



Behavioral Psychotherapy Workbook

Based on
Integrative Multitheoretical Psychotherapy, Chapter Five
“Behavioral Psychotherapy: Choosing Effective Actions”
Jeff E. Brooks-Harris & Michael F. Gavetti (2008)
Boston: Houghton-Mifflin
and

**Multitheoretical Counseling and Psychotherapy (Vol. II):
Behavioral Counseling and Psychotherapy.** [videotape]
Jeff E. Brooks-Harris & Jill M. Oliveira-Berry (2001)
Hanover, MA: Microtraining Associates

This workbook is designed to help counselors learn to acquire behavioral strategies they can implement with psychotherapy clients. These pages will give you an opportunity for written practice after reading a description of each strategy from the textbook chapter (Brooks-Harris & Gavetti, 2008, cited above) and/or watching a video demonstration (Brooks-Harris & Oliveira-Berry, 2001, cited above). Unfortunately, there are a few discrepancies between the video and the textbook chapter:

- Strategies BHV-3 and BHV-4 are presented in a different order in the chapter and video.
- Strategy BHV-6 is described differently in the chapter than on the video.
- Strategies BHV-11, BHV-12 and BHV-14 are not demonstrated on the video.
- The last three skills on the video (12-14) are not described in the textbook chapter.

The three skills in the book that are not on the video were added to the Catalog of Key Strategies after the video was filmed. Two of these skills (BHV-11 & BHV-12) are drawn from Acceptance and Commitment Therapy, a contemporary form of behavioral psychotherapy. The last three skills on the video look at the interaction between actions and social systems. Modified versions of these strategies are now featured in Chapter Nine of the textbook, describing Systemic-Constructivist strategies.

Before introducing strategies, Behavioral Conceptualization is introduced with a summary (p. 3) and practice worksheet (p. 4). This method of conceptualization is described in more detail in the textbook chapter (Brooks-Harris & Gavetti, 2008, p. 153-157). Formulating a behavioral conceptualization with an individual client will prepare for the effective use of many of these strategies.

To make the best use of this workbook, you should read the description of the strategy in the textbook chapter and view the video demonstration. The textbook chapter will describe the strategies including theoretical contexts, strategy markers, suggestions for use, expected consequences, and case examples. The written practice in this workbook will emphasize strategy markers, implementation, and expected consequences.

It may be helpful to think of one or two clients you have worked with in the past in order to flesh out these written case examples. If you are a new counselor with little clinical experience, you might want to think about friends or family members who might be trying to change their actions. Some strategies may fit some clients better than others so feel free to switch clients during written practice if a specific skill does not fit a particular client.

Learning and practicing behavioral strategies can prepare you for using these skills in combination with skills drawn from other theories of psychotherapy. If you would like to learn more about Multitheoretical Psychotherapy, please view the website: www.multitheoretical.com

CORRESPONDENCE BETWEEN TEXTBOOK CHAPTER FIVE (BROOKS-HARRIS & GAVETTI, 2008)
AND THE DEMONSTRATION VIDEO (BROOKS-HARRIS & OLIVEIRA-BERRY, 2001):

Strategy	Textbook	Video
BHV-1. Clarifying the Impact of Actions	p. 158-160	Behavioral Skill 1
BHV-2. Reinforcement & Conditioning	p. 160-163	Behavioral Skill 2
BHV-3. Identifying Target Actions	p. 163-165	Behavioral Skill 4
BHV-4. Determining Baselines	p. 165-167	Behavioral Skill 3
BHV-5. Encouraging Active Choices	p. 168-170	Behavioral Skill 5
BHV-6. Assessing Stages of Change	p. 170-172	different on video
BHV-7. Schedules of Reinforcement	p. 173-175	Behavioral Skill 7
BHV-8. Prescribing Actions	p. 175-177	Behavioral Skill 8
BHV-9. Constructing a Hierarchy	p. 177-179	Behavioral Skill 9
BHV-10. Exposing to Images/Experiences	p. 179-182	Behavioral Skill 10
BHV-11. Fostering Acceptance	p. 182-185	not on video
BHV-12. Encouraging Commitments	p. 185-188	not on video
BHV-13. Providing Training & Rehearsal	p. 188-190	Behavioral Skill 11
BHV-14. Coaching and Shaping	p. 190-193	not on video
Understanding the impact of systemic patterns and structures on client behavior	not in textbook	Behavioral Skill 12
Intervening strategically to change systemic patterns by prescribing behavior that will impact the entire system.	not in textbook	Behavioral Skill 13
Identifying effective behaviors that can be generalized from one environment to another in order to focus on solutions	not in textbook	Behavioral Skill 14

Behavioral Conceptualization

Summarized from Chapter Five of *Integrative Multitheoretical Psychotherapy* (Brooks-Harris & Gavetti, 2008)

OPERANT CONDITIONING

- Consider environmental consequences of current behavior.
- To increase desirable behavior, identifying rewards that can be used as an incentive.
- To decrease or eliminate unwanted behavior, it is important to identify the current pattern of reinforcement supporting the behavior. The pattern of reinforcement should be altered and more valuable incentives can be used to reward desirable behavior.

STIMULUS-RESPONSE PATTERNS

- To understand a maladaptive stimulus-response pattern, unwanted responses and environmental stimuli triggering the responses can be identified.
- Once an environmental trigger is identified, it will be helpful to find out why this feature of the environment is associated with fear or other negative emotions.
- After the link between the current anxiety-provoking stimulus and its original source are discovered, progress can be made toward extinguishing the conditioned response.

Questions for a Behavioral Conceptualization

FOCUSING ON ACTIONS

- Are there positive actions you would like to increase?
- Are there unwanted actions you would like to decrease?

REINFORCEMENT PATTERNS

- What consequences are currently blocking the actions you want to increase?
- What can we do to help you gain rewards from these desirable actions?
- What consequences are currently rewarding the actions you want to decrease?
- What can we do to decrease the rewards for unwanted actions?

STIMULUS-RESPONSE PATTERNS

- Are you experiencing responses to situations that you don't understand or want to change?
- Do you know when or why these reactions may have become paired with these situations?

Practicing a Behavioral Conceptualization

Think about a client who might come to psychotherapy to change certain actions. Please anticipate how this client might answer each of the following questions and write the client's answers in the blank spaces.

DESCRIBE THE CLIENT'S PRESENTING CONCERN:

FOCUSING ON ACTIONS

- Are there positive actions you would like to increase?

- Are there unwanted actions you would like to decrease?

REINFORCEMENT PATTERNS

- What consequences are currently blocking the actions you want to increase?

- What can we do to help you gain rewards from these desirable actions?

- What consequences are currently rewarding the actions you want to decrease?

- What can we do to decrease the rewards for unwanted actions?

STIMULUS-RESPONSE PATTERNS

- Are you experiencing responses to situations that you don't understand or want to change?

- Do you know when or why these reactions may have become paired with these situations?

BHV-1. Clarifying the Impact of Actions**Clarifying the impact of actions on thoughts, feelings, and interpersonal relationships.**

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 158-160. The case example for this strategy shows Dr. P. asking Dana about the impact of drinking alcohol on different areas of functioning.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill 1. This demonstration features Dr. Jeff helping his client, Amy, look at her choice to stay with roommates with whom she does not get along.

STRATEGY MARKER: ***When clients are not aware of the way their choices or actions are related to their problems or symptoms, it is helpful to highlight the impact of behavioral choices on thoughts, feelings, or relationships.*** What might a client say to indicate it would be helpful to clarify the impact of actions?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to clarify the impact of actions? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If the impact of actions on other areas of functioning is clarified, the intended result is greater awareness regarding behavior and a clearer understanding of one's place in a larger environment.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-2. Illuminating Reinforcement and Conditioning

Illuminating how current behavioral patterns have been shaped by environmental reinforcements and conditioned responses.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 160-163. The case example for this strategy shows Dr. P. exploring the environmental reinforcement for Ben's decision not to discuss his sexual orientation with his family.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 2. This demonstration features Dr. Jill encouraging her client, Mia, to look at the way relationship conflicts may have some benefits that reinforce and perpetuate the pattern.

STRATEGY MARKER: ***Looking at how behavior is shaped and maintained by reinforcement is useful when clients do not understand where their current dysfunctional behavior patterns originated.*** What might a client say to indicate it would be helpful to illuminate reinforcement and conditioning?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to look at patterns of reinforcement and conditioned responses? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If clients recognize external reinforcement and conditioned responses, the anticipated outcome is a clearer understanding of the problem behavior and why change has been difficult in the past.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-3. Identifying Target Actions

Identifying specific target actions that a client wants to increase or decrease.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 163-165. The case example for this strategy shows Dr. P. working with Dana to decide how she wants to change her drinking behavior.

[NOTE: Strategies 3 & 4 are presented in a different order in the text and on the video]

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 4. This demonstration features Dr. Jill helping Mia identify specific behaviors she could enact to improve her current situation.

STRATEGY MARKER: **When clients do not know what actions they want to change, it is useful to spend some time identifying specific target behaviors.** What might a client say to indicate it would be helpful to identify target actions?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to help a client specify behaviors to increase or decrease? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **When specific actions are targeted for modification, the anticipated result is more focused attention on these behaviors.** How might a client respond to this intervention, indicating a positive outcome?

BHV-4. Determining Baselines

Determining the frequency and duration of specific behavior in order to establish baselines and gauge progress.

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 165-167. The case example for this strategy shows Dr. P. encouraging Ben to describe his actions in a way that could be measured.

[NOTE: Strategies 3 & 4 are presented in a different order in the text and on the video]

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 3. This demonstration features Dr. Jeff exploring with Amy how much time she is spending with her roommates, by herself, and with others.

STRATEGY MARKER: ***Measuring the frequency of specific actions is important once targets have been identified.*** What might a client say to indicate it would be helpful to determine baselines?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to measure the frequency and duration of specific behaviors? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When clients measure the frequency of specific behaviors, the desired result is a clear understanding of the scope of problems.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-5. Encouraging Active Choices***Encouraging clients to make active choices based on a realistic assessment of the likely consequences of their behavior.***

READ TEXT: *Integrative Multitheoretical Psychotherapy* (Brooks-Harris, 2008) p. 168-170. The case example for this strategy shows Dr. P. encouraging Dana to make active choices about alcohol and her social network.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 5. This demonstration features Dr. Jeff helping Amy make a realistic assessment of the impact of depending upon her roommates and preparing her to consider other actions that might result in a more desirable outcome.

STRATEGY MARKER: ***If clients are not taking action in a desired direction or are engaging in actions that do not support their stated goals, then the encouragement of active choices is indicated.*** What might a client say to indicate it would be helpful to encourage active choices?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to assess consequences and encourage active choices? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When a client is making active choices about action, the results will include new behavioral responses and information that can inform subsequent choices.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-6. Assessing Stages of Change

Assessing stages of change and preparing clients to move steadily toward action.

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 170-172. The case example for this strategy shows Dr. P. assessing whether Ben was ready to change his decision to hide his sexual orientation.

[NOTE: Strategy BHV-6 in the text is different is than Behavioral Skill # 6 on the video.]

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 6. This demonstration features Dr. Jill exploring Mia's motivation to change and her confidence in her ability to modify her behavior.

STRATEGY MARKER: ***If clients may want to modify their behavior, it will be helpful for a psychotherapist to assess their stages of change.*** What might a client say to indicate it would be helpful to assess stages of change?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to assess readiness for change and move toward action? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***After assessing clients' stages of change, psychotherapists can adapt their interventions and help clients move toward action one stage at a time.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-7. Establishing Schedules of Reinforcement

Establishing schedules of reinforcement and punishment in order to increase or decrease targeted behaviors.

READ TEXT: *Integrative Multi theoretical Psychotherapy* (Brooks-Harris, 2008) p. 173-175. The case example for this strategy shows Dr. P. identifying rewards that would reinforce progress toward Dana's goal of drinking less alcohol.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 7. This demonstration features Dr. Jeff asking Amy to identify specific rewards for her target behavior and setting up a schedule of reinforcement.

STRATEGY MARKER: ***When clients need encouragement and incentives to work toward change, it may be helpful to identify specific reinforcers.*** What might a client say to indicate it would be helpful to establish a schedule of reinforcement?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to identify specific reinforcers that will reward target behaviors? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When reinforcement and punishment are used to shape behaviors, the predicted result is behavior change.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-8. Prescribing Actions***Prescribing specific action or assigning homework that activates behavior or alters long-standing patterns.***

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 175-177. The case example for this strategy shows Dr. P. encouraging Ben to talk to his sister about his sexual orientation in order to break the pattern of hiding his gay identity from all family members.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 8. In this demonstration, Dr. Jill asked Mia to identify specific behaviors she could do to fulfill her goal of spending more time on her own.

STRATEGY MARKER: ***Activating change by prescribing action is useful when a client is stuck in an ineffective pattern and is not sure what type of behavioral change to make.*** What might a client say to indicate it would be helpful to prescribe action or assign homework?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to activate behavioral change? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If clients engage in new actions, the anticipated result is that they will experience the outcome of new behaviors and will be able to evaluate whether actions should be repeated.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-9. Constructing a Hierarchy**Constructing a hierarchy of related behaviors or situations that result in different levels of distress in order to identify an intervention strategy.**

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 177-179. The case example for this strategy shows Dr. P. working with Dana to identify situations that make her feel anxious and trigger a desire to drink.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 9. This demonstration features Dr. Jeff helping Amy identify different social settings that represent an easy, moderate, or difficult situation to initiate a conversation.

STRATEGY MARKER: **When distress is reported in a variety of different but related situations, it is helpful to identify the specific stimuli that are associated with unwanted responses.** What might a client say to indicate it would be helpful to construct a hierarchy?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to identify levels of distress associated with different situations? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **When a hierarchy of related behaviors is constructed, the anticipated result is a clearer understanding of different anxiety-provoking stimuli and the client's unwanted response.** How might a client respond to this intervention, indicating a positive outcome?

BHV-10. Exposing Clients to Images or Experiences***Exposing clients to distressing images or real-life experiences in order to desensitize them or extinguish problematic conditioned responses.***

READ TEXT: *Integrative Multiheoretical Psychotherapy* (Brooks-Harris, 2008) p. 179-182. The case example for this strategy shows Dr. P. helping Ben imagine a phone conversation with his sister and estimating the amount of anxiety he feels.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 10. This demonstration features Dr. Jill using imaginal exposure and relaxation training to help Mia prepare for a difficult behavior with less anxiety.

STRATEGY MARKER: ***When a client has an unwanted response that has been associated with a particular stimulus, then it may be helpful to use exposure to extinguish the response.*** What might a client say to indicate it would be helpful to provide exposure?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to expose clients to distressing images or experiences? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If a client can learn to relax or refrain from avoidant behaviors while imagining or having real-life contact with a fearful stimulus, the anticipated result is an extinction of the conditioned response.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-11. Fostering Acceptance***Fostering acceptance of uncomfortable thoughts, feelings, or sensations rather than taking action to try to change or avoid them.***

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 182-185. The case example for this strategy shows Dr. P. encouraging Dana to accept uncomfortable thoughts and feelings without using alcohol.

[NOTE: This strategy was not demonstrated on the Behavioral Counseling and Psychotherapy video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: ***If clients are experiencing internal sources of distress that are difficult to change, it may be helpful to encourage acceptance rather than action.*** What might a client say to indicate it would be helpful to foster acceptance?

IMPLEMENT STRATEGY: In response to this marker, what could you say or do as a counselor to help clients accept uncomfortable thoughts or feelings? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***If psychotherapists foster acceptance of uncomfortable thoughts, feelings, or sensations, the predicted outcome is decreased experiential avoidance and fewer negative psychological symptoms like anxiety.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-12. Encouraging Commitments***Encouraging clients to identify their values and make commitments to actions that are consistent with personal values***

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 185-188. The case example for this strategy shows Dr. P. helping Ben identify values that underlie his desire to talk to his sister.

[NOTE: This strategy was not demonstrated on the Behavioral Counseling and Psychotherapy video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: ***When clients' actions are not consistent or effective, it may be helpful to identify values and to encourage behavioral commitments that are consistent with personal values.*** What might a client say to indicate it would be helpful to encourage commitments?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to identify values and encourage consistent actions. Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When psychotherapists help clients identify their values and make behavioral commitments, the likely outcome is more consistent and effective actions.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-13. Providing Training and Rehearsal***Providing skills training and behavioral rehearsal related to therapeutic goals.***

READ TEXT: *Integrative Multi-theoretical Psychotherapy* (Brooks-Harris, 2008) p. 188-190. The case example for this strategy shows Dr. P. helping Dana prepare to tell her friends about her decision not to drink as much alcohol.

VIEW VIDEO: *Behavioral Counseling and Psychotherapy* (Brooks-Harris & Oliveira-Berry, 2001) Behavioral Skill # 11. This demonstration features Dr. Jeff helping Amy prepare for meeting new people by generating some ideas and conducting a role play.

STRATEGY MARKER: ***When clients do not know how to respond to certain situations with adaptive actions, it may be helpful to provide training in specific skills.*** What might a client say to indicate it would be helpful to provide skills training or behavioral rehearsal?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to provide training or rehearsal? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: ***When skills training and behavioral rehearsal are used, the intended result is a greater repertoire of possible behaviors and decreased anxiety when these actions are put into practice.*** How might a client respond to this intervention, indicating a positive outcome?

BHV-14. Coaching and Shaping**Coaching clients, providing social reinforcement, and shaping behavioral patterns.**

READ TEXT: Integrative Multiheoretical Psychotherapy (Brooks-Harris, 2008) p. 190-193. The case example for this strategy shows Dr. P. providing positive feedback after Ben came out to his sister.

[NOTE: This strategy was not demonstrated on the Behavioral Counseling and Psychotherapy video (Brooks-Harris & Oliveira-Berry, 2001)]

STRATEGY MARKER: **When clients are preparing for behavior change, a psychotherapist can provide feedback about planned action.** What might a client say or do to indicate it would be helpful to provide coaching or social reinforcement?

IMPLEMENT STRATEGY: In response to this marker, what could you say as a counselor to provide coaching or reinforcement to shape behavior? Please write down three or four statements or questions you could use to enact this strategy.

EXPECTED CONSEQUENCE: **Feedback and reinforcement are expected to refine clients' actions in a way that results in the attainment of desired goals.** How might a client respond to this intervention, indicating a positive outcome?