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Kleptomania 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 · Self-Assessment

2 · Tracking Stealing Behavior

3 · Identifying Triggers

4 · Creating a Distraction List

5 · Identifying Emotions

6 · Grounding Exercises

7 · Creating a Support System

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10 · Imagining the Future

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12 · Identifying Values

13 · Imaginal Exposure Worksheet for Kleptomania

14 · Boundaries With Yourself

15 · Analyzing Relapses

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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.

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Self-Assessment

The following are common signs you might be struggling with Kleptomania. Rate each statement on a scale from 1-5 (1 being “strongly disagree” and 5 being “strongly agree”):

Statement	Rate (1-5)
1. “I often feel an irresistible urge to steal items that I don't need or that have little value to me.”	1-2-3-4-5
2. “I experience a rush of excitement or relief after stealing, followed by feelings of guilt or shame.”	1-2-3-4-5
3. “I find myself frequently thinking about stealing and planning when and how I can steal again.”	1-2-3-4-5
4. “I steal even though I can afford to buy the items I take.”	1-2-3-4-5
5. “I sometimes steal to relieve feelings of stress, anxiety, or boredom.”	1-2-3-4-5
6. “I often steal impulsively, without thinking about the consequences.”	1-2-3-4-5
7. “I steal items and later discard, give away, or stash them without using them.”	1-2-3-4-5
8. “I have tried to stop stealing multiple times but find it very difficult to resist the urge.”	1-2-3-4-5
9. “I have faced legal or social consequences due to my stealing behavior but continue to steal.”	1-2-3-4-5
10. “I have noticed that my stealing behavior has increased over time, requiring me to steal more frequently or take bigger risks.”	1-2-3-4-5

Score: ____/55

The score reflects the severity and impact of your Kleptomania.

1. What statements resonated with you more than the others?

2. What new insights did you gain about your behavior or thought patterns?

Kleptomania is a mental health disorder characterized by a recurrent inability to resist urges to steal items that are not needed for personal use or for their monetary value. It is classified under the category of "Disruptive, Impulse-Control, and Conduct Disorders" in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition).

Here are the diagnostic criteria for kleptomania according to the DSM-5:

A. Recurrent failure to resist impulses to steal objects that are not needed for personal use or for their monetary value.

B. Increasing sense of tension immediately before committing the theft.

C. Pleasure, gratification, or relief at the time of committing the theft.

D. The stealing is not committed to express anger or vengeance and is not in response to a delusion or a hallucination.

E. The stealing is not better explained by conduct disorder, a manic episode, or antisocial personality disorder.

Tracking Stealing Behavior

1. Keep a daily log of your stealing activities, noting what you stole, why you stole it, how you felt before and after, and the consequences, both positive and negative.

Date	Item stolen	Trigger/reasons for stealing	Feelings/thoughts before stealing	Feelings/thoughts after stealing	Consequences
05-18	Sunglasses	<i>Felt overwhelmed at work, wanted a sense of control</i>	<i>"I'm so stressed. Stealing this will make me feel better."</i>	<i>Initially relieved, then guilt and shame</i>	<i>Guilt, fear of getting caught, avoiding wearing them in public</i>

Date	Item stolen	Trigger/reasons for stealing	Feelings/thoughts before stealing	Feelings/thoughts after stealing	Consequences

Identifying Triggers

1. Reflect on Your Experiences: Think about recent times when you felt the urge to steal. Consider the context, your emotions, and any specific situations that may have triggered this behavior.

2. Identify Situational Triggers: Identify the places, people, or events that often precede your stealing behavior. Examples:

- *Being in a crowded shopping mall where I feel anonymous and less likely to be noticed.*
- *Visiting a friend's house where I feel comfortable and think I won't get caught.*

3. Recognize Emotional Triggers: Write down the emotions you experience before you feel the urge to steal. These could include stress, boredom, anxiety, loneliness, or excitement.

4. Consider Thought Patterns: Reflect on the thoughts that go through your mind before and during the urge to steal. These might include justifications, rationalizations, or specific beliefs. Examples:

- ***Rationalizations and Justifications:*** "It's just a small item. No one will miss it."
- ***Escape from Negative Emotions:*** "I'm so stressed out. I just need a break from feeling this way."
- ***Impulsivity:*** "I can't stop thinking about stealing that item. I need to act now."
- ***Intrusive Thoughts:*** "What if I just took that? It seems so easy."
- ***Minimization of Consequences:*** "No one is watching. I won't get caught."

5. Document Physical Sensations: Pay attention to any physical sensations you experience when you have the urge to steal, such as increased heart rate, sweating, or a sense of tension.

Creating a Distraction List

List activities that can distract you from the urge to steal.

1. Identify Triggers: Reflect on situations, emotions, or thoughts that typically trigger your urge to steal.

2. Brainstorm Distractions: Think of various activities or strategies that can serve as distractions when you feel the urge to steal. These should be healthy, engaging, and easily accessible. The following are some suggestions. Check off the ones that may be helpful or add more to the list:

- ☐ **Go for a walk or run:** Physical activity can help release pent-up energy and reduce stress.
- ☐ **Practice deep breathing exercises:** Helps calm the mind and body.
- ☐ **Call a friend or family member:** Talking to someone can distract you and provide emotional support.
- ☐ **Engage in a hobby:** Painting, drawing, knitting, or any other creative activity.
- ☐ **Read a book or magazine:** Immerse yourself in a good story or interesting article.
- ☐ **Watch a movie or TV show:** Find something engaging to watch.
- ☐ **Do a puzzle:** Jigsaw puzzles, crossword puzzles, or Sudoku can occupy your mind.
- ☐ **Cook or bake:** Try out a new recipe or make your favorite dish.
- ☐ **Clean or organize:** Tidying up can be therapeutic and distract you from urges.
- ☐ **Journal:** Write down your thoughts and feelings.
- ☐ **Garden:** Spend time caring for plants or starting a garden.
- ☐ **Take a bath or shower:** Relax in warm water to soothe yourself.

- ☐ **Attend a support group:** Share and listen to others with similar experiences.
- ☐ **Play with a pet:** Spend time with animals for comfort and distraction.
- ☐ **Do a home improvement project:** Fix or improve something in your home.
- ☐ **Watch funny videos:** Find something that makes you laugh.
- ☐ **Create a distraction jar:** Fill a jar with ideas for distractions and pick one when needed.
- ☐ **Listen to a podcast:** Find an interesting topic to engage with.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Keep your distraction list easily accessible, such as on your phone or a printed copy in your wallet or purse, so you can refer to it when needed.

3. Try and Evaluate: Try out different distractions and note which ones work best for you. Evaluate their effectiveness and adjust your list as needed.

Distraction Activity	Effectiveness (1-5)	Notes

Distraction Activity	Effectiveness (1-5)	Notes

Identifying Emotions

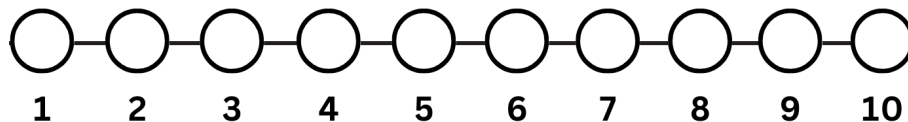
1. Describe the Situation: Briefly describe the event or situation that led to your strong emotional response.

Example: "I had a disagreement with my colleague at work about a project deadline."

2. Identify the Emotion: Name the primary emotion you are feeling. Use a word or phrase that best captures your emotional state.

Example: "Frustration"

3. Rate the Intensity of the Emotion: On a scale of 1 to 10, with 1 being very mild and 10 being extremely intense, rate the intensity of your emotion.



4. Physical Sensations: Describe any physical sensations you are experiencing in your body as a result of this emotion.

Example: "Tightness in my chest, clenched jaw, headache"

5. Thoughts Associated with the Emotion: Write down any thoughts or beliefs that are going through your mind related to the emotion.

Example: "My colleague doesn't respect my input. This project is going to fail if we don't meet the deadline."

6. Behavioral Impulses: Note any urges or impulses you have to act in a certain way because of this emotion.

Example: "I want to yell at my colleague or walk out of the meeting."

7. Actions Taken: Describe any actions you actually took in response to the emotion.

Example: "I raised my voice and argued with my colleague."

8. Short-Term Consequences: Identify any immediate consequences of your actions for yourself and others.

Example: "My colleague got defensive, and the argument escalated. I felt even more stressed afterward."

9. Long-Term Consequences: Reflect on any longer-term consequences of your actions for yourself and others.

Example: "The relationship with my colleague might be strained, and it could affect future collaborations."

10. Alternative Responses: Think of other ways you could have responded to the situation that might have resulted in a better outcome.

Example: "I could have taken a deep breath, calmly stated my concerns, and suggested we revisit the deadline together."

11. What Did You Learn?: Reflect on what you learned from this experience about your emotions and how you handle them.

Example: "I learned that raising my voice doesn't help the situation and that staying calm might lead to a more productive discussion."

Grounding Exercises

Grounding exercises are techniques that help you stay connected to the present moment. They can be particularly useful when you feel overwhelmed by emotions or intrusive thoughts.

1. 5-4-3-2-1 Grounding Exercise

1. Identify 5 things you see around you. Describe them to yourself in detail.
2. Identify 4 things you can touch. Describe how they feel.
3. Identify 3 things you can hear. It could be the hum of a refrigerator, birds chirping, or distant traffic.
4. Identify 2 things you can smell. If you can't identify any in your current environment, think of your favorite scents.
5. Identify 1 thing you can taste. If you have nothing in your mouth, think about the taste of your favorite food.

2. Breathing Exercises

1. Sit or lie down in a comfortable position.
2. Take a slow, deep breath in through your nose for a count of four.
3. Hold the breath for a count of four.
4. Slowly breathe out through your mouth for a count of six or eight.
5. Repeat.

3. Grounding through Touch

1. Hold a small object like a stress ball, a smooth stone, or a piece of fabric.
2. Pay attention to the texture, temperature, shape, and weight of the object.
3. Silently or out loud, describe the object in as much detail as possible.
For example, "This rock is smooth, cool, and has bumps on one side."

4. Mental Exercises

1. Recite a poem or song lyrics: Think of a poem, song, or quote you know by heart and recite it silently or out loud.
2. Do simple math problems: Start with simple equations, such as $5 + 3$, and gradually make them more complex, like 13×7 .
3. Spell words backwards: Pick a word and spell it backward in your mind or out loud.
4. Name all the objects in a category: Choose a category, such as animals, cities, or fruits, and list as many items in that category as you can.

5. Physical Grounding

1. Stand up or sit firmly. Feel your feet on the ground and notice the sensation of your weight pressing down.
2. Stomp your feet on the ground, paying attention to the feeling and sound.
3. Take slow, deliberate steps, focusing on the sensation of your feet making contact with the ground.
4. Do gentle stretches, focusing on the sensations in your muscles and how your body feels as you move.

6. Grounding through Visualization

1. Sit or lie down in a comfortable position.
2. Take a few deep breaths and close your eyes.
3. Visualize a place where you feel safe and calm. It could be a beach, a forest, or a cozy room.
4. Engage all your senses. Imagine what you see, hear, smell, taste, and feel in this safe place. Try to make the image as vivid as possible.
5. Spend a few minutes in your safe place, using it to ground yourself in the present moment.

Creating a Support System

1. Identify Your Needs: Reflect on what kind of support you need. Consider emotional support, practical assistance, accountability, and professional help.

2. List Potential Supporters: Think about people in your life who could provide the different types of support you need. Include friends, family members, support groups, and professionals.

Type of Support	Potential Supporter	How They Can Help
<i>e.g., Practical Assistance</i>	<i>partner</i>	<i>Help with daily tasks when feeling overwhelmed</i>

Identifying Unmet Needs

Reflect on any unmet needs that may drive your stealing behavior and find healthy ways to meet those needs.

1. Reflect on Recent Incidents: Think about recent times when you have stolen something and describe these incidents in detail.

2. Explore Possible Unmet Needs: Consider what needs might have been unmet in those moments. Examples:

- ☐ **Need for Control:** Feeling a lack of control in life and seeking to regain it.
- ☐ **Need for Attention:** Desire for attention from others, feeling unnoticed or ignored.
- ☐ **Need for Comfort:** Seeking comfort during times of stress or emotional pain.
- ☐ **Need for Excitement:** Craving excitement or thrill to combat boredom.
- ☐ **Need for Escape:** Escaping from emotional pain or difficult situations.
- ☐ **Need for Relief:** Looking for relief from emotional or physical discomfort.

- ☐

- ☐

- ☐

- ☐

3. Connect Needs to Behavior: Reflect on how these unmet needs might be connected to your stealing behavior.

4. Develop Strategies to Meet Needs: Think of healthy ways to meet these unmet needs without resorting to stealing. The following are some suggestions. Check off the ones that may be helpful or add more to the list:

- ☐ **Practice Mindfulness:** Engage in mindfulness meditation to stay present and reduce stress.
- ☐ **Join Support Groups:** Connect with others who have similar experiences for mutual support.
- ☐ **Develop Hobbies:** Find and engage in hobbies that bring joy and fulfillment.
- ☐ **Exercise Regularly:** Use physical activity to boost mood and reduce stress.
- ☐ **Journal:** Write about your thoughts and feelings to understand them better.
- ☐ **Build Relationships:** Invest time in building and nurturing healthy relationships.
- ☐ **Adopt a Pet:** Care for a pet to experience companionship and responsibility.
- ☐ **Join a Club or Group:** Become a member of a club or group that interests you.
- ☐ _____
- ☐ _____
- ☐ _____

Self-Compassion

1. Acknowledge Your Feelings: Identify and acknowledge the feelings you experience related to your kleptomania.

2. Practice Self-Kindness: Write compassionate statements to yourself, as you would to a friend going through a similar situation.

Examples:

- It's okay to make mistakes; they are part of learning and growing.
- It's okay to ask for help when I need it.
- I am not alone; I am connected to others who care about me.
- I accept myself as I am, with all my strengths and weaknesses.
- I am a work in progress, and that's okay.
- I am capable of handling whatever comes my way.

3. Develop a Self-Compassion Plan: Create a plan to incorporate self-compassion practices into your daily routine. The following are some suggestions. Check off the ones that may be helpful or add more to the list:

- ☐ **Mindful Breathing:** Spend a few minutes each day focusing on your breath, noticing the sensations of each inhale and exhale.

- ☐ **Self-Compassion Breaks:** When feeling stressed, take a moment to place your hand on your heart and say, "This is a moment of suffering. Suffering is a part of life. May I be kind to myself in this moment."
- ☐ **Gentle Exercise:** Engage in physical activities you enjoy, such as walking, or dancing.
- ☐ **Healthy Eating:** Nourish your body with healthy, balanced meals.
- ☐ **Practice Forgiveness:** Work on forgiving yourself for past mistakes.
- ☐ **Self-Care Rituals:** Establish regular self-care rituals, such as taking a relaxing bath or enjoying a cup of tea.
- ☐ **Compassionate Letter:** Write a compassionate letter to yourself as if you were writing to a dear friend.
- ☐ **Hug Yourself:** Give yourself a comforting hug when you need it.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Imagining the Future

1. Visualize a Positive Future: Spend some time imagining a future where you no longer feel the compulsion to steal. Write detailed descriptions of your future self, focusing on various aspects of your life such as relationships, career, health, and hobbies.

2. Identify Changes Needed: Consider what changes you need to make in your current life to move toward this positive future.

3. Set Future Goals: Set specific, achievable goals that will help you work toward your envisioned future.

4. Create an Action Plan: Develop a step-by-step action plan to achieve these goals, including potential obstacles and strategies to overcome them.

Understanding Cognitive Distortions

Cognitive distortions are irrational or biased ways of thinking that can reinforce negative thoughts and emotions. Common Cognitive Distortions:

Cognitive Distortion	Example
All-or-Nothing Thinking: Viewing situations in black-and-white terms, without recognizing any middle ground.	"If I can't resist the urge to steal every single time, I'm a complete failure."
Overgeneralization: Making broad conclusions based on a single incident.	"I stole something today, which means I'm destined to be a thief forever."
Mental Filtering: Focusing only on the negative aspects of a situation while ignoring the positives.	"I only remember the times I gave in to the urge to steal, not the times I successfully resisted."
Discounting the Positive: Rejecting positive experiences by insisting they "don't count."	"Resisting the urge to steal today doesn't matter because I might still steal tomorrow."
Jumping to Conclusions: Assuming the worst without evidence.	"If I go into this store, I'm definitely going to end up stealing something."
Magnification and Minimization: Exaggerating or downplaying the importance of events.	"The fact that I stole something means I'm completely out of control" (magnification) "It doesn't matter that I managed to resist stealing several times; it was just luck" (minimization)
Emotional Reasoning: Believing that feelings reflect facts.	"I feel so guilty about wanting to steal, so I must be a bad person."
"Should" Statements: Having rigid rules about how you and others should behave.	"I should never feel the urge to steal. If I do, it means I'm not trying hard enough."
Labeling: Assigning negative labels to yourself or others.	"I'm a kleptomaniac, and that's all there is to it."
Personalization: Blaming yourself for things outside your control.	"It's my fault that my family is stressed out; if I didn't have this problem, they'd be happier."

1. Record Distorted Thoughts: Write down specific thoughts you have before, during, or after the urge to steal.

2. Identify Cognitive Distortions: Recognize common cognitive distortions that may contribute to kleptomania.

Distorted Thoughts	Type of Cognitive Distortions

3. Challenge Distorted Thoughts: Analyze and challenge these thoughts by questioning their validity.

Negative Thought: _____

Challenge:

- What evidence do you have to support this thought?

- Is there any evidence that contradicts this thought?

- How might someone else view this differently?

- Can you think of a more balanced or realistic way to view this situation?

4. Replace with Rational Thoughts: Replace the distorted thoughts with more rational, balanced thoughts.

Identifying Values

1. List Core Values: Identify and list your core values. The following are some common ones:

- ☐ **Acceptance:** Embracing oneself and others without judgment.
- ☐ **Accountability:** Taking responsibility for one's actions and their consequences.
- ☐ **Balance:** Striving for a healthy balance in various aspects of life.
- ☐ **Commitment:** Staying dedicated to personal growth and recovery.
- ☐ **Compassion:** Showing kindness and understanding towards oneself and others.
- ☐ **Courage:** Facing fears and challenges with bravery.
- ☐ **Determination:** Being persistent in the pursuit of goals and overcoming setbacks.
- ☐ **Discipline:** Maintaining self-control and adhering to positive habits.
- ☐ **Empathy:** Understanding and sharing the feelings of others.
- ☐ **Forgiveness:** Letting go of resentment and offering forgiveness to oneself and others.
- ☐ **Honesty:** Being truthful with oneself and others.
- ☐ **Humility:** Acknowledging one's limitations and being open to learning and growth.
- ☐ **Patience:** Being willing to wait and persevere without frustration.
- ☐ **Respect:** Valuing oneself and others, and treating everyone with dignity.
- ☐ **Responsibility:** Being accountable for one's actions and their impact.
- ☐ **Support:** Seeking and providing help and encouragement within a community.

- ☐ **Trust:** Building and maintaining trust in oneself and in relationships with others.
- ☐ **Understanding:** Seeking to comprehend oneself and others deeply.
- ☐ _____
- ☐ _____
- ☐ _____

2. Reflect on Behaviors: Reflect on your current behaviors, especially related to stealing, and how they align or conflict with your values.

3. Set Value-Based Goals: Set goals that align with your values and help reduce stealing behaviors.

4. Create an Action Plan: Develop an action plan to achieve these goals.

Imaginal Exposure Worksheet for Kleptomania

Imaginal exposure is a technique used to help individuals confront and process their urges and fears in a controlled and safe environment. This worksheet will guide you through the process of creating a detailed, vivid mental representation of a situation where you feel the urge to steal and help you manage these urges.

1. Describe the Situation: Think of a specific situation where you typically feel the urge to steal. Describe it in as much detail as possible.

- Example: "I am at a busy department store, walking through the aisles, and I see a small, shiny keychain that catches my eye."

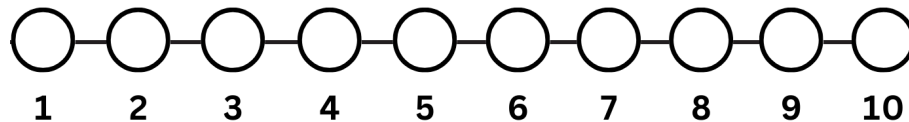
2. Set the Scene: Describe the environment, people around you, sounds, smells, and any other sensory details.

- Example: "The store is brightly lit, with people moving around, and the sound of background music playing. The smell of perfume from a nearby counter is in the air."

3. Acknowledge Your Urge: Describe your internal experience when you see the item you want to steal. What are your thoughts and physical sensations?

- Example: "I feel a rush of excitement and nervousness. My heart starts racing, and my palms feel sweaty. I think, 'I really want that keychain. No one will notice if I take it.'"

4. Rate the Intensity: On a scale of 1 to 10, rate the intensity of your urge to steal.



5. Stay with the Urge: Allow yourself to stay with the urge without acting on it. Describe what happens as you sit with the feeling.

- Example: "I focus on my breathing, noticing how my body feels tense. The urge feels strong, but I remind myself that I don't have to act on it."

6. Challenge Your Thoughts: Identify and challenge any irrational thoughts you have about stealing.

- Example: "I think, 'If I steal this, I'll feel better,' but I challenge this by thinking, 'Stealing will only bring temporary relief and long-term guilt and consequences.'"

7. Identify Coping Strategies: List healthy coping strategies you can use instead of stealing.

- Example: "I can take deep breaths, leave the store, call a friend, or focus on my shopping list."

8. Visualize Using a Coping Strategy: Imagine yourself using one of these strategies successfully.

- Example: "I take a deep breath, put the keychain back, and walk out of the store. I call my friend to distract myself and talk about something positive."

9. Plan for Real-Life Situations: Consider how you can apply this exercise to real-life situations. What will you do the next time you feel the urge to steal?

Boundaries With Yourself

1. Identify Triggers: List situations, places, or emotions that trigger the urge to steal.

2. Set Clear Boundaries: Define specific rules and boundaries to prevent theft. The following are some examples. Check off the ones that apply or add more to the list:

- ☐ Stay away from stores or places where you are tempted to steal.
- ☐ Shop with a trusted friend or family member who can provide accountability and support.
- ☐ Avoid carrying large bags or items that can be used to conceal stolen goods.
- ☐ Make a list of items you need before shopping and stick to it, avoiding browsing in stores.
- ☐ Avoid watching TV shows, movies, or reading articles that glorify or depict stealing.
- ☐ Establish curfews for yourself to avoid late-night shopping trips when stores are less crowded.
- ☐ Regularly attend meetings of support groups for kleptomania to stay accountable and share experiences.
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Analyzing Relapses

1. Describe the Relapse: Provide a detailed account of the relapse incident.

Example: Stole a small item from a store while feeling stressed about work.

2. Identify Triggers: Identify the internal and external triggers that led to the relapse.

Example: Stress from work.

3. Analyze Thoughts and Feelings: Reflect on the thoughts and feelings experienced before, during, and after the relapse.

Example: Felt overwhelmed and anxious; thought stealing would provide relief.

4. Recognize Patterns: Look for patterns or recurring themes in your relapses.

Example: Relapse often occurs during high-stress periods.

5. Develop Prevention Strategies: Develop strategies to prevent future relapses based on your analysis.

Example: Develop healthier stress management techniques (e.g., Practice mindfulness meditation, schedule regular exercise)

Practicing Self-Forgiveness

1. Identify the Action: Describe a specific incident where you engaged in stealing.

- Example: *"I stole a bracelet from a store last month."*

2. Understand the Context: Reflect on the circumstances surrounding the incident. What were you feeling or thinking at the time?

- Example: *"I was feeling extremely stressed and overwhelmed."*

3. Acknowledge the Impact: Consider the impact of your actions on yourself and others.

- Example: *"I felt guilty and anxious afterward. The store owner experienced a loss."*

4. Embrace Your Humanity: Write a statement acknowledging that everyone makes mistakes.

- Example: *"Everyone makes mistakes, and it's part of being human."*

5. Identify Commonalities: Think of a time when someone else made a mistake and you forgave them. How did you feel about them?

- *Example: "My friend once lied to me, but I forgave her because I understood she was going through a tough time."*

6. Self-Compassion Statement: Write a compassionate statement to yourself.

- *Example: "I am not perfect, and that's okay. I can learn and grow from my mistakes."*

7. Apologize to Yourself: Write a sincere apology to yourself for the actions you regret.

- *Example: "I am sorry for stealing and causing myself so much guilt and anxiety."*

8. List Positive Actions: List three positive actions you can take to make amends or improve your behavior.

- *Example:*

- *"I will volunteer to give back to my community."*
- *"I will seek therapy to address my kleptomania."*

9. Commit to Change: Write a commitment statement for your future behavior.

- *Example: "I commit to being honest and finding healthier ways to cope with my emotions."*

10. Visualize Release: Imagine placing your guilt and shame into a box and closing it. Visualize yourself putting this box away.

- *Example: "I visualize placing all my guilt and shame into a box and closing it. I then imagine putting this box on a high shelf, out of sight and out of mind."*

11. Affirmations for Forgiveness: Write down and repeat affirmations that reinforce self-forgiveness.

- *Example:*

- *"I forgive myself for my past mistakes."*
- *"I am worthy of love and forgiveness."*
- *"Each day, I am becoming a better version of myself."*

12. Release Ritual: Create a ritual to symbolize letting go of guilt. This could be writing down your feelings and then tearing up the paper or burning it (safely).

- *Example: "I write down all my guilty feelings on a piece of paper, then tear it up and throw it away, symbolizing my release from these negative emotions."*

2026 Clinical Alignment

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

Classification status

- DSM-5-TR: Kleptomania · Formal impulse-control diagnosis
- ICD-11 CDDR: 6C71 Kleptomania · Formal impulse-control diagnosis
- A title, checklist, or completed activity never establishes a diagnosis.

Pages requiring the updated interpretation

- The audit identified source pages 1, 2, 3, 4, 5, 10, 13, 14, 16, 17, 20, 21, 22, 23, 26, 27, 31, 32, 33, 34, 36, 38. The statements below supersede incompatible diagnostic, scoring, safety, or resource wording on those pages.

Diagnostic and differential limits

- Differentiate ordinary theft, antisocial conduct, mania, psychosis, neurocognitive conditions, substance effects, and theft for gain; establish recurrent failed control and impairment.

Document-specific corrections

- Pages [2, 4, 5, 14] · Frame · Kleptomania · using the DSM/ICD status below; add duration, impairment, exclusions, and differentials without reproducing criteria. The title alone must never be treated as a diagnosis.
- Pages [1, 2, 3, 4, 5, 13, 26, 32] · Verify the administration, version, scoring interpretation, psychometric fit, reproduction permission, and trademark terms for DSM-derived checklist; clearly separate screening from diagnosis.
- Pages [1, 3, 4, 5, 22, 26, 27, 31, 34, 38] · Do not rely on urge logs alone when there is imminent danger, illegal conduct, severe financial loss, withdrawal/overdose risk, coercive sexual behavior, procedure-related medical risk, or danger to others; require condition-specific risk management, level-of-care assessment, and qualified treatment. Apply this specifically to the workbook's Self-Assessment, Tracking Stealing Behavior, Identifying Triggers, Creating a Distraction List sections.
- Pages [1, 3, 10, 16, 17, 20, 21, 23, 33, 36] · Review all medical assertions in Kleptomania with a qualified medical professional; distinguish psychoeducation from individualized advice and add referral thresholds, contraindications, and medication/procedure cautions appropriate to this population.

Measures, scoring, and permissions

- Verify the administration, version, scoring interpretation, psychometric fit, reproduction permission, and trademark terms for DSM-derived checklist; clearly separate screening from diagnosis. required before publication required before reproduction

Intervention scope and contraindications

- Do not rely on urge logs alone when there is imminent danger, illegal conduct, severe financial loss, withdrawal/overdose risk, coercive sexual behavior, procedure-related medical risk, or danger to others; require condition-specific risk management, level-of-care assessment, and qualified treatment.
- Assess intoxication, withdrawal, overdose, medical instability, co-occurring disorders, suicidality, and access to means or high-risk opportunities. Some withdrawal states require medically supervised care.
- Behavioral tracking does not by itself establish an addictive disorder; confirm diagnostic boundaries and functional impairment.

Crisis and current resources

- U.S.: call or text 988; chat at <https://988lifeline.org/>. Immediate danger: local emergency services. International resources must be separately verified for the intended country and dated.

Authoritative references

- <https://www.psychiatry.org/psychiatrists/practice/dsm/updates-to-dsm/updates-to-dsm-5-tr-criteria-text>
- <https://icd.who.int/browse/2026-01/mms/en>
- <https://www.samhsa.gov/find-help/locators>

2026 Clinical Alignment

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

- <https://988lifeline.org/>
- <https://www.who.int/publications/i/item/9789240077263>
- <https://www.healthquality.va.gov/guidelines/MH/sud/>