

# **Treating Trauma: A Cognitive-Behavioral Approach**



*Based on Rational Living Therapy a  
Systematic Approach to Cognitive-Behavioral Therapy*

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# Treating Trauma: A Cognitive-Behavioral Approach

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*From a Declaration of Principles jointly adopted by a Committee of the  
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## What is Trauma?

Is trauma the event, like being raped, experiencing a car accident, or fighting in a war? NO!!

We need to separate the event from the traumatic reaction to it. The event is not the trauma. The reaction is the trauma.

If the event were the trauma, then everyone who would experience similar events would be traumatized.

### **There are no objectively traumatic experiences.**

Military Psychologist in Iraq and observation of thirds.

Most likely explanation - Underlying Assumptions.

Within a society, there are experiences from which people are likely to respond with trauma.

Therefore, as therapists, we must refuse to assume that because a person has experienced a particular event that they **MUST** have reacted to it with trauma.

Why is this important? We do not want to imply that a person should be more “traumatized” than he or she is. We do not want to imply that a person must be traumatized.

## **What is trauma?**

Our thoughts cause our feelings and behaviors, and that is also the case with traumatic reactions.

Trauma is the fearful response to an event.

A person experiences an event.

They think fearful thoughts about it.

They feel very afraid.

How is this different than any other fearful response?

Typically, it is the unusual nature of the event. Something that is out of the ordinary, at least for the person.

Sudden shock -- unexpected

Confusion -- I can't believe what I'm experiencing.

This can create a sense of a hyper-anxious de-realization.

## **What is the Result of Sudden Shock and Confusion?**

Hypnosis!

When a hypnotic state is sufficiently deep, believability becomes irrelevant.

The deeper the state of hypnosis, the fewer repetitions are required to produce learning.

We see very deep states of hypnosis that result from reactions to very intense situations.

What is the result? Learning! Reflexive Thoughts!

Some might attribute this learning to classical conditioning.

While classical conditioning might play a role in repeated exposure to disturbing events, it doesn't seem to explain associations created by only one exposure.

## **What is the Goal of RLT for Traumatic Reactions?**

To help the client unlearn the distressing thoughts that they learned during the event(s) then experienced.

To help the client to break associations that likely were quickly learned via hypnosis.

How?

A. Rational Hypnotherapy -- Deputy Example

B. Usual Rational Living Therapy / CBT Approach

- Identifying and Disputing irrational thoughts learned.
- Developing new rational replacement thoughts.
- Having the client practice those thoughts a variety of ways.
- Counter-conditioning
- Soft” Countering Techniques

## Situations and Traumatic Responses Create a Learning Experience

Learning in terms of reflexive thoughts.

Learning in terms of meaning.

The event(s) has meaning for the person. They now think something that they did not think before. This now means that life (or aspects of it) are now or will be different.

### One-time Events

“This is likely to happen again.”

“If it were to happen again, I could not take it.”

“Driving is dangerous and will kill me.”

### Multiple Events (Like Sexual Abuse)

“I am bad.” “I do not deserve anything.”

“I have no control over what happens to me.”

“Sex is bad.” “Close relationships are bad.”

“Men are not to be trusted.”

“People are not to be trusted.”

## **The Main Difference Between One-Episode and Multi-Episode Exposure to Events.**

Repetition provides a greater:

- Possibility to develop multiple thoughts
- Likelihood to develop a problematic adaptive way of life

### **What makes “PTSD” seem so problematic?**

The desperation of the client’s symptoms makes it appear to be overwhelming for the client and the therapist.

Also, therapists often wonder how a person could possible NOT experience those symptoms given the circumstances. They think that they would likely have the same problem.



## **What Does the word “Post” in Post-Traumatic Stress Mean?**

The person is no longer in the situation, but they are acting as if they continue to be in it.

Their thinking has not caught up with the change in the situation.

### **Demystifying “Flashbacks”**

There is nothing magical about these memories.

Vivid Remembering.

Not only of the event, but of their thoughts and feelings.

Intense anxiety concerning the memory.

Dissociation as the result of intense anxiety.

Remembering because of being reminded.

Main difference between this remembering and typical remembering is the degree of anxiety experienced and resultant dissociation.

Stimulus -- Work to have it remind the client of something else instead or help the client to have a different reaction to the memory.

# The Rational Living Therapy Sequence

## 1. **Assessment** (Usually One Session)

What's the main reason for coming to see me today?

Make assessment of learned vs. not-learned behavioral problem.

Client might be reluctant to discuss their experience(s) at all or aspects of it.  
It can be therapeutically helpful to allow the client to pace their discussion of the event(s) experienced. However, the therapist needs to be willing to witness distress on the client's part.

Listen for distressing thoughts.

Fearful thoughts

Thoughts revealing symptom stress

Guilt / Anger producing thoughts

What bothers you most about this?

I didn't see it coming, (and I should have).  
This could happen again / is likely to happen again. I couldn't take it.  
There is nothing that I could do to prevent this / no control over it.  
I knew that something might happen, and I did nothing to stop it.  
It's my fault.  
I will not be able to do / will not have \_\_\_\_\_.

How is life different now that this has happened?

How do you think life will be because this happened?

Emotionally

Practically

*(Remember: You cannot have a problem without having a goal.)*

Listen for / Ask about patterns -- in what circumstances do you tend to have flashbacks / see images?

Look for / ask about attempts to deal with their traumatic reaction:

Avoidance of reminders

Avoidance of distress:

Alcohol / Drugs

Compulsive working, exercising, etc...

Suicidal thoughts / attempts

Look for stimulus association / generalization. (Woman phobic of “left” arrows).

Emphasize the importance of self-counseling.

**Provide Hope!** Many people, after having experienced a very intense situation, assume that it is virtually impossible to ever be “normal” again.

The dreams, “re-experiencing,” and other symptoms and behaviors will resolve as the client learns and applies, but it will take work.

We cannot promise that they will never think or be reminded of the event(s), but we can help them to have a different reaction to the memories.

Homework: Introduction and Chapters 1 & 2 of “The Client’s Guide to Cognitive- Behavioral Therapy”  
Goals (Therapy, Life-Goals, Do and Avoid)  
Feelings & Behavior Pattern Form  
Progressive Relaxation

## **2. Review Homework, ABC’s of Emotions (One Session) or Rational Hypnotherapy (Two Sessions)**

Homework: Chapter 3 (ABC Chapter) & Chapter 4 (Thoughts & Underlying Assumptions) & Chapter 5 (About Problems) ABC Situations.

Break down unwanted reactions into the ABCs

### **3. Review Homework, Rational Questions** (Several Sessions)

#### **Homework for First Session of this Phase**

Homework: Chapter 6 (Rational Questions)

ABC Situations

Apply Rational Questions to Thoughts

Thoughts I Hope are Incorrect

Practice New Rational Replacement Thoughts

#### **Homework for Second Session of this Phase**

Homework: Chapter 7 (Mental Mistakes)

Apply Rational Questions / Mental Mistakes to Thoughts

Practice New Rational Replacement Thoughts

As we help the client apply the Rational Questions during this phase, we also are teaching them about any cognitive distortions they are making, and having them learn about the rest of them on their own by reading Chapter 7

If the client is unwilling to change his / her thoughts despite the evidence, a Technique, such as Exposure and Response Prevention, might be utilized.

### **4. Review Homework, Rational Action Planner** (One Session)

Homework: Chapter 8 (Rational Action Planner)

Do at least one RAP

### **5. Review Homework, Importance of Practice, Practicing Techniques, Thought Growth** (One Session)

Homework: Chapter 9 (Practice)

### **6. Remainder of sessions spent reviewing RAP's** (Possibly Several Sessions)

Homework: Behavioral Assignments

Chapters 11 (More Rational Techniques) & 12 (Conclusion)

# My Goals for Therapy

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1. Do this more

Do this less (or not at all)

2. Emotionally Feel this more

(Remember, feelings are one-word adjectives, like happy, sad, excited, anxious, etc...)

Emotionally Feel this less (or not at all)

3. Physically Feel This More

Physically Feel This Less (or not at all)

4. Think this more

Think this less (or not at all)

5. Know this more

Know this less (or not at all)

# Life Goals

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On this page, write down what you want out of life – your long-term goals. Spend some time with this and give it some thought as you can use this as a guide for living a happy life. Important: refuse to only write down what you think is possible. Go for it, and write what you want! You might consider issues like, “Where do I want to live?” “With whom do I want to share my life?” “What do I want to do?”

## What I want from life

Example: To retire when I'm 50 y.o.

## Importance to Me

Slightly / Moderately / Very Important

Moderately Important

# What I Want to Experience and Avoid

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On this page, write down what you want to experience as much as possible and avoid as much as possible. Spend some time with this and give it some thought as you can use this as a guide for having happy days.

## What I want to experience as much as possible

Example: Time with my family, fishing trips, eating pasta

## What I want to avoid as much as possible

Example: Work days longer than 8 hours, sinus headaches, late fees



## Feelings and Behavior Pattern Form

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**Instructions:** If you feel or behave in a way that either you do not want or believe might be a problem for you, first, write down in the first column what was going on at the time, what happened, what you were doing, or what you were thinking about. Second, write down in the second column what was going through your mind about what was going on, and third, write down how you felt and what you did.

**What happened / What was going on /  
What I was doing /  
What I was thinking About**

Example: My boss told me that I'm fired.

**What went through my mind about it**

"How could he do that to me. I've worked here for twenty years! He shouldn't do this!  
I'll never be able to support my family."

**How I Felt / What I Did**

Angry & Depressed  
Went home and went to bed.

# ABC's of Emotions

POSITIVE



A. Awareness



B. Thought or Belief



C. Emotional Consequence

NEUTRAL



A. Awareness



B. Thought or Belief



C. Emotional Consequence

NEGATIVE



A. Awareness

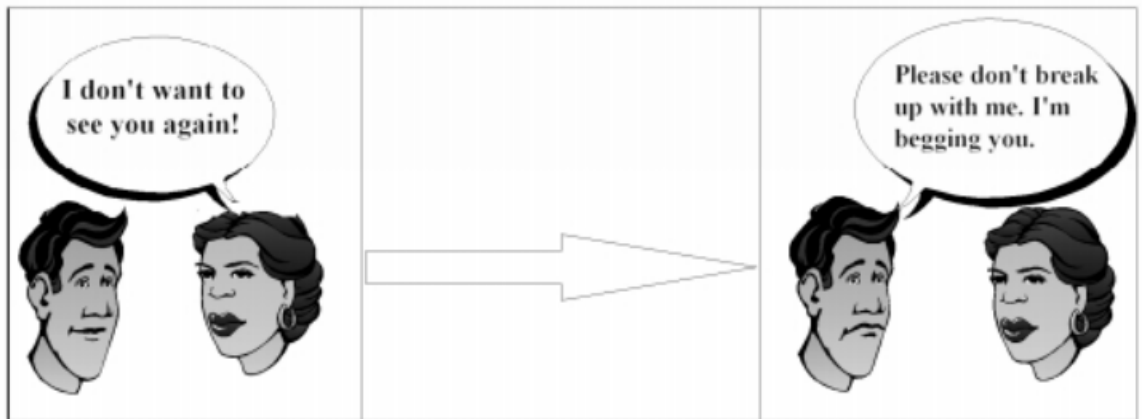


B. Thought or Belief



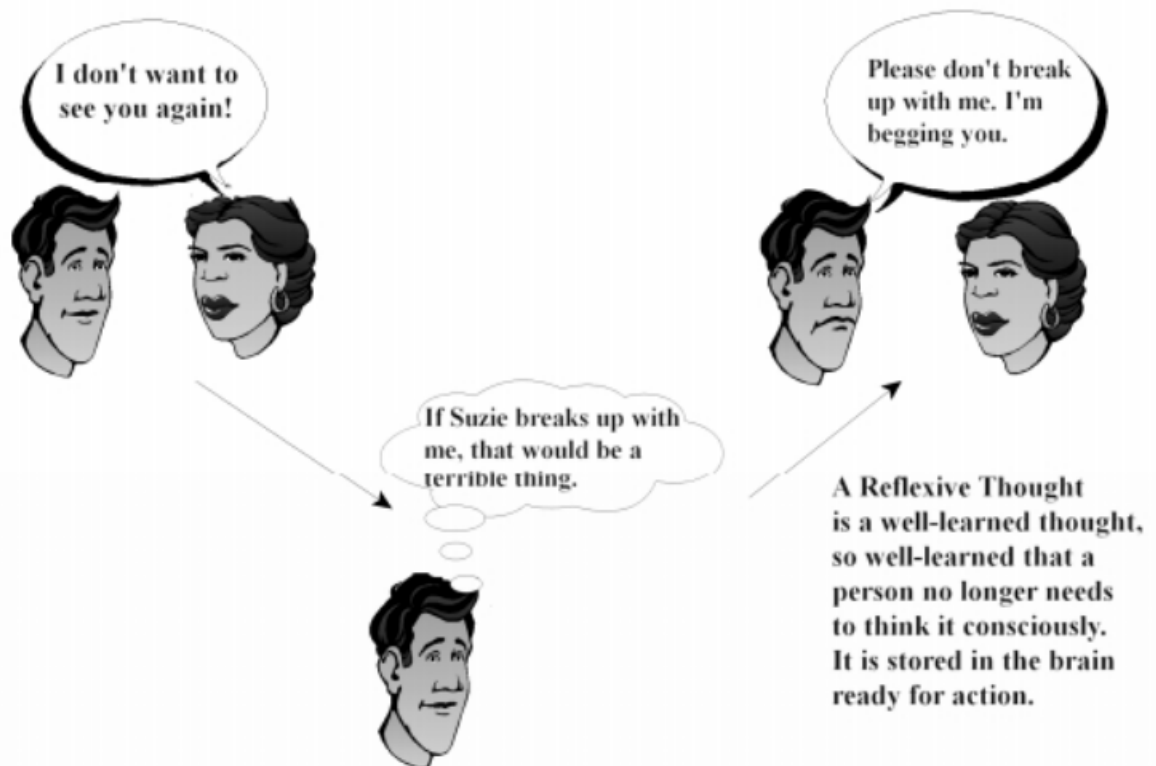
C. Emotional Consequence

# Reflexive Thoughts



A. Awareness

C. Emotional Consequence



## ABC Situations

**A**

(What I'm Aware Of)

**B**

(What I think about A)

**C**

(How I Felt / What I did)

## Seminar Practice of ABC Situations

**A**

(What I'm Aware Of)

**B**

(What I think about A)

**C**

(How I Felt / What I did)

## Reflexive Thoughts



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**A**  
Aware

**B**  
Think / Believe

**C**  
Emotional  
Consequence  
Emotions & Behavior

**I heard a loud bang.**

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**A**  
Aware

**B**  
Think / Believe

**C**  
Emotional  
Consequence  
Emotions & Behavior

**I heard a loud bang.**

**Instant Panic!**  
**Jumped to the ground.**

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I heard a loud bang.	?	<b>Instant Panic!</b>  <b>Jumped to the ground.</b>

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<b>A</b> Aware	<b>B</b> Think / Believe	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I heard a loud bang.	?	<b>Instant Panic!</b>  <b>Jumped to the ground.</b>

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**Reflexive Thoughts**

What does my behavior  
**SUGGEST** that I am  
thinking?



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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I heard a loud bang.	I am being attacked. I am going to die.	Instant Panic! Jumped to the ground.

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### ABC's Considerations

- Remove the word "Trigger" from your vocabulary.
- Downward Arrow Technique




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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.		

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.	I should have done something to stop him (terrible)	

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.	I should have done something to stop him (terrible).	Very Anxious Guilt

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.	I should have done something to stop him (terrible).	Very Anxious Guilt
	It's my fault that he died, and that's terrible.	

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.	I should have done something to stop him (terrible).	Very Anxious Guilt
	It's my fault that he died, and that's terrible.	
	I don't deserve to be happy, so I'm determined not to be.	

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
Memory of young man getting killed.	I should have done something to stop him (terrible).	Very Anxious Guilt
	It's my fault that he died, and that's terrible.	
	I don't deserve to be happy, so I'm determined not to be.	
	I am going to have an unbearably unpleasant life.	

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.		

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.	This reminds me of my terrible car accident (terrible).	Very anxious. Drank alcohol

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.	<div style="border: 1px solid black; padding: 2px;">           This reminds me of my terrible car accident (terrible).         </div> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">           I can't stand thinking about my accident.         </div>	Very anxious. Drank alcohol

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.		

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<b>A</b> <u>Aware</u>	<b>B</b> <u>Think / Believe</u>	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.	This reminds me of my terrible car accident (terrible).	Very anxious. Drank alcohol

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<b>A</b> Aware	<b>B</b> Think / Believe	<b>C</b> <u>Emotional</u> <u>Consequence</u> <small>Emotions &amp; Behavior</small>
I saw a car.	This reminds me of my terrible car accident (terrible).	Very anxious. Drank alcohol
	Reminds me that this could happen again (terrible).	
	It would be the end of me if it happened to me again.	

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**Symptom Stress**

- Term that was coined by Albert Ellis
- Refers to being upset about being upset.
- Sometimes referred to as "secondary disturbance."
  - Depressed about feeling depressed
  - Anxious about feeling anxious
  - Angry about feeling angry



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### Symptom Stress

I can't stand feeling \_\_\_\_\_.



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### Symptom Stress

• I can't stand feeling \_\_\_\_\_ anxious \_\_\_\_\_.



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### Symptom Stress

do not like  
1. ~~can't~~ ~~stand~~ feeling \_\_\_\_\_ anxious \_\_\_\_\_ I



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# The Three Rational Questions

A modification of Maultsby's Five Rational Questions.

- 1. Is my thinking based on fact?**
- 2. Does my thinking help me to achieve my goals?**
- 3. Does my thinking help me feel the way I want to feel?**

Three "Yes" Answers means that your thought is rational for you, and, therefore, it is in your best interest to keep it. One or more "No" answers means that your thought is irrational, and, therefore, it is in your best interest to replace it with a thought that is rational.

# Rational Action Planner™

## Old ABC's

### A

(What you are aware of)

*My girlfriend told me that she wants to break up with me, and I fell all to pieces.*

### B

(Thoughts or Beliefs about it)

- 1. I need her because I'm nothing without her! (Irrational)*
- 2. It's terrible that she wants to break up with me. (Irrational)*
- 3. I'll never be happy again, and that's terrible! (Irrational)*

### C

(Emotional & Physical Reaction)

*Very nervous*

*Begged her to not break up with me*

*Told her that I'd kill myself if she broke up with me*

## What were (are) your goals in this situation (Conscious or Implied)?

- 1. Remain calm*
- 2. Tell her what I really meant*
- 3. Do things to encourage her to stay*
- 4.*

### Achieved?

*No*

*No*

*No*

## Camera Check of "A" Section (What Would a Camera Show)

*It would show her telling me that she wanted to break up with me, but it would not show me falling to pieces, like a pile of body parts!*

## Rational Questions

Apply the Rational Questions To Each of the Thoughts in the "B" Column and Write Down Whether or Not They Passed Them.

- 1. Is my thinking based on Fact?*
- 2. Does my thinking help me achieve my goals?*
- 3. Does my thinking help me feel the way I want to feel?*

**Keep any thoughts that pass the Rational Questions and replace any that do not.**

### New ABC's

#### A

(Camera Checked)

*Whenever I'm in this  
Situation:*

*I'm around her, think  
of her, or see her*

#### B

(New Thoughts to Practice)

*I'll think this:*

*Anything that is physically present is  
"something." Therefore, it is  
impossible for me to be a "nothing."  
As a believer on the Lord Jesus Christ,  
I am a child of God. No one or  
nothing can ever change that fact  
because God promised to never leave  
me nor forsake me.*

*I didn't need my ex-girlfriend — I only  
wanted her. Therefore, I'll feel  
appropriately sad as I think of losing  
her as a disappointment, not something  
that is terrible or that I can't stand.  
Certainly I can stand her breaking up  
with me, because I am! The Lord is  
my strength.*

*The sooner I calmly accept the fact that  
we ended this relationship, the sooner I  
will find happiness in another  
relationship or with something else, if  
the Lord so wills it.*

#### C

*As a result of my new  
thinking, I'll feel and  
do this:*

*Feel calm*

*Treat her kindly*

***Do these new thoughts pass the Rational Questions?***

Practice imagining yourself in the "A" Section, Thinking the "B" Section, and Reacting like the "C" Section. Act "As If" you believe the new thoughts until they feel comfortable to you.



# Rational Action Planner™

## Old ABC's

A

(What you are aware of)

B

(Thoughts or Beliefs about it)

C

(Emotional & Physical  
Reaction)

*What were (are) your goals in this situation (Conscious or Implied)?*

Achieved?

### Camera Check of "A" Section

(What Would a Camera Show)

### Rational Questions

Apply the Rational Questions To Each of the Thoughts in the "B" Column and Write Down Whether or Not They Passed Them.

1. Is my thinking based on Fact?
2. Does my thinking help me achieve my goals?
3. Does my thinking help me feel the way I want to feel?

Keep any thoughts that pass the Rational Questions  
and replace any that do not.

New ABC's

A

(Camera Checked)

*Whenever I'm in this  
Situation:*

B

(New Thoughts to Practice)

*I'll think this:*

C

*As a result of my new  
thinking, I'll feel and  
do this:*

*Do these new thoughts pass the Rational Questions?*

Practice imagining yourself in the "A" Section, Thinking the "B" Section, and Reacting like the "C" Section. Act "As If" you believe the new thoughts until they feel comfortable to you.

# **Stages of Emotional / Behavioral Re-Education**

1. Intellectual Insight
2. Practice  
Cognitive-Emotive Dissonance
3. Emotional Insight
4. Personality / Trait Formation (Habit)

## Thought to Practice

**Goal:** To drive comfortably and safely.

**Thought:** Driving today is no less safe than it was prior to the accident. There was always a chance that I could experience a car accident, but because I had never experienced one, I did not think much about it ever happening to me.

There is absolutely NOTHING dangerous or threatening about looking at a car. There is nothing inherently dangerous about being in a car.

I drove for 35 years prior to the accident that I experienced. I am not driving any differently. I have not lost any ability to drive safely. I will be more vigilant as I travel through intersections to see if someone is running a red light. But I do have good sense when it comes to driving, and I have 35 years of driving experience to prove it.

Therefore, I shall drive calmly and rationally as I remind myself that I am safe and secure.

**Desirability:** Thinking this way will help me to return to work and to be comfortable there.

**Evidence:**

**Repetition:** I shall repeat this thought to myself at least five times per day for the next month. I shall practice this thought at the following times:

**Emotional Insight:** Practicing my thought will make it “feel right” to me eventually. Therefore, I shall practice it every day.

# Counter-Conditioning Techniques

## “Soft” Techniques

### Covert Extinction

In classical conditioning, extinction occurs when a conditioned stimulus and an unconditioned stimulus are no longer paired or associated. Therefore, the conditioned stimulus no longer produces the conditioned response.

#### (a) Approach #1

Have the client visualize doing the feared activity without the aversive consequences. Need alternative neutral consequence.

#### (b) Approach #2

Belief Extinction:

- Make a list of the thoughts associated with the clients anxiety
- Have the client imagine thinking the thoughts in various situations but with only a calm emotional response.
- Client can practice several hundred repetitions at home until extinction occurs.

#### (c) Approach #3

- Make a list of the thoughts associated with the clients anxiety
- Develop a list of neutral images to which the client reacts calmly, such as reading a newspaper, or eating a meal. Make certain that these activities produce only neutral emotions.
- Pair the irrational thoughts with the neutral scenes.
- At least 100 repetitions usually will be necessary.

### Covert Reinforcement

#### (a) Approach #1

Best Possible Belief

- Create a hierarchy of problem situations and associated irrational thoughts.
- Develop a list of rational thoughts for each situation.
- Have client relax himself or herself, then imagine the ideal way of handling each situation. Ask them to picture themselves thinking the most rational belief possible while feeling and acting the way they want to in the situation.
- When this image is clear in their mind, ask them to imagine the best possible outcome from thinking this new way. Have them imagine what really good things would happen, and how their life would be better.

- Repeat this exercise a minimum of three times each practice session. Have client continue to engage in practice sessions until they report no negative emotional reaction when imagining the original scene.
- Continue through hierarchy until all situations and associated irrational thoughts are resolved.

#### (b) Approach #2

##### Standard Reinforcing Images

Modification of Approach #1 in that therapist provides the client images to visualize and guides them through it, rather than leaving up to the client to create the positive images. Helpful if client has difficulty developing positive images.

#### (c) Approach #3

##### External Rewards

Reinforcing new, rational thoughts with external rewards. Client is encouraged to reward himself or herself every time they think, and act as if they think, a new rational thought.

#### (4) Use of Relaxed (Possibly Hypnotic) States

Some research suggests that clients who are physically tense and have high levels of brain activity due to their processing several stimuli simultaneously, are less responsive to cognitive-behavioral type psychotherapy.

Relaxation, hypnosis, and mediation can diminish the tension and reduce the brain activity, thus helping the client to focus.

### **“Hard” Techniques**

#### **Cognitive Flooding**

Places clients in the presence of a very aversive conditioned stimulus and does not allow them to escape.

One of the last resort techniques because it can be quite painful.

##### (1) Images Flooding

- Have clients imagine the feared scene and accompanying irrational thoughts.
- Continue until the conditioned response subsides.
- When clients have irrational fears, instruct them to feel the emotion until they get tired of it.

(2) Verbal Flooding

- Have clients discuss, in great detail, their past trauma experiences.  
Go through every incident many times until your clients are tired of talking about them.

(3) Focused Flooding

- Client focuses only on the conditioned response during the practice sessions.
- Ask them to recreate all of the physical aspects of their anxiety response.  
Have them continue until symptoms naturally decline.
- Usually requires at least three ½ hour sessions.

(4) Negative Practice

- Have your clients say all of their irrational thoughts repeatedly until they are annoyed, bored, or tired.

## Systematic Desensitization

1. Help the client to develop a hierarchy of least feared aspect of their experience to the most feared.

Driving (Most)

Getting Into the Car

Walking to the Car

Getting My Keys

Getting Dressed

Thinking About Driving Somewhere (Least)

2. Teach and guide the client through progressive relaxation technique.  
(Have them practice the PR technique daily.)

3. Have the client imagine the least feared aspect. Direct them that IF they start to feel anxious, they are to signal that to you.

If they report feeling anxious, immediately perform PR again, then return to that visualization.

4. When the client is able to visualize that scene without anxiety, move up to the next level. Continue this process until the client can imagine the most feared aspect with no anxiety.

5. If necessary, direct the client through the hierarchy physically.



## Appendix A

### Resources

## **Certification in Cognitive-Behavioral Therapy**

If you would like to become certified in cognitive-behavioral psychotherapy, please contact the National Association of Cognitive-Behavioral Therapists at:

NACBT  
P.O. Box 2195 Weirton, WV 26062

Web Site:

<http://www.nacbt.org>

Visit our online store:

<http://nacbt.americommerce.com>

Email:

[nacbt@nacbt.org](mailto:nacbt@nacbt.org)

The NACBT offers a host of certifications in cognitive-behavioral therapy, including the Certified Cognitive-Behavioral Therapist (CCBT) and the Diplomate in Cognitive-Behavioral Therapy (DCBT) credentials.