

11

Boost Self-Esteem Clinical Practice Workbook

A clinically branded, function-preserving edition retaining the original exercises, psychoeducation, checklists, logs, planning tools, and response space.

DSM-5-TR · ICD-11 CLINICAL ALIGNMENT

1 · The Self-Esteem Checkup

2 · Motivating Yourself to Work On Your Self-Esteem

3 · Reflecting On Your Self-Esteem

4 · Automatic Thoughts and Distortions

5 · Recognize The Value of Your Core Self

6 · Positives Diary

7 · Changing Your Self-Talk

8 · Healing Your Inner Child

9 · Dealing With Fear of What People Might Think of You

10 · Setting Value-Driven Goals

11 · Creating a Self-Esteem Journal

How to use this workbook

- Use this workbook selectively and collaboratively; it is educational and does not replace individualized assessment, diagnosis, treatment, medical care, or crisis services.
- Skip, pause, or modify any activity that increases distress, danger, shame, or loss of functioning. Adapt language for culture, disability, neurodivergence, health, resources, and lived context.
- Ratings in this workbook are reflection tools unless a named, validated measure and interpretation are explicitly provided.

Contents

The Self-Esteem Checkup.....	4
Motivating Yourself to Work On Your Self-Esteem.....	5
Reflecting On Your Self-Esteem	7
Automatic Thoughts and Distortions.....	11
Recognize The Value of Your Core Self.....	19
Positives Diary	23
Changing Your Self-Talk	24
Healing Your Inner Child	25
Dealing With Fear of What People Might Think of You	27
Setting Value-Driven Goals	28
Creating a Self-Esteem Journal	33

The Self-Esteem Checkup

Self-esteem is a realistic, appreciative opinion of oneself. Realistic means accurate and appreciative means positive.

Although self-esteem is generally stable, factors such as thoughts patterns, physical health, appearance, relationships, etc. can influence it. This good news, because it suggests that self-esteem can change.

Rate from 0 to 10 how much you believe each of the following statements with 0 meaning you completely disbelieve it and 10 meaning you completely believe.

Statement	Rating
1. I am happy to be me	_____
2. I am a worthwhile person	_____
3. I like and respect myself	_____
4. I am as valuable as anyone else	_____
5. I'd rather be me than someone else	_____
6. I love and support myself even through hardship	_____
7. I have everything I need to live well	_____

Score _____

Motivating Yourself to Work On Your Self-Esteem

Make a list of all the advantages and disadvantages to liking yourself. Rate each statement on a scale from 0 to 5 according to its importance then compare scores.

Disadvantages to having self-esteem

- ☐ Having expectations of myself and risking disappointing myself
- ☐ Makes the world less predictable if other people don't accept me
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Advantages to having self-esteem

- ☐ I'd experience more enjoyment and personal satisfaction
- ☐ I'd be less driven by fear
- ☐ I'd take more risks
- ☐ I'd be more comfortable with expressing my feelings
- ☐ I'd be less likely to remain in unhealthy relationships
- ☐ I'd be more likely to be respected and treated well
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

For each advantage to having low self-esteem you identified, create a balancing thought to counter it or put it in perspective and write that down.

For example:

Disadvantage to having self-esteem: I would need to take risks.

A balancing thought: If I don't take any risks then I risk limiting myself and missing out on a lot of potential benefits. It's better to assess the risks and decide if the potential benefits outweigh them.

Disadvantage to having self-esteem: _____

A balancing thought: _____

Disadvantage to having self-esteem: _____

A balancing thought: _____

Disadvantage to having self-esteem: _____

A balancing thought: _____

Reflecting On Your Self-Esteem

1. How is your self-esteem lately? Low? Medium? High? Are you struggling with mistakes you have made, or with expectations you or others have? Just observe where you are now, without judging yourself, or wondering what others might think.

2. Reflecting back on your past, what experiences could have led to your low self-esteem?

Some of the most common possible causes of low self-esteem include:

Early experiences:

- ☐ Repeated experience of being put down
- ☐ Criticism from unsupportive parents
- ☐ Parents who apply negative comparisons
- ☐ Negative messages from family or school environment
- ☐ Being on the receiving end of bullying or cyber bullying
- ☐ Stressful life events such as divorce or moving houses
- ☐ Experiences of abuse (emotional, psychological, sexual, physical, or through neglect)
- ☐ Poor performance at school
- ☐ Parents who have unrealistic, high expectations
- ☐ Parents who themselves have low self-esteem

- ☐ Experiencing discrimination and racism
- ☐ Failing to meet peer group standards
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Later experiences:

- ☐ Experiencing trauma as an adult or being shamed
- ☐ Workplace intimidation or bullying
- ☐ Abusive relationships
- ☐ Persisting stress or hardship
- ☐ Gradual changes in things that were important to your identity (eg. losing health, good looks, or earning capacity)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

3. How would you describe yourself if you were to choose the group(s) that you belong to? (e.g. white, black, Asian, a gay man, a working-class woman, etc.)

4. What views did the influential people in your life when you were a child or teenager have about the worth of people within this group and about how people within that group should act or behave?

5. For each of the negative views, create a balancing thought to counter it or put it in perspective and write that down.

6. What have you learned to do in the past to increase your self-esteem?

7. Read through the following list of pleasurable activities and identify the ones that bring you enjoyment or you want to try in the future:

- ☐ Cooking
- ☐ Gardening
- ☐ Having a laugh
- ☐ Helping people

- ☐ Listening to music
- ☐ Looking at scenery
- ☐ Meeting friends
- ☐ Painting
- ☐ Playing with your children (if you have children)
- ☐ Reading and/or writing
- ☐ Self-development activities or research
- ☐ Sports
- ☐ Travelling
- ☐ Walking
- ☐ Watching a good film
- ☐ Working on a particular project or in a role you value or enjoy
- ☐ Other _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Commit to doing one thing on your list for at least half an hour within the next two days.

Automatic Thoughts and Distortions

We tend to experience distorted automatic thoughts that are unreasonably negative especially after an upsetting event. These distortions can occur so rapidly that we hardly notice them let alone challenge their logic. Yet they affect our mood and sense of worth so profoundly.

Distortions fall into thirteen categories.

1. Assuming

This is when we assume the worst without testing the evidence.

For instance, you may tell yourself, “I know I’ll do a lousy job even though I’m prepared.” More reasonable self-talk would be: “I might or might not do a good job. Let’s see what happens.”

2. Shoulds (Musts/Oughts)

Shoulds (musts/oughts) are demands and expectations we set for ourselves.

For example: “I shouldn’t make mistakes”; “I must be happy and never stressed or tired.” This thinking usually makes us feel frustrated, inadequate, and even ashamed when we don’t meet our painfully unrealistic expectations.

One reasonable alternative is to use “woulds” or “coulds” or “want to’s” instead of “shoulds”. For example, “If I really knew better, I would have acted differently.”

3. The Fairy-Tale Fantasy

This is when we demand and expect the ideal from life.

It is a special type of “should.” As with setting unrealistic expectations of ourselves, to expect the world to be different will eventually lead to disappointment and frustration.

Truth is bad things happen to good people—sometimes randomly.

A more realistic way of thinking would be to replace “should” with “woulds” or “coulds”. For example, “It would be nice if things were different, but if they’re not, I could still handle it.”

4. Polarized Thinking

Sometimes called all-or-nothing, or black and white thinking. This is when we think in extremes.

For example, you may think, “If I’m not the best, then I’m a failure.” This is an unreasonable way of thinking because extremes rarely exist. If you didn’t perform perfectly, it usually means that you’ve performed at 70 percent or even 30 percent, but never at 0 percent.

5. Overgeneralizing

This is when we decide that a negative experience describes our life completely. For example, “I always get rejected,” or, “No one likes me.”

Such global statements are usually inaccurate to some degree. A more realistic alternative would be, “Some people don’t approve of me others do.”

6. Labeling

Here we give ourselves a label, or name, as though a single word can describe us completely. For example, to say “I’m stupid,” means I always, in every way, am stupid. But while, we behave quite stupidly at times, we also behave quite intelligently at other times.

7. Dwelling on the Negative

This is when we focus on the negative aspects of a situation, while ignoring the positive ones. Soon the whole situation looks negative.

For example, you may find yourself thinking, “How can I enjoy my life when my child has problems?” or, “How can I feel good about the day when I received a negative feedback?”

A good way to balance your view is to ask yourself, “What pleasing things could I still find to enjoy?”

8. Rejecting the Positive

While dwelling on the negative overlooks the positive, to reject the positive is to actually negate it.

For example, if someone compliments your work, you may find yourself saying, “It was nothing really. Anyone could do that.”

9. Unfavorable Comparisons

This is when we magnify our faults or the strengths of others and minimize our strengths and the faults of others. In comparison to others, you would always seem inferior.

It’s important to remind yourself that others are only showing the shiny side of their lives and that you are not seeing the whole picture.

10. Catastrophizing

When we catastrophize by telling ourselves something like, “I wouldn’t stand it if he is to leave me. It would be so horrible,” we are convincing ourselves that we are too feeble to cope with life.

Although bad things happen all the time, we still can handle anything short of being steamrolled to death, as Albert Ellis has said.

To challenge catastrophizing thoughts, ask yourself, “If the worst happens, what can I do to handle it?” Formulating an action plan will increase your sense of confidence.

11. Personalization

This is when we see ourselves as more involved in negative event than we really are. We may blame ourselves for circumstances that are not really our fault or that are beyond our control.

For example, someone may take full responsibility for her spouse’s anger or fatigue, thinking, “It’s all my fault.”

Personalization is a form of self-blame.

To challenge this distortion, it’s important to distinguish influences from causes. While we may influence someone’s decision, the final decision is theirs.

12. Blaming

While personalizing puts all the responsibility on yourself, blaming puts it all on something outside of yourself.

For example, you may tell yourself, “He has ruined my day,” or, “I’m always late because of my children.”

Blaming leads us to think of ourselves as helpless victims.

A more realistic way of thinking would be to acknowledge outside influences while taking responsibility for your own role: “Yes her behavior was unfair, but I don’t have to turn bitter.”

13. Emotional Reasoning

This is when we turn feelings into facts. For example, you may tell yourself, “I feel worthless. I must be worthless.”

It’s important to remind yourself that our thoughts influence our feelings and so when our thoughts are distorted, our feelings may not reflect reality.

Some Common Core Beliefs

Research has found that a number of core beliefs identified by the psychologist Albert Ellis are consistently linked to low self-esteem.

Core Belief: I must be loved or accepted by everyone I consider significant.

Rational response: I want to be loved or accepted by most people, and I will try to act in a manner so they will. But it is inevitable that some people, for their own reasons, will not like or approve of me. This is not personal and doesn’t say anything about my self-esteem.

Core Belief: I must be the best in everything I do. I should not be satisfied with myself unless I’m the best.

Rational response: I will strive to do my best. But even if I’m not particularly good at things and even if I fail at things, I can still enjoy the process and failing does not mean I’m a lousy person. Trying and learning from my shortcomings is my definition of success.

Core Belief: It is easier to avoid than face life's difficulties and responsibilities.

Rational response: It is probably in my best interest to face difficulties no matter how much I dislike them. Avoiding challenges often limits our lives and doesn't solve anything. It is healthier to focus on worries for a limited time, with a problem-solving approach (some research suggests about 30 minutes). And even if my worst fear came true, I know I can still cope with it.

The Daily Thought Record

The first step to challenge your distorted thoughts is to put them down on paper so you can see things more clearly. It is helpful to record your thoughts after you notice yourself feeling upset. Or it can be done later in the day, when things calm down.

The upsetting event	The resulting feelings (Rate the intensity 0-10)	Automatic thoughts (Rate how much you believe each 0-10)	Type of distortion	Alternative, more realistic thought (what would you say to a friend?)

1. What type(s) of negative thinking so you have a tendency towards?

2. What kinds of situations do you tend to think that way?

3. How can you challenge these thoughts if you find yourself thinking that way?

Below questions you may ask yourself when you're engaging in a cognitive distortion:

- How are these beliefs helpful or harmful to you?
- Do these beliefs make you feel better or worse (about yourself or others)?
- How do you know they are true? Are they based on facts?
- Do these beliefs put appropriate demands on you?

Recognize The Value of Your Core Self

Personality Traits

1. Read through the following personality traits and rate yourself from 0 to 10 on each of them with 0 meaning a complete and total absence of this trait (i.e., you never demonstrate it) and 10 meaning that this trait is completely developed, and that you demonstrate it as well as a human being possibly could.

Try to be as objective and realistic as you can. Remind yourself that worth is already a given and is equal in all. You are simply noticing unique ways in which worth is presently expressed.

- ☐ Respect for others _____
- ☐ Self-respect _____
- ☐ Character (honesty, morality, ethics, etc.) _____
- ☐ Kindness and compassion _____
- ☐ Intelligence _____
- ☐ Potential for growth and improvement _____
- ☐ Creativity/problem solving _____
- ☐ Judgment/wisdom _____
- ☐ Humor (initiating or appreciating) _____

Additional Personality Traits

2. List five additional personality traits that describe the way you contribute to the well-being of yourself and/or others. Think of Benjamin Franklin's Thirteen Virtues (Tamarin 1969) (i.e., temperance, silence, order, resolution, frugality, industry, sincerity, justice, moderation, cleanliness, tranquility, chastity, and humility), or other attributes you possess (e.g., appreciation, cheer, courage, determination, discernment, gentleness, introspection, love, orderliness, organization, playfulness, sensitivity, warmth, etc.).

Rate the degree of development of these traits (from 0 to 10) as you did above.

1. _____

2. _____

3. _____

4. _____

5. _____

Rating your personality traits, you probably noticed an absence of zeros or tens, since such extremes rarely, if ever, exist. You may also choose to view traits of lower ratings as areas with the greatest potential for improvement.

3. If you find it difficult to produce a list of positive traits, you can ask yourself the following questions get some ideas of things that you can be proud of to include in your list:

- What would a close friend say are your qualities?

-
-
- What challenges have you faced in your life? What traits helped you get through these challenges?

-
-
-
-
-
- What characteristics annoy you in other people which you do not have? Create a positive statement out of the opposite – e.g. if you are not mean, reframe that as ‘I can be kind.’

-
-
-
-
-
- What skills have you learned?

-
-
-
-
-
- How would someone who thinks well of you describe you?

4. Which personality traits do you feel best about? Why?

5. Validating your positive traits

For each personality traits, write a statement about a memory or an incident where you displayed each trait.

For example:

Positive trait: Competence

Illustration or supporting evidence: My performance reviews have been positive.

Positive trait: _____

Illustration or supporting evidence: _____

Positive trait: _____

Illustration or supporting evidence: _____

Positive trait: _____

Illustration or supporting evidence: _____

Positives Diary

Day	Positive traits I showed	Positive things I enjoyed	Positive achievements (However small)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Changing Your Self-Talk

Research shows that people without self-esteem along with Type-A personality types and those who scored high in test anxiety tend to be very self-critical, having thoughts like: “Why am I so stupid?”, “What’s wrong with me?”, and “I should have known better!” These negative statements further degrade self-esteem.

Conversely, those with self-esteem along with Type-B personality types, and those who scored low in test anxiety tend to have a more compassionate self-talk, acknowledging external factors (e.g., “I had too many other demands on my time”; “I didn’t study enough—I’ll prepare better next time”). Such statements help preserve self-esteem, enabling one to improve without self-condemnation.

Following is a list of statements people with self-esteem typically have with themselves. Repeat these to yourself and add statements of your own:

- ☐ I act assertively and in ways that respects the feelings and boundaries of others.
- ☐ I enjoy activities that are meaningful to me
- ☐ I respond to challenges in life as opportunities for growth and maturity.
- ☐ I can survive this crisis as an adult.
- ☐ I accept myself for who I am
- ☐ I’m doing the best I can and that’s good enough
- ☐ Feelings are fleeting and I let them pass
- ☐ I accept myself because I realize that there is more to me than my current skill levels and shortcomings.
- ☐ I can laugh at some of the ridiculous things I do every now and then.
- ☐ _____
- ☐ _____

Healing Your Inner Child

Your “inner child” is the part of your subconscious that has been picking up messages way before it was able to fully process what was going on. It’s a direct representation of yourself in your early years, including your wholeness, joy, goodness, innate worth, and feelings/emotions that are good and that make us human.

Not everyone associates their early years with playfulness and fun, though. If you survived trauma and emotional pain, your inner child may seem vulnerable. This is the root of shame and low self-esteem.

Find and Love the Core Self

The purpose of this exercise is to find and love your Inner Child.

1. Write down names of your most cherished friends, family members, and loved ones. These are people who make you feel safe and loved.
2. Find a place to sit quietly where you won’t be disturbed for about fifteen minutes. Take a few relaxing, deep breaths.
3. Imagine yourself as a child, surrounded by these loving people. You can imagine having parents, as you would have liked your parents to ideally be.

As a child you needed to hear the words that follow. Imagine yourself hearing the following statements alternately from a male voice and a female voice:

- I’m happy that you’re here
- I see you
- You are special to me

- I respect you
- I love you
- Your needs are important to me. You can turn to me for help
- I am here for you
- You can rest in ME
- I'll keep you safe
- I enjoy you

Repeat this exercise for two consecutive days.

Other common methods used in inner child work are the following:

- * Guided meditation, imagery, or hypnotic trance used to meet and interact with the inner child.
- * Pulling out childhood photographs to help access memories and feelings from that time.
- * Working with dolls, teddy bears, or similar props to access child feelings or learn to nurture and protect the inner child as an adult.
- * Using art as a medium to express feelings and thoughts.
- * Writing letters to or from the inner child as a way of establishing contact.
- * Dialoguing between adult and the inner child through journal writing, or internal self-talk.

Dealing With Fear of What People Might Think of You

If your low self-esteem is linked to a fear of what people might think of you then you may find that using “gradual exposure” helpful to overcome that fear:

Gradual exposure is where you try out the behavior you are avoiding or are fearful about gradually, starting with the least feared behavior.

Start by identifying behaviors that relate to avoiding risks and then write down alternative behaviors you can try out.

For example:

Risk-averse behavior: Avoiding eye contact with people.

Alternative behavior to try out: Consciously making eye contact in a conversation before you start talking and holding your gaze for 4 to 5 seconds at a time.

Risk-averse behavior: _____

Alternative behavior to try out: _____

Risk-averse behavior: _____

Alternative behavior to try out: _____

Setting Value-Driven Goals

Setting goals can give you focus and direction and boost your self-esteem.

Although societal expectations would make us believe that we need to always work for getting a better job, a bigger house, and a fancier car to be happy, no one can actually tell you what is most important to you.

To explore your values, answer the following questions:

1. What is important to you? Try to distinguish between people's expectations and what you truly value.

2. What sort of person do you want to be at work? In your relationships? In your community?

3. If you could wave a magic wand and have your ideal life, what would it look like?

4. Below is a list of commonly held values. Check the three values that resonate the most with you.

- | | | |
|--|--|--|
| ☐ Acceptance | ☐ Dependability | ☐ Gratitude |
| ☐ Accomplishment | ☐ Dignity | ☐ Growth |
| ☐ Altruism | ☐ Discipline | ☐ Happiness |
| ☐ Artistic Nature | ☐ Empathy | ☐ Harmony |
| ☐ Awareness | ☐ Energy | ☐ Health |
| ☐ Beauty | ☐ Enthusiasm | ☐ Honesty |
| ☐ Bravery | ☐ Equality | ☐ Humility |
| ☐ Calm | ☐ Ethicality | ☐ Humor |
| ☐ Carefulness | ☐ Excellence | ☐ Individuality |
| ☐ Commitment | ☐ Excitement | ☐ Intuitiveness |
| ☐ Community | ☐ Expressive | ☐ Joy |
| ☐ Compassion | ☐ Fairness | ☐ Justice |
| ☐ Confidence | ☐ Faith | ☐ Kindness |
| ☐ Contentment | ☐ Family | ☐ Knowledge |
| ☐ Connection | ☐ Freedom | ☐ Leadership |
| ☐ Creativity | ☐ Friendship | ☐ Learning |
| ☐ Curiosity | ☐ Generosity | ☐ Love |

- | | | |
|--------------------------------------|--|---|
| ☐ Loyalty | ☐ Personal Growth | ☐ Skillfulness |
| ☐ Mastery | ☐ Play | ☐ Spirituality |
| ☐ Maturity | ☐ Practicality | ☐ Spontaneity |
| ☐ Meaning | ☐ Productivity | ☐ Stability |
| ☐ Mindfulness | ☐ Reason | ☐ Strength |
| ☐ Nature | ☐ Reliability | ☐ Thoughtfulness |
| ☐ Openness | ☐ Resourcefulness | ☐ Understanding |
| ☐ Optimism | ☐ Risk | ☐ Uniqueness |
| ☐ Originality | ☐ Security | ☐ Trustworthiness |
| ☐ Patience | ☐ Service | ☐ Truth |
| ☐ Peace | ☐ Silence | ☐ Welcoming Spirit |
| ☐ Persistence | ☐ Simplicity | ☐ Wisdom |

5. Once you have your top three core values, choose one and write about what it means to you, why that value is important to you and how you express it in your everyday life.

Use the following questions to define your goals:

6. What opportunities have you turned down because you didn't feel good enough?

7. What opportunities would you pursue if you had high self-esteem?

8. Are there activities you have avoided because of low self-esteem?

9. If you had enough self-esteem to fully live your values in your relationships with family and friends, what would you be doing? Would you set stronger boundaries? Would you approach conflict differently?

10. If you had enough self-esteem to fully live your values in your career, what kind of work would you be doing? How would you relate to coworkers?

11. If you had enough self-esteem to fully live your values in your community, what would you be doing? What causes or organizations would you be involved in? How would you connect with others?

12. If you had enough self-esteem to fully live your values when it comes to your physical and mental well-being, what would you be doing? What habits would you start and what habits would you quit?

13. Are there other ways in which you're holding yourself back from enjoying life because of a low self-esteem?

Creating a Self-Esteem Journal

Journaling is a great way to get in touch with your feelings and developing self-awareness.

A self-esteem journal may include:

- Expressing your thoughts and feelings
- Keeping personal notes of reflections
- Identifying problematic and unhelpful patterns that you may be engaging in
- Addressing these problematic patterns
- Practicing positive self-talk

2026 Clinical Alignment

DSM-5-TR (including Sept. 2025 update) · ICD-11 CDDR / 2026 MMS

Classification status

- DSM-5-TR: No standalone DSM-5-TR diagnosis under the workbook title · educational/contextual topic unless a separately assessed disorder applies
- ICD-11 CDDR: No dedicated ICD-11 CDDR mental-disorder code under the workbook title · educational/contextual topic unless another coded condition is established
- This workbook is non-diagnostic. A title, checklist, or completed activity never establishes a diagnosis.

Pages requiring the updated interpretation

- The audit identified source pages 1, 2, 3, 5, 20, 24, 25, 26, 27. The statements below supersede incompatible diagnostic, scoring, safety, or resource wording on those pages.

Diagnostic and differential limits

- Use Boost Self-Esteem material to support assessment or intervention planning, not to assign a diagnosis. Evaluate duration, severity, clinically significant distress or impairment, developmental and cultural context, medical/substance causes, exclusions, and relevant differentials.

Document-specific corrections

- Keep Boost Self-Esteem explicitly non-diagnostic; its exercises organize experience and goals but do not establish a mental disorder or causal explanation.
- Supersede diagnostic-sounding scoring on pages [2, 5, 20]: disclose whether each tool is validated or author-created, remove unsupported thresholds, and separate symptom monitoring from diagnosis.
- Revise exposure content on pages [27] to require consent, an objectively safe graded hierarchy, condition-specific response guidance, progress review, and stop/reassessment criteria; never equate flooding with effective exposure.
- Revise trauma/protocol material on pages [1, 3, 25, 26]: distinguish stabilization and reflection from trauma processing, state training/scope requirements, and add dissociation, acute-risk, and destabilization safeguards.
- Replace crisis wording on pages [2, 24] with the current U.S. 988 call/text/chat pathway, 911 or nearest emergency department for immediate danger/medical emergency, and a direction to use verified local services outside the United States.

Measures, scoring, and permissions

- Pages [2, 5, 20] contain named, implied, or author-created screening/rating content . These scores are not diagnostic unless the exact instrument, version, validation population, administration, and interpretation are established. Identify provenance for every item set and scoring rule. Obtain publisher permission/license when required; otherwise remove cutoffs and label it as a nonvalidated reflection checklist, or replace it with a properly licensed measure without altering its wording/scoring.

Intervention scope and contraindications

- For Boost Self-Esteem, exposure must be voluntary, graded, condition-specific, and conducted only in objectively safe and lawful situations. Do not prescribe flooding; screen medical limitations, trauma cues, dissociation, intoxication, and whether avoidance reflects real danger rather than phobic fear.

Crisis and current resources

- For Boost Self-Esteem, use: ·If there is immediate danger or a medical emergency, call 911 or go to the nearest emergency department. In the U.S., call or text 988 or use 988lifeline.org for 24/7 crisis support. Outside the U.S., use verified local emergency and crisis services. · Verify all topic-specific agencies and links at publication.

Authoritative references

- <https://www.psychiatry.org/psychiatrists/practice/dsm/updates-to-dsm/updates-to-dsm-5-tr-criteria-text>
- <https://www.psychiatry.org/getmedia/b68a5776-f88c-45c7-9535-fd219d7aa5cb/APA-DSM5TR-Update-September-2025.pdf>
- <https://icd.who.int/browse/2026-01/mms/en>

2026 Clinical Alignment

DSM-5-TR (including Sept. 2025 update) · ICD-11 CDDR / 2026 MMS

- <https://www.who.int/publications/i/item/9789240077263>
- <https://www.samhsa.gov/mental-health/988>
- <https://www.samhsa.gov/mental-health/national-behavioral-health-crisis-care>
- <https://www.healthquality.va.gov/guidelines/MH/ptsd/>
- <https://www.nice.org.uk/guidance>
- <https://988lifeline.org/>