Write 0 if you think the words in the right-hand column describe you. If you're somewhere in the middle, choose the number you think best indicates the degree to which you exhibit this characteristic. For example, if you think that only 10 out of 100 people are more stupid than you, give yourself 10 on the intelligence dimension. If you think that half the people are stronger and half weaker than you, score yourself 50 on the strength-weakness dimension. Score yourself 0 only if you believe that no one in the world is more nervous than you.

Also score your two chosen individuals, A and B, on all the dimensions.

Work out the average of all the dimension numbers. Do this for yourself and for the two chosen individuals. If you find a particular dimension extremely important, you can weight its number (e.g. doubling it) to take this into account.

The purpose of this assignment is obvious. You must learn to discover more dimensions and to put that single negative point into perspective by considering other positive points. You will realise that your opinion of yourself and of others is based on more aspects than you think. You will also see the other two people in a more realistic light, and less in black and white.

Now do the same thing for your situation.

1. The behaviour/phenomenon I'm afraid others judge negatively:
2. What I think of myself as a person because of this characteristic (general dimension):
3.
 - a. How I score myself on this general dimension:
 - b. Person A's score on this dimension:
 - c. Person B's score on this dimension is:
4. Other characteristics relevant to this general judgement:
5. For each dimension, score yourself and your two chosen individuals according your own judgement.
6. Once again, work out the average scores.
7. Compare your average with the number you wrote next to 3. Then do the same for the averages of the other two individuals.

Express in words the conclusion you draw from this exercise:

Repeat this exercise for other dimensions.

ASSIGNMENT 33

Return to Assignment 29 and conduct a few more telephone interviews. Raise questions directly related to the last two items, namely:

- Would the interviewee reject someone as a person because of a particular negative characteristic?
- What practical consequences would this have (avoiding that person, gossiping, etc.)?

TELEPHONE SURVEY:

1 . WHAT I'LL ASK

-
-
-
-
-
-
-
-
-

2. PREDICTION ABOUT THE ANSWERS I'LL GET

INTERVIEW 1 DATE

INTERVIEW 2 DATE

INTERVIEW 3 DATE

INTERVIEW ... DATE

FINAL CONCLUSION FROM TELEPHONE INTERVIEWS

From now on make use of the questions and conclusions from this section when filling in the schedules each day.

ASSIGNMENT 34

Keep a diary in which you spend 5 to 10 minutes daily writing down what positive things you have done that day or what positive qualities you have. This is called a "positive diary".

Each day also read entries for previous days. Read them aloud. In this way you will get used to complementing yourself.

In this Workbook you will find 14 forms. Do this exercise a minimum of 14 times, in other words, for at least two weeks. Afterwards you can of course continue with this good habit if you wish, and jot down the compliments to yourself in another book or notepad.

POSITIVE DIARY

DATE:

POSITIVE ACTIONS/QUALITIES:

DATE:

POSITIVE ACTIONS/QUALITIES:

DATE:

POSITIVE ACTIONS/QUALITIES:

DATE:

POSITIVE ACTIONS/QUALITIES:

DATE:

POSITIVE ACTIONS/QUALITIES:

DATE:

POSITIVE ACTIONS/QUALITIES:

ASSIGNMENT 35

Make a list of acquaintances you will ask what they find positive about you. Make notes of the answers and draw conclusions from them.

WHAT DO THEY FIND POSITIVE ABOUT ME?

PERSON ASKED: _____ DATE: _____

PERSON ASKED: _____ DATE: _____

PERSON ASKED: _____ DATE: _____

PERSON ASKED: _____ DATE: _____

PERSON ASKED: _____ DATE: _____

CONCLUSION REGARDING THIS ASSIGNMENT:

ASSIGNMENT 36

First think of one or two phrases that encapsulate the fact that you Can be satisfied with yourself. They must be positive statements.

For example:

"I'm an honest and good person"

"I have a heart of gold"

"I'm good to others and to myself"

"I have a lot of good qualities"

Write the phrase or phrases on a card. At least once a day take the card and read it aloud.

POSITIVE WATCHWORD: _____

ASSIGNMENT 41

You are now going to do the fourth exercise, but without the cassette. Count to yourself slowly from 1 to 10. You must also give yourself instructions to relax. Remember to use the word "RELEASE". Try not to rush this exercise, especially the first few times you do it.

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT 42

Now do the relaxation exercise in all kinds of different circumstances:

1. STANDING

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. WALKING

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

ASSIGNMENT 42 (CONTINUED)

3. WITH THE RADIO ON

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
------	----------------	---------------	---------

4. WITH THE TELEVISION ON

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
------	----------------	---------------	---------

5. DURING MEALS

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
------	----------------	---------------	---------

ASSIGNMENT 42 (CONTINUED)

6. DURING A TELEPHONE CONVERSATION

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
------	----------------	---------------	---------

7. (think of something yourself)

DATE	TENSION BEFORE	TENSION AFTER	REMARKS
------	----------------	---------------	---------

ASSIGNMENT 43

Stand in front of a mirror and practise looking someone in the eyes. Also pay attention to your posture and facial expression. This may feel rather strange at first, but you'll get used to it.

Don't just practise these things in silence, but also while asking questions and making remarks of all kinds. For example:

- How are you?
- Hello. I'm (introducing yourself)
- Sorry I'm late.
- I don't really fancy going.
- I want that book back by tomorrow at the latest.
- Would you like to go to the pictures with me this evening?
- I think it's really nice of you to invite me.
- If you do that one more time, we won't be seeing each other again.
- I look pretty good, don't you think?

Repeat this assignment at least 5 times.

If you still feel tense the fifth time, then do another 5 exercises.

REPORT ON LOOKING EXERCISE WITH MIRROR:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

ASSIGNMENT 44

Practise seeking eye contact in the next few days. Look both strangers and acquaintances in the eyes for longer than normal. If you feel you want to look away, try to hang on a extra second. This isn't really behaving "naturally", but the point is to get used to having a little more eye contact. Do this exercise at least 10 times.

Write a report each time.

REPORT ON EYE CONTACT EXERCISE:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

DATE:

REPORT:

ASSIGNMENT 45

Use a cassette recorder to record the way you speak. Do this first with the sentences from Assignment 43 while you're alone. Listen to the recordings and correct any faults you find with the way you speak. Remember that your voice always sounds different on a recording from how you normally hear yourself.

REPORT ON LISTENING TO OWN VOICE:

Volume:

Articulation:

Speed:

Variation:

Other characteristics:

ASSIGNMENT 46

Now record a few short conversations with your helper or another acquaintance and listen to it. See if any improvements could be made to the volume, articulation or variation of your normal speech. Ask your helper for his opinion and incorporate the remarks into the report. Do this assignment 3 times.

REPORT ON LISTENING TO CONVERSATIONS WITH HELPER

DATE:

Volume:

Articulation:

Speed:

Variation:

Other characteristics:

DATE:

Volume:

Articulation:

Speed:

Variation:

Other characteristics:

DATE:

Volume:

Articulation:

Speed:

Variation:

Other characteristics:

ASSIGNMENT 47

Pay attention in the next few days to the non-verbal behaviour of others. You can do this while you're having a conversation, but it is easier just to observe without having to speak yourself. You could also make some (not all) of your observations from a TV programme. As soon as possible after - and ideally during - the contact, make a judgement of all these aspects. Use the following form for this purpose. Do this exercise at least 6 times. If possible, ask someone who was there (helper or acquaintance) for his opinion.

OBSERVING NON-VERBAL BEHAVIOUR OF OTHERS

Date:

Place:

Who:

Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION:

Date:

Place:

Who:

Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION:

Date:

Place:

Who:

Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION:

ASSIGNMENT 48

IF YOU OR YOUR HELPER DON'T OWN A VIDEO CAMERA, YOU CAN HIRE ONE. IF THIS IS ABSOLUTELY IMPOSSIBLE, SKIP ASSIGNMENT 48.

Use the video camera to record a few short conversations with your helper/partner or acquaintance, and watch and listen to the recordings. See if you could make any improvements in non-verbal behaviour during your interaction. Let your helper see the video and ask for his opinion. Incorporate any remarks into your report. Do this assignment at least 3 times.

REPORT ON WATCHING VIDEO RECORDINGS WITH HELPER

DATE:

Eye contact

Posture

Facial expression

Way of speaking

Other observations

DATE:

Eye contact

Posture

Facial expression

Way of speaking

Other observations

DATE:

Eye contact

Posture

Facial expression

Way of speaking

Other observations

ASSIGNMENT 49

As an exercise, pay attention to all your non-verbal behaviour for a time while you are talking with someone. As soon as possible after the contact, make a judgement of all these aspects. Use the following form for this purpose. Do this exercise at least 10 times.

If possible, ask someone who was there (helper or acquaintance) for his opinion.

OBSERVING NON-VERBAL BEHAVIOUR

Date:
Place:
With whom:
Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION AND PLANS FOR NEXT TIME:

Date:
Place:
With whom:
Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION AND PLANS FOR NEXT TIME:

Date:
Place:
With whom:
Doing what:

Eye contact

Posture

Facial expression

Way of speaking

CONCLUSION AND PLANS FOR NEXT TIME:

ASSIGNMENT 50

Make yourself a list of questions to be used for making "small talk".
Think of all kinds of situations you could experience in which you could start a conversation: on public transport, during a break at work/college, at your children's school, at the shops, at a party, etc.
Talk about it with your helper to see if you can get some more suggestions.

OPENING QUESTIONS:

Situation 1:

- 1.
- 2.
- 3.
- 4.
- 5.

Situation 2:

- 1.
- 2.
- 3.
- 4.
- 5.

Situation 3:

- 1.
- 2.
- 3.
- 4.
- 5.

ASSIGNMENT 51

Say whether the questions below are open or closed.
If a question is closed, try to change it into an open question.

What do you think of it here?	open / closed
Do you like all the foreign beers?	open / closed
How was it at work?	open / closed
Wasn't that party great yesterday?	open / closed
Everything OK?	open / closed
Are you something in insurance?	open / closed
What a beautiful house, don't you think?	open / closed

You'll find the solution on the next item.

SOLUTION ASSIGNMENT 51

What do you think of it here?	open
Do you like all the foreign beers?	closed
Open: What drinks/kinds of beer do you like?	
How was it at work?	open
Wasn't that party great yesterday?	closed
Open: How was that party yesterday?	
Everything OK?	closed
Open: How are you doing?	
Are you something in insurance?	closed
Open: What work do you do exactly?	
What a beautiful house, don't you think?	closed
Open: What do you think of this house?	

ASSIGNMENT 52

You can learn to distinguish quickly between open and closed questions. Watch television programmes a few times in which people are having conversations. Make a tick in the appropriate box each time a person asks an open or closed question.

OPEN AND CLOSED QUESTIONS ON TV

DATE	OPEN	CLOSED

ASSIGNMENT 53

Make up your mind to ask only open questions in your next conversation with an acquaintance. You can start with your helper. Later take other acquaintances in whose company you're not anxious. This is not exactly natural, but it forces you practise the skill of asking open questions. Do this exercise at least 5 times.

REPORT ON PRACTISING OPEN QUESTIONS

DATE: _____

REMARKS: _____

DATE: _____

REMARKS: _____

DATE: _____

REMARKS: _____

DATE: _____

REMARKS: _____

DATE: _____

REMARKS: _____

ASSIGNMENT 54

Practise all the described listening skills, starting with your helper, partner or friend.

While your helper talks about something he's seen or done, you listen and show that you're listening. In each case summarise your helper's account.

Do this exercise at least 5 times to get used to practising these skills.

LISTENING EXERCISE WITH HELPER

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

ASSIGNMENT 55

Over the next few days try to practise the role of an interested listener in a variety of conversations. Start with friends or acquaintances you are more at ease with. The main point is to practise this way of listening. After each exercise make a report in which you judge your listening skills. Pay extra attention to any listening skill you find is lagging behind in its development.

PRACTISING LISTENING SKILLS WITH ACQUAINTANCES

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

DATE:

Open/closed questions:

Pursuing the subject:

Encouragements:

Summary:

Remarks:

ASSIGNMENT 56

Prepare some conversation-ending phrases that you could use in certain situations or with certain people.

CONVERSATION-ENDING PHRASES

SITUATION 1:

-
-
-
-

SITUATION 2:

-
-
-
-

SITUATION 3:

-
-
-
-

SITUATION 4:

-
-
-
-

SITUATION 5:

-
-
-
-

SITUATION 6:.....

ASSIGNMENT 57

Practise breaking off conversations a number of times over the next few days. Record how things went, both for you and for the other person. Do this with acquaintances, at least to start with, so that it doesn't arouse too much anxiety. At present the main point is to become skillful at ending conversations.

CONVERSATION-ENDING EXERCISE

DATE:

WHO I BROKE OFF CONVERSATION WITH:

HOW I BROKE OFF CONVERSATION:

REMARKS:

DATE:

WHO I BROKE OFF CONVERSATION WITH:

HOW I BROKE OFF CONVERSATION:

REMARKS:

DATE:

WHO I BROKE OFF CONVERSATION WITH:

HOW I BROKE OFF CONVERSATION:

REMARKS:

DATE:

WHO I BROKE OFF CONVERSATION WITH:

HOW I BROKE OFF CONVERSATION:

REMARKS:

ASSIGNMENT 58

Below are a few examples of compliments. Decide if the form matches the model we've given you. If not, indicate the mistakes and correct them. The solution is on the next page.

1. "Your clothes really suit you"
2. "I think you did really well"
3. "Mmmmm"

SOLUTION ASSIGNMENT 58

"Your clothes really suit you"

Better expressed as a personal opinion: "I think your clothes really suit you"

"I think you did really well"

Better to say exactly what you're talking about and what the positive aspect is " e.g. "I think It's brilliant that you passed

"Mmmmm"

Better to be more specific: e.g. "I can't remember eating a tastier horseradish sauce; I think It goes so well with the beef"

ASSIGNMENT 59

You are going to practise paying a number of specific compliments. You will repeat each type of compliment several times with different people. It need not be about anything very important. You can start with your friends or family. This is usually a little easier. Later you will also have to practise with less intimate acquaintances, colleagues, etc.

On the following pages fill in what compliments you paid and how it went. Afterwards you can use these pages to describe other kinds of compliments you've thought of yourself.

1. COMPLIMENT SOMEONE ON THE INTERIOR OF THEIR HOUSE AT LEAST 3 TIMES

For example:

I think you've got a beautiful sofa, chair, table, etc.

I think the goes really well with the

The colours of the are very beautiful, I think.

I find the view here fantastic.

2. COMPLIMENT SOMEONE ON SOMETHING THEY'VE DONE AT LEAST 3 TIMES

For example:

I think it's great you're so punctual.

I think you cooked that to perfection.

I think you cleaned that really well.

I've really enjoyed talking to you.

Nice of you to call. I really appreciate it.

I really enjoyed that story you told.

3. COMPLIMENT SOMEONE ON HOW THEY LOOK AT LEAST 3 TIMES

For example:

I think you've got really beautiful hair.

I think you have very striking eyes.

I think it's great that you wore such beautiful clothes this evening.

4. COMPLIMENT SOMEONE ON A PARTICULAR QUALITY AT LEAST 3 TIMES

For example:

I think you're a really true friend.

I think you have a lot of self-discipline.

You're always so cheerful. I think it's wonderful.

5. PAY SOMEONE A COMPLIMENT YOU'VE THOUGHT OF YOURSELF AT LEAST 5 TIMES

COMPLIMENT PAYING EXERCISE

DATE:

COMPLIMENT:

REACTION:

REMARKS:

DATE:

COMPLIMENT:

REACTION:

REMARKS:

DATE:

COMPLIMENT:

REACTION:

REMARKS:

DATE:

COMPLIMENT:

REACTION:

REMARKS:

DATE:

COMPLIMENT:

REACTION:

REMARKS:

ASSIGNMENT 60

Below are a few examples of reactions to compliments. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.
The solution is on the next page.

1. Compliment: "I think you cooked that to perfection"
Reaction: "I got the recipe from Mary"
2. Compliment: "You finished that piece really quickly. I'm very impressed"
Reaction: "It's just part of my job, isn't it?"
3. Compliment: "I think your new glasses really suit you"
Reaction: "I'd much rather have had lenses, but I can't tolerate them"

SOLUTION ASSIGNMENT 60

1. Improved reaction: "Thank you. It did taste rather good. I got the recipe from Mary."
(Improvements: accepting compliment, giving own opinion)
2. Improved reaction: "Nice of you to say so. I did work very hard on it."
(Improvements: accepting compliment, giving own opinion)
3. Improved reaction: "That's nice to know. I'd rather have had lenses, but I can't tolerate them."
(Improvements: accepting compliment, giving own opinion)

ASSIGNMENT 61

Over the next week practise reacting as shown in the model when someone pays you a compliment. Each time record how it went.

At the beginning you can explicitly ask your helper or other acquaintances to pay you compliments.

COMPLIMENT RECEIVING EXERCISE

DATE:

COMPLIMENT:

REACTION:

REMARKS:

DATE:

COMPLIMENT:

REACTION:

REMARKS:

ASSIGNMENT 62

Below are a few examples of requests. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.

1. "Perhaps you could help me some time to paint my house?"
2. "I wouldn't mind staying in one evening and just watching the telly, because I work so hard all through the week, and we've been out every evening for three weekends. Then it always gets so late, and my clothes stink from all the smoke in the pub. We don't always have to do what you want, do we?"
3. Stop that disgusting habit!"

SOLUTION ASSIGNMENT 62

Improvements based on model:

1. "I'd like you to come and help me paint my house for half a day next week. Will you do that?"
(Improvements: speaking for yourself, no weakening words, clear and concrete)
2. "I want to stay home one evening this weekend and watch the telly. OK?"
(Improvements: no weakening words, clear and concrete, no excessive explanations, inviting the other person to react)
3. "I want you to stop picking your nose in my company. Will you do that?"
(Improvements: speaking for yourself, clear and concrete, inviting the other person to react)

ASSIGNMENT 63

You are going to practise making a number of specific requests. You will repeat each type of request several times with different people. You can start with your friends or family. This is usually a little easier. Later, you will also have to practise with less intimate acquaintances, colleagues, etc.

On the following pages fill in what requests you made and how it went. Afterwards you can use these pages to describe other kinds of request you've thought of yourself.

In the coming weeks you're going to be practicing the "ideal" request.

To begin with you should prepare your request by writing it down in advance. If there isn't enough time for written preparation, write down afterwards how the request went and whether it followed the model.

1. ASK FOR SOMETHING ON THE TELEPHONE AT LEAST 3 TIMES

For example:

"I want to ask you how much a good-quality duvet costs"

"I'd like you to send me some information on Will you do that?"

"I'd like you to put aside for me. Then I'll come over some time to collect it. OK?"

"I want to ask you to go to the pictures with me this Friday. Would you like to?"

2. ASK FOR SOMETHING IN A CAFE OR RESTAURANT AT LEAST 3 TIMES

For example:

"I'd like a slice of lemon with my mineral water"

"I'd like another serviette; this one is dirty"

"I'd like to wait a while before the next course. Could you tell the kitchen?"

"I want some ice in my drink, please"

3. ASK AN ACQUAINTANCE TO DO SOMETHING AT LEAST 3 TIMES

For example:

"I'd like to borrow this book of yours. Is that OK?"

"I want to ask you to lend me 10/20/50 pounds. How about it?"

"I'd like you to help me Will you do that?"

4. ASK AN ACQUAINTANCE NOT TO DO SOMETHING AT LEAST 3 TIMES

For example:

"I want to ask you not to OK?"

"I'd be pleased if you didn't come later than we agreed. All right?"

5. ASK A MEMBER OF THE PUBLIC FOR SOMETHING AT LEAST 3 TIMES

For example:

"I'd like to go in front of you with this jar of jam I forgot. Is that OK "

"I'd like to ask you where Road is. Could you explain how I get there?"

"I'd like a pound coin for my trolley. Would you change this for me?"

6. MAKE A REQUEST YOU'VE THOUGHT OF YOURSELF AT LEAST 5 TIMES

IDEAL REQUEST EXERCISE

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

DATE:

REQUEST (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN MAKING REQUEST:

ASSIGNMENT 64

Below are a few examples of refusals. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.

1. "I don't find motorbike races much fun"
2. "Listen, I'd rather not go with you every time you go motorbike racing. I've already been so many times, and you always talk to your friend5 more than me. And anyway the noise gets on my nerves."
3. "I don't think we've known each other long enough. Actually it's not such a good idea to be with each other for so long at one go. Perhaps you wouldn't have anything more to talk about. Perhaps you'd start getting on each other's nerves a bit."

SOLUTION ASSIGNMENT 64

1. "No, I don't want to come with you to the motorbike race. I don't like them. Perhaps you can go with one of your friends."

(Improvements: clear, with counterproposal)

2. See 1.

(Improvements: clear, no weakening words, not more than one reason for refusing)

3. "No, I don't want to go on holiday with you. I don't think we've known each other long enough. Can't you ask Dave to go with you?"

(Improvements: clear, speaking for yourself, only one reason, counterproposal, no weakening words)

ASSIGNMENT 65

You are going to practise making a number of specific refusals. You will repeat each type of refusal several times with different people. You can start with your friends or family. This is usually a little easier. Later you will also have to practise with less intimate acquaintances, colleagues, etc.

On the following pages fill in what refusals you made and how it went. Afterwards you can use these pages to describe other kinds of refusal you've thought of yourself.

In the coming weeks you're going to be practising the "ideal" refusal.

To begin with you should prepare your refusal by writing it down in advance. If there isn't enough time for written preparation, write down afterwards how the refusal went and whether it followed the model.

Don't forget that you can ask to "think it over". You can then prepare the refusal in your own good time. Each time you refuse a request, note down afterwards what you said and what the result was.

1. REFUSE AT LEAST 3 TIMES WHEN AN ACQUAINTANCE ASKS YOU TO DO SOMETHING (EVEN IF YOU'D RATHER SAY YES: REFUSE FOR THE PRACTICE)

For example:

"No, I don't fancy washing up today. I'll leave it till tomorrow. OK?"

"No. Why don't you do it yourself?"

"No, I won't. I want to get my place sorted out first."

"No, I'm sorry. I really want to go at 5. I'm meeting someone. Can't I do it tomorrow?"

2. REFUSE AN INVITATION AT LEAST 3 TIMES

For example:

"No, I don't want to go to the pictures. I've been so many times recently. How about the theatre?"

"I've got no time today for drinking coffee. Perhaps we can tomorrow?"

"No, I don't want to go out with you one evening. It's nice chatting here at the club, but that's all there is to it."

3. REFUSE REQUESTS FROM OFFICIALS AT LEAST 3 TIMES (POSSIBLY ON THE PHONE)

For example:

"No, I'm not coming over for that. Will you send it?"

"I refuse to pay if you don't sort out the problems."

"No, I never answer questionnaires. It's a waste of time."

"No, I can't hold on. I'm in a hurry. Could you deal with it immediately?"

4. REFUSE REQUESTS FROM MEMBERS OF THE PUBLIC AT LEAST 3 TIMES

For example:

"No, I won't let you go first. I'm in a hurry myself."

"No, thank you." (when asked for charity)

"No, this seat is taken."

5. REFUSE SOMETHING YOU'VE THOUGHT OF YOURSELF AT LEAST 5 TIMES

Report forms on following pages

REFUSAL EXERCISE

DATE:

REFUSAL (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN REFUSING REQUEST:

REFUSAL EXERCISE

DATE:

REFUSAL (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN REFUSING REQUEST:

REFUSAL EXERCISE

DATE:

REFUSAL (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN REFUSING REQUEST:

REFUSAL EXERCISE

DATE:

REFUSAL (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN REFUSING REQUEST:

REFUSAL EXERCISE

DATE:

REFUSAL (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN REFUSING REQUEST:

ASSIGNMENT 66

Below are a few examples of reactions to a refusal. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.

1. Refusal: "No, I won't help you. I'm much too busy in the next few weeks."
Reaction: "Come on. Everyone's busy."
2. Refusal: "No, I won't join this community project."
Reaction: "Have you any idea what problems you're causing me?"
3. Refusal: "No, I won't sign that. I can't support such a feeble compromise."
Reaction: "OK. Forget it, then."

SOLUTION ASSIGNMENT 66

1. "That's a pity. But I understand if you're so busy. Maybe you'll have time afterwards to help me for a few hours?"
(Improvements: saying something about feelings, understanding for refusal, alternative proposal)
2. "I'm rather disappointed, but you shouldn't do it if you don't want to. It makes things a bit difficult for me. Do you know anyone else who could help me?"
(Improvements: something about feelings, accepting refusal, alternative proposal)
3. "I can't say I'm happy. But I think you're right to refuse if you don't believe in it."
(Improvements: something about feelings, understanding for refusal)

ASSIGNMENT 67

Over the next week practise reacting as shown in the model when someone turns down a request of yours. Each time record how it went.

At the beginning you can ask your helper or partner to join you in a role-playing exercise in which he refuses you something.

PRACTISING REACTING TO A REFUSAL

DATE:

WHO REFUSED WHAT:

MY REACTION TO REFUSAL:

REMARKS:

PRACTISING REACTING TO A REFUSAL

DATE:

WHO REFUSED WHAT:

MY REACTION TO REFUSAL:

REMARKS:

PRACTISING REACTING TO A REFUSAL

DATE:

WHO REFUSED WHAT:

MY REACTION TO REFUSAL:

REMARKS:

PRACTISING REACTING TO A REFUSAL

REMARKS:

ASSIGNMENT 68

Below are a few examples of criticism. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.

The solution is on the next page.

1. "Could you maybe be a bit quieter when you come home late at night "
2. "You've go to stop whining . You just don t make an effort. You're spoilt and you spend too much money."
3. "You stink!"

SOLUTION ASSIGNMENT 68

1. "I found it really annoying being woken by you last night. The sound of your shoes and that singing echoes through the whole house in the middle of the night. If you come home late at night I want you take off your shoes at the door and not put on any music. OK?"

(Improvements: speaking for yourself, clear and concrete, no weakening words)

2. "I find it irritating that when we're together you often complain about everything being against you. I'm starting to dread our meetings. I'd like us to talk about more pleasant things, holidays for example. What do you think about that?"

(Improvements: one criticism at a time, clear and concrete, alternative proposal, invitation to react)

3. "I think you smell awful. Before we go out to eat, I suggest you take a shower and put on some clothes. Don't you agree?"

(Improvements: speaking for yourself, alternative proposal, invitation to react)

ASSIGNMENT 69

You are going to practise expressing criticism about a number of specific points. You will repeat each type if of criticism several times with different people. You can start with your friends or family. This is usually a little easier. Later you will also have to practise with less intimate acquaintances, colleagues, etc.

On the following pages fill in what criticisms you expressed and how it went. Afterwards you can use these pages to describe other kinds of criticism you've thought of yourself.

In the coming weeks you're going to be practicing the "ideal" criticism.

To begin with you should prepare your criticism by writing it down in advance. If there isn't enough time for written preparation, write down afterwards how the criticism went and whether it followed the model.

1. CRITICISE THE INTERIOR OF SOMEONE'S HOUSE AT LEAST 3 TIMES "

For example:

"I don't think that carpet goes well with the sofa. Couldn't you put it in the other room?"

"Your house is very untidy. Shall I help you clean up?"

2. CRITICISE WHAT SOMEONE HAS DONE AT LEAST 3 TIMES

For example:

"I think it's really annoying of you to keep me waiting three times in a row. I hate sitting around on my own in pubs. Will you make sure you're not a minute late next time?"

"I think there are too many mistakes in this letter. Which means I've got to make too many corrections. I want you to be more careful from now on. OK?"

"I think it's a real pity you haven't cooked/washed up. I want to have a rest. So could you do it quickly now?"

3. CRITICISE HOW SOMEONE LOOKS AT LEAST 3 TIMES

For example:

"I think you've let your hair get too long. You've got a lot of split ends."

"I think it's a shame you're keeping on your tracksuit to go to the restaurant. Don't you want to Change quickly?"

"I find these clothes much too daring. Can't you put on something more conservative?" "Your socks don't really go with your trousers in my opinion."

4. EXPRESS A CRITICISM YOU'VE THOUGHT OF YOURSELF AT LEAST 5 TIMES

EXPRESSING CRITICISM EXERCISE

DATE:

CRITICISM (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN EXPRESSING CRITICISM:

DATE:

CRITICISM (WRITTEN IN ADVANCE):

NOTEWORTHY POINTS WHEN EXPRESSING CRITICISM:

ASSIGNMENT 70

Below are a few examples of reactions to criticism. Decide if the form matches the model we've given you. If not, say where the mistake is and correct it.

1. Criticism:

"I think there are too many mistakes in this letter. Which means I've got to make too many corrections. I want you to be more careful from now on. OK?"

Reaction:

"Yes, but I try and get it done as quickly as possible."

2. Criticism:

"I think you're completely self-absorbed and almost never there for others. I suggest you join us in the community project."

Reaction:

"Are you completely out of your head?"

SOLUTION ASSIGNMENT 70

1. "I feel awful. So you think I make too many mistakes in my work? I suppose I have to agree. I think it comes from having to type so fast. I'll be more careful in future, but I might have to take a bit more time."
(Improvements: expressing feelings, summing up)

2. "I'm very sorry. So you think I'm too selfish? Actually I think I quite often do things for other people. But this time I really can't help. I have to study for my exams."
(Improvements: expressing feelings, summing up, own opinion clear, clearly rejecting other person's proposal)

ASSIGNMENT 71

Over the next week practise reacting according to the model when someone criticises you. Each time record how it went.

At the beginning you can ask your helper to act in a role-playing exercise as if he is criticising you, or to confront you with a real criticism.

PRACTISING REACTING TO CRITICISM

DATE:

WHO CRITICISED WHAT:

MY REACTION TO CRITICISM:

REMARKS:

ASSIGNMENT 72

You are now going to make as many cards as possible, with an exercise described in detail on each of them. Buy a packet of small cardboard file cards (usually 5 x 3" or 13 x 8 cm). On each card describe an exercise in specific detail. For each exercise write down how difficult the exercise seems to you on a scale ranging from 0 to 100. Think of both difficult and less difficult exercises. Even exercises you wouldn't dream of attempting at the moment must be written down now on the cards. They will come later, when you reach that point.

Make as many cards as possible. To help you get started you can look back to Assignments 4 and 5, where you'll find situations described in the questionnaire and the "5 situation list" you made. But don't stop there. You'll need a lot more practice cards than that. You could ask your helper to give you suggestions for exercises.

You must always keep the idea in your mind that once you've worked through all the cards, you will have conquered your social phobia.

ASSIGNMENT 73

From now on you will make a plan at the start of each week showing how many points you're going to score with your exercises. The number of points is the same as the amount of tension you've written on the card. You need not say exactly which exercises you're going to do, but you do have to decide how much energy you plan to invest this week in overcoming your phobia. Your target score need not stay the same in the weeks to come. You can decide on a higher or lower score each week. If you aim too high, you'll often fail to reach your target. If you aim too low, you can expect to take a very long time to work your way through the cards.

THE NUMBER OF POINTS I WANT TO SCORE IS:

WEEK

WEEK

WEEK

WEEK

WEEK

WEEK

WEEK

WEEK

WEEK

WEEK

ASSIGNMENT 75: COMING OUT

You're now going to take the phenomena or ways of behaving you've usually tried to hide until now and devise a programme to make them easier to display and talk about.

Each time you do one of these exercises simply use an exposure report form. Next to TARGET write, for example, "tell P that I sometimes have problems with" or "show P or don't hide it if it happens ".

For each phenomenon now make a list of people you want to tell and show.

PHENOMENON/BEHAVIOUR 1:

PERSON

TELL

SHOW

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PHENOMENON/BEHAVIOUR 2:

PERSON

TELL

SHOW

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

PHENOMENON/BEHAVIOUR 3:

PERSON

TELL

SHOW

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

ASSIGNMENT 76

Draw up a plan now for broadening your social contacts.
Make a list of acquaintances with whom you'd like more contact.
With each person think about how you could go about it.
Decide when you want to do something with somebody.
You can extend the list whenever you like.
Also record your progress on this list.

	NAME	PLAN	DATE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

ASSIGNMENT 77

Make plans for participating in social activities where you can meet more people. Set yourself a time or date, and carry out your plans.
You can extend the list whenever you like.

	PLAN	TIME
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		