

Mental Health Coaching

*Slides Subject to Change! Latest
version here:*



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POWERPOINTS, HANDOUTS, AND
OTHER RESOURCES

ANGELAPOCH.COM/NAD



Part 3:

The Coaching Session

WHAT'S IT REALLY LOOK LIKE

Disclaimer – You're about to get overwhelmed, and that's OK!

- ◆ Keep in mind that this program delivers a lot of information at once.
- ◆ You will not absorb every detail immediately.
- ◆ Read through the handout multiple times
- ◆ Reinforcing your learning through the free Basics Course
- ◆ Join my 50+ Methods Monday Group, where each technique and tool is practiced in small, manageable steps.

Consider being part of the demo, if we have time!

- ✦ Near the end of Part 3 I will demonstrate a coaching session if I can get a volunteer.
- ✦ As you move through the steps of TEAM, create your own Mood Log and follow along with that Mood Log.
- ✦ If you decide you'd be willing to do the demo, you'll be prepared!

What is TEAM-CBT

Created by Dr. David Burns www.feelinggood.com

- ★ **T - Testing:** Session-by-session assessment of symptoms and coaching relationship for tracking progress and testing what works.
- ★ **E - Empathy:** Accurate, compassionate understanding of the client's unique situation.
- ★ **A - Agenda Setting:** Pinpoint the goal and what is getting in the way of change, boost motivation.
- ★ **M - Methods:** Over 100+ tools from several modalities. Will focus on 10-15 in this program.

We move from T to M in order but continue using Testing and Empathy all through coaching!

Why to Use TEAM-CBT

- ◆ More effective
- ◆ Structured yet flexible
- ◆ Allows for diverse methods including spiritual tools.
- ◆ Honor's the clients value system while empowering them to change
- ◆ Doesn't use toxic positivity

TEAM Model Outline 6 to 12+ sessions

- ✦ Consultation & Intake - Miracle Cure Question
- ✦ Testing – Before and after session surveys
- ✦ Empathy – 5 Secrets till client feels understood
- ✦ Agenda Setting – Invitation, Moment in Time, Positive Reframing, Process Resistance
- ✦ Methods – Complete a Mood Log with various tools, Identify & Explain the Distortions, etc.
- ✦ Check in on goal. Repeat E to M as needed.
- ✦ Relapse Preparation & Termination

Note: Testing & Empathy continues throughout.



Testing

MEASURING FOR SUCCESS

Importance of Testing

- ◆ We can't read minds.
- ◆ Practitioners who test before and after each session are 2.5x more effective.
- ◆ Various surveys can be helpful for screening.

<https://feelinggood.com/science-behind-t-e-a-m-therapy/>



**Therapists are only
10% in the ballpark.**

Inspires Hope

Because a client can see marked changes this increases hope they will meet their goals.

They also can see how there are ebbs and flows over time and that an increase in negative symptoms doesn't equate to complete failure, rather that is to be expected in our human experience.

Better Outcomes, Less Dropout

- ✦ We know if the client is truly improving. They can adjust what is and isn't working.
- ✦ We can adapt to symptom changes as needed.
- ✦ Clients feel truly understood and the sessions are more helpful and on target.
- ✦ Clients see their progress and can reflect on what helped.

Increases Homework Compliance

- ◆ Surveys include questions about homework which consistently reinforces its importance.
- ◆ Clients are prompted to reflect on what they plan to work on between sessions, which increases follow-through.
- ◆ Creates a natural link between doing the homework and noticing changes in their symptoms—helping clients see the value of practice, not just insight.

Increased Coaching Alliance

- ★ The ETS helps identify ruptures in the coach/client alliance—essentially catching problems the coach may not notice otherwise.
- ★ If scores worsen, it prompts honest reflection and dialogue.
- ★ Even if scores are good, SKILLFULLY and BRIEFLY going over the survey at the beginning of the session, creates a deeper bond.
- ★ Rather than just saying, "I understand" you demonstrate in real time you do!

Types of Testing

Start & End of Coaching

- ◆ Intake & Termination forms
- ◆ Other screening forms (Life Inventory, Life Wheel, etc.)

Weekly or As needed

- ◆ BMS & ETS
- ◆ What's My Grade
- ◆ Mood Log Scores

TEAM: T = Testing!

- Before & After Surveys EVERY Session – BMS by Dr David Burns
- What's My Grade? Check-in done AFTER some Empathy!
- Mood Log

Please complete the following surveys BEFORE and AFTER the session. Please complete the survey

| Brief Mood Survey* | Before Session | | | | | After Session | | | | |
|--|----------------|------------|--------------|---------|-------------|---------------|------------|--------------|---------|-------------|
| | 0—Not at all | 1—Somewhat | 2—Moderately | 3—A lot | 4—Extremely | 0—Not at all | 1—Somewhat | 2—Moderately | 3—A lot | 4—Extremely |
| Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items. | | | | | | | | | | |
| How <i>depressed</i> do you feel right now? | | | | | | | | | | |
| 1. Sad or down in the dumps | | | | | | | | | | |
| 2. Discouraged or hopeless | | | | | | | | | | |
| 3. Low self-esteem, inferiority, worthlessness | | | | | | | | | | |
| 4. Loss of motivation to do things | | | | | | | | | | |
| 5. Loss of pleasure or satisfaction in life | | | | | | | | | | |
| Total → | | | | | | | | | | |
| Suicidal urges: Do you sometimes | | | | | | | | | | |
| 1. Feel like you'd be better off dead? | | | | | | | | | | |
| 2. Have suicidal thoughts or fantasies? | | | | | | | | | | |
| 3. Have urges or plans to end your life? | | | | | | | | | | |
| Total → | | | | | | | | | | |
| How <i>anxious</i> do you feel right now? | | | | | | | | | | |
| 1. Anxious | | | | | | | | | | |
| 2. Frightened | | | | | | | | | | |
| 3. Worrying about things | | | | | | | | | | |
| 4. Tense or on edge | | | | | | | | | | |
| 5. Nervous | | | | | | | | | | |
| Total → | | | | | | | | | | |
| How <i>angry</i> do you feel right now? | | | | | | | | | | |
| 1. Frustrated | | | | | | | | | | |
| 2. Annoyed | | | | | | | | | | |
| 3. Resentful | | | | | | | | | | |
| 4. Angry | | | | | | | | | | |
| 5. Irritated | | | | | | | | | | |
| Total → | | | | | | | | | | |

| Happiness* | |
|--|--|
| Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items. | |
| 1. Happy and joyful | |
| 2. Hopeful and optimistic | |
| 3. Worthwhile, high self-esteem | |
| 4. Motivated, productive | |
| 5. Pleasure and satisfaction in life | |

| Relationship Satisfaction * | |
|--|--|
| Put the name of an important relationship in your life: | |
| Use checks (✓) to indicate how you feel about this relationship. | |
| Please answer all 5 items. | |
| 1. Communication and openness | |
| 2. Resolving conflicts | |
| 3. Degree of affection and caring | |
| 4. Intimacy and closeness | |
| 5. Overall satisfaction | |
| How much psychotherapy | |
| None | |

How to do it

- ✦ Set up your system: Physical forms, Electronic forms.... Before & After. Various editions of the BMS. www.feelinggood.com/shop
- ✦ Introducing the surveys to clients during consultation/intake.
- ✦ Go over the surveys at the beginning of each session.

Do's

Talk positively about the surveys.

Describe them as integral part of therapy.

Always make use of it, go over it with clients.

Always require it.

Don'ts

Apologize for using measurement.

Make it seem optional.

Avoid reviewing negative scores.

Let clients begin session without it.

BMS – Brief Mood Survey

| | | | | | | | | | | |
|--|----------|--------|----------|---------|-----------|----------|--------|----------|---------|-----------|
| you're feeling <i>right now</i> . Please answer all the items. | 0—Not at | 1—Some | 2—Moder. | 3—A lot | 4—Extrem. | 0—Not at | 1—Some | 2—Moder. | 3—A lot | 4—Extrem. |
| How depressed do you feel right now? | | | | | | | | | | |
| 1. Sad or down in the dumps | | | | | | | | | | |
| 2. Discouraged or hopeless | | | | | | | | | | |
| 3. Low self-esteem, inferiority, worthlessness | | | | | | | | | | |
| 4. Loss of motivation to do things | | | | | | | | | | |
| 5. Loss of pleasure or satisfaction in life | | | | | | | | | | |
| Total → | | | | | | Total → | | | | |
| Suicidal urges: Do you sometimes | | | | | | | | | | |
| 1. Feel like you'd be better off dead? | | | | | | | | | | |
| 2. Have suicidal thoughts or fantasies? | | | | | | | | | | |
| 3. Have urges or plans to end your life? | | | | | | | | | | |
| Total → | | | | | | Total → | | | | |
| How anxious do you feel right now? | | | | | | | | | | |
| 1. Anxious | | | | | | | | | | |
| 2. Frightened | | | | | | | | | | |
| 3. Worrying about things | | | | | | | | | | |
| 4. Tense or on edge | | | | | | | | | | |
| 5. Nervous | | | | | | | | | | |
| Total → | | | | | | Total → | | | | |
| How angry do you feel right now? | | | | | | | | | | |
| 1. Frustrated | | | | | | | | | | |
| 2. Annoyed | | | | | | | | | | |
| 3. Resentful | | | | | | | | | | |
| 4. Angry | | | | | | | | | | |
| 5. Irritated | | | | | | | | | | |

| | | | | | | | | | | |
|---|----------|--------|----------|---------|-----------|----------|--------|----------|---------|-----------|
| Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items. | 0—Not at | 1—Some | 2—Moder. | 3—A lot | 4—Extrem. | 0—Not at | 1—Some | 2—Moder. | 3—A lot | 4—Extrem. |
| 1. Happy and joyful | | | | | | | | | | |
| 2. Hopeful and optimistic | | | | | | | | | | |
| 3. Worthwhile, high self-esteem | | | | | | | | | | |
| 4. Motivated, productive | | | | | | | | | | |
| 5. Pleasure and satisfaction in life | | | | | | | | | | |
| Total → | | | | | | Total → | | | | |

| | | | | | | | | | | | | | | |
|---|---------------------|---------------------------|-------------------------|-----------|----------------------|------------------------|------------------|---------------------|---------------------------|-------------------------|-----------|----------------------|------------------------|------------------|
| Relationship Satisfaction * Put the name of an important relationship in your life: Use checks (✓) to indicate how you feel about this relationship. Please answer all 5 items. | Before Session | | | | | | After Session | | | | | | | |
| | 0—Very Dissatisfied | 1—Moderately Dissatisfied | 2—Somewhat Dissatisfied | 3—Neutral | 4—Somewhat Satisfied | 5—Moderately Satisfied | 6—Very Satisfied | 0—Very Dissatisfied | 1—Moderately Dissatisfied | 2—Somewhat Dissatisfied | 3—Neutral | 4—Somewhat Satisfied | 5—Moderately Satisfied | 6—Very Satisfied |
| 1. Communication and openness | | | | | | | | | | | | | | |
| 2. Resolving conflicts | | | | | | | | | | | | | | |
| 3. Degree of affection and caring | | | | | | | | | | | | | | |
| 4. Intimacy and closeness | | | | | | | | | | | | | | |
| 5. Overall satisfaction | | | | | | | | | | | | | | |
| Total → | | | | | | | Total → | | | | | | | |

| | | | |
|--|----------|-------------------|-------|
| How much psychotherapy homework have you done since your last session? (✓) | | | |
| None | A little | A moderate amount | A lot |

- Online, fillable PDFs or Google forms, or you can create your own JotForm/gsuite form- Need the Electronic Tool Package & License to have permission. For printing and using in person get the Therapist's Toolkit.

Therapeutic Empathy

| | | | | | |
|---|--|--|--|--|--|
| 1. My therapist seemed warm, supportive, and concerned. | | | | | |
| 2. My therapist seemed trustworthy. | | | | | |
| 3. My therapist treated me with respect. | | | | | |
| 4. My therapist did a good job of listening. | | | | | |
| 5. My therapist understood how I felt inside. | | | | | |
| Total → | | | | | |

Helpfulness of the Session

| | | | | | |
|--|--|--|--|--|--|
| 6. I was able to express my feelings during the session. | | | | | |
| 7. I talked about the problems that are bothering me. | | | | | |
| 8. The techniques we used were helpful. | | | | | |
| 9. The approach my therapist used made sense. | | | | | |
| 10. I learned some new ways to deal with my problems. | | | | | |
| Total → | | | | | |

Satisfaction with Today's Session

| | | | | | |
|--|--|--|--|--|--|
| 11. I believe the session was helpful to me. | | | | | |
| 12. Overall, I was satisfied with today's session. | | | | | |
| Total → | | | | | |

Your Commitment

| | | | | | |
|--|--|--|--|--|--|
| 13. I plan to do therapy homework before the next session. | | | | | |
| 14. I intend to use what I learned in today's session. | | | | | |
| Total → | | | | | |

Negative Feelings During the Session

| | | | | | |
|--|--|--|--|--|--|
| 15. At times, my therapist didn't seem to understand how I felt. | | | | | |
| 16. At times, I felt uncomfortable during the session. | | | | | |
| 17. I didn't always agree with my therapist. | | | | | |
| Total → | | | | | |

Difficulties with the Questions

| | | | | | |
|---|--|--|--|--|--|
| 18. It was hard to answer some of these questions honestly. | | | | | |
| 19. Sometimes my answers didn't show how I really felt inside. | | | | | |
| 20. It would be too upsetting for me to criticize my therapist. | | | | | |
| Total → | | | | | |

What did you like **the least** about the session?

ETS

- ◆ Dr. Burns suggests 20/20 on the Therapeutic Empathy before moving on to methods. Anything less than 20 is considered a “fail.”
- ◆ Failing is ok, expected, and even preferred as it gives you opportunity to connect deeper.
- ◆ At the beginning of each session go over last week’s ETS, along with the BMS. Be BRIEF and take the responsibility for poor results.
- ◆ Note: You can use “What’s My Grade” if you are doing longer sessions or intensives where you may sense the client is ready to move forward but you don’t have an ETS yet!

Going over the BMS – FIRST SESSION with NEW client

Go section by section using this as a tool
to give some empathy.



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Going over the BMS & ETS – FOLLOWING SESSIONS

- ✦ Process as a whole (summarize the BMS then do an inquiry).
- ✦ Address ANY score other than 0 on suicidal ideation.
- ✦ If something stands out, inquire further.
- ✦ Track longitudinally and watch for changes (or lack of) over time. I use a Table in client notes.
- ✦ Move toward quick summaries, about 30sec-3mins depending on the “numbers.”

How It Looks!

- ★ Go over the before and after from LAST session and review the process. Point out what scores changed during that session and inquire what was helpful. IE: “I see your sadness feelings when from 10 to 5. Does anything stand out from last week as helpful in reducing those by 50%?”
- ★ Go over the ETS from LAST session, address what they liked Best and Least, address anything less than 20 in the empathy section.
- ★ Be specific about any negative feedback and word it positively. IE: “I liked that you wrote ___ for what you liked least because ___.”
- ★ Go over the BMS for today’s session.



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More resources

- ◆ See Handout for tips and tricks
- ◆ Demo (videos in handout for more demos)
- ◆ Refresher & Bonus

<https://angelapoch.com/course/team-basics/lessons/testing/>





Empathy

CONNECTING WITH THE CLIENT

Empathy & Effectiveness Don't Come Easy!

- ◆ Write notes!
 - ◆ Don't trust yourself (we filter)
 - ◆ Don't trust memory
 - ◆ Capture nouns, feelings, adjectives
- ◆ Use empathy not just “active listening”
- ◆ Use testing (surveys, check ins)



Getting Started: Miracle Cure Question*

- ◆ What made you book a session with me?
- ◆ If a miracle were to happen right now, what would look different in your life?
- ◆ If a miracle were to happen overnight what would the morning look like?
- ◆ If you got exactly what you wanted out of working with me, what would that be?
- ◆ First session, recap consultation, go over any red flags from intake, dive into 5 Secrets!

Build Understanding & Empathy

- ✦ To set up the mental health goal and understand what is getting in the way we need to know:
 - ✦ What exactly does the client want?
 - ✦ Can you provide that?
- ✦ Are they willing to have peace and joy even if their circumstances don't change?
- ✦ Miracle Cure question is a starting point and a bridge to connect with the client on a deeper level through the 5 Secrets.

** By Dr. David Burns*

5 Secrets of Effective Communication*

- Disarming Technique (affirmation)
- Thought & Feeling Empathy (summarizing, paraphrasing, etc.)
- I Feel Statements
- Stroking (encouragement, showing respect)
- Inquiry (open ended questions)



More than talking, 5 Secrets are Empathy

- You may use 1, 3, or all 5 in a conversation.
- It's a lot of work to get these to be natural and they won't be effective without a lot of practice!
- They sound easy but hard to practice.
- Not just tools but transformative.
- At first sounds weird and unnatural.
- You MUST follow the 3 Philosophies for this to work: Death of Self, Sitting with Open Hands

“His compassion knew no limit.”

“

“Wherever there were hearts ready to receive His message, He comforted them with the assurance of their heavenly Father's love.”

”

“He was always patient and cheerful,”

OUR FATHER CARES - PAGE 317



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ACTION-PRACTICE

- ◆ See Handout
- ◆ Use the 5 Secrets
- ◆ STOP & Reverse roles



What's My Grade Examples

- ★ Check in – client feels 100% heard and understood
- ★ Anything less than an A → do more empathy
- ★ Let the client tell you what you missed
- ★ Repeat until ready to move forward

What's My Grade Examples

- ★ “How well do you feel heard and understood right now—would you give me a B, a C-, or a D?”
- ★ “If you were grading how accurately I’m understanding you, would it be an A-, a C, or something lower?”
- ★ “How close am I to really getting you—are we talking B-level, C-level, or off the mark?”

Follow Up – If less than A or 20/20

“What am I missing?”

“It’s okay to be honest—where am I off?”

“Is it more my understanding of your thoughts or your feelings that’s off?”

Then do more 5 Secrets.....



Agenda Setting

DEALING WITH RESISTANCE TO
CHANGE

Agenda Setting - From Empathy to Methods

- ◆ Invitation - ask the client if they are ready!
- ◆ Mood Log Part 1 - Get specific about what they want to work on.
- ◆ Positive Reframing - talk about challenges to change.
- ◆ Pivot Question - are they ready to move forward?
- ◆ Process Resistance - are they ready to do the hard work?

Based on the work of Dr. David Burns

Demo

Set up:

35 year old going through a divorce was just served the divorce papers. They had separated for a couple months but it was a surprise because they thought things were looking up and there was hope to get back together. They feel sad, down, depressed, unhappy 100%.

Invitation

- ◆ ask the client if they are ready!
- ◆ it's ok if they need more empathy (talking).
- ◆ keeps the client in charge.

- ◆ Example:
- ◆ “You’ve told me about x,y,z and I’m wondering if now is a good time to get to work or if you need to share some more?”



Setting the Positive Mental Health Goal

◆ **Miracle Cure Question:**

- ◆ If a miracle were to happen right now, what would look different in your life?
- ◆ If a miracle were to happen overnight what would the morning look like?
- ◆ If you got exactly what you wanted out of working with me, what would that be?

Based on the work of Dr. David Burns

What are we aiming for?

- ◆ In order to set up the positive mental health goal and understand what is getting in the way of that we need to establish a few things.
 - ◆ What exactly does the client want?
 - ◆ Can you provide that?
- ◆ Are they willing to have peace and joy even if their circumstances don't change?

Mood Log Part 1 – Getting Specific*

- ◆ Depression & Anxiety live in the abstract. Truth is found in specifics.
- ◆ First Mood Log revisited across multiple sessions:
 - ◆ **Part 1 (Moment in Time):** Event, emotions, negative thoughts + belief ratings
 - ◆ **Part 2 (Positive Reframing):** Understanding the benefits and values of emotions
 - ◆ **Part 3 (Methods):** Track what works and what doesn't.
- ◆ Lifelong skills, not just temporary relief, expect to do 2-3 Mood Logs over the course of coaching.
- ◆ Client will do multiple Mood Logs for exploration and learning.

Mood Log Part 1 – How to do it!

- ★ Pick **one moment in time**
- ★ Ask for Upsetting Event: who, what, where, when
- ★ Let client respond and do very brief 5 Secrets
- ★ Fill in Part 1 of the Mood Log:
 - ★ Walk the client through filling in the emotions
 - ★ Rate the intensity of the emotions
 - ★ Add the Negative Thoughts
 - ★ Rate how much they believe each one.

Example:

After client answers yes to invitation...

“Ok, great. The best way to start is picking one moment in time. When we unpack what was happening at that one moment, we will understand everything of importance about that problem. Think of it like a Dr doing a blood test. The lab tech doesn’t have to look at all the blood in your body and drain you dry. They can test just one drop on a slide. They zoom in with a microscope to have clarity. That’s what we can do as well. Can you think of a specific time when you felt this way (upset, worried, down, etc.)?”

DML or Mood Log

Based on the work of Dr. David Burns

Mood Log

Triggering Event - When, where, and who was I with:

Upsetting Emotions (rate 0-100%):

| | | | | | | | |
|--------------------|--|------------|--|-------------|--|----------------|--|
| Anxious | | Worried | | Nervous | | Afraid | |
| Sad | | Down | | Discouraged | | Hopeless | |
| Inadequate | | Inferior | | Worthless | | Defective | |
| Lonely | | Alone | | Abandoned | | Rejected | |
| Embarrassed | | Foolish | | Humiliated | | Self-conscious | |
| Guilty | | Remorseful | | Bad | | Ashamed | |
| Frustrated | | Stuck | | Upset | | Overwhelmed | |
| Angry | | Annoyed | | Irritated | | Resentful | |
| Other: | | | | | | | |

Negative Thoughts (rate how much you believe the thought 0-100%):

Be very brief! Do not put facts, feelings, or questions.

| | Believe 0-100 | After p2, Re-rate! |
|----|------------------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |

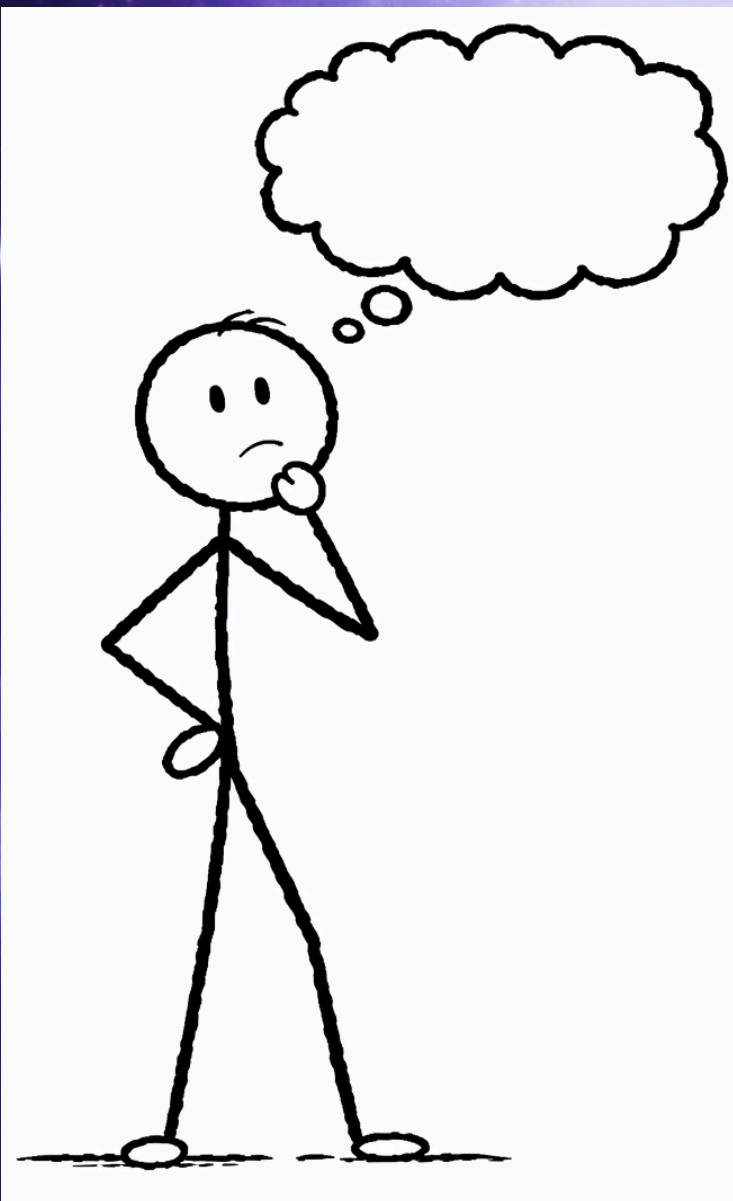
4 Rules of Negative Thoughts*



- Not a fact or event.
- Not a feeling.
- Not a question.
- Short and concise.

Additional Mood Log Tips

- ✦ Explain the 4 Rules or not?
- ✦ Write down whatever the client says, then help them unpack it with tips from 4 Rules.
 - ✦ For example: Client says, “I’d feel embarrassed.”
 - ✦ Coach can say, “That makes sense, I’d feel embarrassed too. I see we already wrote down embarrassed under the upsetting emotions, can you tell me what about feeling embarrassed upsets you?”
 - ✦ OR use the Modified Downward Arrow: “Why is that upsetting to you, what does that mean about you?”



What if a client can't come up with Negative Thoughts? Some Options.

- ✦ Go through EACH emotion. “What comes up for you when you think about feeling X?” Or “When you feel X what goes through your mind?”
- ✦ Ask, “What are you telling yourself about _____ (event)?”
- ✦ Say, “It’s ok if you weren’t sure of these exact thoughts in the moment. What comes to mind right now thinking about this event?”
- ✦ Do the Individual Downward Arrow*, see Part 4
- ✦ Totally blank? Stickman Tool



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ACTION-PRACTICE

- ◆ Issue an Invitation & Filling in a mood log
- ◆ See page 52 in your handout!



Using the Mood Log in Session – Part 2

AFTER filling in the Mood Log Negative Thoughts....

Have them pull out a piece of paper and create a list of advantages and values together (encouraging them to take the lead but offering suggestions as you feel inspired).

Be sure to write each one down (you'll give this to them to read over for homework)

Go through each of the emotion sections.

Positive Reframe Questions

- ◆ What function or advantage does this emotion serve?
- ◆ What does it say about you that's positive and awesome?
- ◆ Why might you be reluctant to let this go?

- ◆ These can be “in general” or in the specific moment. I like to try for the specific moment first.

Example

“I would love to see you feeling better. But before we jump in, and this may sound strange, there are some advantages for these feelings. They show some positive and awesome things about you and what you value. Let’s pause for a moment to consider these. Can you think of any good reason for feeling X (pick one emotion from their Mood Log)?”

Prime the pump: “For example maybe..... (choose the first emotion they picked and give an example) what do you think?”

Positive Reframing Example

A Christian who worries about if they are following God fully!

| Emotion or Thought | <ul style="list-style-type: none">• What benefit, advantage, or function does it serve?• What does it say about me that's positive?• Why might I be reluctant to give it up? |
|----------------------------|--|
| Anxious, worried | |
| Inferior, Defective | |
| ETC.... | |

Positive Reframing Example

A Christian who worries about if they are following God fully!

| Emotion or Thought | <ul style="list-style-type: none">• What benefit, advantage, or function does it serve?• What does it say about me that's positive?• Why might I be reluctant to give it up? |
|----------------------------|--|
| Anxious, worried | <p>It protects me from being complacent.</p> <p>Shows I care deeply about serving God well.</p> <p>Helps me to focus on what's important.</p> |
| Inferior, Defective | <p>Shows I'm not arrogant, keeps me humble.</p> <p>I see my need of a Saviour.</p> <p>Reminds me God will do the work,</p> <p>I cannot change myself.</p> |
| ETC.... | |

Pivot Question

- ◆ After Positive Reframing is complete.
- ◆ We have just honored all the **good reasons to keep their emotions**
- ◆ Pivot from **reasons not to change to reasons to change**
- ◆ Invite the client to argue *for* change, which creates motivation
- ◆ Curiosity, not persuasion, no sarcasm

How to – Example of

- ✦ Keep your tone gentle and curious.
- ✦ “There are so many great things here (list a few.) I’m wondering why you’d want my help in getting rid of feeling this way when there are so many good things about your feelings of x, w, z (sadness, inadequacy, hopelessness, anxiety, etc. pick a few). We’ve seen that in lots of ways they benefit you and show such great things about you - why would you want to change that?”

If the Client Argues for Change

Common responses :

- ◆ “It’s too painful.”
- ◆ “It’s holding me back.”
- ◆ “It’s a double-edged sword.”

Respond with empathy, “That makes a lot of sense.”
Then move onto **Process Resistance**

If the Client Does NOT Argue for Change

Unusual, but will sound something like:

“I don’t, I can see I feel normal.” (or some version of acceptance of their emotions)

“It’s unfair I have to change; my mother was a tyrant.” (or some other version of blame)

Two Boxes for Not Wanting to Change

1. The client was just really upset they were emotional in this situation, and they've come to realize it's ok to have emotions and the emotions won't hurt them. Success!
2. The client is unwilling to make any change in their thinking because they want to hold someone or something else accountable. This is understandable. We've been told it's our parents fault, it's trauma, it's a chemical imbalance.

Dealing with Box 1

Do brief 5 Secrets and then say, “It sounds like you’ve come to see these feelings may have benefits, and maybe you don’t want to change them now. I’m I getting that right?”

It’s ok for a client to accept their emotions.

We can follow up with, “Would you like help dialing down the intensity of these feelings or is there is something else you’d like to work on, either is totally ok.”

Dealing with Box 2

- ◆ Paradoxical, More Powerful Response for Box 2: “It sounds like this is working for you, and you do not want to change. Is there something else you’d like help with today?”
- ◆ This often prompts a client to argue for change.
- ◆ NOTE: It’s not our job to convince. We don’t know what might be under the surface or how God is working on their hearts. We can go back to 5 Secrets, pray, offer a Miracle Cure Question again AFTER some 5 Secrets.

The Paradox of Open Hands

One of the core paradoxes of change is this: **the more we take the side of “you don’t need to change,” the more clients often discover and express their own desire to change.**

This is **not** reverse psychology. We are not trying to manipulate the client into saying they are ready or trick them into change. We are genuinely open to either outcome. The client is free to move forward—or not—and we support them either way.

NOTE:

- *In TEAM we have a step before Positive Reframing called the Magic Button, and a couple tools after the Pivot Question like the Magic Dial which explains “dialing down the intensity of the emotions” in more detail.*
- *I’ve shortened things for this program. If you want to learn it all it is in the FREE follow-up to this program. More on that later.*



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ACTION-PRACTICE

- ◆ Issue an Doing Positive Reframing and Pivot Question
- ◆ See page 56 in your handout!



Process Resistance

- ◆ Developing life long coping skills takes time and ongoing practice.
- ◆ Are they ready to do the work?
- ◆ We may resist some of the work needed. Takes time, putting aside other things, effort, feeling uncomfortable, etc.
- ◆ Address during consultation and/or after Pivot Question



Process Resistance Tools

- ◆ Dangle the Carrot – What do they get out of doing the work?
- ◆ Gentle Ultimatum – What kind of “work” will they have to do and why.
- ◆ Sitting with Open Hands - No judgment if this isn't what they signed up for.
- ◆ Optional, ONLY if necessary – Fallback position, what if the client doesn't want to do the work.

Dangling the Carrot

- ✦ ‘Share a relevant benefit that shows value in doing the work/putting effort, etc.
- ✦ When combined with ‘gentle ultimatum,’ and ‘open hands’ eliminate the sales pitch or pushiness that can happen when trying to compel a client to do something.

Examples:

- ✦ “I have some evidence-based tools proven to be effective. We can work through several to find the ones that work for you.”
- ✦ “I’ve found clients who do their homework recover in a relatively short time.”

Gentle Ultimatum

- ◆ Lay out the expectations of the client. What is it they must do to recover?
- ◆ Daily Homework might include:
 - ◆ Reading a specific book, IE: Chapter 1 to 4 in _____
 - ◆ Doing worksheets, IE: 3 Mood Logs this week
 - ◆ Practicing skills, IE: Spend 5 mins each day Identifying Distortions on one or more of your Negative Thoughts
- ◆ Example: “Yes, it’s hard to face your fears, but I don’t know how move forward effectively without you doing 15 to 30 mins of daily homework including reading, worksheets, and using some tools that might be uncomfortable even when you don’t feel like doing it.”

Sitting with Open Hands*

- ★ Two parts to 'Sitting with Open hands':
 - ★ Our attitude & mindset
 - ★ Inquiry
- ★ Attitude: No judgment, it's ok if they take it or leave it. By tone and posture (comes with the right mindset), we are saying (non-verbally), "I don't judge you, I don't need to help you to feel good about myself, I accept you have every right to the choices you do."
- ★ Example: "I get if this isn't what you were expecting. What do you think? Are you willing to do this kind of work?"

Putting it all together...

- “That’s great, I’d love to work with you on your _____ (list one of the key emotions from Mood Log), and I have some powerful tools that can help you achieve change. But you’ll have to do a lot of work because the mind needs repetition and practice to solidify skills. You’d have to do 15 to 30min of daily homework which we can decide on together but would be some reading, doing worksheets, facing uncomfortable emotions or situation when you don’t feel like it. I know this would be asking a lot of you and it might not be your cup of tea. What do you think? Are you willing to do this kind of work?”

What next...

- If client agrees, hooray!!! Move onto Methods.
- If the client resists in ANY way, other than clarifying what homework might look like, Sit With Open Hands.
 - “That totally makes sense. This is incredibly difficult, and it doesn’t sound like that is what you want to do right now. Did I get that right?”
- If they argue for change, move to Methods. Remember the Paradox of Open Hands, often clients will start to argue for change.
- If NOT, go to the “Fallback Position”

Fallback Position

- ◆ If the client doesn't want to do the work needed (process) to recover, we can use the 'fall back position'
- ◆ This looks different for various situations. Decide what this looks like for you, the client, and stage of coaching (we may need Fallback position later in Coaching if progress stalls or client doesn't do any homework).

Fallback Position

- ◆ **During a consultation:** “Maybe you’d prefer to see a coach who doesn’t require homework?”
- ◆ **Very Soft:** “Maybe you’d like to work with me in a more supportive, less change-oriented way for a period of time and then we can re-evaluate?”
- ◆ **Medium:** “Is there another problem you’d like to work on?”
- ◆ **Firm:** “I’m thinking I am not the right fit for your needs. I want the best for you, that looks like it would be someone else. Perhaps a different kind of coach or even talk-therapy would be more your style. Would you like help finding someone who is a better fit?”

Process Resistance Framework Summary

- ◆ Dangle the carrot (what benefit is there)
- ◆ Express the resistance (homework/exposure)
- ◆ Gentle Ultimatum (you can't move forward/work with client without their participation)
- ◆ Dangle the carrot or stroking (more benefits or express your desire to work with the client)
- ◆ Sitting with Open Hands & Inquiry (your attitude which will come across in your presence as you do the inquiry)
- ◆ Fallback Position, if needed.



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ACTION-PRACTICE

- ◆ Practice doing Process Resistance
- ◆ See page 59 in your handout!





Methods

THE TOOLS FOR CHANGE

Methods

Keep track of which tools work!

ALL manner of tools

- ◆ TEAM Tools
- ◆ Other CBT Tools
- ◆ Faith Tools
- ◆ And many more

Fail as fast as you can!

- ◆ We don't know which tool will work for this thought and this client.
- ◆ Use several till we crush the negative thought.
- ◆ Keep trying!
- ◆ Don't get on a hobby horse!

Tools can work for deep, meaningful, lasting change

- ◆ Once a client crushes the negative thoughts getting in the way of their positive mental health goal, they are in effect creating new neural pathways to that goal.
- ◆ Dr. Mark Noble describes TEAM in terms of “**micro-neurosurgery**” — replacing or rewiring dysfunctional brain networks (e.g., circuits that generate “I’m not good enough”) with more accurate networks via language and cognitive change! Professor Noble from the University of Rochester in New York is a neuroscientist.

How to Choose Methods

- ✦ Start with the first 2 core tools: Identify the Distortions & Explain the Distortions.
- ✦ Some Tools work best for certain distortions but also for different people.
- ✦ Use the Tools List in Appendix

Mood Log Part 2 - Working Negative Thoughts

1. Pick ONE thought!
2. Use a method from Coaching Tool List.
3. Create a truthful Counter Thought.
4. Rate new thought, If not 100%, explore, “Why not?” “What would make it 100%?” If can’t get to 100% go back to Step 2
5. Re-Rate the Negative Thought, if crushed, move onto another thought, if not... Try various methods till crushed.

Repeat with all the Negative Thoughts

How long will it take?

- The first few thoughts will be challenging, sometimes 20min to over an hour for ONE negative thought!
- The client may need several tools to crush the first thought or even the second and third.
- BUT they will get faster at crushing the thoughts. Often they can jump right to the Counter Thought, even before ID the Distortions, or do EOVS (more on this later).
- Sometimes clients need this reassurance, IE: if they ask, will it take this LONG on every thought?

More on Counter Thoughts

- ★ Alternative language:
 - ★ Positive thought
 - ★ Truthful Thought
 - ★ Healthy Thought
 - ★ Realistic Thought
- ★ The Necessary Condition. The Positive Thought must be 100% true. Half-truths, affirmations, and rationalizations will not be effective enough.
- ★ The Sufficient Condition. The Positive Thought must reduce your belief in the Negative Thought.”

Using the Mood Log – Part 3

After all the thoughts are crushed,

Once done all the NT's Re-Rate the emotions. Were they successful? (99% of the time in my experience yes, IE: the emotions are at an acceptable level.)

When complete, have client read over successful Mood Log every day for a week, every week for a month, then as needed. Reenforces the new pattern of thinking.

Identify the Distortions

- ◆ This tool helps the client see their thought has some issues.
- ◆ Good tool for ANY Distortion!

HOW to do it:

- ◆ Share the Handout with the client (or turn to the page in the book)
- ◆ Ask the client to read over the list and see if they notice any of these in the thought they chose.

1. All or nothing
2. Over-generalization
3. Negative Mental Filter
4. Discounting the Positive
5. Jumping to conclusions
6. Magnification or Minimization
7. Emotional Reasoning
8. Shoulds & Musts
9. Labeling
10. Blame

Explain the Distortions

This tool helps the client understand HOW a thought is NOT true, the flaws in their logic.

This can help uncover the truth and in turn a good counter or positive thought.

Good tool for ANY Distortion!



Explain the Distortions

- ✦ Have the client pick ONE distortion that is in the NT they are working on.
- ✦ Next ask the following 3 questions:
 - ✦ Why is this NT an example of this Distortion?
 - ✦ Why is that a thinking ERROR?
 - ✦ Why would that be self-defeating?
- ✦ Take LOTS OF NOTES!!!

Explain the Distortions Example

- ◆ NT: “I’m not good enough to be a coach.”
- ◆ Distortion = Discounting the Positive (DP)
- ◆ 1. This is an example of DP because I’m discounting God enables the called, not calls the able.
- ◆ 2. This is a thinking error because when we make light of the blessings God gives, we are not seeing the whole picture.

Explain the Distortions Example

- ◆ 3. This will be self-defeating because if I minimize the positive things about myself, God, others, or situations, I won't ever see the good in them. I create a spiral of negativity.
- ◆ NEW Positive Thought (PT): "God will provide the skills as I put in the effort to learn."

Remember for EVERY technique:

- 1. Ask the client to create a new positive thought they believe 100%.*
- 2. Check how much do they now believe the Negative Thought?*
- 3. Once NT gets to 20 or less move onto NEW Negative Thought!*



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- ◆ “I’ll never learn all this information.”
- ◆ “I should understand everything presented.”
- ◆ “I’ll never be a good coach.”



ACTION-PRACTICE

- ◆ Identify & Explain the Distortions
- ◆ Page 62 of your Handout!



IF TIME: Demo Volunteer

- ★ Requirements to keep it simple and on track:
 - ★ You have some feelings of nervousness, inferiority, social or performance anxiety.
 - ★ You can identify a couple NT's such as: I'm not good enough. I'll fail. It won't be good enough. I'll never learn it all. It's too hard.
 - ★ You remember this is a demo not personal coaching
- ★ If you'd be willing to do the demo let me know in the chat (can send private chat if you like).

Break



DEMO

After a completed Mood Log

- ◆ Do Relapse Preparation – see Part 5
- ◆ Do 2 or 3 more Mood Logs to solidify learning or to work on another upsetting emotion.
- ◆ Can work on one or more Self-Defeating Beliefs, not part of this course
- ◆ Finally, do a Termination Session, see Part 5

What does a REAL session look like

- ✦ Watch a real-life demos – Handout for links
 - ✦ Sara & Marie
 - ✦ David's Podcasts (therapy not coaching but very similar model)
- ✦ NOTE: I can get through the entire thing in a 2.5 to 3 hour session. Most clients want accountability and support so my average client does about 8 to 12 sessions 105min sessions. More on how long it all takes in Part 5.

Basic Session Setup

- ◆ Before/After Survey Summary
- ◆ Check In & Homework Recap
- ◆ Core Session work: Empathy, Agenda Setting, Methods
- ◆ Homework Assignment & Book Next session



Before/After Survey Summary

- ◆ Be brief, less than 5 mins.
- ◆ Just recap any changes or new info.
- ◆ Follow up on anything the client didn't like about the last session.
- ◆ Sample BMS & ETS survey in handout.

Your name or initials: _____ Date: _____

Please complete the following surveys BEFORE and AFTER the session. Please complete the survey on the back AFTER the session. Thank you!

| Brief Mood Survey* | | Before Session | | | | | After Session | | | | |
|--|--|----------------|--|--|--|---------|---------------|--|--|--|--|
| Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items. | | | | | | | | | | | |
| How depressed do you feel right now? | | | | | | | | | | | |
| 1. Sad or down in the dumps | | | | | | | | | | | |
| 2. Discouraged or hopeless | | | | | | | | | | | |
| 3. Low self-esteem, inferiority, worthlessness | | | | | | | | | | | |
| 4. Loss of motivation to do things | | | | | | | | | | | |
| 5. Loss of pleasure or satisfaction in life | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | |
| Suicidal urges: Do you sometimes | | | | | | | | | | | |
| 1. Feel like you'd be better off dead? | | | | | | | | | | | |
| 2. Have suicidal thoughts or fantasies? | | | | | | | | | | | |
| 3. Have urges or plans to end your life? | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | |
| How anxious do you feel right now? | | | | | | | | | | | |
| 1. Anxious | | | | | | | | | | | |
| 2. Frightened | | | | | | | | | | | |
| 3. Worrying about things | | | | | | | | | | | |
| 4. Tense or on edge | | | | | | | | | | | |
| 5. Nervous | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | |
| How angry do you feel right now? | | | | | | | | | | | |
| 1. Frustrated | | | | | | | | | | | |
| 2. Annoyed | | | | | | | | | | | |
| 3. Resentful | | | | | | | | | | | |
| 4. Angry | | | | | | | | | | | |
| 5. Irritated | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | |

| Happiness* | | Before Session | | | | | After Session | | | | |
|--|--|----------------|--|--|--|---------|---------------|--|--|--|--|
| Instructions. Use checks (✓) to indicate how you're feeling <i>right now</i> . Please answer all the items. | | | | | | | | | | | |
| 1. Happy and joyful | | | | | | | | | | | |
| 2. Hopeful and optimistic | | | | | | | | | | | |
| 3. Worthwhile, high self-esteem | | | | | | | | | | | |
| 4. Motivated, productive | | | | | | | | | | | |
| 5. Pleasure and satisfaction in life | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | |

| Relationship Satisfaction * | | Before Session | | | | | | After Session | | | | | | |
|---|--|----------------|--|--|--|---------|--|---------------|--|--|--|--|--|--|
| Put the name of an important relationship in your life: _____ | | | | | | | | | | | | | | |
| Use checks (✓) to indicate how you feel about this relationship. Please answer all 5 items. | | | | | | | | | | | | | | |
| 1. Communication and openness | | | | | | | | | | | | | | |
| 2. Resolving conflicts | | | | | | | | | | | | | | |
| 3. Degree of affection and caring | | | | | | | | | | | | | | |
| 4. Intimacy and closeness | | | | | | | | | | | | | | |
| 5. Overall satisfaction | | | | | | | | | | | | | | |
| Total → | | | | | | Total → | | | | | | | | |

| How much psychotherapy homework have you done since your last session? (✓) | | | |
|--|----------|-------------------|-------|
| None | A little | A moderate amount | A lot |
| | | | |

Electronic Form. *Copyright © 1997 by David D. Burns, M.D. Revised 2010, 2011, 2018, 2020. This tool is only to be used by mental health professionals in the treatment of their patients in HIPAA compliant teletherapy applications. Do NOT send out blank forms via regular mail or email. This tool may not be published on the internet or distributed to others, including colleagues. Please see your electronic license agreement.

Check In & Homework Recap

- ◆ Keep short and don't let it de-rail previous work.
IE: If client reports being upset about new credit card bill, give empathy then move onto homework check in.
- ◆ Answer any questions or challenges to the Homework. Can use this to transition into today's session after the check in.

Core Session Work – 6 to 12 sessions

One to two sessions: Connect with the client using the Advanced Empathy 5 Secrets

One to two sessions: Agenda & Goal Setting

Four to Eight sessions: Use various tools to reach the Goal!

Homework Setup & Book Next Session

- ◆ Make sure the client can do the homework assigned.
- ◆ See if the client has any ideas for the homework.
- ◆ Check to make sure they understand exactly what is expected between now and the next session.



Homework

HOW & WHAT TO ASSIGN

General Guidelines

- ✦ Save 5–10 minutes at the end of each session to assign and explain homework
- ✦ Assign educational material:
 - ✦ Reading, audio, or other formats
 - ✦ Match the client's learning style and current stage
- ✦ Assign skill-building exercises, such as:
 - ✦ Filling in a couple Mood Logs (first part only)
 - ✦ Other tools from the Tool List
- ✦ Assign behavioral / health-based homework (optional):
 - ✦ Prayer (for faith-based coaching)
 - ✦ Exercise, Sleep improvement strategies, etc.
 - ✦ Choose only one at a time, then layer gradually across sessions

Guidelines continued

- ✦ Ask the client:
 - ✦ If they would like to add any homework
 - ✦ If they have questions or concerns
- ✦ Write the homework down:
 - ✦ On a shared sheet the client can access, or
 - ✦ Ensure the client writes it down themselves

Homework Beginning Sessions (Empathy & Agenda Setting)

- ◆ These early sessions are primarily about **empathy and orientation**, not rapid change
- ◆ Clients are learning **how coaching works**, not just talking about problems
- ◆ Learning TEAM-CBT is like learning a **new language**:
 - ◆ Clients can quickly learn key words and concepts
 - ◆ Fluency takes time—but far less time than learning an actual language

Recommended Beg. Homework

◆ Reading / Education

◆ Assign the first few chapters of one of David Burns' books, I especially like *When Panic Attacks* or *Feeling Great* or my book, *The Truth Will Set You Free*

◆ Purpose:

◆ Introduce important concepts such as how emotions, thoughts, and events connect;

◆ Teach what a Mood Log is and how it's used

Recommended Beg. Homework

- ◆ Ask clients to do **one Mood Log per day** during the first week or two. Be very explicit: clients should fill in **ONLY Part 1**
 - ◆ Triggering / Upsetting Event
 - ◆ Emotions
 - ◆ Negative Thoughts
- ◆ Many clients try to fill in the entire Mood Log too early, which leads to confusion and frustration
- ◆ Purpose: Build awareness of how thoughts and feelings relate to events; Notice patterns, not fix them yet
- ◆ Remind clients: You will only work on **one Mood Log at a time** during sessions

Homework Once You're Working on Methods: Mood Log – Part 2 and Beyond

- ★ Emphasize: **ONLY** work on one Negative Thought at a time
 - ★ Do not move on until that thought is fully addressed (“crushed”)
- ★ **Complete any method started in session**
- ★ Assign the **next method** from the Tool List created for *that specific Negative Thought*
- ★ Assign **supporting education**
 - ★ Relevant chapter in the book
 - ★ Podcast or resource explaining the method

...Continued

- ★ **Review successful Counter Thoughts**

- ★ Daily for one week
- ★ Weekly for one month
- ★ Monthly thereafter

- ★ **Continue creating new Mood Logs as needed**

- ★ Homework Mood Logs should include:

- ★ Part 1 (Event, Emotions, Negative Thoughts)
- ★ Identifying the Distortions

- ★ *Do not* work on these new Mood Logs in session Until the current Mood Log is fully completed

Optional Training Follow-Up

A 1.5-hour video course on assigning homework effectively is available.

Email me if you'd like access.

More info on TEAM-CBT

- ◆ www.YouTube.com/@teamcbt
- ◆ Dr. David Burns, “Feeling Good Handbook”
- ◆ Podcast, “Feeling Good” on itunes or www.FeelingGood.com
- ◆ Angela Poch, TEAM-CBT basics course GOOD follow up to this program FREE if you complete this program tomorrow!
www.teamcbt.ca/basics



